



STANDARDS AND QUALITY REPORT 2022 – 2023

Be happy, Positive and Successful

Values

In Blackford Primary School we try to be honest, helpful, fair, caring, gentle, kind and wise.

Aims

- To promote a welcoming environment where our children are happy, safe, confident, responsible and caring; encouraging self -discipline, independence and respect for themselves and others
- To promote opportunities for active, cooperative and independent learning through effective teaching
- To work in partnership with families, carers and the wider community to provide high quality, meaningful learning experiences and to encourage and promote a lifelong, positive approach to health and wellbeing
- To support children to be resilient, and to realise and achieve their full potential, recognising attainment and achievement.

Attainment, Attendance and Progress

Attendance

2020/21	97%
2021/22	94%
2022/23	93%

Attainment and Achievement

In P1, P4 and P7 the majority of children have attained appropriate levels in Literacy and Numeracy, and a few are exceeding expected levels. Almost all children with additional support needs have made good progress from their previous levels of learning.

The children have had opportunities for wider achievement this session. These have included guitar lessons, a Christmas show, judo, athletics and Forest School sessions. They have also had opportunities to compete in events such as the Cluster Sports, County Sports, Blackford Highland Games and the PKC Cross Country Championships. P6/7 successfully completed swimming lessons with support from Live Active with all children making significant progress.

We will be working to increase these wider achievement opportunities next session, particularly for our younger children.

Following an accreditation process which included gathering evidence from children and staff, the school has been successful in achieving a Digital School Award.

The Eco Committee are making good progress towards the achievement of Eco Flag Status. The priorities for this session were Climate Action, Water and Litter and Waste. Through the introduction of new recycling points and community litter picks the Committee have recorded a significant reduction in litter around the school grounds. Whole school inputs on Climate Action have increased pupil awareness of the positive impact they can have on their environment. Eco initiatives will continue to be a focus for next session.

Learning

Progress has been made this session in taking forward identified National Priorities for Improvement.

Staff have taken part in Explicitly Teaching Writing sessions which have had a positive impact on learning and development throughout the school. The schools' involvement in the National Improving Writing Programme has also provided a process and procedures for staff to use which ensure that input is specifically targeted to raise attainment. Positive results have been achieved with the targeted group. These strategies and approaches will be further embedded across all classes next session in order to continue to improve attainment.

Interventions such as Wave 3 and Precision Teaching have impacted significantly on individual pupils and small groups, enhancing literacy and numeracy development. More staff will receive training in these interventions to ensure they can be sustained. Pupil Equity Funding has provided opportunities to further support some children in a nurturing environment.

Health and Wellbeing has continued to be a high priority for children throughout this session. The children have been well supported through ongoing classwork and outdoor activities to build resilience, increase confidence and sustain positive relationships. A few children and families have also been supported by the Community Link Worker and School Nurse to improve their wellbeing and resilience going forward.

We continue to work collaboratively with our local schools and pre-school settings to support children and families transitioning in and out of our school. This includes meetings to share information, discussion groups for children and parents, visits from staff, and opportunities to visit the school. Through this process families feel supported when children move to their new setting.

Digital learning is now embedded across the school, a digital strategy has been developed and our digital resources continue to increase. Next session we will be improving our digital communication with parents and developing the children's roles as digital leaders.

Children are increasingly aware of their rights through regular discussion in assemblies and in classes. This will continue next session as we look at how the rights are evident throughout our school and how they impact on children's wellbeing.

Leadership

Children continue to have opportunities to take on leadership roles within classes and across the school. This has been particularly evident through activities linked to Easter, Blackford Gala, Forest School, Gardening, Buddies, Paired Reading, the Eco Group and School Council. Staff have continued to undertake leading roles in improving experiences for children through Eco Schools, Digital Schools, and raising awareness of Children's Rights.

All teachers continue to be involved in regularly tracking and monitoring pupil progress, and they consider all the data that is available to them when planning learning experiences. The wide variety of data now available, and our ability to provide appropriate interventions, helps ensure the needs of children are met effectively.

The school has a good capacity for continuous improvement:

Quality Indicator	Evaluation
<i>1.3 Leadership of Change</i>	<i>Good</i>
<i>2.3 Learning, Teaching & Assessment</i>	<i>Good</i>
<i>3.1 Ensuring Wellbeing, Equality and Inclusion</i>	<i>Very Good</i>
<i>3.2 Raising Attainment & Achievement</i>	<i>Good</i>

Improvement Priority for 2023-24

Wellbeing and learning needs remain central to ensuring the school can support children and families in moving forward. This will be achieved by:

- Ensuring high quality learning and teaching is experienced by all children as part of an engaging, motivating and relevant continuous curriculum experience
- Enhancing progression in learning for children through effective application of Nurture principles

This report has been compiled in consultation with Pupils, Parents, Staff, Community Link Worker and School Nurse through professional discussion, assemblies, and engagement with the Parent Forum.