

Leadership

In meeting *How Good is our School* Quality Indicator 1.3 Leadership of Change, all staff are reflective of their practice, open to new ideas and keen to engage in professional learning that improves their practice.

All pupils contribute effectively to school improvements through serving on the Pupil Council and Eco Committees and they use these forums as opportunities to take ownership of their learning, increasing confidence and developing a more independent approach.

Children's views are sought and valued and this influences future planning. All pupils enthusiastically take on classroom jobs on a rota basis and enjoy the responsibility this brings. This session we have worked closely with colleagues from across our cluster on self-regulation and behaviour management, working to positively impact on the resilience of our learners and the skills of our staff in supporting this change.

This report is compiled in consultation with pupils, staff, parents, and other partners in our learning community, across the course of the academic session 2019-20. In compiling this report, evidence has been gathered from the following sources:

- Pupil, staff and parent comments
- School Improvement Plan 2019-20
- Parent Council Meetings
- Quality Assurance Audits/Classroom observations
- Parental/Pupil Questionnaires
- Pupil Health and Wellbeing Wheels

1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Very Good
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good

Key School Improvement Priorities 2020-21

Decisions over our key school improvement priorities in the coming year are still being developed as a consequence of the pandemic and the associated planning and reporting around this. Below are the current priority areas we are considering:

Raising attainment and achievement

- To focus on the development of our Early and Second Level curriculum offering, ensuring a high-quality matrix of apprenticeship-supported, interdisciplinary, 'community-cohesive' provision, with a strong focus on Learning through Play within the early years and creativity and skills for life through all Levels.

Ensuring wellbeing, equity and inclusion

- To continue to develop an understanding of how self-regulation of behaviour can positively impact on resilience, emotional health and attainment through stakeholder collaboration and developing skills of staff.

Leadership

- To work with all staff on developing our Visible Learning strategies within our learning spaces, focusing on changing approaches to improve impact for learners and on sharing that impact within our community (and beyond).

This Standard and Qualities Reports highlights that Glenlyon Primary School is in a position of strength to drive forward our Key Improvement Priorities in session 2020-21 and beyond.

Glenlyon Primary School Standards and Quality Report August 2019- June 2020



Our vision is of a confident and ambitious school to which all can contribute and in which all can share. Our school will be vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported.

Our school aims to:

- Support all children to enjoy their learning and be happy in school, becoming successful, independent learners who realise their full potential.
- Help all children to develop as responsible, healthy and caring citizens, who engage positively with the local community and the wider world.
- Develop a relevant and stimulating curriculum that meets the needs of all learners, within a safe and nurturing environment



Progress on School Improvement Priorities 2019-2020

Attendance, Attainment and Achievement

The majority of our pupils are achieving at or above expected levels in numeracy and literacy. Data has been gathered through a variety of assessments and tracked across the year, this has been backed up by very good SNSA results where these were able to be completed. This supports our goals for and evaluation of very good for the *How Good Is Our School Quality Indicator 3.2: Raising Attainment and Achievement*.

SeeSaw and Glow are now embedded in our system of feedback and in recording and sharing learning, further enhanced in our recent circumstances of school closure. In line with the *National Improvement Framework's* drivers of parental engagement and assessment of children's progress, all our families, our staff team and peers now collaborate in feedback on learning and celebrating accomplishments and the rapid increase in pupil and parental voice continues to be a powerful tool in raising attainment and achievement in our learners.

The *National Improvement Framework's* key driver of Teacher Professionalism and Perth and Kinross Council's priority of Excellence in Learning and Teaching has continued to lead us this year in driving change where it is needed, through good data analysis and staff engagement.

Two of our priorities this year focused on Health and Wellbeing. Our first area of focus was professional development, where training was provided for all staff by our pupil support teacher in-house and through a cluster school visit on using Emotion Works to develop Emotional Literacy in class. Our second area of focus was learner engagement and wellbeing awareness, promoted and developed through surveys, curricula development and pupil council work. With a focused use of Pupil Equity Funding spent on these areas (resources and training). We have seen an improvement in the delivery of these Health and Wellbeing areas and learner awareness of emotions this year throughout the school and targeted interventions have made very good progress towards the *National Improvement Framework* priority of closing the attainment gap.

Work on reinvigorating the core numeracy skills of our learners has had positive impact this year. A whole school focus on using Big Maths to track progress and inform teaching, as well as develop an awareness in our learner group around learning gaps and next steps, has seen a rapid improvement in understanding for all learners in the 4 operations and other basic skills. This has been evident in our weekly Big Maths challenge data and the results of the Scottish Standardised National Assessments, where all of our pupils achieved above national norms. This successful method of visible learning, targeted interventions based on evidence, will continue to be developed across our curriculum in the coming session, helping us to enhance our offer and further develop the *How Good is our School Quality Indicator 1.1: Self-evaluation for self-improvement* across all stakeholders in our learning matrices.

Learning

Our priority for learning and teaching this year has centered around development of consistently high quality, creative approaches to learning and teaching, through training and development both in-house and externally. Learning experiences in our small school continue to be wide and varied, and we are making very good progress in *How Good Is Our School Quality Indicator 2.3 Learning, Teaching and Assessment*. All staff were trained in the Solihull Approach, first our Early Years Practitioners, and then our Primary Team, and we have worked on developing a core focus on community engagement and developing our pupil and parental voice this session. Our pupils have continued to engage with digital technologies, working through Glow and Seesaw in particular. The keen interest and development of these skills saw us winning the Birks Cinema Young Indies Film Competition, and they also became highly beneficial for a fairly smooth transition into our recent virtual home-learning.

Through our collaboration with our Highland Cluster schools and Pivotal Education, our staff team engaged in professional learning on developing an understanding of how learner self-regulation of behaviour can positively impact on resilience, emotional health and attainment. Initial pupil/parent surveys highlighted quite clear areas to develop, around perception of where staff attention is focused and on the frequency of interruption due to behaviour. Pupils and parent were consulted and all feedback was considered by the staff team. Following this consultation and staff training we had begun to implement a refreshed look at our promoting positive behaviour policy and approaches – with each member of staff focusing on one or two core areas. While this process, and especially evaluation of its impact, was interrupted by closure, we will return to this early next session and the assessment evidence and learning environment conversations will be used to inform further interventions. This ties in closely with meeting one of the *National Improvement Framework's Key Drivers: Teacher Professionalism*.

Nursery children all continue to make good progress in Early Level. Forest School, baking and gardening activities continue to provide very good opportunities for nursery children to develop their skills in numeracy and literacy. Visits to other local nurseries, visits to the Watermill for stories and local attractions such as Cluny Gardens continue to add to the broad range of experiences our nursery enjoys. A particular focus, through Solihull Approach techniques and pedagogy developed through our council-wide training in 'Adventures with Alice' has seen an increased focus on parental engagement in more focused learning – stay and play sessions, Christmas craft activity days, coffee mornings and parental meetings have focused on child targets and curriculum development and awareness among our parent group.