



## Moncreiffe Primary School

### STANDARDS AND QUALITY REPORT

2019-20

*The purpose of this report is to share information on the impact that school improvement developments and implementation have had on pupils' learning and progress over this school year. It also has 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>
1.3	<i>Leadership of Change</i>	<i>Good</i>
2.3	<i>Learning, Teaching &amp; Assessment</i>	<i>Good</i>
3.1	<i>Ensuring wellbeing, equity &amp; inclusion</i>	<i>Good</i>
3.2	<i>Raising Attainment and Achievement</i>	<i>Good</i>

These Performance Information evaluations are based on the on-going self-evaluation processes of the school. There has also been a focus upon the following National Improvement Framework priorities of teacher professionalism, school improvement and assessment of children's progress as a part of school improvement priorities this session.

Moncreiffe Primary School has good capacity for continuous improvement. This can be further improved through effective partnership working across the school community as we aim for excellence and equity for all learners.

**Mrs Fiona Carruthers** (Headteacher)  
**June 2020**

## ***ATTENDANCE, ATTAINMENT & ACHIEVEMENT***

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our high-quality curriculum for pupils from Nursery to P7. Our curriculum allows all our 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: Early Level spans Nursery and P1, P2 - P4 covers First Level and P5 - P7 Second Level. Attainment data for each pupil is recorded in Literacy (Listening & Talking, Reading and Writing) and Numeracy. We have a tracking and predication system helping to predict attainment in Literacy and Numeracy for all pupils.

Within this report, progress towards achieving expected National Levels in Literacy and Numeracy are reported on for only P1, P4 and P7 as per National guidance. Progress is reported upon the predicted levels of achievement prior to COVID-19 school closure.

Analysis of our data, which has been recorded up until 20th March 2020, indicates the following:

**In Primary 1, most children (74%) are on track to achieve Early Level in Literacy (listening, talking, reading and writing). Most children (81%) are also on track to achieve early Level in Numeracy.**

**In Primary 4, most children (80%) are on track to achieve First Level in Literacy and also most (80%) are on track to achieve in Numeracy.**

**In Primary 7, most children (82%) on track to achieve Second Level in Literacy and again most children (78%) are on track to achieve in Numeracy.**

## **LEARNING**

Pupil focus groups have evidenced that pupil voice and input in the planning of learning, in each class, has had a positive impact upon motivation and engagement. This is very evident in interdisciplinary learning. Learner conversations help pupils to understand progress and work towards next steps in learning.

Seesaw, an online profiling tool, has continued to be developed as a way of sharing learning between home and school with whole class and individual learning activities being available for parental access across all classes, nursery to P7. This has meant that the majority of pupils can articulate their shared learning at home which then positively impacts on their self- image as a learner. This has been of key importance during the lockdown period as a means of facilitating a home-school learning approach alongside Google Classroom, with Seesaw being particularly relevant in the Early Years of Nursery, P1, P2 and P3.

The continued development of growth mindset approaches, alongside explicit learning and teaching in all classes, has helped to provide a range of strategies for pupils to use to develop resilience and self-help skills when faced with challenges or setbacks.

Relationships across the school community are very positive and supportive, founded upon a climate of mutual respect, within a strong sense of school community. This was developed alongside a whole school approach to how to behave in class and around the school. Staff and pupils worked together to devise the Whole Green Week approach and shared this with parents/ carers. This was very positively received by the parent body.

Moncreiffe Values continue to be referred to during assembly and in classrooms and also when there is a behavioural need as a part of restorative conversations between pupils and staff.

**The average pupil attendance rate up to Friday 20<sup>th</sup> March 20 is 94.48 %**

## **LEADERSHIP**

The Head Teacher and the Principal Teacher continue to support and lead the professional development of all members of staff, through a rigorous Professional Development Process, regular meetings to discuss planning, tracking and moderation, and a clear approach to individual and whole-school self-evaluation.

All Moncreiffe staff are encouraged and empowered to bring about improvements to the life and ethos of the school and to the quality of learning and teaching in all of our classes as an integral part of teacher professionalism. Staff have individual areas of leadership agreed as a part of the annual Employee Review and Development process. This was making good progress however has been overtaken by the COVID-19 school closure and is an area for continued development for school session 20 – 21.

Pupils are given many opportunities to lead and to work in teams at all stages and also in mixed age groupings, for example, the Early Years Councils. Most pupils report that they enjoy such opportunities and there are leadership opportunities within each class.

Overall, our learners are successful, confident, exercise responsibility and contribute well to the life of the school.

Moncreiffe school staff also work effectively with the Moncreiffe Parent Council and the Friends of Moncreiffe parent group to discuss school priorities and plan events which contribute highly to the life and ethos of the school. This is very much appreciated by all pupils and staff.

*Next session **our initial priority** for development will be to ensure a planned recovery approach successfully takes place from August 2020 to enable a blended approach to home and school learning for all Moncreiffe pupils.*

*Staff, pupils and parents have provided information that has contributed to the production of this report.*