

Leadership

Staff have worked collaboratively on a range of school improvement priorities and continue to show commitment to the school's vision, values and aims. They have worked together and with other agencies to meet the needs of learners and to ensure continuous school improvement. All teaching and support staff have engaged in critical and creative thinking around the curriculum offer at Auchtergaven and how we plan effectively to meet the needs of our pupils. All staff contributed to a recent authority led School Improvement Visit where progress towards improvement was recognised.

Pupils have continued to experience range of opportunities for leadership and are enthusiasm to support the wider school ethos has been particularly noticeable in our senior pupils. This year pupils have been on the Eco Committee, House Captains and Vice captains, and in the Rota Kids group planning and delivering a range of events including a school bake off. Many pupils have organised and run lunchtime clubs including drama, art, mindfulness colouring and playground games. Our House Captains and Vice Captains have planned and facilitated a range of very well received House challenges and activities which enable pupils to work together and support one another across stages. Our Eco committee have worked hard, and we have been awarded our 3rd Green Flag from Eco Schools Scotland.

Our Parent Council take an active and supportive role with the school, working closely with the HT they contribute to self-evaluation and support the priorities in the school improvement plan.

Attendance

Attendance Report	June 2018	June 2019	March 2020
Average attendance	95.14%	96.36%	95.1%

We have evaluated our school against the following National Quality Indicators

Leadership of Change	Good
Learning, teaching and assessment	Good
Ensuring wellbeing, equity and inclusion	Good
Raising attainment and achievement	Good

Our capacity for school improvement is good and our **Improvement Priorities for 2020-2021 are:**

To take account of current restrictions due to the response to COVID-19 we will be focusing on Recovery Planning. The priorities for this will include:

- Approaches to blended learning
- Building resilience and a nurturing environment to support health and well being
- Creative approaches to learning and teaching including a focus on Outdoor Learning

*This report has been produced in consultation with all school staff.
Catharine Findlay, Headteacher, June 2020*

AUCHTERGAVEN PRIMARY SCHOOL & NURSERY STANDARDS AND QUALITY REPORT 2019-2020



Our Vision, Values and Aims

Our Vision

Our learning community values and includes everybody; we are building skills for life and learning together

Our Values:

**Achieving – we persevere and aim high.
Healthy - our choices are healthy, safe and active
Happy – our actions make ourselves and others happy
Responsible – we take responsibility for ourselves and our actions
Resilient – we bounce back and keep trying.**

Our Aims:

**We are safe, included and ready to learn.
Our values guide us; our school is great.
We are inspired to be creative and curious.
Our relationships bring out the best in us.
We are all unique; we like that!
We care about the future; ourselves, our school, our community and the planet.**

Attainment - based on data gathered in March 2020 of P1, P4 and P7

Most (76%-90%) of our pupils in P1, P4 and P7 are on track to achieve at a level in line with national expectations in listening and talking, reading, writing and numeracy. Almost all (91%-99%) P7s are on track to achieve second level in Listening and Talking.

All P1, P4 pupils completed a Scottish National Standardised Assessment and this has helped inform teachers' judgements on pupil progress and achievement.

Achievement

All pupils have participated in a range of experiences to develop their skills for life, learning and work enabling them to develop as successful learners, confident individuals, effective contributors and responsible citizens.

Learning took place in the classrooms, the school grounds and on trips and visits which provided contextualised experiences for all pupils.

Including: Trips to Griffin Wind Farm, and the A9 duelling, Stirling Castle, Perth Theatre and Horsecross. Working with Local Partners such as SSE, Balfour Beatty and the team at Horsecross and Perth Theatre has enhanced the relevance and meaningfulness of trips and visits, providing a rich context for learning.

Our Eco Action Committee have worked hard and have successfully applied for a been awarded our 3rd Green Flag – Eco schools Scotland regarded some of the work we have been doing highly and have asked to share nationally as best practice.

P6 and P7 pupils have taken their roles as House Captains and Vice Captains seriously and have provided motivational videos to keep their house connected during school closure.

Classes seized the opportunity to deliver Learning Showcase assemblies which were well attended by parents and allowed the whole school to celebrate the success of each class. An adapted approach to open afternoons for parents and carers proved popular with good turn out and positive feedback from parents who got the chance to visit classrooms and carry out tasks with their children.

In sport, all pupils have benefited from a range of opportunities. Our Netball team of P6 and P7 girls have trained weekly and competed against other PKC schools in the PKC Netball Festival. Our annual Sports Day was impacted by the closure of school, but pupils have engaged positively in a virtual sports week, doing a range of potted and other sports to earn points for their houses. P4 and P5 pupils benefitted from some football coaching with Perth High School Pupils. P5s had a block of swimming lessons.

Learning

The staff team have worked collaboratively to adapt planning of learning and teaching to ensure it is relevant and meaningful to pupils. They have shown a commitment to meeting individual needs and have identified when pupils need additional support and challenge. Two teachers have continued a programme of Action Research around self-regulation and have worked and will continue to work with colleagues from the Educational Psychology team.

The emphasis on supportive relationships between pupils and staff has been strong and has strengthened pupil wellbeing. Pupils are clear about the school rules; Ready Respectful Safe and about the school values Resilient-Responsible-Healthy-Happy -Achieving and how these values are at the core of our choices. Pupils are recognised for going Over and Above and have celebrated this at Hot Chocolate Friday with the Head Teacher. All pupils are familiar with the components of the Wellbeing Wheel and are able to use this to talk about themselves.

Targeted support such as Wave3 and Hi5 have continued this year and pupils with Additional Support Needs have been well supported by class teachers, support workers and our Pupil Support Teacher.

To maintain a strong understanding of pupil progress and next steps regular tracking meetings have taken place between HT and all class teachers to discuss, evaluate and track pupils' progress over time in Literacy and Numeracy. All teachers have analysed assessment data relating to their pupils and have identified where targeted support is required. This has supported the self-evaluation process and enabled us to be responsive to pupil needs.

All classes have participated in PE lessons with their class teacher and with our visiting PE specialist. PE activities have continued to be shared weekly since school closure and pupils have the opportunity to participate in a 'virtual' sports week which allows them the chance to earn points for their house and maintain that connection with the school.

All staff have developed the use of Seesaw to support pupils to share their learning at home and to engage parents in the progress their child is making. Since school closure Seesaw use has been further enhanced and has become a significant part of sharing learning from teacher to home and back.

This work fits in with our agenda and commitment for school development and our range of priorities has been in line with the National Improvement Framework.