

## 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, Literacy, Reading Schools Award, French, mentoring. This year we created staff working parties to develop Learning through Play and to raise attainment in writing. This has provided all teaching staff with opportunities to play a leading role in school improvement. 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 classes.

### Pupils

Nursery children take responsibility for looking after our outdoor area, suggesting and being involved in making improvements. They are supported to undertake their own risk-assessing, they confidently explore the wider environment, cook on the fire-pit, use real tools and explore risky play. Older nursery children take responsibility for helping new starts settle in.

At all stages our learners are encouraged to lead their own learning. Our nursery children have, among other things, planned and organised a Jubilee Garden party. Our pupil leaders – Headboys/girls and House Captains have played an important role, organising a range of events and a leading role in our Learning Council. Other pupils have also taken on leaderships roles as Reading Schools Ambassadors and Learning Council representatives.

P1-2 learners have been developing their own outdoor space and mud kitchen.

P6-7 have organised whole school Jubilee tree planning and a One Planet Picnic.

All P6 learners undertook the Playground Leadership programme and some are now delivering playground games to younger children.

All P6/7s have acted as Buddies to P1/2s, taking part in shared learning and play, and collaborating on learning activities.

Learners have been involved in leading a reading club, chess club, and organising potted sports and nursery sports.

### Parents

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

We have not been able to welcome the usual wide range of parent and community visitors and helpers until the final term but we have still appreciated a great deal of support from our community. We have recently been able to welcome parents back into school for parent contact evenings, sharing stories events, sports days and our nursery garden party.

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

### Improvement Priorities for 2022-23

- To raise attainment in writing at all stages.
- To continue to strengthen positive relationships and behaviour throughout the school community with a focus on Children's voice and rights.



## STANDARDS AND QUALITY REPORT

2021-22

### Our Vision:

Inspiring Learners, Building Futures

### Our Shared Core Values

Ambition

Respect

Friendship

Resilience

## ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

### Attendance

The average pupil attendance rate for 2021/22 is 93.3% (2020/21 94.6%)

### 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 ante 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 as at June 2022 indicates the following:

**All pupils in P1** are on track to achieve Early Level in Numeracy, Reading and Writing. Almost all are on track to achieve Early Level in Listening and Talking.

**Most pupils in P4** are on track to achieve First Level in Numeracy, Listening and Talking, Writing and Reading.

**Almost all pupils in P7** are on track to achieve Second Level in Numeracy. Most are on track to achieve Second Level in Listening and Talking, Reading and Writing.

### Achievement

- All learners access a range of opportunities to improve health and wellbeing and to achieve success in sporting, community and outdoor learning experiences. Many of our learners have taken part in lunch/after school clubs for athletics, netball, football, cricket, cross country running.
- Learners' wider achievements are collated by our pupil leadership team and displayed for other learners and visitors to see.
- Building on our accreditation as a Reading School all learners have had opportunities to engage in activities as we work towards our silver level.
- Our weekly awards celebrate achievement in a wide range of curriculum areas, skills and school values.
- 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 nursery our children lead and talk confidently about their own learning. Talking and Thinking Books are used to respond to and develop interests which have, this year, included growing, planting, cooking, shopping, weather, our local community and the Jubilee.

This year we have built on the success of Learning through Play in P1-3. A staff working party has led the development of learning through play across the school. This continues to have a positive impact on learners' experiences, health and wellbeing. We are observing high levels of engagement, independence, teamwork, problem solving and creativity.

This year we have continued to embed our Vision and Values. This has been done through mascots, assemblies, rewards and displays.

Having become a Scottish Book Trust Reading Accredited School in June 2021, we are now working towards our Silver Award as we continue to promote reading for pleasure. This has involved the creation of reading awards, lunchtime clubs, book swaps, paired reading projects and sharing an interest in books with a wide range of people including parents.

A working party of teachers are developing learning and teaching in writing. Based on research, the group have been piloting an approach which looks at the benefits of writing projects, with clear goals to engage learners.

As a school community we continue to develop outdoor learning across the curriculum. Our school grounds are regularly used both for learning and play. We have started to develop the outdoor area adjoining P1-2 classes. We also have strong community links with Penney's Wood and the Scout Camp which are great resource right on our doorstep. All our learners have opportunities to take part in outdoor learning experiences.

Seesaw is now used across the nursery and school to profile and share learning and next steps with families. A recent survey showed that Seesaw is highly valued by parents and carers.

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.***