



**Perth and Kinross Council
Education and Children's Services**

**Extended Learning and Achievement Visit
Coupar Angus Primary School
27/28 October 2010 and 25 February 2011**



BACKGROUND

To support the school in the process of self-evaluation, a team of three service managers (school improvement) and an Early Years Quality Improvement Officer visited Coupar Angus Primary School in October 2010 with a follow up day in February 2011. The themes for the review were Achievement, Learning and Leadership. These themes were subject to scrutiny through core quality indicators from How Good is Our School? (3).

The school Standards and Quality Report for 2009-2010, the School Improvement Plan for 2010-2011 and the school's own self-evaluation proforma formed the core documentation for the visit.

During the extended learning and achievement visit, the team carried out discussions with the headteacher and other staff, observed learning and teaching in classrooms, reviewed documentation, and met with groups of children and parents.

The strengths and areas for development identified as a result of this visit and the school's self-evaluation process are recorded below under the three main themes of Achievement, Learning and Leadership

ACHIEVEMENT

Attainment information

- There was a significant downward trend for mathematics in June 2009 and 2010. In writing there was a downward trend between 2007 and 2009. In 2009 / 2010 the majority of children were attaining in line with national expected levels of attainment in reading, writing and mathematics
- Against a falling trend, in June 2010 across the school, a few children exceeded nationally expected levels of attainment.

Strengths

- Across the curriculum most learners experience success and are confident in their learning.
- The I CAN accreditation has had a significant impact on developing talking and listening in the early years.

- Within vertical groupings, all pupils in P4-7 are encouraged to take responsibility within the school through a wide range of opportunities, for example the Children's Council, the Eco Committee, Junior Road Safety Officers, Peacemakers, Health and Enterprise Groups. The children were able to articulate the positive impact of the Children's Council, vertical groups and House and Vice Captains.
- Children participate in a wide range of cultural and sporting activities both within school and as part of Authority led events. This has had positive impact on pupils' confidence and enjoyment of learning.
- The children in P7 have opportunities to participate in a residential trip to York and Primary 5 children have a residential outdoor learning experience at Dalguise.
- Achievements are celebrated through assemblies, displays and newsletters. Children's wider achievements are recognised and recorded through a recently introduced award scheme.
- The School Improvement Plan sets out clear priorities for development, with a focus on learning and learners. Account is taken of local and national advice.
- Priorities indicated in the current School Improvement Plan have had a positive impact on learning particularly in the areas of writing and science.
- Commendably, the school has achieved both Health Promoting Schools Status and an Eco Schools Award (Green Flag).
- Most pupils are well behaved, co-operative and interact well with adults. Initiatives within the school e.g. Bounce Back and Rights Respecting Schools continue to support this.

Areas for development

- Continue to implement strategies to raise attainment in reading, writing and mathematics.
- Continue to target support as appropriate to raise attainment with a particular focus on the middle stages.
- Continue to focus on moderation of writing.
- Continue to develop systems to track attainment and achievements to ensure continuity, progression and pace of learning for all learners.

LEARNING

Strengths

- Teachers plan a broad range of learning experiences, taking account of national advice.
- Across the school, interactions between pupils and staff are positive.
- In the nursery class children are motivated and engage well in a wide range of high quality learning experiences to develop their learning across the curriculum.
- Staff in the early years are working together effectively as a team to provide a rich learning environment and experiences for the children.

- Most pupils in P1-7 are well motivated and actively engaged in their learning.
- In most classes, learners are clear about their learning goals and can articulate what they need to do to improve as a result of effective feedback from teachers.
- The revised Personal Learning Plan (PLP) process gives an opportunity for parents to be more aware of their children's learning targets.
- Children are involved in planning their class theme and identifying areas for exploration.
- A range of assessment materials and strategies are used for assessment purposes. This has led to a strategic and targeted approach for supporting identified children.
- There are good examples of collaborative planning for interdisciplinary learning e.g. Forest Schools in the early years and an Inventors topic across the school.
- In co-operative learning activities children have good opportunities to develop listening and talking skills.
- Pupils feel that they are listened to and their views are sought and taken into account.
- Support staff are used effectively and contribute well in supporting children across the school in attainment, achievement and life skills.

Areas for development

- Develop use of the shared area to encourage children at the early stages to work and play together.
- Continue to plan across curriculum areas to ensure continuity and progression in core skills.
- Ensure that tasks and activities are differentiated to take account of the needs of all learners.
- Monitor the impact of the revised reading and writing programmes to ensure appropriate learning experiences and progression for all children.
- Consider further development of the curriculum beyond literacy, numeracy, health and wellbeing that helps build resilience in learners.
- Revise the remits for the DHT(s) and SfL teacher which are guided by the good practice outlined in the new ASN Support Manual.
- Work with the ASN team to implement the advice within the Authority's new ASN Support Manual.

LEADERSHIP

Strengths

- The headteacher has a clear vision for the school and this is shared with all staff.
- Teachers take a leading role in the development of aspects of the curriculum.

- A clear programme for monitoring with an identified focus for each term is being implemented in order to support school improvement and inform self evaluation.
- The views of parents and pupils are sought about the quality of the work of the school. These are used in evaluation and to inform future development.
- There is evidence of increased collegiality, providing opportunities for effective professional discussion and joint planning.

Areas for development

- Through the monitoring programme, maintain a focus on the impact of development priorities on pupils' learning and experiences.
- Further develop collegiality amongst staff to take account of the changes in staffing and to ensure a shared understanding of new developments.
- Review the roles and responsibilities of the senior management team to ensure a focused, manageable approach to developing and supporting staff.
- Extend the range of information and opportunities for parents to become involved in their children's learning.

CONCLUSION

Coupar Angus Primary School is a school with a committed staff where pupils are happy and have a positive educational experience. The parents sampled consider Coupar Angus to be a good school where the teachers are friendly and know their children well. They appreciated the range of opportunities that were planned for their children.

The headteacher, staff and parents should continue to develop their partnership, build on the work already begun and take forward the recommendations in this report in order to enable every child to develop and achieve their full potential.