

Rights Respecting Schools Gold Award Assessment

The school was assessed as meeting the criteria to become a Gold Rights Respecting School on 18 May 2022. The main strengths identified were:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Passionate staff with a strong commitment from all to embed a rights based approach.
- The extent the school has gone to, to ensure the curriculum and resources reflect the diverse global community, and the diversity of their own children and families.
- Children have a good sense of social justice and how fundraising can support others to access their rights both globally and locally.



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Standards and Quality Report 2021-2022



BURRELTON PRIMARY SCHOOL VISION

To 'Bee' all we can be

BURRELTON PRIMARY SCHOOL AIMS

1. To learn in different ways about interesting subjects including Literacy, Numeracy and Health and Wellbeing, allowing us to use these skills in everyday life, at school and when we are grown up
2. To talk about our achievements and share successes we have had both inside and outside of school
3. To make sure we feel involved in learning and teaching and have the chance to participate in excellent learning experiences to achieve our full potential
4. To make everyone feel welcome and special in their own unique way as well as treated fairly
5. To be kind to others and for everyone to feel safe and happy
6. To work and be part of the community with staff, parents and people in our local area
7. To work together to promote healthy choices in all areas of our lives.

LEADERSHIP

The Senior Management Team (SMT) consists of a Head Teacher and Principal Teacher who work highly effectively together towards a shared vision for the school, "To Bee all we can be" and provide all staff with leadership opportunities, training, guidance and support.

The Principal Teacher successfully completed the Middle Leadership and Child Protection Officer courses this session. This has given the Principal Teacher an enhanced knowledge and experience which have been utilised where necessary.

Teaching staff took forward an aspect of leadership, such as Health and Wellbeing within the school to enhance improvements, develop skills and foster ownership of the process. The competent staff team work well together productively.

Staff meetings and in-service days have been planned to provide opportunities for staff to be supported and challenged to improve their practice within manageable timescales. This has been aligned with opportunities to develop staff skills and knowledge in key areas of the Quality Improvement Plan as well as maintaining ongoing professional development.

Together with the Blairgowrie High School Local Management Group (LMG) the HT met weekly/ fortnightly via Teams to maintain and develop relationships and focus on the consistency of Learning & Teaching across the LMG during the Covid-19 pandemic/ recovery from the pandemic.

Through consistent use of our yearly planning, we can ensure that all children have a breadth of learning across the curriculum. This document is passed onto the next teacher/s, and so areas for development are easily identified.

Through the journey to successfully achieving the Rights Respecting Schools Gold Award the SMT and class teachers have developed a variety of ways to assess how the pupils feel about their own learning, what they would like to learn and how they can make their learning better.

We continue to engage fully with the 'Learning Journey' folders, challenging and encouraging the pupils to reflect on progress and consider their own next steps. These folders also go home with pupils to consult with parents and strengthen the learning partnership between home and school.

Through working in partnership with our Local Management Group colleagues we have been able to support opportunities for primary/ secondary transition.

This year transition planning has again been positive. Our Primary 1 teacher has prepared activities for participation and parents were also able to participate in transition opportunities. New Primary 1 pupils are therefore able to transition feeling confident and enthusiastic about their education within a new setting. At Primary 7, our class teachers have worked with the secondary schools to ensure that our pupils have had opportunity to participate in person/ virtually in transition events and that pupils are feeling excited and supported at the prospect of moving on to secondary. Transitions between classes have been aided by the transfer of information between teachers and transition opportunities for pupils.

IMPROVEMENT PRIORITIES FOR 2022-2023

The outcomes that we will be focusing on achieving in the next academic year are:

- Expressive Arts - revamp and further develop whole school programme
- Literacy - increase attainment and pupil confidence in Listening & Talking and Writing
- Health and wellbeing - focus on aligning nurture, self-regulation, play and Rights Respecting Schools - continue
- LMG priority, Moderation - consistency and alignment across LMG
- LMG priority, 1 + 2 (language) - upskill staff and alignment across LMG

The full Quality Improvement Plan is available on request at the school office from August 2022.

This report has been completed in consultation with staff, parents and pupils. Focus groups and curriculum events have been successful in engaging with children, staff, parents and the wider community.

A vital part of the success and achievement of Burrelton Primary School comes from the active and supportive role that the parents and wider community play, e.g. Curriculum Evenings, Christmas Shows, World Book Day and Red Nose Day were shared virtually with parents via Teams and/ or social media. Sports Day and a Jubilee Open Morning/ Coffee Morning were well attended by parents. Parents have also supported the school by assisting with trips and fundraising. Cargill-Burrelton Church have continued to support the school through participation at Together Times and Remembrance Day. The local community artist has worked with all children across the school in relation to the Living Communities Grant which the school has successfully bid for once again.

We continue to value the support of the active Parent Council. This year they have fundraised a total of £690.06. The main expenditure was to fund the Panto trip, Summer Trip, the 'Big Day Out', gift cards, P7 hoodies and prizes for sports day.

Our most notable achievements this session was to continue to revamp the school library with the Foyle Foundation Grant of £3000. We have also secured a £2000 grant once again from the Living Communities Grant to upgrade the school garden and shelter sheds. School Fund monies were used to purchase 2 I-pads and a laptop.

LEARNING

Learning and teaching was monitored in all classes by SMT and through peer evaluations to ensure a high standard of Learning and Teaching is maintained.

Numeracy - the Head Teacher organised Numeracy Training for teachers in the LMG with Lynda Keith, Maths Consultant. This training took place over several sessions. Teaching staff now feel more confident about teaching a variety of aspects of numeracy. Teaching staff have analysed a variety of assessment data and have planned activities to close gaps such as: fractions and money which were identified from the SNSA results. Tracking of attainment over time has confirmed that this approach is having a clear impact on pupil attainment.

HWB - staff have received nurturing advice and training. This has resulted in a consistent approach being used to support pupil well-being and readiness to learn. Teaching staff have audited classrooms in line with the CIRCLE Inclusive Classroom scale resource and made improvements to the physical & social environment, structures & routines, as appropriate. Children's Rights are well embedded throughout the school and after a virtual assessment on 18 May we have been awarded our Rights Respecting Schools Gold award.

School Vision, Values and Aims - pupils, staff and parents have reviewed the school vision, values and motto. Refreshed posters were created and these are displayed around the school. The school vision and values were used to successfully support work on Rights which has resulted in the Rights Respecting Schools Gold Award.

Our progress in Learning, teaching and assessment was very good this session.

Parents and carers have had the opportunity to provide feedback at parent contact sessions and our open-door policy provides opportunities for informal regular contact.

School staff have a clear insight as to pupil attainment and have been able to formally and informally identify areas of strength and areas for improvement and have planned support for class, groups and individuals appropriately.

The House Captains have a detailed knowledge of school improvements and school events. They engaged with SMT and have been given opportunities to lead Together Times and organise events such as Bake Sales. Pupils are also given opportunities to discuss and evaluate priorities during regular Together Times.

Our progress in Leadership of Change this year is very good.

The school's capacity for continuous improvement is very good.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Perth and Kinross have developed a tracking system which all schools are expected to use. This session, this has once again informed learning.

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level will cover P2 - P4, and Second Level will be P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

Our progress in Raising Attainment and Achievement has been very good this session.

In **Primary 1**, the majority of children are secure at First Level in Literacy and Numeracy.

In **Primary 4**, the majority of children are secure at First Level in Literacy and Numeracy.

In **Primary 7**, the majority of children are secure at Second Level in Literacy and Numeracy.

Looking at our attainment statistics this year and classroom practice, it is evident that the development of Maths and Numeracy contributed to the consistency in Numeracy attainment across the school.

Attendance

Below is a review of attendance across the school for the previous 5 years:

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
93.4%	94.77%	91.62%	91.6%	91.52%

Our progress in ensuring wellbeing, equity and inclusion was very good this session. Positive outcomes for children have been achieved.