

LEADERSHIP - (National Improvement Framework Drivers: School Leadership, School improvement and Parental engagement)

Pupils

- Opportunities for responsibility and the development of leadership through involvement as House Captains, Year Book Committee, Junior Carsonians, iBike Crew and buddy systems with Nursery children. Paired reading with infant classes has supported younger pupils to develop their literacy skills and provided older pupils with responsibility and the opportunity to model reading skills.

Staff

- All teachers have participated in developing individual aspects of our School Improvement Plan and some teachers have taken leadership of this.
- All staff have led extra-curricular activities or clubs throughout the school year including football, jewellery making, homework and French amongst others
- All staff have fully participated in relevant professional development and have had opportunities to share good practice with colleagues

Parents/Carers

- Our Parent Council continues to work extremely hard to support our school. They have led fundraising initiatives which have enabled many quality learning opportunities to take place, for example, contributing towards school trips, developing the playground and supplying much needed new dictionaries. Parents have helped ensure our children are able to attend a variety of school and extra-curricular events by volunteering time to attend events and by providing transportation.
- Parental involvement in the life of the school has again been well supported this year with parents providing support to classes through the preparation of materials and resources as well as supporting groups of children with guided reading.
- The use of Seesaw throughout the year, but especially during the challenging lockdown period, has enabled good communication between teachers and families. The sharing of learning has increased significantly in a bi-directional pattern.

IMPROVEMENT PRIORITIES for 2020 - 2021

- The school will work closely with all stakeholders to develop a robust Recovery Plan that focuses on supporting our children back into the new model of blended learning. The initial focus will be on supporting the mental, emotional and social wellbeing of all pupils and ensuring a smooth transition for our P1 pupils to the new approach to learning.
- The school will continue to focus on developing quality feedback for learners and embedding agreed approaches with consistency across the school.
- Further School Improvement initiatives will be confirmed as the Recovery Plan develops.



ERROL PRIMARY SCHOOL

STANDARDS & QUALITY REPORT

2019 - 2020

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

Honesty, Politeness, Respect, Diligence, Kindness, Responsibility, Resilience

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

Attendance

Attendance at Errol Primary School was 96.0% with 2.8% authorised absence and 1.1% unauthorised absence.

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

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

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 March 2020.

2019-20	Teacher Professional Judgement					
	P1		P4		P7	
Reading	Most	76%	Most	83%	Most	83%
Writing	Majority	57%	Most	76%	Majority	70%
Numeracy	Most	79%	Majority	71%	Most	83%

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

Due to the delays caused by Covid-19, some aspects of our School Improvement plan have not been completed this session,

Learners will begin to demonstrate awareness of self-regulation with the ability to take time to think before acting. This will enable learners to meet new challenges, resist temptations and maintain focus, leading to increased readiness for learning.

The explicit teaching of self-regulation scripts/soundbites has been successfully introduced across the school and teachers have had the opportunity to share ideas and resources and to reflect on links with the Health and Wellbeing curriculum. The core values of Bounce Back, a resource to develop emotional resilience, have been reviewed and a focus on each value has been adopted at whole school assemblies with the 'Stars of the Week' awards centred on this. Learners have benefitted from creative opportunities to explore the values and through homework activities to share Family Learning. Resources have been created to support all teachers in developing their practice in teaching

self-regulation and developing meta-cognitive skills in our learners. The language of self-regulation will continue to be embedded across the school in the coming session. Pupil Equity funding has been targeted at providing specialist interventions for individual learners with emotional regulation difficulties. Additional adult support was implemented to provide alternative curricula and creative approaches to learning to enable individuals to engage and be successful.

Staff, pupils and families will have a shared understanding of what quality feedback is. This will enable them to identify their strengths, next steps and ways they can make progress.

All teaching colleagues have benefitted from learning opportunities to develop their understanding of what quality feedback looks like through In-Service training. Sampling of class jotters has provided the opportunity to provide supportive feedback to teachers on comments on learning and promoted discussion on the balance between encouragement and next steps in learning. Key formative assessment strategies have been re-visited and effective assessment techniques for the different stages across the school have been debated and a consensus reached. A Progressive Framework for Formative Assessment techniques has been developed from Nursery to Primary 7 and it is planned that this will be established and embedded going forward. It is recognised that pupils need to further develop their skills in verbalising their strengths and areas for development and it is planned that there will be time allocated to upskill learners in the coming session. Finally, information will be provided to parents on promoting the language of learning at home to enable quality dialogue on shared work through our profiling app, Seesaw.

Our learners will develop their numeracy skills through well-planned, relevant and motivating numeracy experiences to give increased pace and challenge to learning

The Numeracy working group created a comprehensive plan to deliver improvements in skills and attainment. Teaching staff have been surveyed to contribute ideas and promote discussion on the school priorities in improving numeracy learning. An audit of all maths resources was undertaken, and an inventory has been established. Work was implemented on developing a jotter layout template. Further dialogue is required to ensure progression pathways in numeracy meet the needs of all learners and that all staff are familiar with progressions in mental maths. Further development work is required to establish maths assessment resources for all CfE levels.

Nursery Development

There have been improved opportunities for parents to engage with their child's learning through the introduction of the Seesaw app to record and share children's achievements. Parental feedback has been overwhelmingly positive, and it has been a useful tool to maintain contact with children and families during the period of Nursery closure. Christmas saw another successful Nursery Nativity performance with great singing and acting by all. Nursery colleagues have successfully hosted Stay and Play sessions, PEEP and Baby PEEP sessions throughout the year and established Rhymetime sessions in the village. This has provided regular opportunities for parents to come together and to build a rapport with the Nursery staff.