

## LEADERSHIP

This session we worked in collaboration with children, families and staff to develop a shared vision for the school and nursery. From discussions and written feedback we reviewed and chose the key values that we want our school to embody. Next session we will work as a community to update our school aims.

The Pupil Council was re-established, giving elected members the opportunity to represent their peers and gave older children additional responsibilities eg chairperson & secretary. All children had the chance to share their views and suggest agenda items. Agreed actions led to positive changes – eg saving water, reduction in litter, buddy time activities, introduction of free weekly snack for all.

The primary children were keen to set up an outdoor play area and contributed their ideas and opinions which helped to secure an Outdoor Learning grant of £500. They identified the resources they needed. They are now enjoying this area, which will be further developed next session.

Pupil Groups, were introduced in Term 4 focusing on the development of skills in enterprise, digital and outdoor learning. Pupils from P1-7 worked in vertical groups, sharing ideas and leading many activities. In the nursery, target stars were introduced and the children were keen to take ownership of their own learning targets. They have worked hard to achieve them and enjoy celebrating their successes with their peers and families.

This session we have had new staff members, and they have worked to establish close working relationships, to the benefit of all. As a result, children have continued to be well supported, both emotionally and academically. Most staff members have led on different aspects of school development and all have fully participated in professional learning activities that have had a positive influence on their practice eg digital skills, emotion works, precision in numeracy & literacy, writing skills development, solution focused approaches.

The Parent Council have supported the school in establishing relationships across the school with new families and organized a 'family' Halloween event which was a huge success. Fundraising resumed whilst being mindful of the current financial climate for all our families. It has been encouraging to see an increase in the membership of this group and the level of interest in supporting school activities.

### Evaluations for the following 'How Good is Our School 4' Quality Indicators are:

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

## GILDTOWN PRIMARY SCHOOL

### STANDARDS AND QUALITY REPORT 2022 – 2023

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: **Supportive, Togetherness, Ambition, Respect**



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)**

**9th June 2023**

## ATTENDANCE, ATTAINMENT & ACHIEVEMENT

Our attendance levels over the past three sessions. There has been a decrease in attendance this session, due to higher levels of illness across the school.

2020-2021	2021-2022	2022-2023
98.1%	95.7%	92%

## PROGRESS AND ACHIEVEMENT

When tracking progress we use CFE levels:

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 pupil is recorded in Literacy and Numeracy and reported at key stages ie P1, P4 & P7. 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 are used to support professional judgements and to ensure shared standards.

In our nursery most learners are making good progress in developing their skills in Listening and Talking, Reading, Writing and Numeracy and Mathematics and have achieved their developmental milestones.

In P1, P4 & P7 the majority of pupils have achieved expected levels in listening & talking with less in numeracy, reading and writing.

Interventions and support are given to those pupils who find aspects of learning challenging. This has ensured that all pupils have made progress from previous levels.

Children, staff and families work together to identify individual achievements both within and outwith school and these are shared and displayed. Children are supported in identifying the key skills they are developing. Next session we will continue to explore how these skills impact future learning, life and work. All children had the opportunity to perform in our first 'live' Christmas and Guildry shows since Covid. P5-7 took part in an aerospace challenge, using quadcopters (mini drones) and P4-7 enjoyed success at the Interschool Sports, bringing the trophy back to Guildtown Primary.

## IMPROVEMENT PRIORITIES for 2023 – 2024

- Moderation of listening & talking across Perth Academy LMG primary feeder schools
- Enhance learning experiences through digital technology (all)
- Raise attainment in writing (primary)
- Creating a numeracy rich environment (nursery)

## LEARNING

### Learning and Teaching

Teaching staff worked collaboratively with colleagues from LMG feeder primary schools to discuss learning and teaching approaches. As a result of these sessions, all staff identified next steps to take forward. Class observations showed that children had a better understanding of their learning and progress through engagement with learning outcomes and success criteria. Improved questioning skills by staff encouraged deeper thinking and involvement in lessons. We welcomed Miss Murray to our staff team this session, who had been trained in learning through play. This approach was introduced into the P1-4 classroom and had a positive impact on all the children and their engagement in learning. Observations showed children taking responsibility, ownership and leadership of learning. Next session we will further develop all children's understanding of their learning through involvement in planning and reflection.

### Rights Respecting School

Staff and children have continued to engage with the Rights of the Child and have become familiar with many different articles. In November all children celebrated World Childrens Day, taking part in a variety of activities linked to rights. Through assemblies and homework tasks they revisited Global Goals, focusing on ones specific to their interests – climate change and poverty. Next session we will submit our application for Silver Award.

### Digital Literacy

This session we started on our journey towards gaining our Digital Schools Award. Both nursery and primary audited their current practice and identified next steps. In the nursery all children have had increased opportunities to use digital technology in everyday activities eg taking photographs of their learning, using the listening centre independently etc. P5-7 learned how to record their learning using Sway and Keynote and P1-4 practised coding using Colby and Botley, their new robots.

### Emotional Wellbeing

To support the emotional wellbeing of our children, our Pupil Equity Funding, was used to re-introduce the Bounce Back programme across the primary stages. The focus has been on developing resilience and coping strategies. Over the session we have observed improvements in social interactions and relationships across the school. In the nursery, Emotion Works was introduced, and this has had a positive impact on vocabulary development and behaviour linked to emotions. Both staff and children have a greater understanding of how to support positive self regulation. Next session we will further develop this work and fully embed it into everyday practice.

### Early Writing / Mark Making

This session, nursery staff focused on raising the profile of mark making/early writing in the setting and at home. Story sacks were developed further to include mark making activities for parents to do with their children. As well as promoting mark making more widely through nursery experiences, families were offered advice and support through Seesaw posts and an in-nursery mark making session.

