

Methven Primary School and Nursery

Standards and Quality Report

2022- 2023

At Methven our aim is
to build respectful relationships by
Being Our **BEST**

Our Pupil Promise reminds us to be:

Positive

Responsible

Optimistic

Motivated

Included

Successful

Encouraging



'Being Our Best'

Methven Primary School and Nursery staff, Parent Council and PKC Education & Children's Services have all been involved in consultation in the production of this report through self-evaluation and feedback.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Attendance

The overall attendance rate for Methven pupils was 93%, which is above our comparator group and PKC average. Our Community Link Worker has continued to provide support to families to improve attendance.

Attainment and Achievement

We have evaluated Quality Indicator 3.2 'Raising Attainment and Achievement' as satisfactory. Across the school, children are continuing to make progress with their learning and have benefitted from a variety of learning opportunities this school

year. Children in Primary 1, 4 and 7 have completed National Standardised Assessments which have helped teachers to identify areas for further support or challenge or helped to inform some teachers' judgements of progress in learning.

In nursery, almost all pre-school learners moving into Primary 1 next session have met their developmental milestones. Strong start 2 and ante pre-school learners are continuing to progress in their development within the nursery environment. The majority (51-75%) of pupils in P1 have achieved Early Level in Numeracy, Reading and Writing with most (75-90%) achieving in Listening & Talking. Almost all (91-99%) pupils in P4 have achieved First Level in Listening & Talking with the majority achieving First Level in Reading and Writing. Most pupils in P4 have achieved First Level in Numeracy. Almost all pupils in P7 have achieved Second Level in Listening and Talking with the majority achieving Second Level Reading and Numeracy. Half the pupils in P7 have achieved Second Level in Writing.

Our Pupil Support Teacher has provided direct teaching, consultation, and guided support staff in implementing interventions specifically selected to best support progress in learning for individuals and groups with additional support needs or those affected by economic or social disadvantage. Our Community Learning Assistant has supported individuals with their health and wellbeing. To ensure all learners are supported to achieve in their learning, teachers and senior leadership regularly track the progress of individuals, ensuring interventions or opportunities for further challenge are put in place to support or extend those learners behind or ahead of National Expectations. One third of learners across P1, P4 and P7 have achieved their Curricular Levels earlier than National Expectations this session.

This session there has been a range of opportunities for achievement for all children. Learner led lunchtime clubs continued to enable children to develop their skills and teach others. Experiences included chess, dancing, art, football, kindness and reading. Learners also represented the school well in Glee, Cross Country, Football and Athletics competitions.

Our curriculum was enhanced through learning opportunities outwith the school environment in our local woods and den for children in nursery and primary. Curriculum visits by BAM, WW2 workshop, The Red Cross, Scottish Opera and Living Streets provided contextual, cultural and real-life learning opportunities.

LEARNING

We have evaluated Quality Indicator 2.3 'Learning, teaching and assessment' as satisfactory.

Learners at first and second level have enjoyed engaging with the Big Writing Adventures resource. This has provided a variety of interesting stimuli for writing and enhanced the provision of grammar and punctuation learning through regular reinforcement within appropriate contexts.

Learners in half of the classes engaged in regular outdoor learning opportunities which developed learning through play, teambuilding, and skills in problem solving and risk assessing. The creation of a dedicated seating and fire pit area in the woods by some of our parents will enable all classes to benefit fully from regular outdoor learning opportunities next session.

Learners in all classes have continued to be involved in setting personal targets in literacy and numeracy and reflected on progress and next steps in their learning. Learners continued to be involved in planning their learning within termly interdisciplinary contexts and selecting ways to share their learning with others. This was extended this session to include more opportunities for shared planning and learning across classes. Literacy assessments support teacher planning and highlight learner progress in spelling, reading and writing. Tracking of cohorts shows the progress made by individuals and groups over time.

We have evaluated Quality Indicator 3.1 'Ensuring wellbeing, equity and inclusion' as good. Several children and small groups have taken part in a range of literacy interventions this session to support them to progress in their learning. Wave 3, High 5, Toe by Toe, Code Cracker, Touch Typing, Spelling Challenge and Precision Literacy have been implemented effectively and assessment data indicates continued improvement in individuals' literacy learning. Precision Maths has been used to reinforce numeracy learning along with Plus 1 and Power of 2. Nurture opportunities have been provided to support health and wellbeing.

Pupil Equity Funding was used to purchase reading and outdoor resources to enhance universal and targeted approaches and to provide staffing to support health and wellbeing and deliver interventions.

Transition activities supported learners universally from nursery to Primary 1 and from Primary 7 to secondary through the in person experiences that were offered at Methven and Bertha Park High School. Opportunities for enhanced transition were also provided for individuals, groups and families.

Family support opportunities were offered this session through our Early Years Family Learning Practitioner and ECPs in nursery. Several nursery families engaged in PEEP workshops, Bookbug and Cooking sessions. Our Community Link Worker

provided activities to support Health and Wellbeing of learners. This session, some primary parents attended workshops about the use of Numicon in the classroom and Bounce Back as a resource to support resilience.

LEADERSHIP

We have evaluated Quality Indicator 1.3 'Leadership of Change' as good.

Our nursery teacher and early childhood practitioners have engaged in Communication Champions and Maths Improvement projects to enhance literacy and numeracy learning in the nursery setting. All staff engaged with further Numicon training and Nurturing Schools work with our educational psychologist. Primary staff received training in Bounce Back, and Trauma Informed Practices.

Professional collaboration with LMG colleagues allowed for the sharing of good practice about our early years playful learning and teaching pedagogy and moderation of writing at first and second level.

Our Rights Respecting Schools journey has continued this session and we achieved our Bronze Accreditation. Following successful engagement with Reading Schools work across the school and nursery, we were also accredited as a Reading School.

Sustainability and Global Citizenship have continued to be a focus for our Eco Group as they work towards our Green Flag. UNCRC, Fairtrade and Global Goals have been incorporated into our interdisciplinary curriculum planning at all levels. Teachers engaged in a session with the One World Centre to further explore global goals and learning for sustainability.

Consistent reinforcement of the 'Methven Way', our relationships policy and our continued commitment to nurturing approaches and building respectful relationships, has resulted in a significant reduction in conflict situations between learners in the playground and classrooms. Our learners have demonstrated their ability to manage and move on from situations using restorative approaches.

The Parent Council have continued to support our school this session. Termly meetings were held via Teams and in person and significant funds were raised through their combined efforts. These have enabled contributions to be made to transport costs for school trips, ensuring more affordability for our families.

IMPROVEMENT PRIORITIES FOR SESSION 2023-2024

Our priorities for the session ahead will be to further develop our Health and Wellbeing Curriculum, improve learning and teaching with a focus on pace and challenge, and increase parental engagement through the trial of digital platforms as a method of profiling learners' progress and providing homework. Teachers will continue to build capacity and professionalism through practitioner enquiry and moderation opportunities within our LMG. Further work will progress within the UNCRC as part of our Rights Respecting Schools Silver Award and our Eco Schools Green Flag. Our Nurturing Schools work will continue to be developed with a new nurture principle focus and the CIRCLE resource for inclusion will continue to be implemented in primary and nursery.