

**LEADERSHIP** - (National Improvement Framework Drivers: School Leadership, School Improvement and Parental Engagement)

#### **Pupils**

- Opportunities for responsibility and development of leadership skills have included roles as House and Vice Captains, Digital Monitors, Librarians, Playground Monitors, Litter Warriors, iBike Crew, Yearbook and Eco Committees and Buddies for our Nursery Pre-School children.
- Paired reading for the P1 children, organised and facilitated by our P7 children.
- Our House Leaders have been exemplary in the organising and supporting of school events including Sports Day and World Book Day which has led to an inclusive and supportive school environment.

#### **Staff**

- Almost all staff have taken the opportunity to lead on some key developments for Errol this year including Learning Through Play, Rights Respecting Schools Award (linked to the UNCRC), Digital Schools Award, Planning, and Nurture.
- All support staff have worked with our Pupil Support Teacher to provide excellent care and targeted support within our school. They have consistently shown leadership at all levels by sharing workload and planning for changes within the school day. Some of the skills they have shown have included reading support (Wave3 and Toe by Toe), developing our school library, using technology to support learners (Nessy), and continuing to develop external relationships with bodies such as Down Syndrome Scotland.
- All teachers have taken responsibility to continue to enhance their digital skills to allow for regular communication between school and home.

#### **Parent/Carers**

- This year, after two years of Covid restrictions, parent contact returned and we were able to meet parents face to face in the school building.
- Our parent council have continued to be a great support throughout this academic year. They have worked tirelessly to fundraise. They have organised a Mud Run, Disco, and also ran a highly successful Christmas Raffle, all of which have resulted in them being able to purchase resources to support the school and subsidise school trips. The use of Seesaw has continued to aid communication this year and all parents communicate regularly with their class teacher using this tool.

#### **IMPROVEMENT PRIORITIES**

**Writing** - Increase teacher confidence in the explicit teaching of writing, with a focus on pedagogy and the work of Stephen Graham

**Numeracy** - By June 2024, attainment in numeracy will increase by one tracking period for the targeted group of students.

As part of the Perth High School cluster all staff will have the opportunity to work together on the following outcome.

**Moderation** - all staff will have had the opportunity to work with colleagues across the LMG and will have increased confidence in using evidence to support professional judgement in relation to attainment of a level.



### **ERROL PRIMARY SCHOOL**

## **STANDARDS & QUALITY REPORT**

**2022-23**

#### **At Errol we aim to:**

- Work hard at improving learning, teaching, and achievement.
- Help children feel good about themselves and each other.
- Value parents as the first educators of their children and welcome parents into the life of the school
- Work together with partners who help us support children and families.
- Help children make a positive contribution to the local community of Errol and the wider communities of Scotland and the World
- Help children to make good behaviour choices and to be polite and respectful to others.
- Provide a broad general education for all children.

#### **School Values**

##### **The Three R's**

Respect  
Resilience  
Responsibility

## **Attainment, Attendance and Achievement** - (National Improvement Drivers: Assessment of children's progress, School improvement and Performance information)

### **Attendance**

Attendance at Errol Primary School was 93.8% with 4.9% authorised absence and 1.3% unauthorised absence.

### **Evaluations for the following 'How Good Is Our School 4' Quality Indicators are:**

1.3 Leadership of Change	<b>Good</b>
2.3 Learning, teaching, and assessment	<b>Good</b>
3.1 Ensuring wellbeing, equity, and inclusion	<b>Good</b>
3.2 Raising attainment and achievement	<b>Good</b>
The overall capacity for continuous improvement in Errol Primary	<b>Good</b>

## **PROGRESS AND ACHIEVEMENT**

Across the school, pupils are progressing well with their learning. The following tables illustrates learners on track to achieve CfE levels as of May 2023.

2022-23	Teacher Professional Judgement					
	P1		P4		P7	
<b>Reading</b>	Majority	65%	Majority	79%	Most	78%
<b>Writing</b>	Majority	65%	Majority	72%	Majority	72%
<b>Numeracy</b>	Most	83%	Majority	72%	Majority	69%

## **LEARNING** - (National Improvement Framework Drivers: Teacher professionalism, School improvement and Assessment of children's progress)

### **Pupil Engagement: Circle, Rights Respecting Schools, and Nurturing Schools**

Our focus this year has been to continue to embed resources that we know increase pupil engagement at school. We have continued to establish the regular use of the CIRCLE document at Errol Primary this year. Class teachers are now using the Inclusive Classroom Scale bi-annually to self-evaluate our classroom environment looking at both the social and physical learning environments as well as structures and routines set up for our learners. We have worked together as a whole school teaching group of colleagues to pull out common themes and put actions in place. We have also had a drive this year to embed the Circle Participation Scale (CPS) into our practise. This looks at support we can offer to individual learners to ensure engagement within the classroom at both a universal and targeted level. We have used the CPS in most Child Plan meetings to support creating aims and objectives for individual pupils. We started the year in earnest working towards our silver award for Rights Respecting School (RRS). All classes worked together to create a class charter at the beginning of the year which has played a large part in helping our children follow our class and school values. We have held a programme of assemblies focused on the UNCRC articles and rights of the child which has raised the awareness of RRS for both pupils and staff. The RRS focus group have met regularly throughout the year, discussing many topics, and have played a role in shaping our new school values of the '**3 R's**': Respect, Responsibility and Resilience. The whole school held an RRS week at the beginning of Term 4 with a focus on article 24: the right to clean water, nutritious food, and healthcare. A small team of teachers joined an action research project focused on applying nurture in schools.

We chose to focus on Nurture Principle 2: The environment offers a safe base. The group have now put plans in place to create a nurture garden outside and this has been supported by parents and pupils. They have also held a successful and well attended nurture lunchtime club in Term 4. We budgeted and spent almost all our Pupil Equity Fund (PEF) allocation to support this area of quality improvement. This included extra Pupil Support Assistant hours to enhance pupil engagement, up to date literacy resources and training, sensory resources to further our nurture work and signage/displays to reinforce our learning on Rights.

### **Digital Schools**

We started the year having promethean boards fitted in all teaching spaces and all staff attended training on how to best use these in a classroom environment. A group of staff then worked together to develop our digital skills at Errol. We have met and worked collaboratively with our Perth and Kinross digital skills officer to receive training on using iPads effectively as well as develop a 'Digital Literacy' progression pathway. This outlines a step-by-step guide to ensure an updated digital curriculum for our pupils, Nursery – Primary 7. We spent some of our PEF allocation on digital resources including Bluetooth keyboards and a mobile caddy to store and charge iPads both of which encourage regular use of the digital equipment we have.

### **Planning**

A group of teachers have worked together to develop our long-term planning at Errol Primary. They have spent time looking at the curriculum planners we use for Literacy, Numeracy and Health and Wellbeing to ensure that there is depth and progression in the children's learning. We have reviewed and updated these planners where necessary as well as revised the format we use for yearly planning. This format now reflects the up-to-date changes we have seen in the curriculum for excellence including links to the Relationships, Sexual Health and Parenting resources, digital skills as well as connecting our planning to the Rights Articles.

### **Extended opportunities for pupils**

This year, after two years of Covid Restrictions we have been able to offer many of the wider school experiences that had been missing. These have included Cricket, Netball and Football clubs, iBike crew activities and Bike ability for P6 and P7 and a community Biking breakfast. We were also able to run a full health week in May and were able to welcome visitors into the building to work with children in areas including Judo and Cricket and Sustrans also donated a Silent Disco and a visit from a Bike Stunt Crew. All the children in the P1 and P2 classes and P6 and P7 had the opportunity to perform for their parents on stage in either the school Nativity or our play Ali Baba and the Bongo Bandits. We were also incredibly pleased to welcome parents to watch sports day races with their children. Educational visits have continued, and classes have visited places including the DCA, local farms, Perth Leisure Pool, and Willowgate and Dalguise Activity Centres. We have also been able to celebrate whole school events together including Scot's poetry and World Book Day.

### **Nursery Development**

We started this year in nursery with an inspection from the Care Inspectorate team. This resulted in positive feedback for the team and our final report had gradings from the 'Good' and 'Very Good' category. The areas where we scored highly included the nurturing care and support that we offer, the high-quality experiences that children experience and how well our team worked together to ensure effective supervision and engagement with the children which resulted in a positive and welcoming team ethos. We have had a focus this year on providing a literacy rich environment for children to learn. This has included building a close working relationship with our Early Years family learning practitioner who has provided regular book bug and PEEP sessions for our families. With support of a parent helper, we have also started a lending library for the children to encourage the enjoyment of reading stories. We have had a focus on improving our cycle of planning, observations and feedback and our staff have attended floor book training. Child led and medium-term planning is something that we will continue to develop into the next academic year.