



STANDARDS AND QUALITY REPORT 2022-23

Mission Statement

Our school is committed to providing an ethos which motivates and develops all learners to become successful, confident, responsible and effective in development of their skills for Learning, Life and Work. We value and encourage an active partnership between our ELC/school, home and the wider community.

We reviewed our core values last session and have worked together this session to ensure we know and understand what the words mean and how we can demonstrate them. Our core values as agreed by learners, staff and parents are:

Welcoming
Inclusive
Safe
Achieving
Respectful



ACHIEVEMENT

Develop approaches to increase children's writing and numeracy development to secure an increase in children meeting the national standard in June 2023.

Progress against this outcome is good.

Learners across our ELC and school are making good progress from their prior levels of attainment, raising attainment for all learners in numeracy and writing.

Within writing, in P1-7, all learners are beginning to embed an understanding of the different perspectives of descriptive writing which has led to increased independence and an improvement in the quality and standard of pieces of writing.

All learners record their understanding of and how they have used skills for Learning, Life and Work.

Our learners exercise responsibility and contribute to the life of the school as global citizens.

Embed approaches to supporting children's language development to secure an increase in children meeting the speech and language developmental milestone and progression to benchmarks in May 2023.

ELC

A range of interventions are in place which have supported language development leading to an increase in attainment in speech and language e.g. Teddy Talk, Word Aware & Up, Up & Away.

ATTAINMENT

Our overall attainment data for the whole school in June 2023 indicates that most learners from our ELC to Primary 7 have made good progress, against prior levels of attainment across Literacy, Numeracy and Health and Wellbeing. Our progress in relation to Raising Attainment and Achievement is good.

Our school data for learners indicates that:

In our ELC most learners are making good progress in developing their skills in Listening and Talking, Reading, Writing and Numeracy and Mathematics.

In P1 all pupils are making good progress in Listening and Talking, Reading, Writing and Numeracy and Mathematics.

In P4 the majority are making good progress in Reading, Writing and Numeracy and Mathematics, with most making good progress in Listening and Talking.

In P7 most pupils are making good progress in Listening and Talking, Reading, Writing and Numeracy and Mathematics.

Most of our learners have very good attendance meeting P&K standard of 91% or above. We have had no exclusions.

Pupil Equity Funding (PEF)

PEF funding this session has been targeted to:

- improve attainment in Literacy and Numeracy through purchase of additional materials and focused individual/small group teaching
- support the cost of the school day by enabling learners to participate in daily and wider school activities e.g. PE kits, school uniform and clubs.
- contribute towards the cost of additional resources to support school learning e.g. online resources & IT.

LEARNING

Develop approaches leading to stronger home-school links which improve outcomes for most of our learners.

Develop approaches to increase children's numeracy development to secure an increase in children meeting the progression outcomes for numeracy CfE benchmarks in May 2023. **ELC**

We have evaluated our progress in Family Learning as good.

We have planned a range of opportunities for parents of children from Nursery to P7 to work in partnership with school staff and their children to develop a better understanding of learning outcomes for children. Examples of this include numeracy work within our ELC, the benefits of board games and literacy development across ELC-P7.

In our ELC Stay, Play, Learn opportunities take place across the year with most parents attending at least twice.

Our Family Learning ECP arranged a variety of experiences to improve relationships and deepen understanding of learning e.g Book Bug & Eat Well Play Well.

Numeracy learning is a visible feature across our ELC environment including in communication with parents.

In November & May all learners, P1-7, evaluated their learning in Literacy, Numeracy and Health and Well-being and set their next steps in learning with some attending Reporting to Parent meetings and participating in discussions.

Parents were invited to participate in a scavenger hunt with their children to find key information in relation to aspects of learning undertaken as part of the Rights Respecting Schools Gold Accreditation. In addition, linked questions highlighted school learning in relation to our core values, the well-being wheel and the work of citizenship groups.

LEADERSHIP

Our continued Recovery and School Improvement Planning have focused on recovery and regrowth which reflects our schools shared vision and sets challenging but achievable targets. This enables us to secure a strong sense of common purpose throughout our school community. Self-evaluation is central to the leadership and direction of learning and teaching in our school. It is an ongoing feature of school life. Our school has a good capacity for continuous improvement.

Have approaches in place to support the majority of our learners to have an increased understanding of Learner Participation across the four arenas and how they can achieve within each arena. Our learners will develop their ability to act as advocates for children's rights and fairness in their journey to becoming rights respecting global citizens.

We evaluate our progress in our Leadership of Learning as good.

Most learners are clear about what they are learning and how to evaluate it against success criteria when sharing their learning. Most learners are aware of their targets, are able to set their own targets and recognise when they have achieved them.

All pupils have participated in focused activities led by senior pupils in developing their understanding and a common purpose of ECO, RRS and SDG priorities which has enabled learners to make informed choices about the impact they can make at school level and within the community.

The majority of our learners have a good understanding of the different ways they participate in their learning and are able to reflect this within the four arenas.

We have achieved Rights Respecting Schools Gold Accreditation which reflects our ongoing commitment to learning about Children's Rights.

PRIORITIES FOR 2023-2024

- Raising attainment and achievement in Writing and Numeracy ELC-P7
- Increased opportunities for Outdoor Learning P1-7
- Continue to offer opportunities for parental engagement ELC - P7
- Continue to develop attributes of global citizens ELC – P7
- Emotional Development ELC