

## ATTENDANCE, ACHIEVEMENT AND ATTAINMENT

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 2024-25 highlighted the following:

- In P1 **most** pupils have achieved Early Level in Numeracy and Reading and the majority of pupils have achieved Early Level in Listening & Talking and Writing.
- In P4 & P7 **the majority** of pupils have achieved their expected level (First or Second Level) in Listening & Talking and Reading with less than half achieving these levels in Numeracy and Writing.
- In the nursery, **the majority** of our preschool children have achieved their developmental milestones in all areas.
- On-going and targeted support is given to those who have difficulties in particular areas. We work closely with staff from the inclusion team to meet the needs of identified children.

(All 100%, Almost All 91-99%, Most 75-90%, Majority 50-74%, Less than half 15-49%)

Tracking meetings are held over the school year and staff discuss strengths of each pupil and identify any support required to meet next steps. Benchmarks, NSAs and other assessments are used to support professional judgements and to ensure shared standards.

Attendance rates for the school are shown below:

2022-2023	2023-2024	2024-2025
92%	88.4%	<b>93.3% March</b>

Most pupils' attendance is very good, but we have a number of children whose attendance is below 85% for a variety of reasons. We will continue to work closely with families to ensure that they understand the importance of regular school attendance. Most absences relate to family holidays

Pupils are proud of their many achievements at Guildtown and those from out with school. We ensure that the children enjoy a wide range of relevant and rich learning experiences to help them develop their confidence and skills for Life, Learning and Work e.g. gardening, cooking and creativity have been key themes and have been supported by the local Community Artist Worker. This has been funded by Tesco grant, Parent Council and the School Fund.

## GUILDTOWN PRIMARY SCHOOL

### STANDARDS AND QUALITY REPORT 2024 – 2025

This report shares the impact our School Improvement Plan has had on pupils' learning from August 2024 - June 2025. Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school. As a school we continue to demonstrate good capacity for continuous improvement. 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	good
3.2 Raising Attainment and Achievement	good

These quality indicators have been evaluated by the school and HMI during their visit of March 2025.



**Our Vision:** At Guildtown Primary School and Nursery we aim to provide a safe and happy environment where learners feel included and respected. All children will be encouraged to be responsible members of their community. With staff and families working together, children will aim high to reach their full potential.

**Our STAR values:** **S**upportive, **T**ogetherness, **A**mbition, **R**espect

At Guildtown we have 37 children across 2 classes in the primary stages, 6 more than the roll of the previous year. The nursery has 11 children.

**Angela Thomson (Acting Headteacher)**

**6 June 2025**

## **Leadership**

This year an Acting Headteacher (AHT) came into post from August 2024. The AHT is ably supported by the staff team. Together they have committed to identifying areas to support areas for school improvement. Improving learning environments was a key focus as well as supporting pupil emotional literacy.

Our primary children had opportunities to work with and support the younger children in the school through buddy time activities, sharing learning, transition sessions and development activities. Through Pupil Council work and assemblies, all children had the opportunity to share their opinions and views across the school year. Improvements to e.g. the lunchtime experience have taken place due to pupil suggestions.

The Parent Council is consulted regarding school improvement. This session they have taken part in discussions around all priorities from the School Improvement Plan. The Parent Council have raised funds to support the life and work of the school such as biodiversity work in the school garden and a Hallowe'en Disco for all pupils.

## **Pupil Equity Funding (PEF)**

Our PEF funding has enabled us to have additional support staff hours to allow us to deliver interventions for learning in literacy and numeracy. This session we used PEF to support identified groups of children in the development of phonological skills across the school. End of project evaluations showed that most children had improved their use of vocabulary in their written work and that all children had improved in aspects of oracy.

## **Improvement Priorities for Session 2025/26**

- Work with LMG to raise attainment in numeracy
- Complete and evaluate impact of writing programme
- Continue to build upon key strengths and action areas for improvement as identified in the HMI visit of March 2025

## **LEARNING**

### **Learning Journals**

School staff have an agreed process for Learning Journals including regular entries by staff guided by LMG standards. Schools in the LMG have collaborated by sharing effective practices and aligning entries with Curriculum benchmarks. Each school has a lead teacher to ensure consistency across the LMG. Work on Learning Journals is ongoing and reporting will take place on this platform during the forthcoming session.

### **Writing**

Teaching staff have completed the Stephen Graham training on aspects of writing such as 'Explicitly Teaching Text Types' and this has ensured consistency of teaching approaches to writing across the school. Teaching staff took part in

moderation activities with another local school. This ensures a consistent agreed standard across the learning community. Improvements in handwriting and general presentation has been a focus and will and we will continue to make this a priority during next session.

## **Planning Processes across the School**

Teaching staff have reviewed multi composite planning strategies for Inter-disciplinary learning to take account of the evolving growth and changing needs and interests of pupils in the school. New teaching staff have agreed processes for short, medium and long-term planning. This ensured there was a clear structure in place which is consistent across the school as well as succinct, flexible and responsive. Teaching staff share medium term plans with parents to help families understand what their children will be learning.

## **Health and Wellbeing**

Staff training and development of Decider Skills has not been taken forward due to training being unavailable. In addition, due to considerable staffing changes this priority was reviewed and postponed until a later date.

## **HMI Visit to the school, March 2025**

The visit by HMI was very positive and we were delighted with the feedback. The strengths included:

- Led effectively by the acting headteacher, the new staff team work well together across the school and nursery. They have created a welcoming and nurturing culture where children feel valued and cared for.
- Across the school and nursery, children are respectful, kind and welcoming. As a result, they are happy, engaged and making good progress in their learning.
- The acting headteacher and staff have developed effective approaches to support them in monitoring children's progress in literacy and numeracy over time.
- In the school and nursery, staff work closely with partners to provide effective support for pupils facing challenges in their learning and wellbeing.

Areas for improvement:

- The acting headteacher and staff should develop further their approaches to better involve children, parents and partners in improvement planning processes. In doing so, they should provide children and staff with more opportunities to lead and influence change across the school and nursery.
- Staff in primary school need to continue to raise awareness and develop children's understanding of their wellbeing and rights.
- Across the school and nursery, staff should review and improve approaches to planning to ensure all learning is sufficiently challenging for children. This will support all children to make the best possible progress with their learning.