

Leadership

In meeting How Good is our School Quality Indicator 1.3 Leadership of Change, all staff are reflective of their practice and open to new ideas. This year a focus of professional learning has been in effective assessment: staff worked together to create a clear, manageable assessment framework, and have begun to develop confidence in gathering and using data to inform their practice. All pupils have developed their skills in leading their learning, particularly in numeracy, and they continue to share this effectively with parents through Seesaw. The high level of digital skills of our pupils made this recent period of home learning much more straightforward than might have been the case. Parents continue to support the school in many meaningful ways, including volunteering as Business Mentors, assisting with Forest School and in fundraising: we are very fortunate to have such an active and involved Parent body, with such high attendance at Parent Council meetings. This report was 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
- Parent Council Meetings
- Quality Assurance Audits/Classroom observations
- Newsletters
- School Twitter feed

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Good

Key School Improvement Priorities 2020-21

Attainment and Achievement

A whole school focus on Health and Wellbeing will support us in addressing the effects of school closure and Covid 19 on our learners. We will continue to improve numeracy skills for all learners through effective practice in learning and teaching.

Learning

We will continue to develop effective whole school approaches to family learning

Leadership

We will continue to develop Leadership of Learning in staff and pupils through Visible Learning Approaches.

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

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



We aim to work in close partnership with pupils, parents and the wider community to provide quality learning opportunities for all learners to investigate, challenge, appreciate and develop themselves, their society and their environment allowing each member of the school community to feel fulfilled and equipped to be confident individuals, successful learners, effective contributors and responsible citizens.



A wee school with BIG ideas



Progress on School Improvement Priorities 2019-2020

Attendance, Attainment and Achievement

Our progress against the How Good Is Our School Quality Indicator 3.2 Raising Attainment and Achievement has been good this year, with a continued focus on high quality learning and teaching in literacy and numeracy. In literacy, we have continued to build on the use of engaging contexts for learning as an effective way to inspire work in literacy: our River Tales Project was particularly successful, working with a local storyteller, musician and illustrator has allowed our learners to showcase their creativity in the production of a class book. This weaving together of oral storytelling, music and art was recognised and celebrated as good practice across our authority. Another very successful context for learning was our Christmas Market, which motivated our learners hugely, and inspired some excellent learning around the use of persuasive language. In numeracy, we devoted a significant part of our school improvement agenda to upskilling all staff in the most effective teaching of core skills in numeracy, through engaging with 'Big Maths'. This has resulted in significant progress across the board for our learners, and renewed focus and engagement in numeracy generally. Many pupils have cited Big Maths as a highlight of their learning this year. Big Maths makes connections and progress very visible to all learners and has been critical in our learners beginning to develop a sense of personal responsibility for their learning and progress. We continue to work hard to achieve a good balance of learning experiences both in school, and out with, through Forest School, focused class work and well-planned educational visits that add value to our learning in school. Children are confident and proud of their school achievements: the P5-7 class continue to experience success in the Vex Robotics Competition, and this has become an eagerly anticipated learning experience for children at Grandtully, with our P4 group this year eagerly awaiting their opportunity. We took our performance at The Day of Dance to a new level this year, with a dance masterclass funded by our Parent Council adding much to this, and our Christmas market was a hugely successful event, attracting visitors from our local community. Our learners worked brilliantly together in small teams to develop a business idea, and were able to avail themselves of a business mentor from a range of parents and local community members. Funds raised at this event were allocated to the children's chosen charity, Guide Dogs for the Blind, and to School Fund, to support further work in Forest School. Recognising and celebrating our pupil's achievements out of school will continue to be an important priority for next year, allowing us to record and report the whole picture of our learner's' achievements. We continue to support our local community through collecting for the Foodbank in Perth also. Understanding of ourselves as Global Citizens with an important role to play in looking after our world was developed through significant learning about Global Goals, which will continue next session. This feeds well into our continued work as an Eco School. All of the above is helping us to ensure consistent progress in National Improvement Key Driver of School Improvement.

Attendance

These statistics are recorded in terms of the average attendance for each pupil. Attendance for 2019-20 was below the PKC average at 92% and the school will work with parents to increase attendance levels.

Learning

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:

This year, our major focus for improvement has been the improvement of learning and teaching in Numeracy through engaging with the Big Maths programme. This has resulted in increased pupil skill in identifying and articulating targets and next steps in learning, and this is an important step in our drive to develop our pupils as 'assessment capable learners'. We have also observed increased pupil confidence in sharing strategies used in solving mental calculations and problems. Staff have had many opportunities throughout the year to share their learning and good practice in numeracy teaching through collegiate working across our two schools.

Developing understanding of approaches to family learning has begun this year, with all staff attending collegiate learning sessions around 'The Solihull Approach' which highlight the importance of these relationships. We have also continued to work as a staff team to develop our knowledge and understanding of self-regulation and emotional wellbeing, working with a range of professionals to further develop a shared language and consistency of approach to best meet the needs of all of our learners. We recognise the importance of relationships in this, and our understanding has been developed further through a Local Management Group Joint Inservice training event on positive behavior management: all staff were involved in this training day, which has supported us all to think about the most effective ways of creating a positive school community, where expectations are high and consistent, calm approaches are shared by all staff. We will continue to develop this key understanding through further training in the use of the Circle Inclusion approaches next session. This is continuing to drive our progress in relation to the How Good Is Our School Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion, addressing the broader needs of all our learners. We continue to develop our understanding of Visible Learning and the systematic use of evidence-based research to support school improvement. In line with the key National Improvement Framework driver of teacher professionalism, all teachers seek to constantly update their knowledge and skills to better understand and support our learners. Forest School experiences for all continue to be a central and very successful element of our Grandtully curriculum and ethos, and we had been looking forward to sharing our practice with other school through leading two sessions of Twilight training for other teachers across our authority. This event was cancelled due to Covid 19, but we hope it will be rescheduled for next session.