

Leadership

Our School Improvement Plan clearly articulates priorities for development which are firmly based on securing excellence and equity for our pupils. These priorities have been generated from the analysis of robust quality assurance information and external evaluations of the work of the school. Staff are part of this process and so collectively feel confident and well-equipped to plan, implement and review change. Time has been protected for professional discussion through our collegiate calendar – meetings, planning, tracking and development sessions. We have re-established good links across our Local Management Group schools, with our class teachers taking part in moderation activities this session.

All our pupils are successful, confident and exercise responsibility. Through planned school and class experiences all learners can contribute to the life of the school. They all contribute to the wider community and as global citizens. Our Global Goals Groups, Penguin Parliament and Members of Children's Parliament continue to go from strength to strength and call on a range of skills to be applied for varied and responsive learning experiences. Next session we aim to achieve our Gold Accreditation as a Rights Respecting School.

Improvement Priorities 2023/2024

- **Raising attainment in Reading.**
- **Meeting learners needs effectively across the school through Inclusive Practices.**
- **Local Management Group priority: to develop approaches to high quality learning and teaching through collaborative working.**

Digital interventions which have been successful in the 22-23 session will be continued.

Targeted use of Pupil Equity Funding will aim to close the attainment gap, through specific interventions in reading.

Attendance

Attendance for this session is 97 % which is above the PKC average.

Consultation

In preparing this report we have drawn on evidence from:

- School self-evaluation
- Assessment data
- Classroom observations and professional dialogue
- Feedback from parents and other agencies
- Learning Conversations with children

Forgandenny Primary School



Standards and Quality Report 2022-2023

**“Enriching lives,
Enriching our community”**

Our School Values are:

Endeavour, Nurture, Respect, Inclusion, Caring, Honest

School Aims

At Forgandenny Primary we endeavour to:

- Provide and promote a positive, inclusive and respectful learning environment where children are encouraged to engage fully and develop a life-long love of learning.
- Create and deliver a curriculum that evolves and is responsive to meeting the needs of all learners.
- Provide a caring environment where we can nurture creativity and talent, resilience and self-awareness in our learners.
- Have high expectations of all learners enabling them to become Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals.
- Be committed to improving all aspects of the school through an honest approach to self-evaluation.

How Good Is Our School Self Evaluation

The purpose of this report is to share evaluative information from this school session on the performance of Forgandenny against national quality indicators for Scottish Schools. It also states our self-evaluation grades for four key quality indicators taken from *"How Good is Our School 4?" (Education Scotland 2015)*

These grading are based on on-going self-evaluation processes of the school which includes collecting evidence and information in a variety of ways and from different sources.

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

Attainment and Achievement

Evaluative language- Majority (51% - 75%) Most (76%—90%) Almost All (over 90%) All (100%)

Curriculum for Excellence (CFE) is used to plan, deliver, and evaluate our high-quality curriculum for pupils from P1 to P7. Pupil progress is tracked through CFE Levels: Early Level spans Nursery and P1; P2 - P4 covers First Level and P5 - P7 Second Level. Teachers assess children's progress in a variety of ways and use information to plan next steps in learning. Attainment data for each pupil is recorded in Literacy and Numeracy. This session saw the continued use of the Scottish National Standardised Assessments in P1, P4 and P7. We are rich in data about our school and learners and so careful, regular and robust analysis of our data gives us very good information on how we are performing as a school.

The variety of data and evidence on pupils that we collected in June 2023 indicates the following:

- Achieved or predicted to achieve early level by June P1: Most in Listening & Talking, Writing, Reading. Majority in Numeracy.
- Achieved or predicted to achieve first level by June P4: Majority in Listening & Talking, Writing, Reading and Numeracy.
- Achieved or predicted to achieve second level by June P7: Majority in Listening & Talking, Reading & Writing and Numeracy.

We made effective use of our Pupil Equity Funding (PEF) during the 2022/23 session with the employment of a Pupil Support Assistant to deploy targeted interventions to support literacy and HWB across the whole school. Literacy interventions specifically targeted the development of spelling, grammar, reading and writing skills. All learners receiving these interventions continue to make progress as per identified learning targets. Their progress is monitored closely using a PEF Toolkit and interventions are appropriate and measurable.

Learning

Progress and achievement are measured within the core curriculum including Literacy, Numeracy and Health and Wellbeing, throughout Interdisciplinary Learning, within the Ethos of the School and on a personal level of Wider Achievement. We believe our 3.1 Wellbeing, Equality and Inclusion remains 'Very Good' this session, all learners continue to report high levels of wellbeing in all aspects of Safe, Healthy, Achieving, Nurtured, Attaining, Respected, Responsible and Included, this is evidenced for example, though our school self-evaluation, Penguin Parliaments, HWB Census, staff observations and Learners Logs.

As a result of our collaborative approach to planning across the whole school, almost all our learners are always motivated and enjoy rich, purposeful, relevant, challenging and enjoyable learning experiences which promote health and wellbeing, outdoor learning, learning through play, children's rights, digital skills development and stem from sustainable global goals and local contexts.

Throughout the school session there have been numerous events and opportunities for pupils to demonstrate, and celebrate, their skills within class and beyond. These are shared through weekly newsletters, class MS TEAMS, assemblies, displays in school, our Twitter account (@forgandennyps), our school website (<https://forgandennyprimary.org.uk>). Whole school achievements include: Maths Week Scotland & Book Week Scotland, a focus on reducing speed of traffic in the village with #weevoicesbigactions day, achieving our Silver RRS award, taking part in the Perth Soroptimist Society writing competition, our Penguin Parliament, RHET potato project and trips to visit Edinburgh Zoo, the Museum of Scotland and Stirling Castle.

The power of pupil voice is strong in our school, pupil voice is heard throughout the school from numerous pupil-led groups and forums. This effectively complements the many opportunities for pupils to contribute to the life and ethos of our school and school community.

Almost all of our pupils are eager and active participants in their own learning. They are engaged, resilient, motivated and collaborate well with each other. All teachers and support staff remain focused on ensuring the best improvement outcomes for all our learners. Meeting learners' needs is a continued priority for us and we consistently place high value on supporting both the academic and the emotional needs of our learners. High quality targeted interventions mean learners continue to make good academic progress in core curricular areas, Literacy and Numeracy. As a result of our collaborative approach to planning across the whole school, almost all our learners are always motivated and enjoy rich, purposeful, relevant, challenging and enjoyable learning experiences which promote health and wellbeing, outdoor learning, learning through play, children's rights, digital skills development and stem from sustainable global goals and local contexts.