

LEADERSHIP Staff

Our management team comprises our Headteacher and our Principal Teacher. There is a strong staff team who take on leadership roles and responsibilities including transition, numeracy, French, Expressive Arts, Digital Technologies, mentoring, Outdoor Learning and Play. Leadership roles are linked with their own identified targets and the priorities in the School Improvement Plan. All staff are encouraged to make improvements to the life and ethos of the school and to the quality of learning and teaching in all of our classes.

Pupils

Nursery pupils take responsibility for looking after our outdoor area and talk confidently to whole school assemblies about how to care for our grounds. They have been leading the whole school in learning Makaton, presenting a new word each week.

Representatives on the Learning Council have become more involved in self-evaluation, using the Education Scotland kit for pupils. They have led a range of surveys with all classes about what makes good learning, our new Learning Journeys, relationships, feedback and bullying. They were involved in interviewing the new Headteacher and candidates for next session's Head Boy/Girl and House Captains.

The Head Boy and Girl, along with Deputes and other senior pupils, have responsibility for organising assemblies, presenting weekly news reports on Twitter and play a leading role in the daily life of the school. The role of House Captains has been strengthened this year. They have been involved in organising and leading termly house events.

Other senior pupils have also taken on leaderships roles as Buddies and Wider Achievement co-ordinators.

Parents

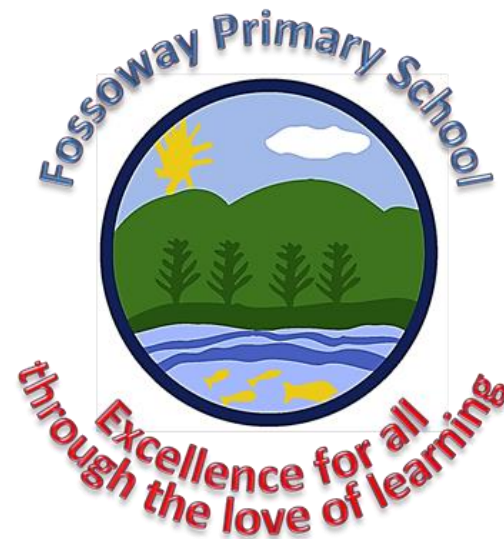
Our Parent Council and PTA have been very active and supportive of the school.

Parents (and grandparents) have taken on leadership roles in school including leading bridge clubs, netball, running, football as well as supporting pupil participation in out of school clubs.

Our self-evaluation shows that our capacity for Leadership of Change and continuous improvement is very good.

Improvement Priorities for 2019-20

- To review and develop our Vision, Values and Aims and ensure these are embedded in our whole school ethos and relationships.
- To raise attainment by developing a more consistent approach to high expectations and effective feedback throughout the school.
- To further develop opportunities for staff to reflect on their own practice and collaborate to build their capacity to meet the needs of all learners.



STANDARDS AND QUALITY REPORT

2018-19

Our Shared Core Values

- Respect and Fairness
- Cooperation and Partnership
- Attainment and Achievement
- Health and Happiness
- Patience and Perseverance

We will strive to achieve our vision through these aims:

- To include everyone in everything we do.
- To provide a happy, safe, secure and stimulating environment to play, learn and work in.
- To deliver a relevant, progressive, supportive and challenging curriculum to ensure we can all be the best we can be.
- To share what we have, know and think in a nurturing and enjoyable way.
- To believe in ourselves and each other, developing the confidence, skills and motivation to fulfil our own potential each day for the rest of our lives.
- To recognise and celebrate success at all levels.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Attendance

The average pupil attendance rate for 2018/19 is 96.24 %

Attainment

Curriculum for Excellence is used to plan, deliver and evaluate our curriculum for learners from Nursery to P7. Our curriculum allows all our learners to develop as successful learners, confident individuals, effective contributors and responsible citizens. Teachers effectively assess learner progress in a variety of ways and use this information to plan next steps. Our pre-school and anti-pre-school children are making progress within Early Level. We have a robust tracking and prediction system which means we can forecast attainment in Literacy and Numeracy for all pupils. Analysis of our data also allows us to identify learners who may require more support or challenge and areas of our curriculum and assessment methods that require careful consideration. Our data indicates the following:

Most **pupils in P1** have achieved Early Level in Numeracy, Reading, Writing and Listening and Talking.

Most **pupils in P4** have achieved First Level in Numeracy and Listening and Talking. The majority have received First Level in Reading and Writing.

Almost all **pupils in P7** have achieved Second Level in Listening and Talking and most have achieved Second Level in Numeracy, Reading and Writing.

Achievement

- All learners access a range of opportunities to improve health and wellbeing and to achieve success in sporting, community and social activities with outdoor education residential experiences offered to P7s.
- All learners have opportunities to participate in performances such as nativity, sharing learning assemblies.
- A range of lunch and after school clubs have been on offer this year including bridge, chess, Glee, netball, multi-sports, football, country dancing and Scripture Union.
- Learners' wider achievements are celebrated at assemblies, in displays and in Learning Journeys jotters.
- Our self-evaluation shows that our work on raising attainment and achievement is good. Our actions to improve excellence and equity are also achieving positive outcomes for all children.

LEARNING

All learners benefit from a range of motivating learning experiences. In our nursery class our children are able to talk confidently about their learning. Approaches to Loose Parts play have been further developed to encourage creative and imaginative play. Talking and Thinking Books are used very well to support child centred learning. Electronic profiling using Seesaw has been rolled out this year to all in nursery.

In P1-3 we have had a strong focus on learning through play this year. This has had a positive impact on health and wellbeing and, as planning is more responsive to learners' interests, learners are showing high levels of engagement. We are observing high levels of independence, teamwork, problem solving and creativity.

We have continued to embed the use of Big Maths as one of our teaching methods this session. The impact of a more consistent and methodical approach to the teaching of core numeracy has been an improvement in mental agility throughout the school. It has also helped learners to identify gaps in their learning and to work towards closing these gaps. Feedback from staff, learners and parents continues to be positive. We have also invested in Numicon resources and training this session. This will both support and challenge learners. We continue to develop 'maths in context' to ensure breadth, challenge and application eg. numeracy rich play zones in early years and enterprise activities in the upper school.

Our new Learning Journeys have given learners greater ownership and pride in their learning. We will continue to develop these with learners focusing on celebrating learning and identifying next steps.

As a school community we have been developing outdoor learning across the curriculum. Our school grounds are now more regularly used for both learning and play. We have also strengthened community links with Penney's Wood which is a great resource right on our doorstep. All our learners have opportunities to take part in outdoor learning experiences. We have used Living Communities funding to develop a whole school project to create outdoor sculptures with a local artist. We will continue to embed outdoor learning experiences in our curriculum, making the most of our school grounds and local community.

Our self-evaluation shows that our work on Learning, Teaching and Assessment and Ensuring Wellbeing, equity and inclusion is good.

This report was produced following self-evaluation and consultation with staff, pupils and parents of Fossoway Primary.