

This session we have allocated PEF funding to improve excellence and equity in Literacy, Numeracy and Health and Wellbeing.

**Literacy:** Teaching staff have continued to engage with the BIG Write approach, purchased Dyslexia friendly books and tailored our Active Literacy programme to best support our learners. We purchased additional PSA support and a Probationer Teacher to ensure targeted interventions are established and consistent.

**Numeracy:** Teaching staff have embedded the use of BIG Maths with the “Beat That Challenges” being a particular area of success. This consistent approach throughout the school has positively impacted on attainment.

**Health and Wellbeing:** This session we have developed a successful partnership with Perth Autism Support through which all staff have been trained in strategies to support our children’s emotional regulation and wellbeing. As a result we have audited and upgraded our learning environments throughout the school and we have established our “Room of Requirement” to support the self-regulation of our learners. All staff have also been trained in “Emotion Works”. A working party have led the roll out of this initiative which is designed to support emotional literacy and self-reflection for personal growth.

As a management team we have ensured progress towards National Improvement Framework Drivers and Local Priorities. We have been particularly strong in the area of supporting children and vulnerable families. Our professional dialogue recognises the success of leadership at all levels and the need to continue maximising opportunities throughout the nursery and school at pupil, staff and parent level. Data and wider performance information has shown school improvement and informed future priorities.

Through self-evaluation we have graded ourselves:

Quality Indicators	Grade
1.3 Leadership of Change	Good
2.3 Learning, Teaching and Assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Satisfactory

Through our self-evaluation process, regular data-analysis, clear team communication and a shared understanding of our school journey we have demonstrated our capacity for continuous improvement. In September we welcomed the Extended Learning and Achievement team from Perth and Kinross to support our Self-Evaluation process. The team recognised that we have an inclusive, caring and welcoming ethos of the whole school community. We provide a nurturing, warm and respectful environment where staff are committed to the school and know their learners and community well.

### **Our Improvement Priority for session 2019-20**

**Working collaboratively with all stakeholders to raise attainment and achievement in Literacy, Numeracy and Health and Wellbeing across the school and share our successes with our wider community.**

This improvement priority will, through increased parental engagement and support, drive forward improvements in reading, writing, talking and listening, numeracy and mathematics and all aspects of health and wellbeing. We will deliver a consistent

# Standards & Quality Report 2018-19

## North Muirton Primary & Nursery

Learn, respect, enjoy and achieve, together



### **Our Vision**

Our vision is to ensure that pupils become successful learners who enjoy learning, realise their full potential; confident individuals who are able to live safe, healthy and fulfilling lives; effective contributors who achieve and are ambitious; responsible citizens who make a positive impact on society.

### **Our Values**

- Welcoming, nurturing, supportive and restorative
- Open, honest and effective communication
- Respectful words and actions for all
- Celebrating all forms of achievement and success
- Building ambition in all

### **Our Aims**

- Inspire a love for learning in a safe and happy environment.
- Form supportive relationships between pupils, staff, parents/carers, other agencies and the wider community to enable the positive development of each learner.
- Promote positive attitudes in our school community with an emphasis on respect for all, and self-discipline, resilience, tolerance and co-operation, enabling children to become responsible citizens in society.
- Provide a motivating curriculum which celebrates success at all levels and ensures that the teaching is creative and true to our values.
- Work collaboratively within a climate of continuous professional development that encourages and promotes a culture of shared leadership throughout our learning community.

whole school approach with appropriately targeted supportive interventions where progress is measured and next steps determined through regular, moderated assessments.

## ATTENDANCE, ATTAINMENT & ACHIEVEMENT

	2016/17	2017/18	2018/19
<b>Attendance</b>	94.6%	<b>93.6%</b>	94.1%

National Expectations	
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 18/19 has highlighted the following key points:

**P1** pupils are continuing to progress towards achieving expected national levels in Literacy. The majority of pupils have achieved Early Level in Numeracy.

The majority **P4** pupils are making good progress towards achieving First Level in Listening & Talking, Reading, Writing and Numeracy. There has been a significant increase in attainment for the majority of pupils in Literacy and Numeracy which we will continue to build upon.

Most **P7** pupils are making good or very good progress in Listening and Talking, Reading and Writing; this is a significant improvement with most pupils achieving their expected levels. There has been very good progress made in attainment for Numeracy for the majority of pupils.

## HIGHLIGHTS

Our new Parent and Pupil Councils convened. The Pupil Council and parent group gave valuable feedback on the new reporting format of report cards this session. Health and Wellbeing progress is celebrated in weekly Get Togethers where Emotion Works learning is shared with the whole school and individual learners' achievements celebrated.

Learning across the curriculum has been supported and enriched by Touring Opera, Judo coaching, NMPS' Got Talent, Swimming lessons, The Pantomime, Fun Filled Friday, Show Racism the Red Card, St Johnstone "The Wright Way" health programme, Infant and Nursery Nativities, Class Shared Learning

Events, Football Coaching, Brass and String lessons, Daily Mile Beat That Maths Challenges, Sports Day, Enterprise opportunities, Book Bug, Play on Pedals, Quarrymill Nature Experiences, County Sports, Dalguise Residential Experience, NSPCC, Bingo Family Event, World Book Day, Cross Country, Pupil led end of term services, Anti-smoking, Sports Ambassadors, School Show, Safer Communities Quiz, Safe Taysiders, comprehensive transition events programme and Music Ensemble Performance

## LEARNING

This session we have strengthened our Health and Wellbeing programme, with Emotion Works rolled out throughout the school. Our improved consistency of approach in Literacy and Numeracy has positively reflected in our assessment results and increased pupil engagement. Targeted small group interventions are used to support and challenge our learners in Literacy and Numeracy. This has generated a positive impact on our attainment results, particularly in the middle and upper stages.

There has been an increased attainment in writing from P4 – 7.

Children and staff are able to share learning throughout the school week using SeeSaw which we will now continue to embed and increase the use of throughout next session. The school now has its own App for communication with parents meaning they are kept up to date of school activities and learning.

## LEADERSHIP

Acting SLT have worked hard to drive school improvement and have made good progress. There is a greater collective understanding of our attainment journey. Staff, pupils and families are well supported by their hands on approach and as such enjoy the benefits of a supportive and inclusive learning environment.

Sharing learning has continued using our Learning trees, Weekly class news on the App and our shared learning events. Our School App and SeeSaw has played a more prominent role providing many opportunities to have a virtual window on learning and experiences within our learning community.

Tracking and attainment meetings have helped staff stay focused on raising attainment and become more familiar with scrutiny of their class data. This has impacted positively on pace and challenge across the school. It has helped to inform targeted support to individuals and groups. Staff are also devising their own Holistic Assessments collaboratively at the start of a planning block which has ensured there is the correct focus on the learning and teaching.

We have piloted a new reporting format in collaboration with staff, parents and pupils. SLT have ensured all Children's Additional Support Needs are accurately recorded.