

Goodlyburn Primary School



Standard & Quality Report 2016-2017

**Our Vision for Goodlyburn Primary School is:
To keep raising the bar.
To inspire, educate and care for our children,
To prepare them for life.**

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
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

Our Improvement priorities this year have been:

- Renewed focus on developing skills in literacy and numeracy.
- Learning to Learn – helping children to recognise barriers to their learning and teaching them strategies to overcome these.
- Redesign school planning formats to include cross cutting themes of: Citizenship, Enterprise, Sustainability and Creativity.

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 2016-2017 highlighted the following :

- In P1 the majority of pupils are making good or very good progress in Writing and Reading. In Numeracy the majority of pupils are also making good or very good progress.
- In P4 the majority of pupils are making good or very good progress in Writing and Reading and most of the pupils are making good or very good progress in Numeracy.
- In P7 most of the pupils are making good or very good progress in Writing and almost all of the pupils are making good or very good progress in Reading and Numeracy.

Our attendance for the school was 92%. 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

We also celebrate achievement via social media platforms such as Twitter and our Parent Council Facebook Page

We were successful in achieving our Rights Respecting Level 2 accreditation awarded by UNICEF and received very positive feedback from the assessors.

Learning

We have focused on building a robust vocabulary building programme in nursery and primary one. This was to help close the gap and ensure that all children had an increased vocabulary base from which to develop their reading and writing skills. The impact of this programme is that our younger children are now more inquisitive about words, their meaning and how words are made up. They are interested in syllables and sounds and these are all basic building blocks in their language development.

We had identified a gap in numeracy skills across the school and it was clear that we needed a programme to help ensure that children were secure in their knowledge of number bonds, place value and mental understanding or agility of number. We introduced Big Maths across the school and this was supported by a donation from our parent council for individual whiteboards and markers for each child. The impact of this programme is that most of our pupils are making very good progress within their level.

Growth Mindset

Based on action research carried out on levels of pupil's engagement in their learning we identified that a number of our pupils found it difficult to persevere when they encountered difficulties in their learning. We introduced 'The Learning Pit' as a Growth Mindset approach which would help children identify barriers to their learning and strategies to overcome these. As a result we are seeing an improvement in children's attitudes to learning and making mistakes and their recognition that making mistakes is a necessary part of the learning process.

Leadership

Several teachers have had a lead role in a number of programmes including: Modern Language co-ordinator who worked with our Modern Language Assistant from France to develop French learning throughout the school. Our Digital Literacy co-ordinator, rolled out Glow training for staff and iPad training. We successfully achieved our Rights Respecting Level 2 accreditation and are one of only a few schools in Perth and Kinross to achieve this.

Teacher Learning Community (TLC)

Following the success of the TLC approach last year, staff wanted to continue with this for their own professional learning this session. We had three TLC groups led by staff; Outdoor Education, French and Assessment for Learning.

These groups have been an invaluable way of maintaining school improvement priorities from previous years and ensuring that we are building on these developments.

Improvement priorities for 2017-2018

- **Children will show increased attainment in literacy through a progressive teaching framework**
- **Children will experience an enriched curriculum to develop skills using the Developing Young Workforce themes**
- **Children will be able to use self regulation strategies to manage their readiness for learning.**

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. It also includes information from our Extended Learning and Achievement Visit (ELAV) in November 2016. Information from school quality assurance methods including classroom observations, professional discussions with teachers, pupil work and attainment results were summarised.