

## 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 our newly established Rights Respecting Steering Group 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. While in-person collaborative working has remained a challenge, increased online working has been further developed through our LMG and the Single Teacher Network.

This report is compiled in consultation with pupils, staff, parents, and other partners in our learning community, across the course of the academic session 2022-23. In compiling this report, evidence has been gathered from the following sources:

- Pupil, staff and parent comments
- School Improvement Plan 2022-23
- Parent Council Meetings
- Quality Assurance Audits/Classroom observations
- Parental/Pupil Questionnaires
- Pupil Health and Wellbeing Wheels, Participation and Coping Scales

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 2023-24

Below are the priority areas for next year:

#### *Leadership*

- Development of practitioner pedagogy around tracking, monitoring and the assessment cycle and establishment of a new curriculum rationale. Practitioners will develop effective planning using the new pathways and all staff will have participated in the development of a new curriculum rationale and engaged in moderation with peers.

#### *Raising attainment and achievement*

- Raising attainment in writing: oral and fine motor development to support writing at early/first level, teacher pedagogy around text types and assessment and whole school engagement with writing.

#### *Ensuring wellbeing, equity and inclusion*

- Developing consistent approaches to reading through the setting, particularly supporting phonological awareness for a target group, boys attainment in reading across the school, and the need for a more clearly planned progressive approach to developing children's reading comprehension.

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 2023-24 and beyond.

## Glenlyon Primary School Standards and Quality Report August 2022- June 2023



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

We are developing as a UNICEF Rights Respecting School because we are embedding the UN Convention on the Rights of the Child (UNCRC) within our whole school ethos.

We are committed to ensuring children's well-being is at the heart of everything we do and that pupils are:

**Growing Together:** Being kind to everyone in what you say and do

**Achieving Together:** Listening well and always trying their best

**Learning Together:** Being proud of our school and looking after it

## Progress on School Improvement Priorities 2022-2023

### 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. All pupils were at or above national norms in reading, writing and numeracy in standardised assessments. 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*.

Although there continues to be some challenges around pupil attendance following the pandemic, our overall pupil attendance levels remain above the national norm and have meant that our focus on progress towards the *National Improvement Framework's* priorities of closing the attainment gap and improving achievement in literacy and numeracy were more easily improved. Our Pupil Equity Fund support showed marked improvements in targeted core literacy interventions, with all supported children improving levels.

A key target for this year was in looking at further developing staff, parent and children's understanding of how emotional literacy and self-regulation can positively impact on attainment outcomes, resilience and health. Particular focus for the children on developing resilience was monitored using wellbeing wheels, self-report coping scales and surveys and these, alongside teacher observation, showed movement from more fixed to more positive growth mindsets in class. This links in with the *National Improvement Framework's* drivers of *School and ELC Improvement and Performance Information*.

Alongside strong health and wellbeing was a focus on good feedback and assessment to improve outcomes for our learners. Our work on literacy interventions this year, through work on the Inspiring Classrooms (assessment and monitoring) pilot and Explicitly Teaching Writing programme has fed into all staff INSET training and into planning that has been effective in raising children's awareness of where they are at and how to improve. Work on tightening assessment frameworks, and collaboration with colleagues through these programmes has seen improvements in overall attainment and achievement, with all of our learners either maintaining or improving their results in our tracking data. This shows we are making very good progress in *How Good Is Our School Quality Indicator 2.3 Learning, Teaching and Assessment*. Professional development continued to focus on creative independent pedagogy and outdoor education training, all of which have positively impacted on our successes in these areas this year.

## Learning

Developing a creative pedagogy with pupil voice at its heart remained a key priority to develop for learning and teaching this year centred around including elements of play in the early years and critical thinking throughout our multi-composite school. Changes to our cohort age meant a more critical review of classroom structures and independent learning processes, and an enquiry focus on this engaged all staff in developing our creative and collaborative pedagogy. Pupil voice and engagement all showed increases in our wellbeing surveys and play into our very good progress in *How Good Is Our School Quality Indicators 2.2 Curriculum* and *3.3 Increasing Creativity and Employability*.

We continued our journey as a Rights Respecting School this year, with a strong focus on developing and increasing our staff, parent and pupils' knowledge of children's rights, and how they are a vital component at the heart of our school's vision. A core part of this was in weekly engagement from nursery to P7 on the articles of the UN Convention on the Rights of the Child, with the children discussing their rights, producing posters and leaflets and engaging in supporting projects, such as our Kiva loan programme. Our commitment to ensuring social justice, children's rights, learning for sustainability and equality tie in with *How Good Is Our School Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion*.

Nursery children continue to make good progress in Early Level. Transitioning for our new arrivals was key to success this year and we continued to make very good progress in the children leading their learning as effective contributors to both environment and direction of their play-led learning. They planned topics including: People Who Help Us; Our Local Area and Mapping; Ourselves and Our Bodies; Cows and Pigs; Planting. With social skills a key priority for the setting, our professional development centred around collaboration with our local cluster nurseries, including training, support and visits which helped both the children developing their relational empathy skills and allowed the staff opportunities to share and learn from good practice and moderation. Developing our engagement with families was another key thread and parental voice was strengthened this year through our 'You said, We did' engagement pilot, through increased parent group sessions and a wider commitment to community engagement and support from our family link worker, that link in well with the *National Improvement Framework's* driver of *Parental Engagement*.