

## 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, 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. We have begun to work with PKC on the “Inspiring Schools Programme” to further develop excellent learning and teaching throughout the school. This will continue next session.

### 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 or song each week.

Representatives on the Learning Council have become more involved in self-evaluation, using the Education Scotland kit for pupils and have played a key role in developing our new Vision and Values. The Head Boy and Girl, along with Deputies 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. They have also played an important role in producing virtual assemblies in recent weeks. The role of House Captains has continued to be strengthened this year. They have been involved in organising and leading regular house events.

Other senior pupils have also taken on leaderships roles as Buddies, Global Goals Group leaders and Wider Achievement co-ordinators.

### Parents

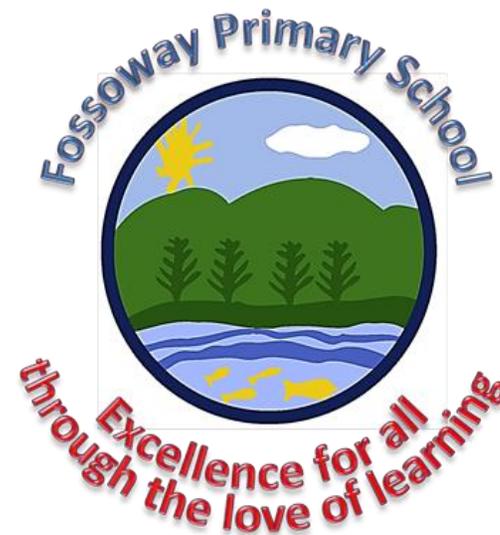
Our Parent Council and PTA have been very active and supportive of the school.

Parents (and grandparents) have taken on leadership roles in school including leading bridge clubs, netball, football, Glee Club as well as supporting pupil participation in out of school clubs. We also welcome members of the community who help with reading sessions.

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

### Improvement Priorities for 2020-21

- To implement our recovery plan with a blended approach to home and school learning in line with Scottish Government guidance
- To focus on the Health and Wellbeing of our community
- To further improve learning and teaching through the “Inspiring Schools Programme”



## STANDARDS AND QUALITY REPORT

2019-20

### 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 2019/20 is 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 March 2020 indicates the following:

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

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

**Almost all pupils in P7** are on track to achieve Second Level in Listening and Talking, Reading and Numeracy. Most are on track to achieve Second Level in 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. This year a successful “virtual alternative” was provided.
- All learners have opportunities to participate in performances such as pantomime, sharing learning assemblies, poetry recitals.
- A range of lunch and after school clubs have been on offer this year including bridge, chess, Glee, netball, multi-sports, reading, football, art and Scripture Union.
- Learners’ wider achievements are celebrated at assemblies, in displays, on Seesaw 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.

All learners benefit from a range of motivating learning experiences. In our nursery class our children 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 is being used successfully for all in nursery and has been rolled up into P1.

In P1-3 we have continued a strong focus on learning through play this year. This continues to have 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.

This year we have reviewed our Vision and Values. This was led by our Principal Teacher in consultation with parents, staff and learners including input from the Learning Council. We have now started the process of embedding these values through mascots, assemblies, rewards and displays.

Development of Digital Technologies skills has been a key feature throughout the year and, in particular, during “lockdown”. We will build on these skills and new ways of learning as we develop a blended learning model next session. Some of our senior pupils led sessions at the “Tiny Teach Meet” on digital technologies at Kinross Primary.

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 worked with Learning through Landscapes to develop staff skills in activities such as fire lighting. P6s benefited from a 4 week block of Forest Schools activities and have begun the journey to the Junior John Muir Award. 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 Fossoy Primary.***