

Leadership

In Nursery, photo-journals are the prime record of children's learning and next steps. Staff have started to plan using "Talking and Thinking" books, but with the added ingredient of parental comment, based on how their child has been developing their related skills at home. There are regular planned meetings between staff and parents to review Nursery children's next steps. This allows us to make more progress with the NIF driver, on developing parental engagement.

Nursery staff have led regular meeting of the "Full Tilt" parent group and have ensured that actions to enhance our setting continue, particular outdoor equipment and facilities. There is ongoing liaison with parents to continually develop a cohesive service. There was high focus on our schools' values and pupils explored these through a range of activities at Get Together. Throughout the school, the "5-point scale" was introduced, allowing staff and pupils to develop the same understanding of being "ready to learn".

P7 pupils have the opportunity to make a commitment to be prefects, doing their best to model a positive attitude towards learning and social skills, to others. Overall, we evaluated progress against *HG/IOS* Q1 1.3 leadership of change, as satisfactory.

Attendance

The overall attendance rate for our school during session 2019/20 was 94.32%, lower than the previous session. The school will continue to work with parents and families to increase attendance.

Our priorities for 2020/21

Next session our priority is for recovery and return to full time in-school learning. This will be a significant piece of work, but one that we will work with our community and partners to manage and successfully achieve. As the session moves forward, we will pick up again on the improvement priorities of self-regulation, relationships, raising attainment in literacy and numeracy, and developing consistent high-quality approaches to learning and teaching. Our work will be supported by our Quality Improvement Officer and central teams.



Blair Atholl Primary School

Standards and Quality Report 2019/20

Our school values are encapsulated in the acrostic of our school name, featured along the bottom of this report. These are referred to regularly in the course of the school year. We aim to foster an ethos which encourages achievement with a sense of respect, self-belief and pride in our school community.

This plan was written and collated by Mrs Barr, June 2020.

Be determined Laugh a lot Aiming high In it together Respect for all All include Try our best Healthy hearts and minds Our own strengths Lots of friends Learning's the place to start!

Attainment and Achievement

Based on figures over the full academic session, the majority of pupils are attaining on or above expected levels in Numeracy and Literacy. Nursery parents meet with staff as their children overtake their learning targets and discuss next steps. Some pupils were able to participate in the Scottish National Standardised Assessments prior to closure. Overall, evaluating our progress against *How Good is our School* Quality indicator 3.2: Raising attainment and achievement, our performance is satisfactory.

The School Improvement agenda for this session has focussed on Relationships, Play and Visible Learning. The range of play-based learning has been extensive and allowed younger pupils to develop and consolidate concepts and skills in core subjects (Literacy and Numeracy) as well as imaginative play. The changes to the learning environment for P1-3, in developing indoor loose parts-play, reflect this new approach.

In order to support children to be “assessment ready”, staff worked with pupils on determining learning targets and the steps they would take in order to achieve these. Pupils in mixed age groupings, worked together on a “Natural Disasters” project, making such things as a tornado in a bottle and a seismograph. Their work was put on display at our first parent contact evening of the year.

We will continue to have relationships and play as areas of priority in the coming session and will directly address requests from parents gained through feedback. We have used Pupil Equity Fund monies to fund a “Modern Apprentice” for PE. Pupils were able to work through a range of physical activities, including team-building skills. Our Liveactive co-ordinator provided a series of yoga sessions for a group of pupils, again focussing on both physical and boosting emotional health and wellbeing.

The local Golf Club applied for grant funding to stage a “Schools Solheim Cup” in September, to run prior the main event being held at Gleneagles. Our partner school joined us for the day and there were many local volunteers from the club and beyond who came to coach the pupils on the day. Some pupils also attended free “taster” sessions from the professional at Pitlochry Golf Club. Our thanks to the organisers for this special treat. Our work in this area has allowed us to make

progress against the *HG/IOS* QI 2.2 Curriculum; skills for learning life and work: 4 and the NIF priority on improving employability skills.

The Nursery outdoor area continues to be a source of great enjoyment, curiosity and experimentation. Our Parent group “Full Tilt” continued to meet regularly throughout the session and a wide range of new equipment was purchased. The main event was the grand opening of the “messy shed”, built and paid for by Atholl Estates. Stay and Play sessions were very busy.

Outside school, pupils have won awards for distance running; football, archery and the Summer Reading Challenge, among other things. Unfortunately, due to Covid-19 restrictions many of the summer sporting events were unable to take place, but we look forward to resuming them next session.

Learning

Pupils engage in learning conversations and use the learning webs in their profiles to record progress and consider next steps. Staff use a range of planning approaches to support engagement and agree progress. Pupils reflect on the achievement of success criteria to evaluate their progress. Nursery staff continually evaluate pupils’ progress, recorded in their photo-journals. Play, both outdoors and indoors, continues to provide a “loose parts” approach to creative play and problem solving.

The Headteacher and Principal teacher carry out monitoring of classes, to ensure consistency of practice. In liaison with staff, approaches were reviewed to increase both flexibility and effectiveness. Pupils were introduced to the Seesaw learning app, which allowed pupils to share their work with their parents and for feedback to be almost instantaneous. This has been invaluable to facilitate home learning over the past few months and the children have also engaged with Microsoft teams, their IT skills well and truly enhanced. Feedback from parents and our own self-evaluation, suggests that our school is satisfactory in terms of *HG/IOS* QI 3.1 ensuring wellbeing, equity and inclusion.

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