

LEADERSHIP Staff

Our management team comprises our new Headteacher, appointed in May 2018, and our Principal Teacher. There is a strong staff team who are encouraged to take on leadership roles and responsibilities including transition, numeracy, French, Rights Respecting Schools, Digital Technologies, 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

Every learner in the school is involved in a committee – Eco, Rights Respecting Schools, Outdoor Learning or School Grounds. This provides opportunities to lead developments and improvements in our school. Nursery pupils take responsibility for looking after our outdoor area and talk confidently to whole school assemblies about how to care for our grounds. Representatives on the Learning Council are becoming more involved in self-evaluation, starting to use the new Education Scotland kit for pupils. 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 termly school reviews to a large audience and play a leading role in the daily life of the school. Senior pupils have taken on a leadership role in organising and leading a wide range of lunch time clubs this session.

Parents

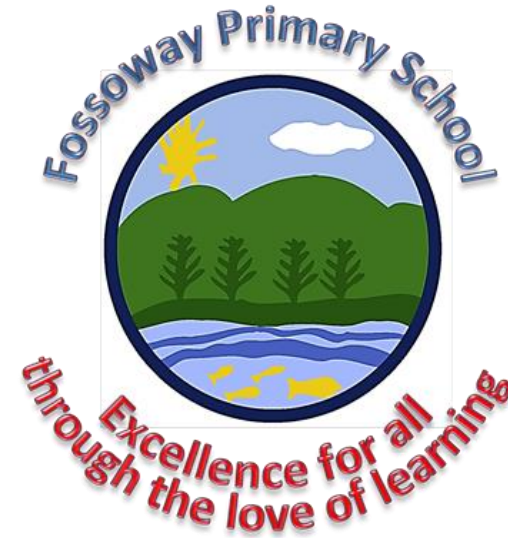
Our Parent Council and PTA have been very active and supportive of the school.

Parents have taken on leadership roles in school including leading playground games, bridge, chess, ICT, netball, running, football as well as supporting pupil participation in out of school supports.

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

Improvement Priorities for 2018-19

- Continue to develop a consistent approach to learning, teaching, and moderation of mental mathematics and numeracy.
- Further develop progressive enriching outdoor learning experiences.
- Review and revise reporting to parents (in wider sense to include learning steps jotters, sharing learning events, consultations and written reports).
- Work collegiately with other schools with an emphasis on Literacy and Numeracy benchmarks and "Achievement of a Level".



STANDARDS AND QUALITY REPORT

2017-18

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 2017/18 is 93.9 %

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. This session we have built in a 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 and Listening and Talking. The majority have achieved Early Level in Reading and Writing.

Almost all **pupils in P4** have achieved First Level in Listening and Talking. Most have achieved First Level in Numeracy, Reading and Writing.

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

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, pantomime and end of term assemblies.
- A range of lunch and after school clubs are on offer including bridge, chess, drama, technologies, playground games, netball and Scripture Union.
- High expectations in regard to pupil attitudes and behaviour are evident throughout the school. We received our Silver Rights Respecting Schools Award this session.
- Learners' wider achievements are celebrated at assemblies and in Learning Steps jotters.
- Our self-evaluation shows that our work on raising attainment and achievement is very 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. New approaches to Loose Parts play are being 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 trialled and will be rolled out next year to all in nursery.

A significant development in our primary classes this session has been the introduction of Big Maths. 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. Workshops and consistent homework have kept parents informed about Big Maths so they can help support learners at home. Feedback from staff, learners and parents has been positive.

There has been a successful emphasis this session on the development of digital technologies. Teachers have accessed a range of professional development opportunities in this area. Learners have experienced a range of opportunities to develop and apply their digital skills across the curriculum. This has included using a wider range of iPad applications to create animations, music and digital books. All learners have had some experience of coding. There have also been opportunities for older pupils to act as digital leaders, supporting younger pupils. Overall, a survey of learners shows that they have had more opportunities this session but this remains an area for further development.

As a school community we have been developing outdoor learning across the curriculum. Our outdoor learning environment has been enhanced by the addition of playground number grids and clock faces – thanks to fundraising by PTA. We have also developed community links with Penney's Wood which is a great resource right on our doorstep. All our learners have had opportunities to take part in outdoor learning experiences. We also took part in national Outdoor Classroom Day. 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.