

# Goodlyburn Primary School Standards and Quality Report 2021-22



This report shares the impact our School Improvement Plan has had on pupils' learning from August 2021- June 2022. 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.**

**Annamarie Sands (Headteacher)**  
**June 2022**

## 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:

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

Analysis of this data at key stages P1, P4 and P7 shows that as children progress through the school attainment improves.

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

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
93%	92%	91%	92%	90%	90%	90%

Our attendance rate is lower than the PKC overall figure of 95%. The Majority of 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. Recording and providing opportunities for achievement was a feature of our school improvement plan this session. We have created a Wider Achievement Pathway, linked to the 4 capacities of a Curriculum for Excellence; Successful Learner, Confident Individual,

Responsible Citizen and Effective Contributor. We share our children's successes via our school website [www.goodlyburn.com](http://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:

- Further develop children's understanding of personal resilience, growth mindset and emotional regulation to 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 engagement with and attainment in Reading across the school.

Results from pupil, staff and parent questionnaires and discussions show that the school has a very positive ethos and questionnaire results indicated that almost all parents were happy with the learning and experiences that we provided for children in school, they report that children are happy coming to school and that they are confident that teachers know their children well.

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

**Literacy:** Most pupils achieving Accelerated Reader targets every term and the majority achieve extended targets, we celebrated our 1<sup>st</sup> word millionaire in school. Accelerated Reader data showing positive results for all pupils.

Reading Schools Core Level action plan submitted and we will submit evidence for Reading Schools Accreditation by the end of this session. Staff have taken part in Professional Learning sessions organised by Scottish Book Trust.

**Numeracy:** Teaching staff have embedded the use of daily maths practice for number skills and children's confidence in working with number continues to increase.

Pupils have continued to benefit from targeted interventions supported by our Pupil Support Teacher, our PEF funding, our Nurture Teacher and our

school support staff. Appropriate interventions will continue to support the specific needs of individual pupils to allow them to experience success

**Health & Wellbeing:** All staff continued to use "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 staff also introduced 'Zones of Regulation' with their classes. Almost all children report that they are able to recognise how they are feeling and have some strategies to help them. However, a number of children report that they feel that their mental health is a worry. We therefore released a teacher for half a day to support children with 'Time to Talk' where dedicated time was given to support children further. This was supported by a part-time Community Link Work Assistant.

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

Our school has been particularly strong supporting children and vulnerable families. We have forged a number of partnerships with external groups to link in to provide families with additional financial support over the course of the year.

Learning has been shared with parents and carers through mid-term reports and through digital communication on Seesaw where children have been able to share their work.

We recognise the success of leadership at all levels and our P6 and P7 pupils had opportunities to build on their leadership skills through work with Community Play Leaders. P6 and P7 also completed the John Muir Award for outdoor learning facilitated by our partnership with Willowgate Activity Centre.

**Improvement Priorities for Session 2022/23**

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