

Crieff Primary School Improvement Priorities 2023-2024

- All staff will have a shared understanding of progress within and achievement of a level, by June 2024.
- By June 2023, 85% of P7 pupils will have achieved Second Level writing outcomes.
- By 2024, 80% of pupils will make improved healthy life and resilience choices.



Attendance 2022-2023

Total: 92.10%

This is a slight increase from session 21-22, higher than our comparator schools and in line with the PKC average. Our staff work very hard to support families to attend school; support is implemented from our partners in Community Link and wider partners.

The 'National Improvement Framework' (N.I.F) provides a clear vision and priorities for Scottish education. Within this report, we have referred to our schools' progress against the drivers within the N.I.F, together with an evaluation of key Quality Indicators.

This report was written in conjunction with Crieff Primary School self-evaluation process, reflecting feedback from parents, staff, and pupils; as well as the inspection findings provided by Education Scotland HMI visit this session.



Crieff Primary School Standards & Quality Report 2022-2023

Our Values

Respectful, Ready, Responsible

School Aims

We aim to create a happy and welcoming environment where there are positive relationships and there is a high level of responsibility and regard for the safety and well-being of others.

That all children have equal access and opportunity to be included in every aspect of school life, from their learning to their social development.

To promote and value high standards and high levels of attainment through a curriculum which values individual achievement and progress.

To develop self-esteem, ambition, and pride within a positive and supportive environment.

To provide a wide range of experiences for all children encouraging enthusiasm for learning.

To ensure that pupils have the information and skills to enable them to make positive, informed, and healthy lifestyle choices.

To continue to build a sense of community at the heart of our school.





Attainment & Achievement

Learners' successes are celebrated during assemblies, Seesaw learning journals, school twitter site and class awards. Learners continue to present as welcoming, inclusive, and motivated to achieve.

Overall, children make good progress from prior levels of attainment in literacy and numeracy and mathematics. Most children with ASN are making good progress towards their individual learning targets. Senior leaders gather a range of attainment data. Through self-evaluation and moderation activities, we shall continue to enhance staff understanding of achievement of a level, ensuring planning of pace and challenge is evident throughout Early, First & Second levels.

Performance within national CFE Literacy & Numeracy at Early, First & Second Levels - Almost all pupils in Pr. 1 are Secure in Early Level Listening & Talking. Most pupils within Primary 1 are secure in Early Level Numeracy, Writing & Reading. Most pupils within Pr. 4 were Secure at First Level Listening & Talking & Writing, with majority being Secure within Reading & Numeracy. Almost all pupils in Pr. 7 achieved Second Level Listening & Talking. Most pupils are secure in Second Level Reading. Majority of pupils are secure in Writing and Numeracy. When comparing with our comparator schools, we are overall ahead across Early, First & Second Level achievement.

Senior leaders make use of local authority data to understand the unique challenges within their rural context. This ensures all staff understand the socio-economic background of children and their families. Targeted learners took part in a range of interventions to support their learning and support closing the attainment gap. (Pupil Equity Funding). Amongst these interventions, was embedding a new approach for P4 First Level Writing, in partnership with the National Children's Collaborative. This had a large impact on pupils and staff, resulting in a significant rise in pupil confidence and pride, culminating in a rise of 24% in First Level Writing attainment.

Within ISP, staff have a deep understanding of children's individual needs. Teachers use this knowledge to plan skilfully individual learning tasks to meet the varying needs of children. Staff use a wide range of carefully considered creative approaches and contexts to engage children in their learning. They encourage joint attention and social interaction, which is often based around each individual pupils' interests.

QI 3.2 Raising Attainment & Achievement – Good

Learning

Our school demonstrates a strong commitment to the United Nations Conventions on the Rights of the Child. Across the school community, all staff interactions with children are warm, caring and nurturing. As a result, children feel welcome, cared for and the positive environment supports their learning.

All staff are interested in every child as an individual. They are well attuned to learners and are responsive to their needs. Teachers ensure that emotional literacy is a regular feature of children's learning experiences. They use the indicators effectively to monitor children's wellbeing. Each teacher audits how inclusive their classroom is regularly. This is helping them to provide more flexible, inclusive learning environments for all children. All staff use visual images consistently across the school to support communication. Across the school, staff use prominent displays to support children's resilience and determination in learning. This supports children well to build an understanding of learning from mistakes to achieve success.

Early Years staff embarked on embedding national and local guidance and research relating to play pedagogy. Early Level attainment has seen a positive rise, as well as levels of pupil independence in application of life skills.

School values continue to be the thread of everything we do, with pupils encouraged to demonstrate a Growth Mindset attitude when learning. This approach to Crieff School Life continues to be essential, particularly when pupils are reflecting and planning their next steps. Transition experiences across the schools have continued to be high priority for us. Transitions across and within the school are carefully planned, and parents were informed and included in this process.

Senior leaders have correctly identified the need to build on strong practice to ensure greater consistency in learning and teaching. This includes improving pace and challenge of learning. Children would benefit from work that provides the appropriate level of challenge, and activities that encourage them to think for themselves. A refreshed pupil support remit should support teachers to meet learning needs more effectively in class.

Our ethos within the school is key to our success. Pupils, parents, and community members partnership is what makes Crieff PS special. Our Parent Council (P.I.P) continue to work hard to support our school, giving strategic advice, encouraging parental involvement, as well as organising a variety of fund-raising activities. We are committed to continuous improvement therefore the support given to staff, pupils and the school is valuable.

Within ISP, as part of outdoor learning, children have been involved in filling and planting up raised beds and planting trees. This has enabled them to develop their gross and fine motor skills and to raise their awareness of the environment. In literacy, as appropriate, children have been developing skills in signing and sequencing communication symbols, which supports the development of sentence structure.

QI 2.3 Learning, Teaching & Assessment – Good, QI 3.1 Ensuring wellbeing, equality & inclusion – Good



Leadership

The ethos of the school is very much about shared involvement, shared leadership, and shared responsibility. Our capacity to manage leadership of change is very good.

Children, staff, and parents highly respect and value senior leaders and welcome their visibility and approachability. Senior leaders work together closely as a team, and their skills complement each other well. Together with all staff, they create a welcoming, nurturing, and inclusive learning environment for children. Almost all staff have a clear understanding of the social, cultural, and economic context of the school and its community. They are highly committed to making a positive difference to children's lives.

The Senior Leadership Team have led a useful audit of additional support needs (ASN), a series of lesson observations and scrutiny of data and policies. This has provided them with a clear and accurate picture of the school's strengths and priorities for improvement. They have put in place systems and processes that will support a rigorous approach to quality assurance going forward. Senior leaders use their allocation of PEF to support improvements in literacy, numeracy and health and wellbeing. Strong partnership working is supporting a range of initiatives, such as a well-considered range of summer family activities and a transition program.

School improvement priorities in recent years have been clear and relevant with a focus on impact for learners. Senior leaders make effective use of collegiate time to allow staff to take forward areas for development. The majority of teachers have led developments in recent years. This includes effective work on children's rights, sharing learning with parents, and improving writing and resilience.

Through the work of the pupil council and as ambassadors, children have opportunities to lead, contribute and be responsible. Staff listen to children's views and act on them. Next session we are looking to expand pupil leadership roles across the school, which shall compliment the current role of our pupil Ambassadors within Primary 7.

ISP has its own well-considered improvement plan, based on its self-evaluation. The process of reflection on the impact of the ISP's work has been continuous in both formal and informal ways. Professional dialogue between ISP staff about the work of the provision, takes place on an ongoing basis. Staff are determined to ensure the outcomes for children are as positive as possible. Staff look continuously for ways to improve their practice and work closely together to achieve this.

QI 1.3 Leadership of Change – Very Good