



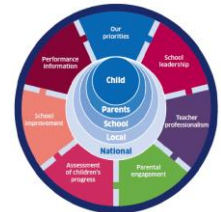
## Milnathort Primary School Report on session 2018-19

"Making it Happen" is our school motto and we are doing so through our school aims:

### Learning, Respecting, Believing

The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with Perth & Kinross Council, Education and Children's Services is fully committed to delivering these ambitious aims. Key drivers of improvement have also been identified, these are:

1. School leadership.	4. Assessment of children's progress.
2. Teacher professionalism.	5. School improvement.
3. Parental engagement.	6. Performance information.



Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP).

### ATTENDANCE, ATTAINMENT and ACHIEVEMENT

In Language / Literacy the majority of P1 are working in line with national expectations for reading and writing, comparable with last session. In writing, most of P4 and P7 pupils are working in line with national expectations with a percentage of this P7 already working within Third Level. Almost all P7 are in line for reading. In Maths/ Numeracy the majority of P1 pupils were judged as having achieved Early Level. In P4, most were judged as having achieved First Level with half achieving ahead of national expectations. In P7 most are judged to have achieved Second Level. Overall we are making good progress in raising attainment and achievement over time. When considering the statistics it is important to remember that the duration is merely "typical" and that figures reported refer to a stage and the specific group of children who make up that stage.

Children are encouraged to share wider achievement through Achievement Alley and class approaches as well as from the home communication in the Learning Profiles. We have a clear focus on ensuring wellbeing entitlements support learners to maximise their success and achievements. Almost all children are active and this is recognised in the school's silver School Sport Scotland Award. There are opportunities to attend a wide range of lunchtime / after-school clubs. Cycling to school is promoted through the 'Big Pedal' and P7 cycling club: many children continue to cycle to school. Our Pupil Equity Funding (PEF) has been used to support universal need as well as specific children/cohorts to achieve. Children have benefitted from PEF with a focus on literacy / numeracy in targeted small group interventions. Cafe Enterprise Skills group has resulted in children learning through an experience that supports life skills and the application of literacy / numeracy skills in a meaningful context. Forest Schools has resulted in increased resilience, improved collaboration skills and P7s achieving John Muir Award. During their inspection of nursery 9 May 2019, the Care Inspectorate noted a very high quality outdoor provision, with daily free flow opportunities.

We are required to report trends in attendance, see table below:

	June 2017	June 2018	June 2019
Attendance	96.9%	95.7%	95.8%

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion- Very Good

Quality Indicator 3.2 Raising attainment and achievement- Very Good

In session 2019-20 there will be a focus on developing approaches to recording children's achievements to include tracking the skills for learning, life and work that children acquire across the totality of their learning, both in and out of school.

**Whole School and Community Engagement** This session there has been a number of consultations e.g reporting to parents, profiling, school uniform, Safe Start provision, World of Work. Response rates are increasing from prior low levels of engagement. A highlight has been P6 involvement with community groups and Gannochy Trust to identify our uniqueness. The Care Inspectorate report highlights the range of opportunities given to families to being involved in the life of the nursery and their child's learning and development. Whilst we have a very supportive and involved parent body the School monthly Parent Pop Ins have been less well attended.

**LEARNING:** There is a calm, positive and inclusive ethos across our school. Our values are shared and learners report positively about their learning experiences during learning discussions and in their Learning Profiles. Our now embedded Circle Assemblies, led by P7s, gathered children's views on Learning and Teaching and Relationships using the framework How Good is OUR School with children talking confidently about the skills and learning they are developing. Tracking meetings allow staff to plan the required interventions to ensure that all children are making the best possible progress. The Care Inspectorate reported how well nursery children's learning is tracked with staff providing pace and challenge to extend learning. Learner conversations, profiling and target setting take place across nursery and school and most children are able to talk confidently about what they are learning, through the use of clear learning intentions. Children are encouraged to independently access digital technologies to support learning: in particular those with Additional Support Needs are utilising accessibility features as the norm. Our progression pathways have been revisited to ensure strength in the core areas of Literacy, Numeracy, Health and wellbeing, Sciences, Social Studies and Technologies.

Quality Indicator 2.3 Learning, teaching and assessment- Very Good

In session 2019-20 approaches to assessment will include planned assessments, holistic assessments and the use of National Benchmarks in a whole school moderation cycle.

**LEADERSHIP:** We have ambitious intentions for all learners and this is reflected in our curriculum rationale. Using 'How good OUR School?' to capture Learner Participation and Pupil Voice has supported the engagement of children in evaluating learning and teaching. Teaching staff have developed a detailed understanding of the social, economic and cultural context of their class. This informs how they assess the needs of children and evaluate progress in learning. All staff have undertaken professional learning to increase emotional health and wellbeing in children and families (input from Tayside Child and Adolescent Mental Health service). Our staff members enjoy leadership roles that impact on school improvement priorities and outcomes for learners. Staff in nursery have been commended by the Care Inspectorate on their enthusiasm and commitment to furthering their learning. Master Classes, Circle Assemblies, Senior Sevens, House Captains/Vice Captains, Digital Leaders, Friendship Sixers enable pupils to demonstrate their leadership skills. There is a range of regular opportunities to engage children and parents in helping to evaluate aspects of the school's work and plan improvements e.g increased use of Google Forms surveys, Cuppa Chats, Parent Pop-Ins, Sharing Learning Assemblies, Curriculum Confabs.

Quality Indicator 1.3 Leadership of change- Good

In session 2019-20 there will be a review of how best to engage parents in the School Improvement Framework.

Reporting on progress has been informed by ongoing dialogue with staff, learners, parents/carers, Parent Council and Care Inspectorate May 2019.

Working together, children, parents and staff - we are sure to make very good progress in 2019-20.

#### **Improvement Priorities for session 2019-20**

- Raising Attainment & Achievement in Literacy specifically writing
- Raising Attainment & Achievement through a shared understanding of Benchmarks and Achievement of a level in Literacy & numeracy
- Curriculum delivery with a focus on Health and Wellbeing and resilience