

LEADERSHIP

The Headteacher has worked successfully with all staff members to provide leadership and training opportunities. Regular collegiate activities and INSET training, linked to school improvement priorities, are planned to make a difference for individuals or all pupils. Members of staff have some leadership responsibility, and individual staff members have led changes which have had a positive impact on learners.

Pupil voice is prominent in the school. The Pupil Council allows children the chance to be involved in school improvement, making decisions about things that are important to them and their peers. In the P1-7 classroom, regular whole school discussions take place allowing all voices to be heard. This approach plays a significant part in contributing to the positive ethos across the school. In the nursery the children are regularly asked to share their ideas and views. They are also involved in risk assessing their outdoor play area.

With the opening of the nursery, the school team has expanded and this has given us an increased breadth of skill and knowledge on which to draw. This will be useful in taking future school developments forward.

The Parent Council has continued to work closely with the school and members have been keen to look for 'additional' learning opportunities for the children, particularly in expressive arts. This session they organized a series of music lessons for the children which impacted positively on their skills and knowledge. They have also provided funding for outings and educational resources across the whole school.

Teaching staff continue to develop the use of self-evaluation across all aspects of the school. They share informal, daily and weekly dialogue to inform improvements and changes in practice.

IMPROVEMENT PRIORITIES for 2020 – 2021

During the Recovery Phase, in August, the school will focus on the health and well being of the children and their ability to re-engage in learning.

The information taken in this report has been taken from a range of evidence sources throughout the year and includes feedback from the school community.

GUILDTOWN PRIMARY SCHOOL

STANDARDS AND QUALITY REPORT 2019 – 2020

This report shares the impact our School Improvement Plan has had on pupils' learning over the past year. 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 evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work.

At Guildtown Primary we have the following aims:

1. To create a happy and welcoming environment where children, parents and staff work together and show respect for others regardless of culture, race, beliefs, gender and ability
2. To provide a range of relevant and meaningful experiences which will challenge all children and encourage them to become motivated, independent, collaborative and active learners
3. To promote the well being of pupils and encourage them to make healthy choices in their daily lives
4. To equip children with the skills and attitudes that will enable them to make informed choices and decisions that will affect both them and others

Guildtown Primary has a good capacity for continuous improvement and we will continue to work with staff, pupils, parents and partners as we strive for excellence and equity for all pupils.

Kim Robertson (Headteacher)

12th June 2020

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Our school improvement priorities are aligned to Perth and Kinross Education and Children’s Services and the National Improvement Framework (NIF) priorities, in particular:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children

Within these our key drivers for improvement were parental engagement, school improvement and performance information.

| | |
|--------|--|
| 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. |

Attainment information for each child is recorded in Literacy and Numeracy and reported at key stages i.e. P1, P4 & P7. Tracking meetings are held three times over the school year where staff discuss strengths of each child and identify any support required to meet next steps. Staff use benchmarks to support professional judgements and to ensure shared standards. Across the whole school most children have made good progress in both literacy and numeracy skills. In P1, P4 and P7 the majority of children were on track to achieve expected levels in numeracy, reading, writing, listening & talking. Children, receiving additional support in literacy, made good progress from previous levels in both reading and writing. Children are progressing well in developing health and wellbeing across learning.

Attendance levels have remained high this session and are above the national attendance figures.

| 2017-2018 | 2018-2019 | 2019-2020 |
|-----------|-----------|-----------|
| 97.5% | 98.2% | 97.1% |

We have started reviewing how we recognize and celebrate achievements across the school, focusing on equity of opportunities for all. A whole school outdoor learning achievement programme is being developed and will be implemented in future sessions. The Achievement programme ‘Steps to Perth Academy’, introduced last session, has been revised for home learning.

LEARNING

The results from our most recent evaluations show that the school has a very positive ethos. Almost all of our children are enthusiastic and positive in their learning and are independent and active learners. There is a high level of engagement observed in almost all lessons. The children experience differentiated learning experiences tailored to the needs of the groups and individuals within each class.

Nursery staff use observations to plan for next steps in children’s learning, ensuring appropriate support and challenge. This is shared with parents, using Seesaw along with the rest of the school.

Teaching staff used newly introduced progression pathways in literacy to ensure that there was clear differentiation and progression across the multi-composite class. Links were made between our pathways (numeracy and literacy) and planning processes, allowing us to engage the children in more meaningful conversations about how their daily activities link to their next steps in learning.

Increasing use has been made of the outdoor environment as part of the school improvement plan. The children have participated in a range of outdoor experiences, clearly linked to different curricular areas. This has given the children an opportunity to develop and embed skills whilst promoting their health and wellbeing.

Teaching staff have worked alongside their LMG colleagues to learn and implement mental maths strategies through the programme, Number Talks, which aims to build number sense. With practice this will help the children to perform calculations quickly and be more flexible in their approach to problem solving. Even at this early stage we are seeing evidence of increasing confidence in mental agility.

Pupil Equity Fund was, once again, provided to schools to put measures in place to ensure positive outcomes for children. This session some of our funds were used to train and support staff in targeted intervention approaches in both literacy and numeracy. Early indications are that these impact positively on attainment. Other developments are in progress, including the development of a writing programme for the early stages.