

## Leadership

At Crieff we are focused on being respectful, responsible and ready to learn. Opportunities to take responsibility for self, learning, fulfilling potential and delivering the school aims for all of our stakeholders are key and will continue to be a focus. We evaluate the work of our school as very good across all areas and have a strong capacity for continuous improvement.

There have been some significant staff changes again this year. This change of dynamics has been positive for our school. We have a highly effective, energetic and invested staff team. Staff continue to take on leadership roles to be responsible for ensuring that the developments outlined in the School Improvement Plan are realised. All staff have high expectations of all learners and meet during regularly scheduled quality assurance activities to ensure consistency across the school. The Leadership Team monitors learning and teaching to ensure the effectiveness of the school with collaborative working at the centre of all we do. The Head Teacher and School Leadership Team have met with staff to discuss pupil attainment, planning, support and implementation of the School Improvement Plan. Resources and support are targeted where required. Regular meetings with support staff have taken place.

Staff leadership roles, pupil ambassadors, house captains, buddying, assemblies, lunch time support for pupils and increased number of after school clubs have been successful for both individual and the school as a whole.

We have had a very positive year in our school which has given us the opportunity to change and develop practices in teaching and learning as well as areas within the school environment. Learners continue to be supported to understand the vision and values of the school. All staff are committed to change which results in improvements for learners. Staff are involved in practitioner enquiry linked to the School Improvement Plan and that will continue. We have been further developing partnership working in our community. The School Improvement Plan parent group have brought fresh ideas and impetus to the further development of health and wellbeing including resilience and sustainability which will continue into the next year. The full potential of the learning environment is continuing to be developed and fulfilled but we are confident that the development for our outdoor spaces is on target and will have very positive benefits to children's learning in the years ahead. Engagement with parents and community has increased this year through sharing the learning events/performances and this will increase next session. The appointment of staff members using pupil equity funding has been successful. The impact can be seen throughout the school for targeted pupils and particularly in early years through the development of literacy. The appointment of a staff member in nursery solely for the purpose of engaging with parents has proved to be successful. Our Parent Council have been very supportive of the school. Staff, pupils and parents through PC chairperson as well as Perth and Kinross Children's Services have all been involved in consultation in the production of this report.

### **Improvement priorities for 2019-20 include:**

- **Health and Wellbeing – focus on nurturing/resilience/ethos**
- **Digital skills**
- **STEAM (Science, Technology, Engineering, Arts, and Math)**
- **Sustained advances in raising attainment in Literacy and Numeracy**



### **Our school aims**

- To provide a welcoming, safe and nurturing environment which helps children grow in confidence and self-esteem.
- To provide the highest quality of learning and teaching experiences through which children can enjoy their education and develop positive attitudes towards learning.
- To help learners work towards fulfilling their potential through the promotion and celebration of achievement in its many forms.
- To build effective partnerships between school, home and the wider community.
- To improve the quality of educational experiences for learners through quality professional development and support for all staff.

**Respectful, Responsible, Ready**

## Attendance, Attainment and Achievement

During session 2018-2019 we have been continuing to develop and implement our curriculum. We have effective systems in place for the careful analysis of data which has led to improvement and positive outcomes for all targeted children who have benefitted from Pupil Equity Funding. From Nursery to Primary 4 Early and First levels, in reading, writing, listening and talking the majority of children continue attaining at expected levels or above.

Embedded skills development programmes in Literacy have been impacting positively on attainment across the school and at Early and Second Levels the majority of pupils attaining at expected levels or above, with most pupils at first level attaining at expected levels or above. Big Writing implementation and strategies for literacy have continued to have a positive impact on attitude, skills understanding and progression in writing. The positive impact in developing core skills shows children making good progress, with the majority of children attaining at expected levels or above. Children are continuing to work with staff to assess their learning in a formal, summative way as well as being fully involved in self-assessment through digital skills grids. Learners receive high quality feedback and have an accurate understanding of their progress, and what they need to do to improve. We have continued to target improvements in literacy and benchmark children's progress to ensure they are appropriately challenged and extended in learning.

In numeracy, children work through our programmes in different ways. Staff plan a yearly overview of maths, which focusses on the experiences and outcomes they will cover with further focussed assessment in core skills in place. The impact of this work means that most of children from P1 through First Level are working at expected levels or above and the majority of children at Second Level are reaching expected or above levels. By identifying children's Additional Support Needs we are able to support learning for all children through planning with parents and implementing appropriate programmes of work.

Nursery children and parents have benefitted from variety of community events including attending weekly Bookbug sessions at the Campus, nursery children have enjoyed Yoga Shed from a community volunteer and have performed at Duchlage, singing songs and taking part in activities with residents. Play on Pedals has been popular again this session in nursery and level 1 and 2 Bikeability Cycle training in P7 was again well supported by parents.

Pupils from P3-P7 have taken part in a variety of events such as Cross Country Championships, Orienteering, Crieff Highland Games Relay, Athletics (qualified for the Tayside and Fife finals), Gymnastics (P3 team qualified for the Scottish schools championships. P5 and P7 pupils ran in the schools events at Blackford Highland Games. P4 performed at the Creative Day of Dance P5 participated in the St Andrew's Day of Dance. P7 football teams progressed to Northern Scotland Competition level. Several pupils participated in the Tayside Disability Sports hall Athletics festival in January. All pupils participated in our annual sports day which fosters team spirit and enjoyment as well as a competitive element.

Children remain very clear that they really enjoy having opportunities to have their parents in school involved in their learning. See Saw has been successful in increasing quality communication between school and families.

Our Facebook page has also been valued in terms of communication and Twitter has allowed us to further share learning and wider achievements both inside and out of school.

## Learning

The ongoing work of the school is tied into our School Improvement Plan.

In all classes pupils participate in planning learning where appropriate and in deciding activities to reach planned outcomes.

All classes benefit from input from PE and drama visiting specialists on a weekly basis.

All classes experience differentiated learning experiences tailored to the needs of the groups within each class.

We have continued to enjoy a close relationship with Active Schools where pupils have had the opportunity to experience an increased and varied range of lunch time and after school activities.

Classroom observations evidence motivated children who are keen to engage with their learning.

All children are encouraged to talk about their learning, to identify where this is going well and where there are next steps to action.

Literacy, Numeracy and Health and Wellbeing feature highly across the curriculum as well as in focused teaching each week. Active learning approaches are evident in all classes.

Pupils are given opportunities to apply their skills in other contexts and in challenging situations.

Opportunities to learn about enterprise were evident in all classes but especially in P7 when pupils prepared products for sale. We continue to focus on life and employability skills.

Specific programmes of learning have strengthened the school's values and ethos and have ensured that health and wellbeing is the responsibility of all.

Transitions between schools and across stages have ensured high quality transfer of information to ensure continuous pace and challenge.

Children stated that they enjoyed working with their teacher on the Learner Led conferencing grids which informed the process.

Pupil voice is clear that they know what needed to improve, helped them in their learning and they enjoy seeing good progress.

Outdoor Learning has been and will continue to be an important feature of learning in our environment in developing appropriate learning experiences within our own school grounds.

At Crieff we are focused on the pursuit of excellence and equity. As a result of our improvement work we are able to achieve positive outcomes for our children so they can work towards fulfilling their potential and delivering the school aims.

Systematic assessment, analysis, action planning and knowledge of our families and community ensure a capacity for continuous improvement in Crieff Primary School.

## Attendance Session 2018-19

Attendance%	Authorised Absence%	Unauthorised Absence %
94.43	4.04	1.48