



LETHAM PRIMARY SCHOOL



Standards & Quality Report 19-20

Our vision is:

Learning for Life

Our school aims are:

Learning

*the skills to succeed
to learn and keep on learning
to aim high*

Respecting

*our health and well-being
our differences and strengths
our community, our environment*

Believing

*in the unique worth of every one of us
that we can make a difference
being the best we can be, honest and kind, willing to try*

Our values are:

Respect Responsibility Friendliness

Honesty Cooperation



ATTENDANCE, ATTAINMENT and ACHIEVEMENT

Early: The pre-school years and P1, or later for some.
First: To the end of P4, but earlier or later for some.
Second: To the end of P7, but earlier or later for some.

A review of the attainment data for session 19-20 in March 2020 and the recent HMIE visit, also in March 2020, have highlighted the following key points:

Across all aspects of the work of the primary school and ECC, there is a strengthened focus on raising the attainment and achievement of all children. Overall, children in the ECC are making much better progress in literacy and numeracy. A significant number of children are making better progress as a result of their participation in dedicated group work for literacy, numeracy and social communication. The majority of children are on track with numeracy and literacy. Most children transitioning to P1 in August 2020 have met their Developmental Milestones.

Children's attainment and achievement is improving at all stages in the primary school. Overall, most children are now expected to achieve appropriate levels in listening and talking and the majority are expected to achieve appropriate levels in reading, writing and numeracy.

Most of our P1 pupils are on track to achieve Early Level in Talking and Listening, Writing and Numeracy with the majority on track in Reading. Most of our P4 pupils are on track to achieve First Level in Talking and Listening with the majority on track in Reading, Writing and Numeracy. Most of our P7 pupils are on track to achieve Second Level in Talking and Listening with the majority on track in Reading, Writing and Numeracy.

Attainment across the school is still strongest in Reading and Talking and Listening. Writing and Numeracy are improving across the school but will continue to be a focus for improvement. Our attainment results this year demonstrates we have made good progress this year in addressing the National Improvement Framework priorities of achieving excellence and equity for all through raising attainment and closing the attainment gap. This will continue to be a focus next session.

We continue to provide a wide range of opportunities for wider pupil achievement. Of particular note during this session has been P5 working with the Electric Voice Theatre Company to write and perform their show 'Echoes from Perthshire' as part of the Minerva Scientifica Project at Souter Theatre in November <https://minervascientifica.co.uk/letham-primary-school/>

Staff, pupils and families across the school have successfully embraced the use of digital learning tools during the lockdown period using SeeSaw to creatively support learning and engagement whilst at home.

Our attendance for the school has decreased this session from 94% to 93.4% (though this year's figures are only for the time in school to March) with a few children having attendance rates below 85%. We continue to work closely with our families and our Community Link Worker to support good timekeeping and attendance.

LEARNING

We have taken positive steps to improve the quality of learning and teaching in the Nursery. As a result of professional learning opportunities and supportive school frameworks practitioners interact with children in a more skilful way. As a result, there has been a significant improvement in most children's levels of engagement. Children are happy, settled and motivated in their learning and respond to the positive ethos in the ECC. Importantly, children are becoming more independent and making choices and decisions about their learning in meaningful ways.

The Nursery team have also been creating a stimulating, inviting and accessible environment for children to learn in. This includes developing our loose parts play and a range of open-ended materials to be used in creative ways. The environment has been developed to ensure it is literacy and numeracy rich. The team have worked closely with the Perth and Kinross Early Years Team to design the new Nursery environment in the new building that will open in August 2020.

We have maintained a relentless focus on ensuring high quality learning and teaching consistently, at all primary stages. The whole school community worked well together to refresh the school's vision, values and aims and to develop high expectations to promote positive relationships. We have developed effective supports to help children self-regulate. This approach has improved significantly children's behaviour across the school. There is a calm, purposeful environment which is helping to promote effective learning. The new vision, values and aims are promoting high aspirations for children across the whole school community.

We have developed an effective learning and teaching framework adapting the new PKC framework to ensure all teaching staff have a shared understanding of the main features of high-quality learning and teaching. This detailed framework, along with robust approaches to improve children's experiences, has led to greater consistency in learning and teaching and experiences that are better matched to children's needs. Children are now clearer on the purpose of their learning and contribute effectively to their steps for success. Staff work together more effectively. Teachers plan with their

stage partners and identify ways of assessing children's progress at the start of the learning blocks. Across the school, children are involved effectively in the planning and reviewing of their learning.

Following our work with children, staff and parents to refresh and update the ECC's and school's curriculum rationale; we have also created a detailed curriculum and assessment framework. This outlines clearly what and how children will learn during their time at Letham Primary School and ECC. Staff have taken on leadership roles to effectively develop the school's curriculum. This is having a significant impact on the pace of change. Staff are now making better use of learning pathways for reading, writing and numeracy and mathematics. Teachers use these to plan progressive learning experiences which take good account of children's prior knowledge and skills. In a positive way, staff consult children more regularly about their learning which helps to inform what they will learn. Staff have taken steps to improve play-based approaches to learning in P1. This has continued to be an area of focus and practice continues to improve.

Pupil Committees were introduced this session covering all aspects of school life. These have provided a real-life context to develop children's leadership skills and have given children a greater involvement and responsibility in school improvement. As a result, children have enjoyed taking ownership and being involved in decision making.

LEADERSHIP

HMIe in the visit in March recognised the positive impact the senior leadership team has had over the last eighteen months as well as the greater opportunities for staff leadership. In their original report, HMIe identified four key areas for improvement for the school and Nursery to address. In their recent visit they concluded that very good progress had been made with all four improvement priorities and were confident that the school has the capacity to continue to improve and so we will make no more visits in relation to these improvement priorities.

How Good is Our School 4 – School Evaluation of Quality Indicators

- 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: Satisfactory

Improvement priorities for 2020-21

- Plan and implement a recovery plan to ensure a safe and supportive return to school for children, staff and families