

HOW CAN PARENTS HELP?

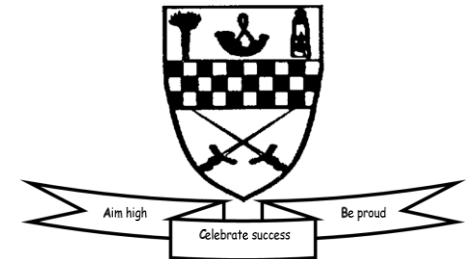
We are keen to involve parents in the life and work of the school. There are many ways in which you can help your child and support the work of the school.

- Supporting the school's positive behaviour policy.
- Attending parents' evenings and 'sharing our learning' events including class assemblies.
- Talking with their child about what they have learned and sharing their Learning File with them
- Sharing your child's achievements out of school by helping them with their wider Achievement Record
- Supporting homework and using numeracy and literacy skills in daily life
- Volunteering to go on trips or sharing your knowledge and skills during events such as 'Career Day'.
- Supporting Parent Council and Parent Fundraiser events

OUR PRIORITIES FOR 2019-2020

- **To raised attainment in writing at second level**
- **To raise attainment in numeracy at First and Second Level**
- **To embed our positive behaviour and relationships policy**
- **To ensure pupil wellbeing needs are met through regular review**
- **Improve capacity to use digital technologies to enhance our curriculum for learners**

STANDARDS AND QUALITY REPORT 2018-2019 AND IMPROVEMENT PLAN 2019-2020 Summary Version



At Mauricewood Primary 'Aim high Be proud and Celebrate success' is an important part of our vision. It expresses our commitment to every child achieving the best possible outcomes. We aim to foster positive attitudes to learning and to others within our school, local and global community.

Our Values

Our parents, pupils and staff want our children to be happy, confident and safe. We believe all our children can achieve in a community where they are nurtured, included, responsible, respected and respectful.

Standards and Qualities Report 2018-19 Summary for Parents / Carers

Last Session our priorities were:

1 To Improve attainment in writing

We continued to implement Talk For Writing across the school. Classes from P1 to P4 started to use this approach for writing nonfiction as well as imaginative and personal genres, while Classes P5 to P7 concentrated on using the approach with imaginative writing. Staff sampled writing across the school and noted improvements in structure of writing and quality of language used. The greatest progress has been made at Early Level where CFE levels in writing rose again and were well above the national average. Changes in cohorts can make it difficult to set targets at second level but all children made good progress from their starting point fitting with our at least 1 years progress for a year's learning.

2. Ensure all pupils have planned personal achievements which contribute to increasing skills for learning life and work.

A wider achievements survey linked to the 4 capacities was completed by pupils with their adults at home. The results were used to plan citizenship groups and other class or group experiences. Citizenship Groups are now well established and offered children

personalisation and choice in their learning alongside the opportunity to work in mixed age groups. Almost all children were able to identify skills they had learnt from taking part in the groups. The nursery pre school children joined P1 to P3 for special citizenship gatherings and children are building their understanding of the things they can do to contribute to their school community. They were able to talk about looking after our environment through practical tasks in the garden and play areas.

This year we extended opportunities to whole classes in terms of the Prince William Award for P5 pupils and the Play maker Award for P6. Groups of children were also involved in Construction Skills groups with the Life Long Learning and Employability service. Staff and pupils were very positive about these opportunities and the resulting improvement in participants' confidence, communication and teamwork.

3. To raise attainment in writing by 10% for pupils on Free School Meals and Forces pupils and narrow the gap between these cohorts and our school population

A group of children from across the school worked with Support for Learning Staff and storytellers Mac -a-Story. The children rated the experience highly, valuing the opportunities to work together and 91.7% could identify skills which had improved, including telling stories, writing, reading and listening and talking to others. Class teachers rated it very highly as can be seen in the

following comment; child was 'much more motivated in writing lessons in class'. Promoted staff and class teachers tracked progress closely and attainment gains for the group were between 8% and 23.5%

4. To implement a new Positive Relationships and Behaviour Programme which we had been working to develop in the previous session.

Our session started with an information session 'Mauricewood Matters' where we shared our new approach and the wellbeing programmes which underpin it. We also produced a leaflet summarising the principles for families who were not able to join us. Feedback from parents on the night was positive with a real interest shown in the listening systems and well being programmes we are using to target emotional health and wellbeing. Parental views were illustrated by the following comment 'we are so pleased all our kids are going to get the benefit of this education about life'.

Our family Learning Event in February was well attended and continued the focus on positive relationships with tasks that encouraged teamwork between adults and children. 73 out of 82 responses were 8 and above out of 10 when asked how well did you enjoy the opportunity to work on task as a family. There were many requests for more of this type of activity which we will take forward next session.