

Stakeholders' Views

Pupils, parents and staff were asked their views in a questionnaire in March 2023 in order to inform School Improvement for 2023-2024. Some of the general comments about the school are highlighted below:

- My school is great and takes my opinions or ideas anytime.
- School is a good place to be.
- My daughter loves attending Burrelton Primary School and comes home very happy most days. I am amazed at how much she has learnt and how much effort the teachers put in. They have really taken the time to get to know her and understand her.
- The class teacher knows my children very well and supports them fully. They feel safe, respected and valued in class.
- I really enjoy working at Burrelton Primary. The staff are an excellent team who work well together for the benefit of all pupils.



Burrelton Primary School
School Road
Burrelton
PH13 9NZ
Tel: 01250 871380
Email: Burrelton@pkc.gov.uk



Education & Children's Services
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Standards and Quality Report 2022-2023



Through consistent use of our yearly planning, we can ensure that all children have a breadth of learning across the curriculum. This document is passed onto the next teacher/s to ensure areas for development are easily identified.

Pupil Equity Funding has been used to extend support staff hours. This has enabled targeted intervention for individuals and groups on a more frequent and regular basis. This impact has been positive and is evidenced, e.g. through high attainment in the Scottish National Standardised Assessments.

This session has seen a return to normal in terms of trips and visits. The result of this has been the offering of an enhanced experience for pupils, the showcasing of their learning to a wider audience which has improved their skills and techniques in specific art forms as well as experiencing the energy and excitement in performing.

Through working in partnership with our Local Management Group colleagues we have been able to support opportunities for primary/ secondary transition.

This year transition planning has again been positive. Our Primary 1 teacher has prepared activities for participation and parents were also able to participate in transition opportunities. New Primary 1 pupils are therefore able to transition feeling confident and enthusiastic about their education within a new setting. At Primary 7, our class teachers have worked with the secondary schools to ensure that our pupils have had opportunity to participate in transition events and that pupils are feeling excited and supported at the prospect of moving on to secondary. Transitions between classes have been aided by the transfer of information between teachers and transition opportunities for pupils.

IMPROVEMENT PRIORITIES FOR 2023-2024

The outcomes that we will be focusing on achieving in the next academic year are:

- Expressive Arts - continue to work on refreshing a whole school plan and the experiences offered (3-year plan)
- Literacy - continue to work on Listening & Talking skills specifically skills that can be applied across the whole curriculum (3-year plan)
- Health and Wellbeing - continue to embed nurture/ kindness/ empathy, self-regulation, play and Rights Respecting Schools (4-year plan)
- LMG priority, 1 + 2 (language) - continue to upskill staff and further develop a cohesive approach across the LMG (2-year plan)
- LMG priority, Moderation - continue to develop consistency and shared expectations across the LMG (2-year plan)

The full Quality Improvement Plan is available on request at the school office from August 2023.

This report has been completed in consultation with staff, parents and pupils. Focus groups and curriculum events have been successful in engaging with children, staff, parents and the wider community.

BURRELTON PRIMARY SCHOOL VISION

To 'Bee' all we can be

BURRELTON PRIMARY SCHOOL AIMS

1. To learn in different ways about interesting subjects including Literacy, Numeracy and Health and Wellbeing, allowing us to use these skills in everyday life, at school and when we are grown up
2. To talk about our achievements and share successes we have had both inside and outside of school
3. To make sure we feel involved in learning and teaching and have the chance to participate in excellent learning experiences to achieve our full potential
4. To make everyone feel welcome and special in their own unique way as well as treated fairly
5. To be kind to others and for everyone to feel safe and happy
6. To work and be part of the community with staff, parents and people in our local area
7. To work together to promote healthy choices in all areas of our lives.

LEADERSHIP

The Senior Management Team (SMT) consists of a Head Teacher and Principal Teacher who work highly effectively together towards a shared vision for the school, "To Bee all we can be" and provide all staff with leadership opportunities, training, guidance and support.

The Head Teacher sits on the Child Protection Officer Mentor and the Literacy and Numeracy Strategy Groups supporting Local Authority improvements.

Teaching staff each took forward an aspect of leadership. These included CIRCLE (framework to support inclusive learning and collaborative working) and nurturing approaches within the school to enhance improvements, develop skills and foster ownership of the process. The competent and supportive staff team work well together productively and effectively for the benefit of all learners in the school.

Staff meetings and in-service days have been planned to provide opportunities for staff to be supported and challenged to improve their practice within manageable timescales. This has been aligned with opportunities to develop staff skills and knowledge in key areas of the Quality Improvement Plan as well as maintaining ongoing professional development.

Together with the Blairgowrie High School Local Management Group (LMG) the HT met weekly/ fortnightly via Teams, as well as regular in person meetings to drive forward collective LMG improvements and ensure consistency across the schools.

A vital part of the success and achievement of Burrelton Primary School comes from the active and supportive role that parents and the wider community play, e.g. supporting Curriculum Evenings, Christmas Show, Church Services, Sporting Events and Together Times. Parents have also supported the school by assisting with trips and fundraising such as the Parent Council Charity Shop.

Cargill-Burrelton Church have continued to support the school through participation at Together Times and Christmas Shows. The local community artist worked with pupils in relation to the Living Communities Grant which the school successfully bid for once again. Scotmid also supported the school with garden improvements.

We continue to value the support of the proactive Parent Council. This year they have fundraised a total of £2775.15. The main expenditure was to fund: Christmas Parties, the Panto, Sports Day medals etc, P7 Leavers' hoodies and the summer trip.

One of the most notable achievements this session was to continue to revamp the school greenhouse which is now nearing completion. In addition, pupils fundraised for new playground equipment which was selected by them to enhance the playground experience and encourage pupil voice as well as personalisation and choice.

LEARNING

Learning and teaching was monitored in all classes by SMT and through peer evaluations to ensure a high standard of Learning and Teaching is maintained.

Expressive Arts - teaching staff have completed training on Charanga music resources. They now feel more confident and skilled in using this resource and using it alongside the progressive pathway for music. An audit of musical resources was carried out. Old and outdated equipment was disposed of and/ or replaced. Teaching staff worked together to develop a more coherent drama programme across the school. A variety of expressive arts opportunities were arranged to enhance experiences such as: Follow the Band trip, music visitors, choir, drama workshops and art competitions entered.

HWB - all staff have continued to embed the Rights Respecting Schools approaches and have aligned them to the Perth and Kinross values of ambition, compassion, and integrity.

Literacy - teaching staff have undertaken professional reading, visits, and training in relation to listening and talking development. This has sharpened a focus on active listening and talking skills and the impact has been evident across the whole curriculum.

French - teaching staff attended 3 French sessions with LMG colleagues. This has refreshed delivery and our curricular content has been updated.

Moderation - teaching staff completed moderation activities in relation to French to promote an equity of experience across the LMG.

Our progress in Learning, teaching and assessment was very good this session.

Parents and carers have had the opportunity to provide feedback at parent contact sessions, through questionnaires and our open-door policy provides opportunities for informal regular contact.

School staff have a clear insight with regards to pupil attainment and have been able to identify areas of strengths as well as any gaps formally and informally. They plan support for class, groups, and individuals appropriately.

The House Captains have a detailed knowledge of school improvements and school events. They engaged with SMT and have been given opportunities to lead Together Times and organise events such as bake sales. Pupils are also given opportunities to discuss and evaluate priorities during regular Together Times.

Our progress in Leadership of Change this year is very good.

The school's capacity for continuous improvement is very good.

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Perth and Kinross have developed a tracking system which all schools are expected to use. This session, this has once again informed learning.

When tracking the progress that children make, we use CFE levels. Typically, Early Level covers Nursery and P1, First Level will cover P2 - P4, and Second Level will be P5-P7. We currently record attainment levels for Literacy and Numeracy. When considering the statistics, it is important to remember that the figures reported refer to a stage and the specific group of children who make up that stage.

Our progress in Raising Attainment and Achievement has been very good this session.

In **Primary 1**, the majority of children are secure at First Level in Literacy and Numeracy.

In **Primary 4**, the majority of children are secure at First Level in Literacy and Numeracy.

In **Primary 7**, most of the children are secure at Second Level in Literacy and Numeracy.

Looking at our attainment statistics this year and classroom practice, it is evident that the development of Literacy contributed to the consistency in Literacy attainment across the school.

Attendance

Below is a review of attendance across the school for the previous 6 years:

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
93.4%	94.77%	91.62%	91.6%	91.52%	94%

Our progress in ensuring wellbeing, equity and inclusion was very good this session. Positive outcomes for children have been achieved.