

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, Outdoor Learning and Play. Leadership roles are linked with their own identified targets and the priorities in the Quality 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 classes. We worked with PKC on the “Inspiring Schools Programme” to further develop excellent learning and teaching throughout the school. The periods of remote learning also led to staff finding new and strengthened ways of collaborating and planning together.

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.

At all stages our learners are encouraged to lead their own learning. Remote learning had a positive impact on this for many, encouraging independence, creativity and real personalisation and choice. Pupils lead many community and whole school initiatives eg. P4/5 organised gifts and messages to the elderly at Christmas which was well received.

The Head Boy and Girl, along with Deputies and other senior pupils, have played an important role in producing virtual assemblies and other information films in the past year. The role of House Captains has continued to be strengthened this year. They have been involved in organising and leading regular house events both real and virtual.

Other pupils have also taken on leadership roles as Reading Schools Ambassadors.

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 this year but we have still appreciated a great deal of virtual support from our community.

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

Improvement Priorities for 2021-22

- To raise attainment in writing at all stages.
- To improve learner participation through further development of learning through play.
- 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

2020-21

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 2020/21 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 June 2021 indicates the following:

Most pupils in P1 are on track to achieve Early Level in Numeracy and Listening and Talking. The majority are on track to achieve Early Level in Reading and Writing.

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

Almost all pupils in P7 are on track to achieve Second Level in Reading. Most are on track to achieve Second Level in Numeracy, Listening and Talking 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.
- All learners have had opportunities to contribute to virtual assemblies.
- Learners' wider achievements are celebrated at assemblies, in displays, on Seesaw and in Learning Journeys jotters.
- All learners have participated in the Scottish Book Trust Reading Schools accreditation pilot and there has been a strong emphasis on reading for enjoyment in our community.
- Learners have had opportunities to take part in regional and national events eg. Euroquiz, Writing competitions, Maths and digital technology events.
- 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, lifecycles and feelings. Seesaw is used to profile and share learning and next steps with families. This will be extended throughout the school next session.

In P1-3 we have continued a strong focus on learning through play this year with adaptations for covid risk assessments. 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 continued to embed our Vision and Values. This has been done through mascots, virtual assemblies, rewards and displays. We have also had a successful whole school focus on developing Growth Mindsets.

Development of Digital Technologies skills has been a key feature throughout the year particularly during remote learning. We have continued to build on these skills in school.

As a school community we have been developing outdoor learning across the curriculum. Our school grounds are now more regularly used both for learning and play. We have also strengthened 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. Many of our P4-7 learners have successfully achieved their John Muir Discovery Award with projects completed both during remote learning and in school. We will continue to embed outdoor learning experiences in our curriculum, making the most of our school grounds and local community. P7s were not able to experience a residential this year but enjoyed a one day outdoor activity day at Lendrick Muir.

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.