

Leadership

Classes have led aspects of learning this academic year from P7's 'Big Pal Wee Pal' weekly sessions with the P1 pupils to promote reading, to P6 supporting the nursery children in their learning and play, using loose parts resources. Pupils have taken part in a range of events and activities such as sports day, including the senior pupils leading potted sports, and P6 and 7 pupils have worked hard to deliver a successful performance of 'Peter Pan' for everyone to enjoy, empowering pupils to become 'confident individuals.' Children across the school have taken on responsibility for following the school values and supporting others to do this by going 'Above and Beyond' and taking on the role of House and Vice Captains. Teachers and school staff have led developments and working parties on aspects of the curriculum such as numeracy and reading, with help from our Therapist 'Nevis' the dog. Whole school staff, including nursery, participated in 'Trauma Informed Practice' sessions. Staff continue to access professional learning opportunities on the ECS Learning Hub.

The P6 cohort graduated as Play Development Leaders having worked through a leadership programme with a Play Development Leader. P1's also gained a Play Passport; other classes enjoyed outdoor learning play experiences to develop social skills and work together. We've also enjoyed cricket, rugby and tennis taster sessions and outdoor learning experiences.

Our attractive new library was opened, is regularly accessed by all classes and has supported reading for enjoyment. P4/5 pupils have been 'effective contributors' by visiting a local care home to take part in intergenerational activities. The Parent Council have successfully organised fundraising events including a Bingo night for the community with the young people supporting and participating.

Improvement Priorities 2023/24

- ❖ Develop consistent **Planning, Tracking and Assessment** methods
- ❖ Raise attainment in **Writing**
- ❖ Engagement in '**Nurturing Relationships**' Programme

Communication in Early Years & Family Engagement

Targeted use of Pupil Equity Funding will aim to close the attainment gap, through specific interventions with a focus on writing. The continued use of Up Up and away and CIRCLE will support readiness to learn by embedding Emotion Works and building nurturing relationships with a focus on the Nurture principles.

Attendance

	2020-2021	2021-2022	2022-2023
Attendance	93.7%	93.5%	90.2%

Our attendance for the school has decreased this session from 93.5% to 90.2%, this is disappointing and could partly be attributed to holidays taken during term time. We continue to work closely with our families and our Community Link Worker to support good timekeeping and attendance.

***This document has been collated in consultation with staff, pupils and parent representatives.
Michelle Smith, Headteacher, June 2023.***

Coupar Angus Primary School



Standards and Quality Report 2022-23

"It takes a whole village to raise a child."
Believe: Develop: Achieve

School Values

We are kind
We are safe
We are respectful
We are ready

School Aims

At Coupar Angus Primary School, we dig deep, and we reach high to enable all children to:

- ❖ Believe in themselves and be the best they can be.
- ❖ Develop excellent skills for learning, life and work through rich learning experiences.
- ❖ Achieve their targets in literacy, numeracy and health and wellbeing.

Attainment and Achievement

Evaluative Terminology:

All = 100% Almost All = 91-99% Most = 76-90% Majority = 51-75%
Less (or fewer) than half = 16-50% A few = up to 15%

In Numeracy - the majority of children in P1 have achieved early level, fewer pupils in P4 have achieved first level and in P7 the majority have achieved second level. In Literacy - the majority of children in P1 have achieved early level. In P4 most have achieved listening and talking at first level, the majority have achieved reading at first level and fewer have achieved writing at first level. In P7 the majority have achieved literacy at second level.

Pupil Equity Funding (PEF) has supported and enabled the pupils to utilise the sensory room resources to aid de-escalation and readiness to learn. The impact of this is:

- ❖ Fewer pupils are leaving classrooms across the school
- ❖ Less disruption to learning and extended periods of time engaging and participating in lessons
- ❖ Sensory needs are now being better met for targeted pupils

Readiness to learn has improved through pupils accessing the newly created nurture spaces (Big Coop, Wee Coop) where there has been a key focus on emotional check ins to build resilience and have a deeper understanding of emotions. Across the academic year 'Big Coop' and 'Wee Coop' have been key to offering safe spaces to children with complex needs. Shared breakout areas have been developed to increase access to learning through play and regulation. In addition, 'Play to Talk' sessions have benefited the wellbeing of targeted pupils across the school. PEF funded staff have enabled delivery of literacy and numeracy interventions; this has supported closing the attainment gap across some stages.

Many children have benefited from Riding for the Disabled this year and the ISP outdoor play area has improved storage to allow for more independence and creativity and choice.

In the following Quality Indicators, the school has evaluated itself as:

- ❖ 1.3, Leadership of Change: **Good.**
- ❖ 2.3 Learning, Teaching and Assessment: **Good.**
- ❖ 3.1 Ensuring Wellbeing, Equality and Inclusion: **Good.**
- ❖ 3.2 Raising Attainment and Achievement: **Good.**
- ❖ *We are confident that the school has capacity to improve further and with your continued support we will work on identified Improvement Actions in 23/24.*

Learning

READING

Children's enthusiasm, enjoyment and engagement in reading has increased across the school through a higher profile of reading. This included hosting the 'Bookmark Blair Festival' authors in school event. Author presentations, along with drama and writing workshops helped make a brilliant launch day for the opening of our new school library by @DMMacphail1 and @writerblighter. P7's also created trailers for children's books to encourage our younger readers. In addition, a small-scale research project was carried out - 'The impact dogs can have on anxiety and attainment in reading.' Baseline and impact assessments were completed at the start and at the end of the project. All pupils who participated said they felt less anxious, with some saying they really looked forward to reading as they got to read to 'Nevis' the dog. Also, attainment improved for 50% of the group.

WHOLE SCHOOL NURTURING ENVIRONMENTS

The learning environment continues to be built on positive, inclusive and nurturing relationships. Teachers have used the 'CIRCLE' (which stands for Child, Inclusion, Research Into, Curriculum, Learning, Education) Inclusion Classroom Scale for guidance on the physical environment. This has led to improvements in readiness to learn and engagement in lessons.

The staff team have worked collaboratively to ensure children are benefitting from universal and targeted support. For example, the introduction of the 'Universal Support Card' is helping children to be able to self-regulate. A newly created Additional Support Needs Framework is ensuring assessment information is used to ensure appropriate and timely support, including specialist input where required. Almost all Child's Plan meetings this session have been attended by parents/carers. Well planned interventions are leading to positive outcomes for the majority of children with additional support needs. The school works well with key partners, to remove barriers to learning and provide an inclusive learning environment.

NUMERACY

Learners are beginning to demonstrate an increase in their confidence in sharing strategies for mental calculations and problem solving through the continued use of the Count on Us boards. Numicon is also a Maths tool being used across some stages of the school, to aid the continued development of number skills. A range of summative and formative assessment strategies, including GL Maths assessments and National Standardised Assessments for Scotland (SNSAs) are used to aid teacher judgement on achievement of a level within the Curriculum for Excellence. Furthermore, the newly created 'Team Around the Class' document provides information that staff use and evaluate in order to target interventions to help close the attainment gap.