



Moncreiffe Primary School

STANDARDS AND QUALITY REPORT

2022 – 2023

The purpose of this report is to share information on the impact that school improvement developments and implementations have had on pupils' learning and progress over this school year. It also states in the table below our self-evaluation grades for key Quality Indicators taken from "How Good is Our School 4?"

<i>Quality Indicator:</i>		<i>Evaluation:</i>
<i>1.3</i>	<i>Leadership of Change</i>	<i>Satisfactory</i>
<i>2.3</i>	<i>Learning, Teaching & Assessment</i>	<i>Good</i>
<i>3.1</i>	<i>Ensuring wellbeing, equity & inclusion</i>	<i>Satisfactory</i>
<i>3.2</i>	<i>Raising Attainment and Achievement</i>	<i>Satisfactory</i>

These Performance information evaluations are based on the on-going self-evaluation processes of the school. There has also been a focus on meeting the National Improvement Framework priorities of Improvement in attainment, particularly in Literacy and Numeracy, closing the attainment gap between the most and least disadvantaged children and young people and improvement in children and young people's health and wellbeing.

Moncreiffe Primary School has good capacity for continuous improvement. This can be further improved through effective partnership working with parents and other professionals as we continue to aim for excellence and equity for all learners.

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for pupils from Nursery to P7. Our curriculum allows pupils to develop as successful learners, confident individuals, effective contributors and responsible citizens. Teachers effectively assess pupil progress in a variety of ways and use information to plan next steps in learning. Pupil progress is tracked through Curriculum for Excellence levels. Attainment data for each pupil is recorded in Literacy (Listening & Talking, Reading and Writing) and Numeracy. Within this report, progress towards achieving expected National Levels in Literacy and Numeracy are reported on for P1, P4 and P7, as per National guidance.

Analysis of our June 2023 data indicates the following. In Primary 1, most children have achieved Early Level in Listening & Talking, Reading, Writing and Numeracy. In Primary 4, most children have achieved First Level in Reading, Listening & Talking, whilst the majority of children have achieved First Level in Numeracy and Writing. In Primary 7, almost all children have achieved Second Level in Reading, Writing, Listening & Talking, whilst all children have achieved Second Level in

Numeracy. Attainment progress this year has increased against academic session 2021/2022.

The average pupil attendance rate this academic session is 89.43 % which is slightly below the PKC average and will be a focus for 2023/2024 session.

Our children have continued to achieve both at school and at home. We celebrate wider achievements through our whole school achievement board, and we would like to enhance this further to build up a greater picture of our learners' achievements. Successes are also celebrated at class level through positive reward systems that encourage engagement and commitment to learning and our school. Star Writer Awards are used in every class to award children who have made progress against their writing targets. This will be developed further next session with the introduction of Star Reader awards.

Throughout this session we have also had a focus on the use and implementation of the Circle resource to ensure that as a staff we continue to break down barriers to learning and to ensure our learning environment meets the needs of all. The impact of this work has allowed all teachers to complete the Inclusive Classroom Scale at least once per year and now teachers are confident in the use of the Participation Scale for use when required.

LEARNING

We have seen significant changes to our staff team this year, giving us the opportunity to bring new ideas to the Moncreiffe curriculum, ensuring effective learning and teaching practices, specifically with reading and writing. We have also been building capacity within the team to ensure inclusive classrooms across the school and enhancing universal strategies and tools for all learners.

There has been a continued focus on children's health and wellbeing, with almost all staff now being trained in nurturing relationships and trauma informed practice. We surveyed all children on their health and wellbeing on 3 occasions and used the Glasgow Motivation and Wellbeing Profile questionnaire (GMWP) or Leuven Scale to assess our children's motivation and wellbeing within our setting. These surveys and observations have allowed us to focus on children feeling safe within our indoor and outdoor learning spaces. This work will continue into next session with the support of our parent/carers and Perth & Kinross inclusion services.

All children from Nursery to Primary 7 have successfully taken part in theme weeks, working across classes to enhance their learning within, modern languages, literacy, numeracy, health & wellbeing and STEM. Theme weeks are planned alongside the children, allowing them to take leadership within their learning. Feedback has shown that theme weeks are well liked and have increased learner engagement and curiosity within these subjects.

All children and staff at Moncreiffe have been enhancing their reading environments this session and have been working towards a Reading Schools Award. All children have a daily personal reading time where they have access to high quality texts including, novels, non-fiction texts, comics, websites and read aloud texts through

the use of digital devices. This project alongside staff's enhanced understanding of reading pathways have seen an increase in reading attainment across the school. Staff continue to track numeracy, reading, writing, listening and talking through our whole school tracking programme. This year staff have developed robust pathways for reading and writing, ensuring Moncreiffe children are challenged appropriately through breadth and depth of learning.

Staff have developed their understanding of how the use of data can enhance learning experiences, how comparing data to comparator schools, and creating stretch aims to close the attainment gap within all classes, has a positive impact on all learners. P4 & P5 have taken part in the National Writing Improvement Programme where data is at the heart of learning. This has resulted in increased motivation from learners and improved learning outcomes in writing.

We have worked closely with other schools in our locality to moderate writing across all levels. This allowed our teaching staff to discuss the planning of writing and outcomes achieved. Staff were confident at identifying children's areas of development and achievement using the Big Write criterion scale.

All children have been learning about their rights and responsibilities through in-depth work on The United Nations Convention of the Rights of a Child (UNCRC). Each class has conducted a class assembly on one of the rights, sharing their learning with peers across the school. Children's rights are at the forefront of everything we do at Moncreiffe, and children are becoming more confident at discussing these. The Rights Respecting School (RRS) committee successfully applied for the Bronze accreditation and were awarded this in February 2023.

LEADERSHIP

We established a new dedicated and effective staff team this session who have taken on leadership opportunities across the school. Staff successfully lead on curriculum development, external award schemes and running extra curricular clubs.

Staff have undertaken practitioner enquiry research into play within the early years' classrooms and the National Writing Improvement programme which have both had positive impact on the attainment across Primary 1, 4 and 5. There are plans to extend the writing improvement programme further into second level this coming academic session.

The School Leadership Team and external supports have met with staff to discuss inclusion for all, pupil attainment, planning, required supports, and implementation of the School Improvement Plan. Resources and support are targeted where required.

Staff have increased their engagement with school self-evaluation and are now more confident using *'How Good is Our School 4?'* to discuss and evidence developments, for understanding next steps at whole school level.

Through regular assemblies, learners continue to be supported to understand the vision and values of the school as well as working on and leading UNCRC. The

impact of this has been evident with children voicing their rights in a positive manner and making links within learning contexts.

Children have enhanced their leadership skills through planning whole school events such as sports day and themed weeks. Through their work with committees, children have taken on daily ECO responsibilities (Energy Sparks), taught other children about UNCRC (RRS Award) and developed outdoor bug hotels. Our buddy system continues to develop, encouraging our youngest and oldest children to work together, allowing the Moncreiffe Family to be built upon.

NURSERY

Our nursery staff have taken on leadership across the setting, including Communication Champion, Outdoor Learning, Health & Wellbeing Champion and Numeracy lead, allowing staff to drive forward improvement agendas.

Most pre-school children are meeting their developmental milestones across all aspects of learning. All children are tracked against their developmental milestones and are given interventions to support progress in their learning and development. All About Me documents and tracking are discussed with both the Nursery Support Teacher and the Depute Headteacher on a termly basis. Support for children is put in place where and when needed at universal and targeted levels.

Planning for learning has been developed through increasing the staff knowledge and understanding of Early Level reading and writing and this has enhanced the learning opportunities for all nursery children both indoors and outdoors.

The opportunities for meeting with parent/carers have increased this year through inviting them in at drop off and collection, and encouraging 'Stay & Play', as well as the work our Family Learning Practitioner has undertaken through PEEP and weekly Bookbug sessions. These sessions have increased parental engagement.

IMPROVEMENT PRIORITIES FOR SESSION 2022-2023

The following improvement priorities have been created through our on going self-evaluation process and identified areas from external support.

- Meeting Learners Needs
- Effective learning & teaching in writing with continued developments in the National Improving Writing Programme
- Moderation and understanding data