



# Arngask Primary and Nursery School Standards and Quality Report 2018-2019

Our vision is to create a school community where we can  
*be the best we can be*

**Achieving Determined Dynamic Family**

## School attendance

June 2014	June 2015	June 2016	June 2018	June 2019
95.18%	95.22%	96%	96.2%	95.84%

## Progress on Priorities 2018-2019

All pupils use the language of skills for learning, life and work to talk about themselves as learners and to set progressive targets for learning. All parents agreed their children can identify the skills they have developed and their next steps in their learning and that teachers' verbal and written feedback takes account of skills progression. This improvement is evident in Learning Conversations, pupils' learning targets and their evaluation of them.

All parents agreed that we have developed opportunities for parents to be more involved in the life of our school by increased involvement in activities such as our Family Learning Sessions.

We worked with staff from a partner school to create and moderate the use of holistic assessments. Moderation of planned learning, teaching and assessment has developed teaching staff members' understanding of standards and expectations of all pupils.

## Priorities for 2019-2020

- Further develop pupils' language of skills for life, learning and work.
- Develop pedagogy of learning through joint planning and moderation of learning and teaching with partner schools.
- Develop high quality experiences to motivate and challenge all learners in numeracy and mathematics.

## **Achievement and Attainment**

Most of our learners are making good progress from their prior levels of attainment in literacy and numeracy. Tracking systems show that most of our pupils are attaining expected levels or higher. All pupils are achieving as predicted or better.

We have continued to embed effective approaches and use of assessment data to support professional judgement. We use the PKC Tracking Spreadsheet to identify children who are on track, ahead of expectations and those needing support.

Current practice in Numeracy is providing children with the opportunity to develop maths across learning. Data collected from the targeted support groups in numeracy confirms the positive impact these groupings have had on increasing pupils' confidence. Pupils report feeling challenged in their numeracy groups.

In October we introduced Active Literacy. This new approach to teaching spelling has increased both spelling and reading ages across the school.

Almost all of our pupils are making very good progress from their prior levels of attainment in Health and Wellbeing. 1-1 conversations following self-assessments is developing pupils' confidence in being listened to and in addressing their concerns.

All of our learners have opportunities to achieve; they are successful, confident and contribute to the life of the school. We track wider achievements to enable us to provide opportunities for children to achieve within our school context. As pupils move through the school they participate in a range of experiences and are confident as they progress. Pupils have the opportunity to use skills across learning through involvement in our active House Groups and Pupil Voice Groups.

We have a growing ethos and culture in the school of celebrating and valuing the achievements of all learners. Pupils attend all cluster led events and take part in community projects.

How Good is Our School Quality Indicator:	Evaluation:
3.2 Raising attainment and achievement	very good

## **Learning**

Pupils are a key part of our self-evaluation practice and have a strong pupil voice. All pupils are members of a pupil voice group that sets termly goals to improve our school to develop skills for life, learning and work. This has given pupils more confidence, enabling them to articulate their views and influence change.

Pupils have a voice across the planning and assessment of their learning, particularly within their contexts for learning. Pupils are able to evaluate their own learning and the work of the school. Teachers use Holistic Assessments and Assessment for Learning strategies to assess learning taking place.

Teachers consider the four contexts for learning in their planning using our Curriculum Map to plan experiences for our learners. These are shared with pupils through a visual representation in each class. Pupils therefore have a better understanding that learning happens in different contexts and through a wide variety of learning experiences.

Pupils in the Primary 1/2 class are applying and utilising the skills taught through Active Literacy in their reading and writing. They are recognising the spelling patterns in their reading and using them in their writing.

Pupils in the Primary 2/3/4 have been part of two outside agency projects this year; Salmon in the Classroom and RHET's Mr Jazzy Potato. Both have been valuable learning experiences which have developed their knowledge, understanding and skills across the curriculum.

Pupils in P4/5/6 this term have been working on guided reading using their class novel. Pupils take turns to read and answer questions on the text. These discussions are then used in Big Write lessons to further stimulate learning.

P6/7 pupils have been looking at feelings and emotions and have been working through 'My Hidden Chimp' as a programme for helping the children to understand and manage their emotions, thinking and behaviour. The pupils really embraced this programme and it has had a very positive impact on their knowledge and understanding.

## **Leadership**

Learners develop leadership skills by taking on responsibilities through House and Vice Captains, Junior Administrators, Pupil Voice Group Leaders, Buddies, and leading lunchtime clubs.

Information about the quality of learning and teaching is gathered from Teaching and Learning Visits, Learning Conversations with pupils, Planning Meetings with staff and jotter moderation. This is shared with staff and next steps are identified for improvement. Parental feedback is also moderated and shared with class teachers. Teachers address any issues raised by parental feedback and provide individual support to parents or information to resolve them.

Monitoring of tracking and planning processes and regular collegiate meetings to share and review practice have enabled us to achieve targets set.

A wide range of assessment information is gathered, analysed and evaluated. Pupils who are not making the anticipated progress are identified and further supported. Staff continue to track progress regularly with the Headteacher to ensure consistent approaches across the school.

We will continue to seek effective methods to consult with stakeholders and to show how their views have informed change. We are currently doing this through surveys and Exit Passes to gather parental views. Parents with children in nursery reviewed the nursery's aims with Nursery staff and pupils and made a shared decision to use a design suggested by a parent to display them.

There is a growing culture of staff engagement in professional learning. Staff are given the opportunity to share learning they have participated in outwith school. Training attended is linked to school improvement priorities to make a difference for individuals or all pupils. As a result individual staff members have led changes in school to establish new approaches to learning which has had a positive impact on learners.