

Leadership

In meeting *How Good is our School* Quality Indicator 1.3 Leadership of Change, all staff are reflective of their practice, open to new ideas and keen to engage in professional learning that improves their practice.

All pupils contribute effectively to school improvements through serving on the Pupil Council and our newly established Rights Respecting Steering Group and they use these forums as opportunities to take ownership of their learning, increasing confidence and developing a more independent approach. Children's views are sought and valued and this influences future planning. All pupils enthusiastically take on classroom jobs on a rota basis and enjoy the responsibility this brings. While in-person collaborative working has remained a challenge, increased online working has been further developed through our LMG and the Single Teacher Network.

This report is compiled in consultation with pupils, staff, parents, and other partners in our learning community, across the course of the academic session 2021-22. In compiling this report, evidence has been gathered from the following sources:

- Pupil, staff and parent comments
- School Improvement Plan 2021-22
- Parent Council Meetings
- Quality Assurance Audits/Classroom observations
- Parental/Pupil Questionnaires
- Pupil Health and Wellbeing Wheels

1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Very Good
3.1 Ensuring Wellbeing, Equity and Inclusion	Very Good
3.2 Raising Attainment and Achievement	Very Good

Key School Improvement Priorities 2022-23

Below are the current priority areas for next year:

Health and Wellbeing

- Staff, parents and pupils will further develop their understanding of how Emotional Literacy and Self-Regulation can positively impact on attainment outcomes, resilience and health. To measure changes in motivation and wellbeing in learners over the course of the year.

Leadership

- To engage our staff through a Lesson Study action research approach in the development of staff pedagogy around literacy and language progress.

Raising attainment and achievement

- To further develop our learning through play pedagogy across the setting, ensuring that all learners have access to high quality child-led learning experiences that are varied, differentiated and challenging, with the right effective adult support.

Ensuring wellbeing, equity and inclusion

- Through an action research cycle develop pupil and parental voice through completion of the Rights Respecting Schools Award (RRSA Silver).

This Standard and Qualities Reports highlights that Glenlyon Primary School is in a position of strength to drive forward our Key Improvement Priorities in session 2022-23 and beyond.

Glenlyon Primary School Standards and Quality Report August 2021- June 2022



Our vision is of a confident and ambitious school to which all can contribute and in which all can share. Our school will be vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported.

Our school aims to:

- Support all children to enjoy their learning and be happy in school, becoming successful, independent learners who realise their full potential.
- Help all children to develop as responsible, healthy and caring citizens, who engage positively with the local community and the wider world.
- Develop a relevant and stimulating curriculum that meets the needs of all learners, within a safe and nurturing environment

We are developing as a UNICEF Rights Respecting School because we are embedding the UN Convention on the Rights of the Child (UNCRC) within our whole school ethos.

We are committed to ensuring children's well-being is at the heart of everything we do and that pupils are:

Growing Together: Being kind to everyone in what you say and do

Achieving Together: Listening well and always trying their best

Learning Together: Being proud of our school and looking after it

Progress on School Improvement Priorities 2021-2022

Attendance, Attainment and Achievement

The majority of our pupils are achieving at or above expected levels in numeracy and literacy. Data has been gathered through a variety of assessments and tracked across the year, this has been backed up by significantly improved literacy and numeracy results, with the majority of our cohort exceeding national norms in reading, writing and numeracy assessments. This supports our goals for and evaluation of very good for the *How Good Is Our School Quality Indicator 3.2: Raising Attainment and Achievement*.

There were increased challenges around attendance, and staffing, as a result of the pandemic, but our overall pupil attendance levels remained above the national norm and have meant that our focus on progress towards the *National Improvement Framework's* priorities of closing the attainment gap and improving achievement in literacy and numeracy were more easily improved. Our Pupil Equity Fund support showed marked improvements in targeted core literacy interventions, with all supported children improving levels.

Further developing good relationships was a key area of success for us this year. Collaboration between our primary cohort and the nursery enhanced play opportunities for the younger primary group, developed leadership skills for our elder pupils, enhanced our phonics programme and provided good opportunities for staff learning and engagement. Home-School relationships were enhanced through increased interactions, from parent groups, family learning team sessions and through the gradual re-emergence of outdoor events, such as our Jubilee celebration. This links in with the *National Improvement Framework's* driver of Parental Engagement. Alongside this, all our families, our staff team and pupils continue to collaborate in providing feedback on learning through various online and offline channels and celebrating accomplishments and the rapid increase in pupil and parental voice continues to be a powerful tool in raising attainment and achievement for our learners.

Our staff team was broadened this year under a shared headship period, and our team has worked to engage collaboratively with new colleagues and through developing links such as the Small Nursery Group, Single Teacher Network and with our LMG, helping to develop the *National Improvement Framework's Key Driver: Teacher Professionalism*. Professional development focused on play pedagogy, Health and Wellbeing through the Circle Resources and outdoor education training, all of which have positively impacted on our successes in these areas this year.

Learning

A key priority for learning and teaching this year centred around developing a play pedagogy within our multi-composite class and linking in with our nursery to create a learning environment that is driven by pupil voice and developing this emerging 'young workforce'. 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*. Almost all children are able to talk about their achievements with confidence, and are beginning to develop the skills that will enable them to thrive as lifelong learners. Attendance on the Learning Through Play Pilot engaged all staff in developing our play pedagogy, and results from attitudinal surveys show a marked increase in learner engagement in literacy areas through the course of the research.

Another core focus for this year was working towards our Rights Respecting Schools Award raising awareness of RRSAs with pupils, staff, parents and our community and increasing our pupils' knowledge of children's rights. We are working on a whole school approach to place children's rights at the heart of our school policies, practice and values. Displays, classroom learning, home-school information sharing and staff training have developed our awareness of the importance of rights in this time of significant global challenge.

Nursery children continue to make good progress in Early Level. Our focus on successful contribution, rights and the UNCRC has seen nursery even more heavily involved in their environment and planning topics which have included: People Who Help Us at Home; School and Community, Seasons, Healthy Eating, Friendship, Frogs and Toads, and Planting. Growing vegetables evolved into an enterprise idea to fund our wildlife food. A strong link with our younger primary pupils and the Learning Through Play pilot has developed social skills across cohorts and meant involvement in a wide range of activities through Forest School, our Hedgehog project and Swift spotting with the Tayside Biodiversity group, setting up and building a hedgehog habitat in the school grounds and recording bird sightings. Parental engagement was a particular focus this year and despite the ongoing issues around the pandemic there has been good attendance in outdoor environments through the year and a strong link formed with the Family Learning Team, including planned parent group sessions, that have provided a contact for further support.