



LOGIEALMOND PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT

2019-20

Our vision is of a confident and ambitious school to which all can contribute and in which we can share. Our school will be vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported

Our values are:

- openness, honesty and integrity
- diversity, fairness and compassion
- mutual trust and respect

Our purpose is to:

- promote safety and well-being
- improve learning and achievement
- work with parents, carers and our community

Our objectives are to:

- keep individuals safe and protected
- improve health, happiness and well-being
- develop the range and quality of learning experiences for all
- raise standards of performance and achievement
- develop active and responsible citizens
- develop caring and confident communities



ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Attainment is based on data collected before March. Our progress against the How Good Is Our School Quality Indicator 3.2 Raising Attainment and Achievement has been good this session. All pupils have continued to make good progress from their previous levels of attainment and some pupils have exceeded their expected levels. Overall, most of our pupils are attaining their expected levels for numeracy and the majority have attained their expected levels for literacy. Measures are in place to ensure positive outcomes and equity for all pupils and we have made good progress against How Good Is Our School Quality Indicator 3.1 Ensuring Wellbeing Equity and Inclusion.

Throughout the session, teachers track pupil progress to ensure appropriate pace and challenge and to identify strengths and development needs. Regular tracking meetings allow teachers to discuss strategies and plan for additional support and challenge where appropriate, including effective deployment of staff. Staff use benchmarks and standardised assessment results to support professional judgments and ensure shared standards.

Pupils are proud of their many achievements at Logiealmond. They are enthusiastic learners who demonstrate a positive attitude to their work and behaviour is very good. There is an ethos of care, interest and respect. This year, we continued to have a very good attendance record of 94%.

The school ensures that the children enjoy a wide range of relevant and rich learning experiences to help them develop their skills and confidence.

- All pupils are members of the Pupil Council which provides them with the opportunity to voice their thoughts and opinions on the running of the school and all have their own responsibility on our Eco Committee for looking after and planning change for different aspects of the school environment
- All of our pupils took part in a wide range of sports, arts and cultural activities. These included library bus visits, classroom talks, author talks, visits to Bluebell Woods and Perth Theatre and golf training sessions around the Solheim Cup
- Pupils worked together to plan and organise a number of enterprising activities throughout the year such as our Christmas Craft Fayre, our calendar and our Christmas cards.

LEARNING

We have made good progress with How Good Is Our School Quality Indicator 2.3 and Learning, Teaching and Assessment remains of strong importance to our school. Teachers continue to review approaches to learning and teaching using Curriculum for Excellence experiences and outcomes as well as benchmarks in their planning, teaching and assessment. Scottish Standardised National Assessments in Literacy and Numeracy were successfully introduced to pupils in P4 and P7 and were used, along with other forms of assessment and evidence to inform effective teaching approaches and planning to raise attainment in these areas.

The pupils have worked on a number of very successful interdisciplinary contexts including Logiealmond Detectives, People Who Help Us, World War One and Eco Schools. These contexts for learning were planned with the pupils and enabled them to continue to be involved in their learning and to identify their next steps. They have helped pupils to learn in a relevant, active and fun way while developing their knowledge, understanding and a range of skills across learning.

P7 pupils took part in the Bertha Park High School Transition Project. Working in small groups, they followed instructions to create a robot which could move and lift. The aim was to ease transition by meeting with other P7s in the cluster and engage in groups to discuss how they could modify and improve their creations. Transitions from primary to secondary and from nursery to primary are well developed and continue to focus on building children's confidence. They are well planned, with quality time is given for formal handover meetings to discuss specific needs and maintain rates of progress.

The school provides a rich environment for Maths and Numeracy and with a focus on the National Improvement Framework Key Driver of School Improvement, numeracy skills were further developed through the purchase of new resources with a particular focus on Mental Maths and a web-based teaching tool which proved to be a motivating and engaging resource for most pupils. This has led to an improved engagement and performance in numeracy for all learners

With a focus on the National Improvement Framework Key Priority of improvement in employability skills, learners were provided with further opportunities to lead their learning across the curriculum through their participation in Eco Schools and their initial work with Rights Respecting Schools. We are well placed to take forward these improvement priorities from last year and we are confident that they will become fully embedded into our practice.

LEADERSHIP

We have made good progress with How Good Is Our School Quality Indicator 1.3 Leadership. The Head Teacher and all staff have continued to work closely to address the areas of development identified by School Improvement visits. Pupils, staff and parents have been regularly consulted about all new developments and there is a common vision for all about the way forward for the school.

All pupils contribute effectively to school improvements through serving on the Pupil Council/ Eco/ Health Committees and they use these forums as opportunities to take ownership of their learning, increasing confidence and developing a more independent approach. Children's views are sought and valued and this influences future planning. All pupils enthusiastically take on classroom jobs on a rota basis and enjoy the responsibility this brings.

Teachers and support staff are encouraged to take on leadership roles. During this session, the staff have engaged in a variety of training opportunities. These have included Collegiate Evenings on the use of Promethean Boards in the classroom, French, Music and Child Protection. The Head Teacher continues to work closely with colleagues from other Single Teacher Schools and other schools in Bertha Park Cluster to share good practice to enhance the learning experience of all pupils. All staff recognise the need to continue sharing effective practice to support further improvement. Regular staff meetings and collegiate times allow all staff to be involved in decision making. This is helping us improve within the National Improvement Framework Key Driver of Teacher Professionalism

All parents have continued to show their support for the school through attending school events throughout the year. The funding received from the Heritage Lottery Fund has allowed the appointment of an artist who worked along with parents, pupils, teachers and members of the community to create a school mosaic which is proudly displayed in the school playground. The Parent Group is regularly consulted regarding School Improvement.

IMPROVEMENT PRIORITIES for 2020-21

To take account of current restrictions due to the response to COVID-19 we will be focusing on Recovery Planning. The priorities for this will include:

- Approaches to blended learning
- Building resilience and a nurturing environment to support health and well being
- Creative approaches to learning and teaching including a focus on Outdoor Learning

Staff, parents, pupils and Perth and Kinross Children's Services have all been involved in consultation in the production of this report.