

# School Improvement Planning—Session 2021-22

## Guardbridge Primary School Improvement Planning and Reporting

### PUPIL VOICE

The majority of pupils state they are making good or very good progress in their learning. Less than half report that they know enough about their next steps in learning and our improvement action plan for next session intends to address this. Most children feel listened to and that their emotional needs are met in school. Most children feel there are ways we could make better links with our wider community and are looking forward to these actions next session.

### WORKING WITH STAKEHOLDERS

**Parents:** regular parent council meetings took place across the academic session. A school report was supplied and parents reported that queries and concerns were addressed. Some concerns about arrangements for parents being unable to enter playground to see young children into school were addressed. Plans for celebrating P7 leavers in June were carried out within Covid guidelines. A survey gathering data about pupil wellbeing and learning approaches allowed school to measure impact of approaches and the majority of parents have been satisfied with the support their child receives in school. More information on this can be supplied on request.

### Partners:

We work closely with education and health partners in meeting the holistic needs of our pupils. A Shared Working Framework is agreed for the session with the link Educational Psychologist and referrals are made to agencies such as Speech and Language, Occupational Therapy, Autism Support Network and Pupil Support Service as appropriate. Pupil Support Service has provided professional learning with all staff in sensory support needs this session and we intend to engage with Speech and Language Therapy next session

### ATTAINMENT OVERVIEW—2020-21

Attainment is recorded at P1,4 and 7 as these are the expected stages where early, first and second levels are achieved. The data is recorded by percent. With small cohorts of pupils this can fluctuate considerably year on year.

Stage	Reading	Writing	Listen & Talking	Numeracy
P1	100	100	100	100
P4	80	80	80	80
P7	71	71	85	57

Based on evidence gathered through our self-evaluation processes the following priorities have been planned for the next academic session. Detailed action planning is underway with staff.

### Focused Priority 1: Develop approaches to pupil voice by improving pedagogical and strategic approaches to feedback

#### ACTIONS:

- Revisit professional learning related to 4 Part Model from session 19-20
- Review and agree consistent, school-wide approach in sharing learning intentions and success criteria with pupils using a shared framework across school.
- Agreed terminology to include in dialogue
- Develop peer and self- assessment approaches
- Staff development sessions based on James Nottingham theory and practice - Learning Pit etc. Including use of Pedagogy Team resource and building on literacy development work of session 20-21

### Focused Priority 2: Rebuild and develop parent voice, pupil voice and community links

#### ACTIONS:

- Develop pupil committees to plan and engage in activities.
- Develop approaches to sharing learning with parents and local community - Sway, Community Council, social media, Parent Council. Include a policy statement that sets out what, when and how - include in Curriculum Rationale
- Revisit and reinforce DYW planning from previous session
- Rationale and guidance for parental communication including strategic group that involves a selection of pupils, parents and community members.

### Focused Priority 3: Develop a digital culture by fully involving pupils and staff in designing an approach to digital resilience

#### ACTIONS:

- Engagement with Pedagogy Team to devise an action plan that will be led by Amanda Rodden, CT.
- Improved approaches to managing and monitoring the quality of devices in use;
- Revised approach to digital learning delivery;
- Robust approach to digital safety.
- Links with Madras College
- Pupil empowerment through Pupil Committee and pupil voice.

## Be the Best Version of You Each Day

The vision of our school is to offer a wide curricular experience in which we provide opportunity to excel, taking advantage of the richness of our context and the support from partnerships with parents and the wider community; resulting in all pupils achieving positive destinations and a fulfilling future.

Our values of **respect, responsibility, ambition, kindness and equality**, as well as our motto '**Be the Best Version of You Each Day**' are shared, understood and guide the actions and interactions of all stakeholders in our endeavour to achieve excellence and equity for all.



Headteacher: K Balsillie  
Guardbridge Primary School  
Innerbridge Street, Guardbridge  
guardbridgeps.enquiries@fife.gov.uk  
01334 659419

# Standards and Quality Report - Session 2020-21

## SCHOOL IMPROVEMENT MONITORING AND SELF-EVALUATION PROCESSES

In order to measure and evaluation impact evidence of improvement is gathered through forms, surveys, key questions tables, focus groups and professional dialogue. An assessment calendar and tracking meetings are in place to gather data throughout the session.

## SCHOOL IMPROVEMENT PRIORITY 1: WELLBEING

### IMPACT -

- Almost all pupils demonstrate strong emotional literacy skills, vocabulary and confidence to talk about their feelings, thoughts and emotions as well as those of others around them. Almost all report they are listened to by adults in school
- Almost all staff feel equipped to deal with emotional impact of pandemic as issues arise. Almost all pupils report they feel they are listened to and that they have opportunities to share their feelings.
- The staff team remains supportive and almost all staff feel well supported in their role. Stress in the workplace is managed by the whole staff team working together.
- Playground staff report a positive impact of restorative and wellbeing focused approaches to manage disputes during breaks, Majority of pupils report content friendship groups within bubbles and less anxiety about not being able to mix.
- Pupils report reduced anxiety within social and learning situations.
- Pupils and parents report positive feedback on the impact of Kitbag to support emotional health

### NEXT STEPS -

- Pupil Support staff require further training to deliver increased approaches to further develop health and wellbeing of pupils - mainly physical health through OT activities but also training to improve approaches to mental health support. This is included in PEF planning for next session
- Monitoring processes need to include approaches to maintenance of whole class wellbeing support already in place and in need of embedding.

## SCHOOL IMPROVEMENT PRIORITY 2: EMPOWERMENT

### IMPACT-

- Almost all pupils in P4-7 can access Glow successfully to complete learning tasks and continue to be prepared for a home or blended learning scenario and most in P1-3.
- Parental survey data shows some parents are developing understanding of how reading is taught in school and how consolidation of skills can be supported at home. A shared approach to learning in literacy is becoming established.
- Majority of staff have attended Thinglink training and are making use in learning delivery.
- All staff using Sway to share learning experiences with parents. A few classes have children using it independently as well.

### NEXT STEPS-

- Not all pupils are accessing homework tasks on Teams - data shows all pupils have access to devices and further devices have been provided. Motivation and skills to access home learning is required.

## SCHOOL IMPROVEMENT PRIORITY 3: ACHIEVEMENT

### IMPACT-

- Assessment data indicates identified pupils have increased their skills and understanding in numeracy and reading.
- Handwriting analysis in jotter monitoring shows progress for targeted pupils
- Writing attainment in most targeted pupils indicates improvement with pupils completing writing tasks across all genres and types of text.
- All teaching staff feedback shows improved understanding and skill in pedagogical approaches to teaching reading following further development work this session.
- Teacher reporting shows increased focus on pedagogy of writing - terms and written evidence uses terminology and phrasing in line with the new approaches in use. This is a marked improvement from previous year reporting.
- Assessment pupil profile tool has been initiated to allow more accurate tracking of attainment - staff report this has helped them report more accurately on progress for pupils in spelling, reading and maths.

## SCHOOL IMPROVEMENT PRIORITY 3 cont. NEXT STEPS:

- Pedagogical approaches need to include planned opportunities for pupil self/peer assessment and clear feedback of learning progress and next steps. Pupil voice evidences that almost all pupils do not have a clear idea of their next steps in learning.
- Some pupils, especially those who have identified barriers to learning, are still behind expectations and further targeted support is required to close gaps in learning in numeracy and reading.

## PUPIL EQUITY FUND (PEF) 2020-21:

Funding was £3,524 and was used to fund additional support staff to deliver one to one and small group input to develop motor skills, phonics, reading and numeracy. Materials to support physical and emotional development were purchased to be used with pupils in class and in group sessions.

Impact of PEF: Support staff report improvement for pupils identified as in need of gross and fine motor skills and their own increased knowledge and understanding in this area of pupil support. Wellbeing evidence shows positive impact of Kitbag and some Lego Therapy (Lego Therapy much reduced due to covid restrictions)

Impact of approaches to raise attainment and close the gap can be seen in the work carried out to achieve the three priorities of the school improvement plan evaluated above.

Pupil and parent voice evidence gathered shows improvement for pupil wellbeing through increased emotional literacy

## PUPIL EQUITY FUND 2021-22:

Funding is £4,052 and will be used to fund resourcing and additional staffing to deliver improvements in digital culture, emotional wellbeing and reading attainment.

## Share your feedback:

As part of the Parent Council you can help set agenda items and initiate discussion each term at Parent Council meetings

When asked for feedback via email, questionnaires and comment boards.

By emailing or arranging a meeting with the headteacher