

# Goodlyburn Primary School Standards and Quality Report 2017-2018



This report shares the impact our School Improvement Plan has had on pupils' learning over the past year. 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 and were agreed by Perth and Kinross officers during our Learning and Achievement Visit in January 2018.

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.**

Goodlyburn Primary has a good capacity for continuous improvement and we will continue to work with staff, pupils, parents and partners as we strive for excellence and equity for all pupils.

**Annemarie Sands (Headteacher)**  
**22 June 2018**

Our school improvement priorities are aligned to Perth and Kinross Education and Children's Services and the National Improvement Framework (NIF) priorities which are:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- An enriched curriculum to develop skills using the Developing Young Workforce themes

## **Attendance, Attainment 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 2017-2018 highlighted the following:

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

We have used the Perth and Kinross tracking and monitoring spreadsheet which allowed us to better track pupil progress in Literacy and Numeracy as they move through the school to ensure that pupils make good individual progress towards their predicted levels of attainment.

Attendance rates for the school are shown below

2014/15	2015/16	2016/17	2017/18*
93.4%	92.7%	91.8%	91.2%

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 unless they are unwell.

Wider achievements continue to be recognised in class, at assemblies and through our school website [www.goodlyburn.com](http://www.goodlyburn.com) We also celebrate achievement via social media platforms such as Twitter and our Parent Council Facebook Page

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

As a school we continue to focus on improving learning and teaching and through tracking, monitoring and moderation. Teacher judgements and the use of formative assessment ensure that we are identifying barriers to learning and putting support in place to help address these.

Learning and teaching has been enhanced this year through effective partnerships with families and our community. We have developed links with businesses and our children have benefitted from these relationships. We have worked with Perth College, RSPB and John Muir Award, Letham Climate Challenge, Action for Children in delivering Roots of Empathy programme, intergenerational work with Louise Brae Care Home, Play Development Team and many more.

Our PEF funding has enabled us to release a teacher to work on targeted support for children. There has been more opportunity for parental involvement throughout the school including; Brunch and Blether and PEEP sessions.

Literacy has been a focus throughout the whole school this session with work on Reflective Reading and Big Writing. We have also worked on improving the presentation of children's work. Next session staff will work with our Local Management Group (LMG) to share practice and monitor writing to ensure consistency across schools. Clicker 7 was purchased with PEF funds and has been effective in ensuring our target children have been able to engage in the writing process. PEF money was used effectively to support targeted children in numeracy, reading and vocabulary awareness. New reading books have been purchased to widen the range of texts available to children to increase enjoyment and raise attainment in reading.

Numeracy continues to be a high priority and Big Maths is now embedded across the school and pupils and staff have reported an increase in speed and accuracy in number work. We are now working with the other schools in our LMG to update our Numeracy Milestones to reflect the National Benchmarks.

French as part of the 1+2 language programme is now embedded across the school from nursery to P7. We are working with our LMG on a progressive pathway for French and beginning to plan for the introduction of Language 2 which for our LMG will be non-verbal communication including Makaton.

Our nursery received a very positive report from the Care Inspectorate which highlighted the very good learning and teaching and positive nurturing relationships.

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

Our pupils have taken on a range of leadership opportunities this year. We have had a programme of buddying older classes with younger classes for paired reading which has been very successful. Pupils also have had the opportunity to be Junior Road Safety Officers, Captains, Assembly Producers, Play Rangers, Eco Reps and Digital Leaders.

Our teaching staff and ECPs in the nursery have undertaken action research in intergenerational work and resilience and worked with children on meta-cognition and growth mind-set. All classes now use Learning Pit and children can discuss strategies to use when they are stuck in their learning. We have also had a number of classes doing Mindfulness and children report that this has helped them to deal with challenging situations and to recognise strategies which help.

We used PEF money to purchase a class set of iPads and Laptops and our pupil Digital Leaders supported digital learning throughout the school. They worked with staff and pupils to teach them about apps to enhance learning. In doing this they have developed leadership, problem solving, communication and creativity skills throughout the year. They created an Acceptable Usage Policy to explain how to use technology sensibly and acceptably. They supported our How Glow Can You Go? Campaign and 86% of pupils now feel confident using Glow

Our Play Rangers worked with a play development worker to plan and introduce Loose Parts Play. They liaised with businesses and developed a Playground Charter linked to children's rights and the UNCRC.

## **Improvement priorities for 2018-2019**

### **Our three main targets will be to:**

- *Continue to develop a curriculum with clear progression in social subjects, science and technology.*
- *Target setting and next steps in learning will be clear, progressive and children will be able to talk confidently about them.*
- *Develop writing skills through well planned literacy experiences. Our LMG schools will have a shared understanding of writing benchmarks and progression in writing.*

*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 and advice from our follow up Learning and Achievement Visit (LAV) in January 2018.*