‘Working and

**Halfmerke Primary School Standards and Quality Report 2021-2022**

**A Guide for Parents/Carers and Families**

The purpose of our Standards and quality Report is to evaluate the work of the school over the last year. It reports on our strengths in developing and improving our priorities and the next steps for the future. A full copy is available on our website.

**Our School**

 Halfmerke Primary values meaningful learning for all pupils in our school. A strong positive ethos of inclusion lies at the heart of our school and we promote positive relationships across the three establishments sharing the campus. We aim for every child to achieve their full potential both in their academic learning and by providing them with a variety of experiences in other areas. Learning takes place in the classroom, the external school grounds and in the local community.

learning

together to achieve

excellence’

**Priority 1** - **Continuity of Learning**

All staff participated in Fiction and Non-Fiction Talk for Writing training. This approach was rolled out across the school and as a result of this pupil’s motivation and engagement in writing has increased as well as teacher capacity. We asked the views of all stakeholders to create a Curriculum Rationale which was shared with all stakeholders and will be used to enable our pupils to achieve success. All our families benefitted from using SeeSaw as the main communication tool during the Covid-19 restrictions. All staff worked collaboratively to encourage a reading culture across the school, reading ambassadors were identified and worked in partnership with Rhona from EK Central library to redesign our existing library. Initial work has been submitted for a Reading School Accreditation. Early identification of support for learning meant we could ensure appropriate interventions were in place for learners following whole school assessments in literacy and numeracy. All teaching staff attended whole school moderation training focussing on the learning, teaching & assessment cycle to provide meaningful learning experiences for all.

**Priority 2** - **Promote the positive health and wellbeing of children & young people, parents/carers and staff.**

Pupil HWB Ambassadors were established and led a whole school community approach to promote positive HWB for all. Worry boxes were created for pupils and our ambassadors worked with pupils who were experiencing anxieties at school. Class teachers indicated a significant reduction in pupils presenting with anxieties in class and an increased engagement in lessons. Classic Nurture groups were established and run by two accredited teachers. Significant positive results were identified using Boxall Profile to assess pupil needs before the sessions started and at the end of term. A staff welfare policy was created and shared with all staff members to promote staff welfare with a focus on physical and mental health and wellbeing.

**Highlights of the Session**

Our Primary 1 pupils participated in the John Muir Award for the first time.

Primary 1 & 2 enjoyed attending Book Bug sessions with the EK Central Library.

Our Reading Ambassadors redesigned our school library and cultivated a reading culture across the school.

Further Pupil Ambassadors included our Curriculum Development group, HWB ambassadors and JRSO.

All our pupils and staff participated in a Fun Day of Sports this was in partnership with West Mains.

Respect

**Priority 3** – **Planning for Equity**

A staff equity group was established to ensure appropriate plans were in place to ensure equity for all; regular evaluations of the progress and impact of inventions, an action plan for 5% + of PEF funding as part of the Participatory Budgeting Scheme, a range of assessments and a staged approach of literacy and numeracy was in place to gauge learners progress. Formal and informal assessments and planned interventions were established to ensure positive outcomes for all. Pupil profiles identified which barriers to learning are poverty driven. PEF funded teacher and recovery funded teacher planned and delivered interventions with identified learners. School Support Assistants were utilised at all stages to provide positive outcomes for identified learners. The school provided support for parents to allow them to support their children’s learning.

Honesty

Trying our Best

Friendships

Inclusion