

Evaluation of Quality Indicators

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	Good

Improvement Priorities 2020-2021

Leadership

Next session the focus will be on recovery planning with a blended approach to home and school learning. Blended learning will have the wellbeing of learners, staff and families as a key priority and focus and be supported by a well-considered curriculum which reflects reviewed priorities.

Attendance, Attainment and Achievement

The understanding and uptake of good health and wellbeing habits across our school communities and the wider community will continue to be raised.

Learning

To continue to develop a consistent approach to planning and assessment to support effective learning and teaching.

This document has been completed following consultation with staff, pupils and the Parent Council.

In preparing this report areas for improvement identified in the school's Self Evaluation document and feedback from School Improvement visits were considered and we are well placed in moving forward with our plans for continuous improvement.

Feedback / comments on the content of the document will be most welcome and should be sent directly to the Head Teacher.



Alyth Primary School

Standards & Quality Report 2019-2020

School Aims

Our Vision

“We live to learn”

Our Values

Ready, Respectful, Safe

Our Priorities

Best start

Learning and Achievement

Health and Wellbeing

Care and Equity

Safe and Protected

Attendance, Attainment and Achievement

Attendance

Attendance is expressed as the average number of half days per pupil.

2017-18: 94.4% 2018-19: 94.3% 2019-20: 93.1% (March 2020)

Attainment

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.

March 2020:

In Primary 1, most pupils are on track to achieve early level in listening and talking, reading, writing and numeracy.

In Primary 4, most pupils are on track to achieve first level in listening and talking and numeracy and the majority of pupils are on track to achieve first level in reading and writing.

In Primary 7, most pupils are on track to achieve second level in listening and talking and the majority of pupils are on track to achieve second level in reading, writing and numeracy.

Achievement

Development area 2019-2020:

The understanding and uptake of good health and wellbeing habits across our school communities and the wider community will be raised.

Progress in this area was good.

- All staff have a shared understanding of the Eastern Perthshire Schools & Community Health & Wellbeing Strategy 2019-2024.
- We have started our journey towards achieving 'The Rights Respecting Schools Bronze Award'.
- We made a good start in developing a Relationships Policy based around the work of Paul Dix and the book 'When the Adults Change Everything Changes'.

- The Bounceback programme continued to be implemented in all classes to support teachers to promote positive mental health, wellbeing and resilience for learners.
- Successful collaboration was evident with the Scottish Government's Children and Young People Improvement Collaborative and colleagues within and across authorities to implement a 'Sleep Project'.

Learning

Development area 2019-2020:

A consistent approach to planning and assessment will be in place to support effective learning and teaching.

Progress in this area was satisfactory.

- A positive impact was evident following the introduction of a new digital planning system – providing active, engaging and progressive learning experiences for all pupils across the four contexts for learning.
- Planning and Tracking meetings continued to focus on Assessment Data Analysis including Closing our Gaps Statistics.
- Tracking and prediction information was supported by assessment information.
- In nursery through visible learning there has been an increase in how evidence is used to create innovation in the learning environment.

Leadership

Development area 2019-2020:

The rationale and design of our STEM curriculum will be developed collegiately, enabling opportunities to make links across science, technologies, engineering and mathematics, and digital skills, to be explored.

Progress in this area was satisfactory.

- Staff strengths and development needs in STEM were identified and professional learning was accessed to develop and enhance experiences for learners.
- Staff engaged in a number of STEM collegiate activities with staff from schools across the Blairgowrie Local Management Group.
- There was an increase in STEM related learning and teaching, leading to an increase in motivation and engagement for learners.