

## Leadership

How Good is Our School Quality Indicator 1.3, Leadership of Change continues to develop across our school community. Staff work well collegiately to drive improvements across the curriculum. This session work on our curriculum rationale has been concluded, whilst play pedagogy and effective spelling approaches are being embedded. In all these areas, professional learning and practice has been underpinned by a high level of research into what works. Pupils in our school continue to take on leadership roles, from our P7 ambassadors, mentors and event managers, to our early years buddies and classroom helpers, there are responsibilities and leadership opportunities for everyone. This ethos sits perfectly with our continuing focus on children's rights, and we achieved Bronze Rights Committed accreditation this session. We are very fortunate to have the support of a strong and involved body of families, who have supported us in our drive to use our school learning spaces productively, and we are immensely grateful to our Parent Council for their fundraising to support school trips, and particularly for funding the amazing learning space that is our Yurt: a truly remarkable addition to our school grounds, and used all year round. This report was compiled in consultation with pupils, staff, parents, and other partners in our learning community, across the course of the academic session 2022-23. In compiling this report, evidence has been gathered from the following sources:

- Pupil, Staff and Parent Comments
- Parent Council Meetings
- Quality Assurance processes
- 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 2023-24

#### **Attainment and Achievement/ Learning**

Effective approaches to the teaching of reading in the early years, and assessment of reading generally. Use of learner self-assessment writing grids will be embedded. Moderation of writing across our local management group of schools to ensure a shared understanding of progress and attainment.

#### **Leadership**

We will investigate best practice in learner participation and parental voice to ensure the involvement of all in our shared learning journey.

This Standards and Qualities Report highlights that Grandtully Primary School is in a position of strength to drive forward our Key Improvement Priorities in session 2023-24 and beyond.

## Grandtully Primary School Standards and Quality Report August 2022-June 2023



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.

We value creativity, curiosity, resilience and respect.



**A wee school with BIG ideas**

## Progress on School Improvement Priorities 2022-2023

### Attendance, Attainment and Achievement

Progress against the How Good is our School Quality Indicator 3.2 Raising Attainment continues to be good, and we continue to focus on the key skills of Literacy and Numeracy for all our learners.

In literacy writing has been developed using relevant and real-world contexts: the purpose of writing is always shared and meaningful to our learners, for example our recent work in Fair Trade or producing a book to share at our Book Festival. Focused work on poetry in the upper stages has had a positive effect on pupils' motivation and knowledge of language. Work on learner self-assessment grids has been completed and introduced, and this will be embedded next session, allowing our learners to become more independent and focus on their next steps. Reading for pleasure or for information continues to hold a key role in our curriculum also, with shared reading across the school on a Friday afternoon continuing to engage and inspire our learners: choosing an interesting place to read throughout our grounds adds to the enjoyment! We recognise the importance of Listening and Talking in our curriculum and continue to ensure progressive opportunities from the earliest stages for pupils to share their thinking and experiences. Researching and presenting about a range of topics and being fully involved in planning their learning helps to give all our learners the opportunity to develop these core literacy skills. Attainment in Literacy, as evidenced by formal and informal assessments and observations throughout the year, shows that most of our learners are making good progress in this key area. This session we used PEF funding to purchase laptops and a digital reading and spelling resource to support our learners with literacy difficulties, the impact of this intervention will be tracked over the next six months.

Creative learning and teaching approaches in numeracy, coupled with a strong core resource in Big Maths has ensured that most of our learners are on track in this area and overall, numeracy is a strength of the school. In early years we continue to focus on core skills and conceptual understanding using Numicon, and the practical applications of maths were explored through enterprise projects such as Maths Week Scotland visits to local shops to learning about financial decision making and spending power. P5-7 also benefitted from real life budgeting and fundraising/spending opportunities, and again competed successfully in the Maths Week Scotland national 'Maths Inside' competition, gaining two commended entries. We continue to focus on talking and working through problems to ensure real understanding and progression in maths learning, and our P7 group are all on track in their numeracy, ready to build further as they take the next step to high school.

All 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 mirrors the PKC average. **June 2023 Attendance 92.4%**

## Learning

We continue to make very good progress in How Good is our School Quality Indicator 2.3 Learning, Teaching and Assessment, through a focus on engaging, relevant learning opportunities that are planned with our learners: Pupil voice is a strong thread in our learning journey and will be further developed next session as we work towards our Silver Rights Respecting Schools accreditation. P5-7 involvement in the Heartstone Project has facilitated and promoted learning about and understanding of issues of prejudice and the importance of our voice, and this project was strengthened by our visit to see the production of 'Protest' at the Horsecross, followed by our series of 'mini protests' around Perth featuring our mice.... like our wee school with big ideas, our wee mice had big voices! In early years, our approaches to purposeful play have been strengthened by Mrs Griffiths professional learning in Froebelian approaches, and this will be an area for further development next session.

Our productive connections and collaborations with local organisations has also enabled us to develop our curriculum and create meaningful learning opportunities for our pupils, for example our links with Perth Theatre, Duncollich Community Woodland and Handam Zero Waste Shop.

The theme of sustainability has been a constant throughout this session's learning, with learning around Fair Trade, eco projects and Forest Schools continuing to develop our learners focus and understanding of this important area of our curriculum: our learners have a very strong knowledge and sense of themselves as of active participants in their local community.

Health and wellbeing continues to be a priority for our whole school community, and this is well supported through our regular visiting specialists: we have had access to a range of sporting activities this session, rugby, tennis, kayaking, curling, and skiing have all been enjoyed by our pupils. In expressive arts, we were delighted to perform 'Alice in Wonderland' to our local community at Christmas, and all our pupils rose to the occasion and thoroughly enjoyed their moment in the limelight. Another highlight for all pupils this session was our opportunity to perform on the big stage once again at the Horsecross Theatre at the Day of Dance: after two years missed due to Covid, it was very special to reinstate this important fixture in our school calendar. We use key days such as Internet Awareness and Anti bullying weeks to highlight and discuss these important issues, and all staff have been using the Circle Approach to inclusive classrooms and nurturing approaches, which is supporting us to meet the needs of all learners. Ensuring wellbeing, equality and inclusion (HGIOS4 QI 3.1) will continue to be a priority next session.

We are fortunate to have a creative and curious staff team, who imbue these attributes and approaches into our curriculum, to the benefit of all our learners. In this we are well supported by our interested, skilled and engaged family groups.