

LEADERSHIP

Our strategic and School Improvement Plan reflects our schools shared vision and sets challenging but achievable targets. This enables us to secure a strong sense of common purpose throughout our school community. Self-evaluation is central to the leadership and direction of learning and teaching in our school. It is an ongoing feature of school life. Our school has a very good capacity for continuous improvement.

Fuller engagement of families in learning and their understanding of learning in the life of the school.

We evaluate our progress in our Leadership of Change and Engaging Families in Learning and against this outcome as very good.

Our focus for engaging families in the learning process this year has been through a new updated approach in Reporting to Parents. In November all learners evaluated their learning in Literacy, Numeracy and Health and Well-being, with almost all attending Reporting to Parent meetings and participating in discussions to set their next steps in learning. Almost all parents attended Reporting to Parents meetings agreeing next steps and identified how they could support their child with their next steps in learning. Throughout the session all learners have been able to evaluate their learning and set targets. For Reporting to Parents meetings in May almost all learners were able to report on the progress against their next steps and all learners were able to detail aspects of their learning and create next steps. Almost all parents attended Reporting to Parents meetings. Our Rights Respecting Schools group led celebrations when we achieved Silver status.

PRIORITIES FOR 2019-2020

All learners:

- to be confident in their use of punctuation in all writing and their application of number in calculations
- to be able to articulate the skills they are using in their learning and explain how they can use those skills in the future
- and families to further develop their understanding and make connections in learning in relation to Life, Learning and Work.

Stanley Primary School

STANDARDS AND QUALITY REPORT 2018-19

Mission Statement

Our school is committed to providing an ethos which motivates and develops all learners to become successful, confident, responsible and effective in development of their skills for Life, Learning and Work. We value and encourage an active partnership between the school, home and the wider community.

The school ethos aims for learners, staff and families to feel: -

re**S**ponsible

suppot**T**ed

s**A**fe

achievi**N**g

chi**L**d centred

rights r**E**specting

You can do it

ACHIEVEMENT

Our children will be able to articulate the skills they are using in their learning with reference to life, learning and work.

Progress against this outcome is good.

All teaching staff have participated in collegiate activities across our Local Management Group (LMG) to establish an agreed understanding of the progressive approach to skills development to ensure consistency across the LMG.

All learners have participated in activities exploring the skills for Life, Learning and Work. Within vertical groups learners explored and defined what each of the skills means and how they use them in their learning. All learners participated in discussions to identify how these skills will impact further learning, life and work. We plan to continue with this work next session.

A group of learners from across the school prepared a presentation enabling them to share information with parents about skills and how these are integral to learning.

We achieved our Rights Respecting School Silver accreditation.

ATTAINMENT

Our overall attainment data for the whole school in June 2019 indicates that all learners from Nursery to Primary 7 have made progress across all aspects of Literacy, Numeracy and Health and Wellbeing. Our progress in relation to Raising Attainment and Achievement is good with some aspects as very good.

The following code is used to show aspects of Literacy and Numeracy – R- Reading, W – Writing, L&T – Listening and Talking and N&M – Numeracy and Mathematics.

Our school data for learners in P1, P4 & P7 indicates that the following percentages of learners have achieved in line with national standards.

In P1 – R – 63%, L&T – 81%, W – 25% & N&M – 69%
In P4 - R - 80%, W – 60%, L&T – 90% and N&M – 50%.
In P7 - R - 58%, W – 58%, L&T – 71% and N&M – 71%.

Most of our learners have very good attendance (76%) meeting P&K standard of 91% or above.
We have had two exclusions.

Pupil Equity Funding (PEF)

PEF funding this session has been targeted to:

- improve attainment in literacy and numeracy through purchase of additional materials and small group teaching
- enable learners to participate in daily and wider school activities e.g. PE kits, dress up clothes, Dance and Bike Agility Club.

LEARNING

Our children will show a more confident approach in their application of number and punctuation in all writing.

We have evaluated our progress in Learning, Teaching and Assessment and against this outcome as good.

Almost all learners regularly demonstrate their understanding of a Growth Mindset and recognise this in others. Most learners are more confident at using language which demonstrates a Growth Mindset and having a go at new experiences.

Almost all learners are more aware of their targets, are able to set their own targets and recognise when they have achieved them.

Almost all learners are more confident in their approach to number calculations and able to explain the relationship between numbers with understanding e.g. $3+5=5+3$ or $4 \times 6=6 \times 4$.

Most learners, in the course of their learning, recognise the connection between multiplication and addition and subtraction and division.

Most learners are becoming more instinctive in their ability to use this knowledge and understanding in numerical calculations with accuracy.

Almost all learners are able to consistently use aspects of punctuation learned in literacy work, with most transferring this across all writing.

Most learners are able to self evaluate accurately by reflecting on their learning intentions and success criteria.

Further work is required to enable all learners to use relevant punctuation with understanding and confidence across all writing.