

Leadership

Our School vision is shared through our strategic School Improvement Plan which sets challenging but achievable targets for our children and school community. We have improved excellence and equity for identified children through effective use of Pupil Equity Funding (PEF). We evaluate our progress within our leadership of change as good.

Self-evaluation is central to the leadership and direction of learning and teaching in our school. It is an ongoing feature of school life.

School management (SMT) use a consultative approach when effecting change with staff, children and parents involved in setting the strategic direction of the school. We evaluate our progress within self- evaluation as very good.

The Staff participate in professional learning ensuring they have knowledge of current initiatives and developments, impacting positively on improved outcomes for children as well as facilitating regular professional dialogue.

The Children's' views are gathered annually through our child/staff Curriculum Conference and questionnaires, termly through topic planning, daily through target setting, self/ peer evaluation, learning logs and talking, and thinking floor books. Children's' views regularly impact the life and work of the school. All children are also members of committees and the impact of Pupil Voice is evident across the school.

The Parents have supported enhanced learning opportunities by working in positive partnership with staff and children. They have supported extra- curricular activities, the playground development and fundraising. They have also been involved in the audit process providing valuable feedback to support the school improvement plan. They have engaged positively in learning experiences with their children and we evaluate our progress in family learning as good.

Priorities for session 2019/20

- Improved understanding of skills for Learning Life and Work with a focus on scientific enquiry.
- To develop a better understanding of physical wellbeing to support building resilience and raising attainment for all children.
- Implementation of targeted interventions to support increased attainment in literacy and numeracy, for identified children.

Murthly Primary School

"Happy, Healthy, Hardworking and Harmonious"
Rights Respecting School



Standards and Quality Report 18 - 19

School Vision

To create a school which is Happy, Healthy, Hardworking and Harmonious by:

- Providing quality learning and teaching experiences within a flexible, stimulating and engaging curriculum which challenges all children.
- Maintaining and developing a positive school ethos in which success is celebrated and which values and respects everyone's contribution.
- Recognising everyone as an individual with their own personal skills and abilities.
- Developing effective partnerships between school, home and the community ensuring the best educational and social outcomes for all children.

School Values

- Respecting ourselves: by telling the truth, working hard, being responsible and being friendly.
- Respecting others: by being kind and helpful, being part of a team, accepting people are different and listening to the teacher.
- Respecting our environment: by keeping it litter free and tidy, and looking after our equipment.

School Aims

- Provide a safe, secure and friendly environment where everyone's contribution is valued.
- Provide meaningful contexts for learning which encourage, and challenge children, developing a desire for learning, and raising standards of attainment.
- Support and meet the needs of all children in both their learning and personal and social development.
- Continue to develop the school through self- evaluation and quality assurance procedures.
- Provide opportunities to develop self- confidence, social skills and moral values.
- Maintain and extend a positive ethos within school and continue to develop partnerships with home and community.

Attainment, Attendance and Achievement

Attainment:

Almost all children in the school (91-99%) have made progress from their prior levels of attainment and achieved or exceeded their expected level in Literacy and Numeracy/Mathematics. The rigorous approach to identifying additional support needs and providing appropriate support strategies continues to lead to good progress across the school. Our progress in raising attainment and achievement this year is good.

National expectations:

Due to our small numbers in P1 and in P4 the statistics for these stages are not included in this report.

In P7 most children have made very good progress or achieved beyond second level in reading and writing. Almost all children have achieved second level in Listening and Talking. The majority of children have achieved second level in Numeracy/Mathematics.

Attendance for Murthly Primary is **95.4%**

Authorised absence **3.8%** Unauthorised absence **0.8%**

Achievement:

Very positive feedback from our Care Inspectorate inspection grading the quality of care and the environment of the nursery as very good.

The whole school community has continued to embed Rights Respecting School values supporting a respectful culture across the school. The children have also engaged in a range of Eco work, shared learning with parents and the local community developing their understanding of the world of work. They have, organised and supported charity fundraising and learned about global citizenship, through topic work, visitors to the school and engagement in their various committees.

Individually, all children have achieved in a variety of ways through involvement in committees, presentations, the school show and competitions representing the school and independently in various sporting events.

Almost all children have high expectations of themselves and respond well to challenges across the various areas of the curriculum. This has been supported through structured IDL lessons and within health and wellbeing.

Almost all children have also achieved through the wide range of activities they have undertaken outwith school, for example, sports, music, dance and citizenship, supported by parents continuing to develop their wider achievements.

The engagement of parents in the Playground Working group and Parent Council has enabled the development of the playground environment. This has been a central part of the improvement priority to support the children to develop a better understanding of their emotional wellbeing.

Continued playgroup opportunities provided within the nursery has supported development of home/school links with early years families.

Learning

Curriculum for Excellence (CfE) has continued to be developed in line with National and Authority guidelines. There is a continued focus on children's involvement in the planning process and setting their own targets in literacy, numeracy and health and wellbeing. There has also been further involvement in active and outdoor learning, providing new experiences for almost all children. Most children have increased their understanding of the skills for learning, life and work. Almost all children are able to explain the purpose and relevance of their learning as recorded in class work, floor books and learning logs.

Planned high quality learning experiences based on careful evaluations and progressive learning pathways has supported a consistent approach across the school in literacy, numeracy and health and wellbeing. Careful planning of differentiated classwork and targeted interventions has provided appropriate challenge and support for all children, ensuring we meet the needs of all children.

Staff have worked collegiately across the Grammar Cluster to develop a shared understanding of skills and devise a skills progression to support their teaching. The P7 children have also been involved in a collaborative French Film project this year to support their transition.

There has been a continued focus this year on the development of IT to engage children and develop their learning. This has been supported throughout the year with structured development opportunities for staff and the purchasing of additional IT equipment.

Good parental support has had a positive impact on the way children learn, promoting an enthusiasm and enjoyment of learning through participating in extra-curricular activities, discussion, open afternoon/evenings, questionnaires and learning log feedback. This has had a positive impact on the changes to learning and teaching opportunities for almost all children and the development of the school community.

GIRFEC principles and values are fully embedded into all areas of the school. Teachers plan structured lessons to support the children's understanding of the wellbeing indicators which has also been shared with parents through learning logs and individual meetings.

All learners contributions are valued, impacting on topics studied, developments in school being taken forward, fundraising events and learning experiences becoming a reality, all impacting positively on self-esteem and the development of responsible children.

Our progress this year in Learning, teaching and assessment has been good. Our progress in ensuring wellbeing, equity and inclusion is good.