

## Evaluation of Quality Indicators

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Good

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

## Improvement Priorities 2021-2022

### Leadership

A high-quality learning system with a strong focus on professional learning will enhance our approaches to supporting wellbeing.

### Attendance, Attainment and Achievement

Improved opportunities for all children to participate in self-evaluation and school improvement.

### Learning

There is effective use of inclusive practices based on the CIRCLE Framework to support the needs of all children.

This document has been completed following consultation with staff and the Parent Council.

Alyth Primary School and Nursery has a good capacity for continuous improvement and will continue to work with its school community as it strives for excellence and equity for all pupils.

Feedback / comments on the content of the document will be most welcome and should be sent directly to the Head Teacher.



## Alyth Primary School

## Standards & Quality Report 2020-2021

### School Aims

#### Our Vision

“We live to learn”

#### Our Values

Ready, Respectful, Safe

#### Our Priorities

Best start

Learning and Achievement

Health and Wellbeing

Care and Equity

Safe and Protected

## Attendance, Attainment and Achievement

### Attendance

Attending school and arriving on time are essential for pupil progress in learning and development.

Attendance is expressed as the average number of half days per pupil.  
2018-19: 94.3%      2019-20: 93.1% (Mar. 2020)      2020-21: 94.4

### Attainment

Curriculum for Excellence (CFE) is used to plan, deliver and evaluate our curriculum for pupils from Nursery to P7. Teachers assess children's progress in a variety of ways and use information to plan next steps in learning.

Pupil progress is tracked through CFE Levels: Early Level spans Nursery and P1; P2 - P4 covers First Level and P5 - P7 Second Level.

### The variety of data and evidence that we collect in Literacy and Numeracy indicates the following:

In P1, most pupils are on track to achieve early level in numeracy and the majority of pupils are on track to achieve early level in listening and talking, reading and writing.

In Primary 4, most pupils are on track to achieve first level in reading, the majority of pupils are on track to achieve first level in listening and talking and numeracy and fewer than half of pupils are on track to achieve first level in writing.

In Primary 7, most pupils are on track to achieve second level in listening and talking and reading and the majority of pupils are on track to achieve second level in writing and numeracy.

This session, despite school closures, we have continued literacy, numeracy and health and wellbeing interventions using Pupil Equity Funding. All children have had increased outdoor learning opportunities which has supported their learning and health & wellbeing as we have returned to school following both closures. Children's wellbeing has improved between the first and second school closures.

### Achievement

Development area 2020-2021:

*The understanding and uptake of good health and wellbeing habits across our school communities and the wider community will continue to be raised.*

Progress in this area was satisfactory.

- Staff continued to have a shared understanding of the Eastern Perthshire Schools & Community Health & Wellbeing Strategy 2019-2024 and how it links to priorities of the PKC HWB Strategy along with other HWB expectations, initiatives and outcomes.
- We continued to promote positive mental and physical wellbeing and resilience for our learners and staff.
- The Nursery Staff developed their outdoor play space to increase opportunities for children to take risks within a supportive environment and to experience nature.

### Learning

Development area 2020-2021:

*To continue to develop a consistent approach to planning and assessment to support effective learning and teaching.*

Progress in this area was good.

- Planning and Tracking meetings continued to focus on Assessment Data Analysis including Closing our Gaps Statistics.
- Approaches to planning enabled almost all learners to experience activities which were varied, differentiated, active, and provided effective support and challenge.
- Tracking and prediction information was supported by assessment information. Assessment information was used to identify development needs for individual learners and specific groups.
- An Assessment Framework, including an Assessment Policy, Calendar and Spreadsheet has been developed and will be implemented from August 2021.

### Leadership

Development area 2020-2021:

*Next session the focus will be on recovery planning with a blended approach to home and school learning. Blended learning will have the wellbeing of learners, staff and families as a key priority and focus and be supported by a well-considered curriculum which reflects reviewed priorities.*

Progress in this area was satisfactory.

- A Recovery Plan based on local and national guidance focused on the wellbeing of learners, staff and families. This detailed key areas for action including the school environment, curriculum, communication and support for children, families and staff.
- Remote learning and in-school learning were supported effectively by teaching, nursery and support staff.
- Health and wellbeing featured in remote and in-school learning and teachers led weekly class meetings on Teams.