

Leadership

Our school community worked together to create our Vision, Values and Aims, setting shared standards and expectations. The Quality Improvement Plan for the school is based on a 3 year cycle and this session has focused on undertaking training in literacy (writing) and continuing to improve emotional literacy through the embedding of a Health and Wellbeing programme (Emotionworks). Our core school values of respect, kindness, inclusion, responsibility and fairness are embedded through restorative practices across the school.

We have improved equity for identified children through effective use of Pupil Equity Funding (PEF) which has been used to improve ICT, purchase resources for targeted interventions and fund additional staffing. There is a culture and climate for staff to develop their practice through evidence based learning e.g. focusing on improving writing through professional development with Stephen Graham and engaging in training around the learning and teaching of core numeracy skills. The school's capacity for continuous improvement is very good.

The Headteacher oversees planning, tracking and monitoring of children's progress through professional dialogue with teachers at key points in the year. Annual plans are developed to ensure breadth and coherence across all curricular areas. Block plans are created each term by the teachers and shared with children and parents through Planning Walls, Learning Steps jotters and Seesaw. The children's views are gathered regularly through our child/staff focus groups, termly through context planning, daily through target setting, emotions check ins and self/ peer evaluation. Children's views regularly impact the life and work of the school. Children report that they value the responsibilities they have in school.

Children have had increased opportunities to lead their own learning through investigative and play based approaches. All children are given opportunities to lead their own learning through target setting, class planning and choice of learning activities. Planned learning conversations allow children to set and review their own targets and select work to show evidence of progress in learning.

Parents have supported learning opportunities by working in positive partnership with staff and children. Staff across the school have clear responsibilities. Staff participate in professional learning ensuring they have knowledge of current initiatives and developments, leading to improved outcomes for children as well as facilitating regular professional dialogue.

Staff development opportunities in 2022/23 included; Child Protection training, engagement in further training with Stephen Graham around teaching different text types in writing and sessions with Count on us to support children's understanding of numerical concepts and support them to solve problems. In addition, professional reading has been undertaken to provide a basis for professional reflection and discussion.

The views of staff, pupils and parents have been gathered in a variety of ways and taken into account in order to support school judgements in identifying strengths and areas for improvement for the school as part of the school's self evaluation process.

Cleish Primary School

Standards and Quality Report

2022-23



Attendance, Attainment and Achievement

Attainment is tracked in line with Curriculum for Excellence levels. Nursery - Primary 1 is a typical early level duration, Primary 2 - Primary 4 is typical for first level and Primary 5 - Primary 7 for second level. Across the school, children are making good progress towards predicted levels of attainment with some exceeding national expectations.

In Primary 4, most children have achieved first level in writing and almost all have achieved in reading. In Primary 7 most children have achieved second level in writing and all have achieved reading.

In numeracy, all Primary 4 pupils were judged to have achieved first level and in Primary 7 all children have achieved second level.

Children requiring additional support in learning are making progress in line with their individual needs, with detailed support plans in place where necessary.

Teachers at Cleish use a range of assessment approaches including self and peer assessment, professional judgement, standardised assessment and moderation activity to help them to monitor and evaluate children's progress and attainment in literacy and numeracy. Teachers and children have engaged with cluster schools to moderate assessment in different curricular areas, and to develop approaches to holistic assessment to support and confirm professional judgement.

We have robust tracking measures in place and use the Perth and Kinross tracking and monitoring tool to record pupils' progress against national standards. Attainment tracking allows staff to identify children who require targeted support. A range of targeted interventions are used to support small groups and individuals, ensuring equity for all. Interventions are planned for in consultation with parents and are provided to individuals or small groups by teachers and support staff. The school is very good at raising attainment and achievement.

An ethos of celebrating success and achievement is embedded within the school and enables all of our pupils to be recognised for their personal achievements within and out-with school. Wider achievement information is gathered to identify equity of opportunity, participation and success.

During 2022-23 overall attendance was 88%. Attendance is regularly monitored in line with the Perth and Kinross policy.

Staff have a good understanding of child protection procedures and risk assessments are in place, where appropriate, to ensure young people are safe and secure whilst at school.

Learning

Our aim at Cleish is to create a learning environment where children will develop the self-belief, skills, knowledge and understanding to equip them to become life long learners and responsible citizens. Almost all children at Cleish engage positively in their learning and enjoy developing their skills in real life contexts.

Across the school, the quality of teaching is good. Teachers and non-teaching staff work hard to provide purposeful learning environments. Staff listen well to children and respond appropriately to their comments and ideas. Children contribute to planning throughout their learning by formulating questions and evaluating. Teachers provide clear and helpful explanations and instructions. In the majority of lessons children are appropriately challenged in their learning. All children engage in experiential and active learning opportunities which allow them to apply skills and knowledge. Teachers use questioning to good effect to check understanding and build on prior learning. Staff use Seesaw as a platform to share learning and communicate with families.

In addition to regular feedback in class, all children have reflected on the characteristics of effective learners and are able to recognise these at home and in school. Health and wellbeing focused conversations are based around the SHANARRI indicators and children undertake an emotions check in each day which allows staff to ensure that they are ready to learn. Assessment approaches are matched to the learning needs of children and are used to support them to demonstrate where they are in their learning and plan next steps. We have developed consistent use of assessment evidence files for each child. Evidence of learning is also recorded through Seesaw and evidence jotters which act as learner profiles. Children in all classes have regular opportunities for peer and self- assessment.

Our approaches to reporting during session 2022-23 included planned, termly learning conversations, parent contact phone calls, Parent Council meetings, use of digital platforms and a formal end of year report. Overall, ensuring wellbeing, equity and inclusion across the school is very good.

IMPROVEMENT PRIORITIES FOR 2023-24

- Continue to develop consistent approaches to teaching writing.
- Ensure appropriate levels of support and challenge for children at all stages of the school.
- Working with families to improve school attendance.