

Goodlyburn Primary School Standards and Quality Report 2020-21



This report shares the impact our School Improvement Plan has had on pupils' learning from August 2020-June 2021 and includes both in-school and remote learning due to Covid 19. Our school ethos is based on respect and positive relationships. We have a strong school team committed to continuous improvement along with high expectations and aspirations for our children. 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	satisfactory

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.**

Annemarie Sands (Headteacher)
June 2021

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 2020-21 highlighted the following:

- In P1 the majority of pupils have achieved Early Level in Listening & Talking, Reading, Writing and Numeracy.
- In P4 the majority of pupils had achieved First Level in Listening & Talking, Reading and Writing and less than half have achieved first level in Numeracy.
- In P7 the majority of the pupils have achieved Second Level in Reading, Writing, Talking and Listening 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. Data shows that children make significant progress as they move through the school. Attendance rates for the school are shown below

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
93%	92%	91%	92%	90%	90%

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

We are very proud of the achievements of all children at Goodlyburn Primary School. We strive to provide a range of stimulating activities and opportunities for children to experience success. There have been a variety of individual, group and class achievements this session and these are celebrated and shared with our school and wider community through our social media platforms. Unfortunately, the Covid 19 pandemic did put a stop to a number of planned activities and annual events. However wider achievements continue to be recognised in class, and through our school website www.goodlyburn.com

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:

- Raise attainment in Literacy and Numeracy
- Successful blend of home and remote learning
- Recovery and Well-being.

Results from pupil, staff and parent questionnaires and discussions show that the school has a very positive ethos and almost all parents were happy with the learning and experiences that we provided for children in school and during periods of remote learning. The majority of pupils engaged well with remote learning and made good progress but there was an impact on attainment for a number of children who did not manage to engage.

This session we have strengthened our Health and Wellbeing programme, with Emotion Works rolled out throughout the school. Children and staff are able to share learning throughout the school week using SeeSaw which we embedded during remote learning. Our school App for communication with parents also ensured that they are kept up to date of school activities and learning.

This session we have allocated PEF funding to improve excellence and equity in Literacy, Numeracy and Health and Wellbeing.

Literacy: Teaching staff have continued to engage with the BIG Write approach. To promote and develop our reading culture, we invested in Accelerated Reader throughout the school. New novels, non-fiction books and Myon online books complemented this. The online books proved invaluable during remote learning as our children had access to books and could continue to read for enjoyment as well as build on their comprehension skills. We purchased additional PSA support to ensure targeted interventions took place for literacy.

Numeracy: Teaching staff have embedded the use of daily maths practice for number skills and the use of Numicon in Nursery to P4 has had a positive impact on children's understanding of number and place value.

Health & Wellbeing: This session all staff were trained in "Emotion Works" which is designed to support emotional literacy and self-regulation strategies. This has ensured that we all have a shared understanding and

language to talk about our mental health and how we are feeling. Most children report that they are able to recognise how they are feeling and have some strategies to help them.

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

Our school has been particularly strong in the area of supporting children and vulnerable families. Our staff, children and families all adapted extremely well to new technologies and remote learning. We recognise the success of leadership at all levels and our P6 and P7 pupils had opportunities to build on their leadership skills through a sports programme delivered by our modern apprentice in partnership with Active Schools which was PEF funded.

Our agreed Collegiate Calendar supports teaching staff to manage the pace of change needed to implement the initiatives identified in the School's Improvement Plan. Support staff have responsibility for a range of initiatives e.g. first aid, motor skills development and social skills group. All staff have participated in relevant professional development including; Seesaw, Emotion Works, approaches to pedagogy and outdoor learning and have had opportunities to share their learning with peers. 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 of our classes.

Improvement Priorities for Session 2021/22

- Further develop children's understanding of personal resilience, growth mindset and emotional regulation which in turn will positively impact on levels of resilience, emotional health and attainment.
- Review curriculum to take account of the local context of the school, and opportunities for wider achievement.
- Raise children's attainment in Reading across the school
- Increase the positive impact of family engagement to improve learning and achievement.

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