Gartmore

Primary School



Standards and Quality Report

2019/2020

**Introduction**

Gartmore Primary School Standards and Quality Report 2019/2020 provides a record of the main achievements of the school this session. The report evaluates the progress the school has made, focussing on areas which have been priorities in our School Improvement Plan.

The school closed on 20th March 2020 due to Covid 19 to staff and pupils. Staff began teaching pupils on-line through Google Classroom (P5-7) and Glow emails and SeeSaw (P2-4). Pupils were also sent home with a paper pack of resources as well as a variety of reading materials and tools for learning. Pupils were encouraged to keep in touch with each other and staff through Google Classroom. Pupils were given the opportunity to have a “Golden Time” weekly session through Google Classroom where they could catch up with their classmates.

The report is based on a wide range of evidence, including analysis of pupil attainment and observations of children’s learning and work. Views were also gathered from pupils and staff. Parents and the school community were consulted through meetings.

It must be noted that due to Covid, it was not possible to consult as fully with the wider community as usual. Many of the priorities for 2019/2020 will continue into our recovery plan for 2020/21.

The report is produced as part of the process of self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to parents, pupils, our local community, Stirling Council and Education Scotland.

**Context**

Gartmore Primary School has a dual headship arrangement with Port of Menteith Primary School. The school roll for Gartmore for 2019/2020 was 26, 13 pupils in P2-4 and 13 pupils in P5-7. Gartmore staff consists of the Headteacher, one full-time class teacher who is also the Acting Principal Teacher, another full-time (Probationer) class teacher, and 1 part-time Support for Learning Assistant. We have a Support for Learning Teacher for half a day per week and another teacher for 1.5 days who provides RCCT and Probationer Cover. In February 2020, our probationer resigned from her post. The class was covered by our RCCT teacher and our Support for Learning Teacher for the remainer of the session. Our Administrative Support Assistant provides support for 10 hours per week. The school also has a caretaker and a part-time catering assistant. In partnership with the Parent Council there is a morning breakfast club from 8am – 9am and an after school club that runs from 3.15pm until 5.15 pm.

Our aims are:

* We respect ourselves, others and our local and global community.
* We understand that mistakes can be made and we show resilience by how we recover from adversity.
* We are determined to try our very best in all we do.
* We explore creativity through play, imagination and innovation.
* We are compassionate and empathetic to ourselves and others.
* We demonstrate integrity by being honest and trustworthy.

In consultation with pupils, staff and parents we recently refreshed our values. Our 6 values are: Respect, Compassion, Creativity, Resilience, Integrity and Determination.

The purposeof this Standards and Quality Report is to inform the School community about School Improvements undertaken in 2019 - 2020 and the impact that this has had on: Leadership of learning; The Curriculum; Learning, Teaching and Assessment; Raising Attainment and Achievement; and Ensuring Wellbeing, Equity and Inclusion.

**Our Vision for Education is to:**

* Ensure that Port of Gartmore Primary School is at the heart of the community we serve, working in partnership with parents, carers, local schools and nurseries, Stirling Council, local businesses and community groups;
* Ensure that every child enjoys school and is able to succeed with the right level of support and challenge;
* Work with parents to understand, support and be fully involved in children’s education;
* Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world;
* Continue to set the highest expectations for our learners and teachers.

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| **Review of Progress for session 2019/2020** |  |

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| **School Priority: To raise attainment in Numeracy, with a particular focus on outdoor learning.**  . | | |
| National Improvement Framework Priority   * Improvement in attainment, particularly in literacy and numeracy. | | HGIOS4 Quality Indicators and HGIOELC   * 2.3 Learning, Teaching and Assessment * 3.2 Raising Attainment and Achievement |
| Key drivers for improvement   * Assessment of children’s progress * School improvement * Teacher professionalism | | Integrated Children’s Services Plan Outcomes   * Raising attainment for all young people leading to positive destinations. |
| Progress: | * All staff received training on teaching of numeracy outdoors, tying in with our work on Outdoor Learning. * Bank of Outdoor Learning lesson plans linked to numeracy and maths were created. * Staff Training on Number Talks – Number Talks books and resources purchased for session 2020-2021. * All staff took part in collegiate session on Holistic Assessments. * All staff took part in moderation sessions with Learning Community on achievement of a level. | |
| Impact: | * Teachers developed confidence in teaching numeracy outdoors and more lessons were outside, particularly at the beginning of the year. * One teacher (Acting PT) began trialling Number Talks approach for mental maths. All pupils responded positively to this approach. * Both class teachers developed use of holistic assessments which became part of assessment policy. * Data from Feb/March indicated that all children at P4 and P7 were on track for achieving their particular level by the end of the year. This will be reassessed in August 2020. There were no pupils this session in P1. | |
| Next steps: | * Establish progress of all pupils when return to school in August 2020. * Embed Numeracy into weekly Outdoor Learning Sessions. * Consistent use of Number Talk sessions in both classrooms. Measure results. * Evaluate Maths No Problem Resource. * Ensure SLA has necessary training to support numeracy within the classroom. | |
| **School Priority:**  **To raise attainment in literacy.** | | |
| National Improvement Framework Priority   * Improvement in attainment | | HGIOS4 Quality Indicators and HGIOELC   * 2.3 Learning, Teaching and Assessment * 3.2 Raising Attainment and Achievement |
| Key drivers for improvement   * Assessment of children’s progress * School improvement * Teacher professionalism | | Integrated Children’s Services Plan Outcomes   * Raised attainment for all young people leading to positive destinations. |
| Progress: | * All staff received further training on Assessment is for Learning. Protocol was evaluated and discussed. Next steps planned. * Three licences for Clicker were purchased. Some pupils began to use to support them with writing. * Support for Learning Teacher took part in Clicker Training. * In-Service Training for staff on teaching of spelling. Digital spelling scheme trialled and purchased. Spelling games purchased. * New reading resources purchased for P2-4 stages. | |
| Impact: | * Data in Feb/March demonstrated that all pupils in P4 and P7 were likely to achieve their expected level of literacy. There were no P1s this session. * Across the school, all children are making very good progress from their prior level of attainment in literacy and overall attainment in literacy is very good. * In P5-7, almost all children were becoming more confident at using evaluative language when self-assessing their own work. * In P2-4 all children were using SeeSaw effectively to display their learning. Almost all children were able to comment on their own learning. * Almost all children are making expected progress in spelling. Those who are not have detailed level of support in place. | |
| Next steps: | * Embed use of Clicker across the school to support writing. * Create writing policy. * Finalise spelling policy. * Review reflective reading approach and create protocol. * Through effective planning, tracking & monitoring and moderation, ensure sufficient challenge for more able learners. * Develop and embed AiFL and evaluation of learning opportunities with all pupils to include peer assessment. | |

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| **School Priority: To improve resilience and self-esteem of all learners.** | | |
| National Improvement Framework Priority   * Improvement in children and young people’s health and wellbeing. | | HGIOS4 Quality Indicators and HGIOELC   * 3.1 Ensuring wellbeing, equality and inclusion. |
| Key drivers for improvement   * School Improvement * Assessment of children’s progress | | Integrated Children’s Services Plan Outcomes   * All children thrive as a result of nurturing relationships and stable environments in their own school and community. |
| Progress: | * All staff received training in Emotion Works. * SLA professional reading on pupils’ behaviour. * Nurture Implementation plan shared with staff. * Pupils continue to have opportunity to share achievements (both in and out of school.) * Focus through Health and Wellbeing programme in developing resilience. | |
| Impact: | * Pupils began working on Emotion Works in class. More pupils able to recognise feelings and emotions. * Playground charter developed by pupils and an increase in positive interactions noted by staff. * Pupils risk assess playground activities and outdoor learning. * Greater dialogue by all staff around pupil behaviour and understanding needs. | |
| Next steps: | * Monitor pupils H & WB and behaviours carefully as we return to school in August 2020. * Embed 2 nurture principles in the life of the school. * Use Emotion Works regularly within both classes. * Consultation with parents on pupils’ wellbeing during lockdown and beyond. * Parental Session – nurturing approaches and developing resilience. | |

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| Progress and impact of Pupil Equity Fund:  Spelling resources were purchased which allowed staff to employ a range of different strategies and mechanisms on the teaching of spelling. We were unable to measure progress throughout the whole year but early data (Jan 20) demonstrated that there was an increase in spelling attainment. Clicker was purchased and was being used with some pupils and again, early indications that this was having an impact were positive. A whole site licence has been purchased for the next 3 years (starting in August 2020) for roll out to all pupils within the school. Writing will remain on the school improvement plan for 2020/21.  A range of books were purchased for P2-4 pupils. Pupils were involved in decisions about the books to buy and were taken to Waterstones to purchase them. This immediately developed an increase in pupil engagement in reading at that stage. Measurement of increase in attainment has not yet been able to happen due to pupils not being at school.  We have purchased Number Talk books and an online resource and the Acting Principal Teacher took part in Number Talk training. This will be our mental maths programme moving forward, alongside our Maths No Problem resources.  All staff had training on Emotion Works and were using it within the school. Again, we are unable to measure how effective this was. We plan to continue using this with both classes and supporting work in the playground. This will be particularly important as pupils make the return to school after almost 5 months absence.  Outdoor Learning remains on our SIP. With Parent Council funding and support, we plan to move forward with the work on loose parts play and our grounds in 2020/21. |

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| Wider achievements:   * All P7 pupils took part in Callander Rotary quiz. * Many of our pupils took part in Gartmore Fun Run in September. * P6 & P7 pupils took part in Stirling Schools Cross Country Competition with one child coming 4th in P7 race. * P5 pupils competed in McLaren Athletics festival. * All pupils had opportunity to perform at our Scots Poetry Day. * All pupils took part in our Christmas Show in Gartmore Village Hall. * All pupils had various entries in the Horticultural Show in August, many winning prizes. |

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| **Quality Indicator** | **Key Strengths** | **Areas for improvement** |
| **1.3 Leadership of change** | Conditions are created for all staff to support creativity, innovation and enquiry. This leads to well-planned opportunities for staff and pupils to lead and develop. There is a strong staff team and all staff have consistently high expectations for all learners. | Further develop opportunities and conditions for staff to learn alongside others through critical enquiry and support further collaborative learning. |
| **2.3 Learning, teaching and assessment** | Children have a strong voice in the school and contribute fully to the wider life of the school and its community through a range of well-planned leaderships roles within whole school groups. Digital technology is used very effectively to support and enhance learning. | Continue to develop approaches to assessment and the recording of skills to help children further progress. |
| **3.1 Ensuring wellbeing, equity and inclusion** | We continue to have an extremely strong sense of community. All pupils’ are included and involved in the life of the school and wider community. | Greater focus on teaching of diversity needed. |
| **3.2 Raising attainment and achievement** | Attainment in literacy and numeracy is very good. Almost all children achieve or exceed national guidelines.  Participation in wider achievements within and out-with school is monitored, tracked and celebrated through assemblies, displays, newsletters and social media. | Continue to improve the level of challenge for all children, including the most able learners. |
| **3.3 Creativity and Employability** | Strong partnerships with outside agencies and stakeholders allows pupils to develop more creative learning.  Computational thinking is very good through pupils’ use of coding.  Enterprise topics are linked to the world of work. | Need to ensure that basic digital literacy is covered.  More focus on Career Education Standard with pupils having greater opportunity to focus on skills and careers. |

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| Evaluation of school’s capacity for continuous improvement:  Gartmore Primary has now established a rigorous self-evaluation calendar to identify its strengths and areas for development. Through robust analysis of attainment data and information gathered from self-evaluation processes, the school demonstrates that it can plan for continuous improvement. |

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| Key priorities for improvement planning 2020-21:   * Health & Wellbeing – Focus on 2 Nurture Principles to ensure pupils and staff are supported to return to school in August 2020 after almost a 5 month absence. * Further develop Loose Parts play and curriculum for Outdoor Learning with an emphasis on numeracy and maths. * Literacy – continue to improve attainment for all learners with a particular focus on writing. |

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| Comments from pupils, parents, stakeholders, staff:  **Pupils:**  “I love being able to build dens outside with Miss Simpson. We problem solve our ideas together.”  “I am getting better at doing my maths. I know lots of different ways to work things out.”  **Parents:**  “Thank you for the support you have given my child during lock-down. They have felt part of their class through the on-line support.”  “My child has had an opportunity to thrive throughout their 7 years at Gartmore Primary. Thank you.”  **Staff:**  “This has been a challenging few months but we have worked together as a team to try and keep a sense of continuity for all our pupils and families.” |