



LETHAM PRIMARY SCHOOL AND ELC Standards & Quality Report 2022-23



Our vision is:
Learning for Life

Our school aims are:
Learning

*the skills to succeed
to learn and keep on learning
to aim high*

Respecting

*our health and well-being
our differences and strengths
our community, our environment*

Believing

*in the unique worth of every one of us
that we can make a difference
being the best we can be, honest and kind, willing to try*

Our values are:

Respect Responsibility Friendliness

Honesty Cooperation



ATTENDANCE, ATTAINMENT and ACHIEVEMENT

Early: The pre-school years and P1, or later for some.
First: To the end of P4, but earlier or later for some.
Second: To the end of P7, but earlier or later for some.

A review of the attainment data for session 22-23 in May 2023 has highlighted the following key points:

Assessment data has been used across the year to measure and identify gaps in pupil attainment. This data has been used to effectively target additional resources and staffing to accelerate progress.

In the primary school, overall, most children are expected to achieve appropriate levels in listening and talking and numeracy and the majority are expected to achieve appropriate levels in reading and writing. This demonstrates a continuing trend of improvement, particularly in writing and numeracy.

Most of our P1 pupils are on track to achieve Early Level in Talking and Listening and Numeracy with the majority on track in Reading and Writing.

Most of our P4 pupils are on track to achieve First Level in Talking and Listening, Reading, Writing and Numeracy.

Almost all of our P7 pupils have achieved Second Level in Talking and Listening. Most are on track in Reading and Numeracy. The majority are on track for Writing. This is a significant improvement on last year and reflects the very positive impact that our targeted catch up/ intervention work has had.

Attainment across the school is generally strongest in Talking and Listening and Reading. However, the gap between these and Writing and Numeracy is decreasing as attainment in Writing and Numeracy has increased in the majority of the year groups. For P1-3s Numeracy attainment is stronger than Reading and Writing.

Our attendance for the school has slightly increased this session from 89.5% to 90.2% (end of Term 3), this continues to be a concern and we continue to work closely with our families, Community Link Worker and partner agencies to support positive attendance.

This session we launched our “Learning for Life at Letham” wider achievement programme, which was developed by staff and pupils during session 21/22. This provides children with a wide range of opportunities for achievement at different levels (Bronze, Silver, Gold and Platinum) which is celebrated termly. We have seen high levels of engagement with the programme with almost all pupils in P1-P7 earning Bronze. In addition to this, 40 pupils have achieved their Hi 5 award through successful participation in outdoor learning with Active Schools and in Tuesday Club.

LEARNING

The teaching of Writing has continued to be an improvement focus across the school. All teaching staff have received further training in ‘*Explicitly teaching text types*’ and also enjoyed a visit from Stephen Graham in February 23, where he modelled highly effective teaching of writing across all school stages for staff. Feedback from staff demonstrates increased confidence in the use of this approach to teach writing. We are implementing these approaches across the school and continue to further develop our practice.

Teaching staff have worked collegiately with LMG colleagues to further enhance pedagogical knowledge and understanding of the teaching cycle. Staff report that they have benefitted from the opportunities for professional dialogue and moderation with colleagues to support consistent high-quality learning and teaching. This was led by Mrs Low and colleagues across the LMG.

We have continued to work closely with partners to provide learning experiences across the curriculum for all learners. **We have used Pupil Equity Funding (PEF) to ensure equity of opportunity for all.** This has included visits to Dynamic Earth, Little World of Play and Amazonia as well as a range of after school activities including drumming, football, dance, gymnastics and Tuesday Club. All learners have undertaken Forest Schools, led by the PKC Play Team.

In February, our ELC received an unannounced visit from the Care Inspectorate. Practitioners were observed to skilfully support children’s curiosities and children’s voice was highly valued which led to confident, happy and motivated children. High quality play supports children’s development in language, literacy and numeracy.

LEADERSHIP

The staff team is committed to our improvement agenda and teaching staff have all taken on leadership roles to support our school improvement plan priorities this session. This has enabled staff to play a role in developing and

driving forward school improvement work. Mr Fortune, with House Captains, has led the re-introduction of our School Houses which has supported children to feel like they belong to the school. Mrs Bodle has worked with local primary schools and police to update our health and wellbeing programme to reflect current issues facing our children. Mrs Mollison took part in the National Improving Writing programme and implemented this in her class, leading to attainment in writing being raised. This approach will now be introduced from P5-P7.

Through the re-introduction of Pupil Committees, all learners have had the opportunity to be more involved and engaged in leading school and community improvement. Committees have included Language Friendly Letham, Community Connectors, Lend a Hand in Letham and Rights Respecting Schools. Learners have developed action plans which have been evaluated, giving a clear focus for improvement work next session.

We continue to work highly effectively with the local community; through Letham Together we have increased the number of families we have been able to support through the provision of warm packs, food parcels as well as access to family activities and financial supports to address the cost of living crisis.

A group of enterprising and caring pupils have developed a Community Café to promote positive mental wellbeing in the local community. This is supported by Mrs Irvine. We have had over 200 visitors with super feedback.

We have effectively used Pupil Equity Funding to release teachers to support raising attainment. This has had a very positive impact as evidenced above.

We regularly consult with pupils, parents and staff which supports our self-evaluation as to what we have achieved and what our next steps are. We are confident in our capacity for ongoing improvement.

How Good is Our School 4 – School Evaluation of Quality Indicators

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

Improvement priorities for 2023-24

- Further raise attainment in Writing
- Further develop pupils’ emotional literacy and self-regulation
- Further develop leadership at all levels