



LOGIEALMOND PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2022-23

Our vision is of a confident and ambitious school to which all can contribute and in which we can share. Our school will be vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported

Our values are:

- openness, honesty and integrity
- diversity, fairness and compassion
- mutual trust and respect

Our purpose is to:

- promote safety and well-being
- improve learning and achievement
- work with parents, carers and our community

Our objectives are to:

- keep individuals safe and protected
- improve health, happiness and well-being
- develop the range and quality of learning experiences for all
- raise standards of performance and achievement
- develop active and responsible citizens
- develop caring and confident communities



ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Our progress against the How Good Is Our School Quality Indicator 3.2 Raising Attainment and Achievement has been good this session. All pupils have continued to make good progress from their previous levels of attainment and some pupils have exceeded their expected levels. Overall, most of our pupils are attaining their expected levels for numeracy and most have attained their expected levels for literacy. Data has been gathered through a variety of assessments and tracked across the year. This has been backed up by very good SNSA results. Measures are in place to ensure positive outcomes and equity for all pupils and we have made progress against How Good Is Our School Quality Indicator 3.1 Ensuring Wellbeing Equity and Inclusion.

Throughout the session, teachers track pupil progress to ensure appropriate pace and challenge and to identify strengths and development needs. Regular tracking meetings allow teachers to discuss strategies and plan for additional support and challenge where appropriate, including effective deployment of staff. Staff use Pathways and Trackers, benchmarks and standardised assessment results to support professional judgments and ensure shared standards as well as progression through Curriculum for Excellence levels. We also use the Perth and Kinross tracking and monitoring spreadsheet which allows us to better track pupil progress in Literacy and Numeracy.

This year, we continued to have a good attendance record of 89%, which is lower than the PKC average of 94%.

Pupils are proud of their many achievements at Logiealmond. The school ensures that the children enjoy a wide range of relevant and rich learning experiences to help them develop their confidence and skills for Life, Learning and Work including working together to plan, organise and sell the Christmas Crafts and Christmas Card Enterprise. All pupils performed the nativity, 'Babushka', in school to parents and the wider community for the first time since Covid restrictions were lifted. Older pupils have regularly shared their learning and skills through presentations and group work. All pupils participated in Bikeability and Rugby training and P4-7 also attended a 10-week block of swimming lessons. All pupils are members of the Pupil Council and the Rights Respecting Schools Steering Group. Pupils have high expectations of themselves and respond well to challenges across the various areas of the curriculum.

LEARNING

We have made good progress with How Good Is Our School Quality Indicator 2.3 and Learning, Teaching and Assessment remains of strong importance to our school. Teachers continue to review approaches to learning and teaching using Curriculum for Excellence experiences and outcomes as well as benchmarks in their planning, teaching and assessment. Pupils in P1, P4 and P7 undertook the Scottish Standardised National Assessments in Literacy and Numeracy and the results, along with other forms of assessment and evidence, were used to inform effective teaching approaches and planning to raise attainment in these areas.

Pupils have the opportunity to demonstrate that they are responsible citizens, successful learners, effective contributors and confident individuals through a range of activities and experiences such as our Rights Respecting Schools work, STEM activities and learning across the curriculum has been supported and enriched in a wide variety of ways through topics such as Around Scotland Past and Present and Space. In taking forward digital learning, children and staff have enhanced their learning in digital technologies utilising new resources such as Micro bits and Sphero.

The embedding of a Learning through Play based approach across all stages, but with a greater focus in the early years, has continued to increase engagement and enjoyment across the curriculum as well as skills, knowledge and understanding in literacy, numeracy and science through the planning of regular focused experiential and active tasks.

With a clear focus on the National Improvement Framework Priorities of improvement in health and wellbeing, transitions from Nursery to Primary are well planned, with quality time given for formal handover meetings to discuss specific needs and maintain rates of progress and continue to focus on building children's confidence. Transition visits are planned to ensure new pupils become familiar with the school, pupils and staff and help ease any anxiety before the start of the new session.

With a focus on the National Improvement Framework Key Priority of improvement in employability skills, learners were provided with further opportunities to lead their learning across the curriculum through their continuing work with Rights Respecting Schools. Both staff and pupils continue to increase their knowledge of Children's Rights and pupils have used their leadership skills to plan for activities such as the Fiver Challenge to successfully raise money for the school. Rights Respecting Schools and Global Goals continue to be across the curriculum.

LEADERSHIP

We continue to make good progress with How Good is Our School Quality Indicator 1.3, Leadership of Change. All staff are reflective of their practice, open to new ideas and keen to engage in professional learning which improves their practice.

Teachers and support staff are encouraged to take on leadership roles.

All staff have engaged in numerous training opportunities. These have included courses in Physical Education, Writing, Speech and Language Therapy and Digital Skills. The Head Teacher continues to work closely with colleagues from other single/ two teacher schools and other schools in Bertha Park Cluster to share good practice to enhance the learning experience of all pupils. All staff recognise the need to continue sharing effective practice to support further improvement. Regular staff meetings allow all staff to be involved in decision making. This is helping us improve within the National Improvement Framework Key Driver of Teacher Professionalism

All pupils contribute effectively to school improvements through serving on the Pupil Council. Regular whole school discussions take place which allows all voices to be heard. This approach plays a significant part in contributing to the positive ethos of the school.

The Parent Group is regularly consulted regarding School Improvement. All parents have continued to show their support for the school and the Parent Group has provided funding for outings and educational resources.

This report is compiled in consultation with pupils, staff, parents and other partners in our learning community. This year, evidence has been gathered from:

- Pupil, staff and parent comments
- School Improvement Plan 2022
- Parent Council Meetings
- Pupil Health and wellbeing wheels

IMPROVEMENT PRIORITIES for 2023-24

Priorities for this will include:

- To increase all learners' digital literacy skills through achieving Digital Schools Award
- Raise attainment in literacy, particularly Writing

We would like to recognise and thank all our families for the efforts they have made during the past session– we are all very grateful for their support.