

# Goodlyburn Primary School Standards and Quality Report 2019-20



This report shares the impact our School Improvement Plan has had on pupils' learning from August 2019 – March 2020 when school closed due to Covid pandemic. 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.

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.**

We have a shared understanding of our strengths which include positive relationships, strong teamwork and a clear commitment to improvement along with high expectations and aspirations for our children. As a school we continue to demonstrate good capacity for continuous improvement.

**Annemarie Sands (Headteacher)**

**19 June 2020**

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
- Increased Parental involvement and engagement.

## 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 2019-2020 highlighted the following:

- In P1 the majority of pupils had achieved or were predicted to have achieved Early Level in Listening & Talking, Reading, Writing and Numeracy.
- In P4 Most pupils had achieved or were predicted to achieve First Level in Listening & Talking. The majority of pupils have achieved or were predicted to achieve First Level in, Reading, Writing and Numeracy.
- In P7 the majority of the pupils have achieved or were predicted to achieve Second Level in Reading, Writing, Talking and Listening and Numeracy

We use the Perth and Kinross tracking and monitoring spreadsheet as well as SNSA information which allows us to better track pupil progress in Literacy and Numeracy as they move through the school. Data shows that children make significant progress as they move through the school. Attendance rates for the school are shown below:

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

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)

Our improvement priorities for this session focussed on the following:

- Raise attainment in Literacy and Numeracy
- Increase leadership of learning at all levels
- Further develop our Maths and Numeracy programme, focussing on children being able to talk about strategies

As a school we continue to focus on improving learning and teaching and through tracking, monitoring and moderation we can see good progress in cohorts of children as they progress through the school.

Staff know children very well and support them to identify what they are learning and what they need to do to be successful. Staff work effectively to engage all children in their learning. Across all stages of the school, children benefit from a nurturing learning environment which takes account of their educational, social and emotional development. All staff promote, and work very well together to secure, a positive relationship with our children and families which reflects our nurturing ethos in school. This was particularly evident in our approaches to supporting children and families due to lockdown.

Our PEF funding has enabled us to work on targeted support for children. Literacy and Numeracy remain a strong focus throughout the whole school this session with collaborative work with our LMG colleagues on Numeracy. Staff worked together with other schools using Number Talks to enhance our children's understanding of Number and their ability to talk about their thinking when working out a number problem. This had a really positive effect on children's confidence. This moderation work with staff from other schools has had a positive impact on teacher judgement of a level.

PEF money was used effectively to support targeted children in numeracy, reading and writing. We have also invested in new books to support the Accelerated Reading Programme for all children who are able to read independently. This initiative has been widely and positively used at home during school closure to support home learning.

To enhance parental engagement opportunities, we introduced SeeSaw, an online tracking profile in November 2019. This proved to be extremely fortuitous. When schools closed in March, the majority of our parents had already engaged with SeeSaw. This really supported our home learning programme.

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

Our children continue to have opportunities to demonstrate their capacity for leadership through a range of opportunities including; being members of our Rights Respecting Steering Group, Junior Road Safety Officers, Captains, Assembly Producers, Play Rangers, Eco Reps and Digital Leaders. These opportunities provide valuable skills for learning, life and work and encourage high levels of achievement.

Our Pupil Councillors continue to use How Good Is Our School resource to evaluate how well we are doing at including children's views. They regularly present findings and deliver our priorities through our whole school assembly programme which are linked to wellbeing indicators and the United Nations Convention on the Rights of the Child (UNCRC) articles. They planned and presented a very successful parent/community awareness raising session on the work of UNCRC.

Our Rights Respecting Steering Group have continued to build on our RRS work and have used Global Goals which feature in class teachers' planning for their learning. Individualised class charters promote the importance of being a responsible class member who is supportive of peers. Rights Respecting behaviour underpins all our relationships at Goodlyburn.

Our children's experiences have been enhanced by a number of partnerships including third sector, Perth College, John Muir Award to name a few. The shared partnership work is celebrated and shared via our social media platforms.

A new senior practitioner started in our nursery and all staff in nursery have engaged in professional learning opportunities both through PKC initiatives such as Adventures with Alice and through their own evaluations using How Good Is Our Early Learning and Childcare (HGIOELC) Realising the Ambition and other publications have aided reflections and career long professional learning.

Due to school ending early in March, leadership at all levels became evident. Our staff, children and families had to learn very quickly and adapt to new technologies and home learning. Maintaining and building on relationships was essential and we feel this was extremely successful for us at Goodlyburn. Our key priorities for next session will focus on recovery and ensuring the success of a blended model of home and school 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*