

## Leadership

The Headteacher has now been in post for a year and has built good relationships with the pupils, parents and staff, as well as members of our wider school community. The school has experienced a significant amount of change to the teaching and support staff over the past year but despite this, the school has made good progress towards improvement and our new values have become fully embedded throughout the school and nursery.

The focus for improvement this year has been emotional regulation and the quality of learning and teaching. As these areas have developed and improved, the school is now looking at different ways to capture evidence for self-evaluation to ensure that the correct priorities are identified for future improvements. Staff, pupils, parents and visiting partners have been invited to take part in self-evaluation activities and this has been collated to inform the improvement plans for 2023/24, which can be seen at the bottom of this page.

Throughout the year, we have worked in collaboration with the children to evaluate the school and identify areas for improvement. All of our primary pupils have leadership responsibilities within the school as part of either the School Council, Eco Council or Digital Leaders. We will be continuing to develop these leadership groups and the work that they have begun in the coming year and we will be inviting our nursery pupils to join these leadership groups. This year we have also invested in some new playtime equipment and alongside this, introduce a new role of Play Leader. An overwhelming number of pupils applied for this leadership role. They take this responsibility very seriously and understand that their role is to model our school values, help others to play fairly and to take responsibility for looking after the equipment. Our children have truly risen to the role of 'learners leading learning' and we will continue to look for opportunities to give our children more ownership over their own learning, development and experiences.



In Term 4, we have started to work with parents to develop a shared vision for the school and are in the process of seeking ways to collect a wider variety of parental views. Our P1-7 children have given their views on the different sections within the 'How good is OUR school' resource and they have given their views on how they would like a pupil of Kinloch Rannoch to feel and act in our school. As we go into the next session we will be continuing to develop our aims and vision as a community and look forward to then putting them into practice as we continue to build our school ethos.

## Key School Improvement Priorities 2023-24

We have identified that we have a good capacity for continuous school improvement and our key priorities for 2023-24 are to:

- Raise attainment within writing through the development of whole school approaches and the implementation of a new phonics programme.
- Embed 'Learning for Sustainability' within our curriculum to develop the skills, knowledge and values to live sustainable lives and to enable pupils to develop the four capacities of becoming successful learners, confident individuals, effective contributors and responsible citizens.
- Develop the provision for language and communication, emotional literacy and social skills within the ELC to ensure all pupils are able to meet their developmental milestones.
- Work with our LMG partner schools to implement new progression pathways for all areas of the curriculum and to complete multi-school moderation to quality assure assessments and provision.

# KINLOCH RANNOCH PRIMARY SCHOOL



## Standards and Quality Report 2022/23



## Our Vision

We strive to create a happy learning community that is inclusive and supports every child to be successful. As a team we want to encourage children to become creative, resilient and aspirational lifelong learners.

To be successful in our aims, we believe that it is essential to have a strong partnership between home and school. As a community we will be working together to ensure our school is built on respect and kindness.

## Our Values



### School Self-Evaluation

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

# Attendance, Attainment and Achievement

Evaluative Terminology	
All	100%
Almost all	91 - 99%
Most	76 - 90%
Majority	51 - 75%
Less (or fewer) than half	16 - 50%
Few	Up to 15%



Due to the changes we have implemented to our Literacy and Numeracy provision, the majority of our pupils are now achieving the expected levels in these areas. Most pupils in the ELC are meeting their developmental milestones. There is a high proportion of ASN within the school and almost all pupils with identified needs have achieved their personal targets, with all pupils receiving regular, targeted support. We have used our Pupil Equity Funding to invest in resources to develop emotional wellbeing and regulation which has allowed all pupils to develop their resilience towards learning and the impact of this can be seen in the improvement of the quality and quantity of outcomes in all areas of the curriculum.

A more robust system of assessment has been introduced within the school this year. White Rose Maths assessments are used at the start of each unit to inform planning and these are repeated at the end of the unit to assess for progress and to check children's attainment against the Curriculum for Excellence Benchmarks. The Numeracy Progression Pathways are used to inform planning and to ensure differentiation within the P1-7 multi-composite class. In Literacy, the children complete a 'cold write' at the start of each unit to inform planning and assess children's understanding of each text type. After a full unit of learning and teaching, children then complete a 'Hot Write' which is used to assess which elements they have been able to independently apply to their own writing. The progression pathways for Literacy are also used to ensure that children are on track to meet the expected benchmarks.

Alongside developing learning and teaching in Literacy and Numeracy, we have also developed the broader curriculum to ensure that there are opportunities for all pupils to be successful in wider achievements. We have embedded the use of Charanga within our Expressive Arts provision and have invested in tuned percussion, wind and string instruments to give children a wider variety of opportunities to express themselves musically. We have also ensured that there have been opportunities to learn and apply art and drama skills within our Interdisciplinary Learning. The children's achievements in these areas of the curriculum are celebrated through classroom displays and assemblies. We also share these achievements with our families on Seesaw and on the school's Twitter account.

All pupils are treated as individuals and encouraged to develop their own views and personalities. Their individuality is celebrated within our school community and staff take a real interest in their wider achievements and pursuits outside of school. We will be looking to build on our links with partners and the community to offer local wider achievement opportunities in the next session.

## Attendance

There has been a continued impact from the COVID 19 lockdowns on our school attendance as a number of families have taken previously postponed family holidays within term time. The school will be working with our community to improve attendance in the next session.

June 2021	June 2022	June 2023
95.6%	89.4%	92.4%

These statistics are recorded in terms of the average attendance for each pupil.

# Learning

This session we have focused on improving children's understanding of mathematical concepts using concrete equipment and by expanding their technical vocabulary. All children are now confident when selecting an appropriate resource to help support their learning in numeracy and can explain their learning verbally and in writing. Big questions which link to their new learning are introduced at the beginning of each numeracy lesson and children's independent answers to these are used to assess their understanding of key concepts. Our new approach to learning in numeracy has been underpinned by the ethos and structure of White Rose Maths and teaching staff have undertaken professional development in this area across the year. Children's engagement in this area of the curriculum has improved greatly and they can now independently approach problem solving and reasoning challenges by applying their prior learning.

In Literacy, we have continued to use a text type approach to learning and children are beginning to be able to apply their learning across a range of tasks. We will continue to focus on improving the outcomes in writing as we go into the next session. Our P3-7 pupils have enjoyed our journaling approach to Guided Reading and there has been an improvement in children's comprehension and inference skills, with them now asking their own questions to deepen their understanding of a text.

We have started to implement play pedagogy for our Early Level learners and have also looked for ways to incorporate our older pupils in this process as well. Pupil voice has helped to shape the topics that we have covered this year and at the start of each term the P1-7 class has worked together to transform our role play corner into something linked to our learning. It has been a space station, Scottish castle and a World War One trench with all of the props/décor created by the children. This ownership has encouraged all pupils to engage in imaginative play through which they have applied their learning about each topic. Our Early Level pupils have also enjoyed a range of play activities that link to their weekly learning, which help to reinforce the taught activities as well as giving them opportunities to develop their own problem solving and social skills.



Within the ELC we have been developing the use of floorbook planning to ensure that children are fully involved in planning and evaluating their learning experiences. The ELC pupils were also involved in redesigning their learning environment to ensure that it is a purposeful and creative space that develops their independence and caters for their personal interests.

We have worked in partnership with external providers to give the children lots of opportunities to challenge themselves. The children have thoroughly enjoyed these

sessions and we have seen a real growth in both their confidence and teamwork skills. This year we have worked with Perth and Kinross Countryside Trust to plant 15 trees in our local community park and we received 10 birdboxes which have been put up around the school grounds in areas identified by the pupils. We also engaged in a project with Loch Rannoch Conservation Association, Forestry and Land Scotland and Scottish Fire and Rescue Services to create a leaflet about responsible access in the local area. The children's artwork and writing has been published into a leaflet and we are very proud of the work they put into this project!

