

## Leadership

**Senior Management Team (SMT) and Staff.** The Head Teacher and the Principal Teacher continue to support and lead the professional development of all members of staff. This is carried out through a rigorous Professional Development Process, including regular meetings to discuss planning, tracking and moderation, and a clear approach to individual and whole-school self-evaluation. The SMT regularly liaise with other management

**Children** All pupils have been very much involved in discussions about our new school, and the ways in which we plan to continue to develop our presence and involvement in the community when we return to the village. Prior to the early school closure, pupil groups were very excited to visit the construction site, have guided tours around the almost-completed building, and talk to the site manager, architect and other workers. Children will continue to be involved in this as we plan and prepare for our re-opening. P7 pupils have demonstrated their leadership and entrepreneurial skills this year with the opening of their tuck shop, which has been set up to raise funds for school trips and resources.

**Families** Despite our physical separation, links with the school community have remained strong and positive this session, supported well by our Parent Council. The development of Seesaw has helped tremendously, particularly during the challenging lockdown period.

## Improvement Priorities for session 2020/21

On our return to school in August, our immediate priorities will be:

- To ensure the health and safety of all children and staff by following all government and Perth and Kinross guidelines in relation to Coronavirus
- Re-connect with our children, families and the wider school community and welcome our new children to Longforgan Primary and Nursery
- Develop our model of home -learning into a blended learning approach
- Focus on the key areas of the curriculum – Literacy, Numeracy and Health and Wellbeing – during this initial phased return to learning

We will continue to work on some of our existing priorities as we prepare for the move into our new school building:

- All members of the school community will contribute to and have a shared understanding of our school values and identity through working collaboratively to develop our vision and aims

## Longforgan Primary School

"Happily achieving together"



## Standards and Quality Report 2019-20

### School aims

To work together to promote for all:

A safe, secure and supportive environment

A healthy lifestyle

Quality learning experiences

High standards of performance and achievement

Development of the capacities of Curriculum for Excellence:

Successful learners, confident individuals, effective contributors and responsible citizens

### School Values

Responsibility, Respect, Honesty, Friendliness, Acceptance, Cooperation, Fairness, Care and Support

### **Attendance, Attainment and Achievement**

This year, progress towards attainment targets has been somewhat affected in term 4 due to the Covid-19 pandemic which closed all schools. Teacher judgements about attainment have been based on progress during the first 3 terms of the session, expected continued progress, and a solid foundation of evidence to support these decisions. Attainment across all levels has dropped slightly this year as a result but the majority of learners still made expected progress in Literacy and Numeracy.

#### **Attendance 96.14%**

Attendance in school continues to be very high. Thanks to families for their continued support.

#### **Progress and Achievement**

Our online profiling tool (Seesaw) has proved to be invaluable this year. All learners have at least one adult who regularly accessing the app to receive updates from class teachers about their child's progress and achievement. As we progressed through the school session, the app was increasingly used for two-way communication between home and school, and teachers, learners and families use it now to engage in quality dialogue about learning. Families have been keen to share wider achievements out-with school. This has been our primary method of delivering distance learning during lockdown and has been easily accessible to all.

We continue to make progress against the identified National Improvement Framework (NIF) drivers (assessment of children's progress, performance information and teacher professionalism) through engagement with the Standardised National Assessments, use of Perth and Kinross Benchmarks and continued use of the P&K tracking system. We have developed ways in which learners can take responsibility for their own learning targets and next steps, through a focus on 'feedback' which is part of a wider initiative to develop visible learning in school. Children at all ages and stages are becoming skilled in describing where they are in their learning zones, and how they use feedback from both staff and peers to help them to develop. Children have had the opportunity to work with learners from other classes and schools to practice giving quality feedback which can be used to improve learning. Not all learners (P1, 4 and 7) who would normally take part in Scottish National Standardised Assessments had the opportunity to do so this session due to school closure.

We continue to develop more robust, comprehensive approaches to evaluate our progress using the following Quality Indicators: 1.3 Leadership of Change (Good), 2.3 Learning and Teaching (Good), 3.1 Ensuring wellbeing, equity and inclusion (Good) and 3.2 Raising attainment and achievement (Good). We have looked at ways in which to engage and involve the wider school community, particularly in light of our imminent return to the village, and our new school building. The Parent Council have been very involved in the life of the school, despite our different location at Errol primary school, and their input and ability to effect change is valued by staff and pupils.

Based on these evaluations, our capacity for continuous improvement in Longforgan is good.

### **Learning**

Staff have continued to develop collegiate practices in relation to learning and teaching, to support and challenge all learners according to their individual needs. Teachers work together and individually to plan cohesive, coherent blocks of learning which build on the learner's prior knowledge and develop new skills and experiences. Children have opportunities to learn on their own, in groups and pairs, or as part of a whole class. Children are often given the opportunity to work with children from other classes and departments, particularly in the contexts of Inter-Disciplinary Learning, Committees and House activities. Children enjoy taking a leadership role and are well-supported to do so from as early as P1.

Leadership of learning is important to us at all levels, for pupils and staff, and we have many opportunities to develop this. Sharing a school with Errol this past year has given us the opportunity to share our learning and developments with them. Longforgan has a long-standing commitment to maintaining and improving our Rights Respecting School accreditation, and we have been working towards this. Our pupil group has liaised with children from Errol to share some of our developments and have led them in the development of a playground charter. We will continue to work towards achieving our next level as we plan for our return to our new school.

As always, staff have participated in various Career-Long Professional Learning opportunities and have developed skills and knowledge which has impacted positively on children's learning. Health and Wellbeing has been an area of development and staff took part in a series of peer-massage training sessions. These sequences were taught to the children and they have really enjoyed practising on each other, and at home. We will continue to develop this next session as we are already beginning to see the positive impact on children. Colleagues have also worked closely with our school Educational Psychologist to investigate ways in which we can support all learners at a universal level, and to promote inclusion across the school taking cognisance of all additional support needs. This links very closely with our ongoing commitment to developing growth mindsets and resilience, which will be more important to us than ever in the coming months.

Due to the delays caused by Covid-19, some aspects of our School Improvement plan have not been completed this session, and much of this work centres around our new school building and our return to Longforgan. We will continue to work with all members of the school community in preparation for our return. As part of our ongoing improvements, we have plans to develop our outdoor learning provision by utilising outdoor space close to the school. We are keen to involve families and the community in planning and delivering this outdoor learning, which will facilitate excellent links to our STEM subjects (Science, Technology, Engineering and Maths) as well as developing expressive arts and cultural and historic links.