

Goodlyburn Primary School Standards and Quality Report 2022-23



This report shares the impact our School Improvement Plan has had on pupils' learning from August 2022- June 2023. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. As a school we continue to demonstrate good capacity for continuous improvement. Using How Good is Our School 4 (HGIOS 4) our self-evaluation in key quality indicators is shown below:

Quality Indicator		Evaluation
1.3	Leadership of Change	good
2.3	Learning, Teaching and Assessment	good
3.1	Ensuring wellbeing, equity & inclusion	very good
3.2	Raising Attainment and Achievement	good

These evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work.

Our Vision for pupils at Goodlyburn Primary School is:

- **To keep raising the bar.**
- **To inspire, educate and care for our children,**
- **To prepare them for life.**

We have 237 children in 12 classes including 2 Gaelic Medium classes. 31% of children live in SIMD 1 and 2 which means we receive pupil equity funding (PEF) to help us close the poverty attainment gap. 17% of children have English as an additional language. 6% of children joined us over the year from other schools.

Annemarie Sands (Headteacher)
June 2023

Attainment, Attendance and Achievement

Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

A recent review of the attainment data for session 2021-22 highlighted the following:

(All 100%, Almost All 91-99%, Most 75-90%, Majority 50-74%, Less than half 15-49%)

- In P1 most pupils have achieved Early Level in Listening & Talking and Numeracy and the majority of pupils have achieved Early Level in Writing and Reading
- In P4 most pupils have achieved First Level in Listening & Talking and Numeracy, and the majority have achieved First Level in Reading and Writing
- In P7 the majority of the pupils have achieved Second Level in Listening and Talking, Reading, Writing and Numeracy

We use the Perth and Kinross tracking and monitoring spreadsheet as well as SNSA and other assessment information which allows us to better track pupil progress in Literacy and Numeracy as children move through the school. Attendance rates for the school are shown below:

2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
92%	91%	92%	90%	90%	90%	89%

Our attendance rate is lower than the PKC overall figure of 95%. Most pupils' attendance is very good but we have a number of children whose attendance is below 85%. This has an impact on their attainment and we continue to work closely with our families and our Community Link Worker to ensure that all children attend school regularly.

We strive to provide a range of stimulating activities and opportunities for children to experience success. Individual, group and class achievements are celebrated and shared with our school and wider community through our social media platforms.

Learning (NIF Drivers: Teacher Professionalism, School Improvement, Parental Engagement and Assessment of Children's Progress)

Our improvement priorities for this session focussed on the following:

- Focus on Writing and Reading to improve attainment.
- All learners access an inclusive learning environment to further support their wellbeing and achievement.
- Staff use and analyse assessment data effectively to ensure support and interventions to support improved attainment for all learners.

To support our improvement outcome of ensuring an inclusive learning environment, we have continued to implement the CIRCLE approach to ensure that our learning approaches and classroom environment are meeting the needs of all learners at a universal level. All staff trained on the approach and completed and reflected on how inclusive their classroom is using the CIRCLE scale. This is showing a positive picture across the school with improvements made having a positive effect on learners' ability to effectively use supports in the classroom when required. CIRCLE Individual Participation Scales have been introduced to support individual children and this will be further developed across the school next session to support planning for individual pupils.

Literacy:

Reading and Writing has been a focus across the school this session and all staff have attended training on 'Explicitly Teaching Text Types' with Stephen Graham. There has been a positive impact of this approach across the school with children reporting that they feel more confident with structures when starting their writing. Attainment in Writing and Reading has improved by 7% across the school and Listening and Talking has improved by 9%.

Learners are observed to be excited by books and stories and are motivated and engaged in reading. They report that Accelerated Reader has been a great tool in ensuring they have a wider range of appropriate texts and they enjoy the quizzing element and reaching their targets.

Most pupils achieving Accelerated Reader targets every term and the majority of pupils achieve extended targets. Accelerated Reader data shows positive results for all pupils. We have had a stock take of reading materials done in conjunction with AR levels of pupils. Reading books re-organised and labelled into AR levels and then gaps filled according to levels required. 60+ new titles added to reading cupboard stock. We have applied for the Reading Schools Core Level Accreditation.

Health & Wellbeing:

We have implemented a whole school approach to support emotional regulation and all classes now use Zones of Regulation. This is an approach that develops awareness of feelings, energy and alertness level while exploring a variety of tools

and strategies for regulation, self-care and social skills. It gives us a universal and easy way to think and talk about how we feel on the inside and to sort these feelings into four coloured Zones. Children report that this has really helped them to understand how they are feeling and to identify and use strategies when they are in a difficult zone. They also report that knowing how to navigate when in a difficult zone has helped them to meet their targets or goals. Using Zones of Regulation across the school has also given us all a shared language to support children. Our Learners have had many opportunities to develop their skills in other areas and different classes have enjoyed judo, cricket, rugby, shinty and curling.

Leadership (NIF Drivers: School Leadership, School Improvement, Wider Achievement and Parental Engagement)

Our staff team are integral to school improvement and this year all staff were involved in a working party to support our improvement plan priorities.

We had four groups: Rights Respecting Schools, Eco, Reading and Digital. Staff worked together with pupil representatives to develop action plans for this session. ECO: three focus topics for Eco - each of the topics link to the Sustainable Development Goal 12 – Responsible Consumption and Production. Our first focus was 'to minimise litter in our playground and to have minimal waste throughout our school community', this is a mandatory topic. We have had very successful results through organising class litter picks during the school day as well as sessions with our families, in the community, after school. Digital and Rights Respecting Groups continue to develop their action plans with children. These action plans are linked to teacher's planning and classes continue to gather evidence for accreditation.

Pupil Equity Funding (PEF) We have effective systems in place to promote equity of success and achievement for all our children. Our PEF funding has enabled us to have additional support staff and teacher time to allow us to deliver interventions for learning in literacy and numeracy. Readiness to learn is a key focus and we have used PEF for additional staff to support identified groups of children. We employed a Modern Apprentice for two days a week and she worked with identified children on their gross motor skills. She also ran after school clubs. We invested in laptops and ipads with software to support pupils with dyslexia or literacy difficulties.

Improvement Priorities for Session 2023/24

- All learners will access an inclusive learning environment to further support their wellbeing and achievement.
- Staff will work collegiately to moderate attainment
- Continued focus on Literacy and numeracy to improve attainment.

The information taken in this report has been taken from a range of evidence sources throughout the year and includes feedback from parents, pupils and staff

