

# Summarised inspection findings

**Goodlyburn Primary School and Nursery Class**

Perth and Kinross Council

25 June 2019

## Key contextual information

Goodlyburn Primary School and Nursery Class serve parts of the city of Perth and includes provision for Gaelic Medium Education (GME). The total roll at the time of the inspection was 259 for the primary stages, with accommodation for 40 children in each of the morning and afternoon sessions in the nursery class. Children's attendance had been consistently below national averages in recent years. The rate of exclusion of children was below national averages. The school received £92,400 additional funding for 2019/20 from the Scottish Government's Pupil Equity Fund (PEF). The proportion of pupils at P4-P7 entitled to free school meals, at 27.5%, was well above the national average.

### 1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Children, parents, staff and partners consistently demonstrate a shared vision of the school. Part of the impact of that shared vision is how clearly it is set out: to prepare children for life by inspiring, educating and caring for them, and by continuously 'raising the bar' in the school's aspirations and expectations for all its children. Staff and children demonstrate the school's values clearly in the daily life of their classes. Examples include staff's caring approaches and high expectations, and children's clear sense of being valued, nurtured, respected and included. Sharing the school's vision statement, values and aims in Gaelic would provide further prominence to the language in the school.
- In her time in the school, the headteacher has built on recognised strengths in its pastoral ethos, enhancing the culture and professionalism of nurture. The impact of her strong leadership, well supported by the work of the depute headteacher, is evident across the school. It includes, for example, the increasingly aspirational tone and positive relationships, strong teamwork and clear commitment to improvement. These achievements are widely respected in the school and its wider community. They provide a solid basis for children's learning and attainment, a foundation on which the school is building important improvements in learning, positive behaviours, and achievement of skills for learning, life and work.
- Evidence of the positive impact of leadership of change in the school includes qualitative and quantitative data. For example, children's learning experiences and achievements have been improved in English language and literacy, and to a lesser extent in numeracy. The breadth of the curriculum has been maintained, overall, through the school's interdisciplinary approaches. These include worthwhile experiences in science and social studies. Staff's careful tracking of children's attainment and achievements, including those affected by adverse social or economic factors, ensures that appropriate action is taken to address any concerns about individuals' progress.
- Strategic planning in the school is effective. Children, the parent council, parents and staff are involved in identifying next steps in the school's development. Senior staff have judged well the

pace of change, using effective curriculum development approaches and relevant professional learning. The school shows good judgement in driving improvements, adopting resources and approaches which have proved their worth in other schools. The school draws on shared experiences with colleagues in the cluster, but develops its own practices where necessary. Decisions are based on sound approaches to self-evaluation. Partners express their willingness to be more fully involved in the school's evaluation of the effectiveness of its performance, and how it decides on priorities for ongoing improvement.

- Almost all staff contribute to implementing improvement and change, for example through leading working groups in which all staff are involved. All staff continue to enhance their professional skills through a broad range of opportunities in the school, actively promoted by the headteacher, and collaborating with colleagues in the cluster (Local Management Group) and beyond. The school's plans to enhance professionalism through action research and professional enquiry will provide further depth to staff's professional development. Staff share a collective, close awareness of the needs of their school community, and ensure that professional development activities focus on relevant priorities. In the school's next phase of development, it will be important that all staff recognise the importance of their individual contribution in leading and driving aspects of the school's progress. In addition to coordinating programmes and activities, staff should extend their contributions to identifying and leading areas for improvement in children's experiences and achievements.
- Children make important contributions to leading and supporting change and improved performance in the school. Many demonstrate their capacity for leadership through a rich range of opportunities, offered by the school, providing valuable skills for learning life and work, and encouraging high levels of achievement. Examples of leadership include the team of 'Assembly Producers', who take leading roles in formatting school assemblies, preparing orders of running, and producing digital presentations with accompanying soundtracks. Junior Road Safety Officers, Playground Rangers, Pupil Council members and reading buddies make important contributions to the life of the school, enhancing children's development of important capacities as responsible citizens. Drawing on children's proven capacity to take leading roles, staff should provide more opportunities for them to lead aspects of their learning, across the curriculum, as a routine approach to learning, teaching and assessment.
- As senior leaders take forward their provision for GME, the school and local authority should reflect on the statutory requirements including ensuring that Gaelic has equal status with English in the school. The local authority should proceed with its plans and commitment to support transition into P1, and develop further ways of achieving continuity of GME from primary to secondary.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Across all stages of the school, children benefit from the strong caring and nurturing learning environment. Teachers and support assistants work well together to secure a very positive ethos which successfully supports happy, inclusive relationships. Children demonstrate a clear motivation to learn, in the calm and orderly environment. They are learning to develop resilience and confidence in learning through a whole-school focus on developing their confidence and positive attitudes. Staff place an appropriately high priority on the development of children's wellbeing and rights-based learning. This is evident in the confident, articulate and respectful children who enjoy being members of the Goodlyburn community.
- Children are developing a knowledge of their rights, and the associated United Nations Commission on the Rights of the Child (UNCRC) articles feature in class teachers' planning for their learning. Individualised class charters promote the importance of being a responsible class member, supportive of peers. Children have valuable opportunities to work collaboratively, in pairs and individually. Planned learning is linked to the local context and the school's wide range of partners help to make learning relevant and meaningful, for example in the car design competition which runs in partnership with the local branch of an international car dealership. The school is committed to developing further its approaches to developing children's skills for learning, life and work.
- Children contribute well to the life of the school and the community through a range of leadership roles. Children demonstrate confidence and responsibility in these roles. The school should develop further opportunities for children to lead their learning and increase their independence as learners, for example taking increased responsibility for the content of the Goodlyburn Learner Journey.
- Overall the quality of teaching, across classes and in GME, is good. Staff know children very well and are well prepared and organised. Teachers make the intended learning explicit in all classes and support children to identify what they are learning and what is expected of them. Staff work effectively to engage children in their learning, and are now well placed to use more skilled questioning to elicit deeper understanding. All teachers should continue to ensure that children experience pace and challenge more closely matched to their needs. The school should ensure a consistency in high quality feedback that is clear to children and supports more meaningful target setting. Senior leaders have identified, from classroom observations, the need to support staff further in making appropriate and well-timed interventions. Children in GME are supported well by a full time Gaelic-speaking pupil support assistant. The respectful rapport between pupil support assistants and children, including in GME, is built on a climate of mutual respect.
- The school is at the early stages of using digital technologies. Volunteer pupil 'digital leaders' in P4-P7 are piloting an approach to developing digital learning. These children contribute to

increasing confidence and skills across the school, for example in computer coding. They have presented their 'digital journey' to their peers and to parents. Their enthusiasm and confidence in showcasing new apps, websites and games are increasing staff's and children's use of digital devices and technology. These contributions are enhancing learning and teaching and increasing children's engagement and motivation.

- Across the school, a range of assessment approaches support teacher judgement and enable staff to identify when particular interventions are required. Data from standardised assessments are used to monitor and track children's progress as individuals. All children have opportunities to engage in both self- and peer-assessment. Senior leaders have begun to take steps to ensure a more consistent approach to assessment, as an integral part of planning learning and teaching. Teachers are using Curriculum for Excellence National Benchmarks with increasing confidence. Moderation work takes place both within school with stage partners and with cluster schools. The school continues to review its approaches to assessment and has identified the need for a more strategic approach to provide evidence of children's progress.
- Staff plan for learning over short, medium and longer timescales and across all areas of the curriculum. They are beginning to involve children in this important process, improving learner engagement. The school has important, well-established monitoring and tracking processes, which support children's progress. Staff take part in regular review meetings to identify targeted areas for further development.
- The school is now well placed to build on the strengths in learning and teaching, with senior leaders developing a more strategic approach to monitoring the quality of learning and teaching. This will support an agreed whole-school approach to what strong learning, teaching and assessment look like in Goodlyburn Primary School. Achievement of consistency in the quality of learning, teaching and assessment will support the school community further in its aim to raise aspirations, attainment and achievement.

## 2.2 Curriculum: Learning pathways

- Curriculum planning takes appropriate account of Curriculum for Excellence experiences and outcomes. The curriculum rationale accurately reflects the ethos and values of the school. The school recognises the need to continue to develop its rationale, to articulate the uniqueness of the school and its place in the community. Outdoor learning has been a particular focus this session, giving every child the opportunity to experience teamwork through, for example, the 'loose parts' initiative. Staff should continue to develop outdoor learning in valid, purposeful ways. The school has recognised the need to develop digital learning and has made a strong start through increased resources, well-targeted and part-funded by PEF, and through some children taking on the role of digital leader.
- Staff use recently-introduced curriculum pathways for literacy, and context plans for social studies, science and technologies to assist them in their planning. These are linked with the National Benchmarks and staff are increasing their confidence in their use. In taking their next steps, the school now needs to take account of the design principles of Curriculum for Excellence, for example to encourage choice and challenge in children's learning. The school continues to work hard to enrich the curriculum through improved partnership working and effective family learning.
- Children are eager to discuss their learning, and demonstrate their growing confidence as successful learners. Displays of children's work in classrooms and in corridors show an important breadth of experiences across learning, and children are beginning to make links between different aspects of their experiences.

### Gaelic Medium Education (GME)

- GME staff are making good use of the newly-introduced school's learner progression planners. These provide a three-year rolling programme based on 'bundling' experiences and outcomes and incorporating the national Benchmarks. Children learn through worthwhile interdisciplinary (IDL) contexts which include skills and cross-cutting themes such as sustainability, creativity and enterprise.
- Staff in GME show a high level of commitment to providing a range of opportunities through the medium of Gaelic. At different times in the week, children in GME form two classes, one each at P1-P3 and P4-P7. At other times, all children are formed into one class P1-P7. The deployment of GME staff should be reviewed to ensure that learner needs, when children work jointly at P1-P7, are being met. The headteacher now needs to monitor the extent to which the curriculum is delivered weekly through Gaelic to protect immersion, particularly at the P1-P3 stage.
- Staff in GME acknowledge that they require to develop a bespoke literacy and Gàidhlig framework and have commenced work on this in partnership with staff from two neighbouring schools. The school's plans, for improving further the GME curriculum, need to be articulated more clearly in the school's improvement plan. This should include a purposeful timeline for improvements, which is appropriately paced and gives teachers opportunities to take a lead in developing the curriculum.
- Staff in GME have been proactive in using partners to assist them in delivering the GME curriculum, which includes some intergenerational work. There are some good examples of children leading GME-related learning experiences for their peers. For example, the P1-P3 class join the local Cròileagan (Gaelic playgroup) as part of the curriculum monthly transition

programme, P7 children read Gaelic stories to the nursery children and former pupils visit to provide support for GME.

## 2.7 Partnerships: Impact on learners – parental engagement

- See choice QI



## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There is a positive, nurturing ethos in Goodlyburn Primary School which is underpinned by the school's vision and values. The headteacher and all staff demonstrate a strong commitment to creating a place where all children feel safe, valued and ready to learn. Senior leaders regularly discuss the needs of children and their families and identify appropriate support within school and with a range of partners. There is clear reference to the UNCRC in all classes. Class charters have a positive influence on work across the school. All staff developed both playground and dining hall charters with the children to continue to support their understanding of rights within the context of the wider school. This has led to improved relationships between staff and children. Children in GME have a very happy and positive experience in school. Staff know the children well and relationships between staff and children in all areas of the school are caring and respectful.
- The headteacher and staff have prioritised relationships with the school community, which has resulted in children being ready to learn. This is a key strength of the school. All children benefit from warm and caring relationships, which support respect amongst the school community. Staff demonstrate a detailed knowledge of individual children and the potential challenges they face. From pre-inspection questionnaires, most children feel confident that staff support and address issues that are affecting aspects of their wellbeing, and that they can talk to a key adult if they are worried or upset. Almost all parents feel staff treat children fairly and with respect. All partners feel that their close association with the school is working well. During the course of inspection, children were seen to be confident in sharing any concerns or worries with members of staff. Children can describe a range of strategies to support their wellbeing, for example to resolve conflicts with their peers, and know how and where to get support.
- Children in GME are included and involved in the life of the school. They are represented on all committees and they also share their GME learning at whole school assemblies. They enjoy positive relationships with their peers and staff across the school. This underpins their confidence in learning Gaelic and sharing the language with their English medium peers during unstructured times.
- Senior leaders ensure that all adults have a shared understanding of their role and responsibility in relation to the wellbeing of children and their families. Parents spoke positively about how the school supports the children and their wider families. The calm, purposeful ethos in classes and around the school helps to ensure that children enjoy and benefit from learning, and engage well with one another.
- All classes use effective, agreed strategies to support children to identify how they develop their own resilience. The focus on developing resilience and positive attitudes gives children an

appropriate vocabulary to discuss challenges and how to overcome them. Staff engage children well in restorative conversations, supporting them to resolve conflicts effectively. Children describe clearly how they use these different strategies in and out of school. Almost all children have a good understanding of national wellbeing indicators and how these impact on their learning. Teachers use 'wellbeing webs' regularly to allow children to reflect on their own wellbeing and identify any areas for improvement. The pupil council leads assemblies to support all children's understanding of how wellbeing may affect them. The appropriate focus on wellbeing is supported through recently introduced curriculum pathways and class lessons.

- Staff undertake professional learning, which supports them well to understand the individual needs of children and their families. They engage in learning around nurturing principles, adverse childhood experiences and de-escalation techniques. This is helping increase their understanding of what interventions would prove most effective in supporting children to overcome barriers to their learning. As planned, staff should continue to work to develop nurturing approaches in all classes, drawing on expertise from the wider team within the school.
- Teachers offer a wide range of valuable opportunities for children to be active participants in the life of the school. Children express their views confidently in school groups, or develop leadership skills through taking on a position of responsibility. For example, the relevant school group is helping progress towards Rights Respecting Schools re-accreditation, including raising awareness of Global Goals in all classes. Children in the upper stages carry out an important role in supporting children in P3 with paired reading. Children take these responsibilities seriously and reflect on the skills they are developing, as well as the difference they have made for the younger children.
- The headteacher is aware of her roles and responsibilities related to statutory duties. The school has well-established and robust procedures in place to identify the additional support that individual children may require. The school works with a range of partners to ensure that the needs of children requiring additional support and their families are met. Clear Child's Plans are in place for a significant number of children, recognising their specific needs. Senior leaders review these plans regularly with parents and partners. They should now involve class teachers more fully in this process, so they have a clear understanding of their roles and responsibilities within the plans.
- The headteacher and staff work tirelessly to ensure that all children are included fully in the life of the school. Staff's understanding of barriers to learning is leading to positive interventions, ensuring almost all children are engaged and involved in their learning. All staff treat children, colleagues, parents, partners and visitors fairly and with respect. Diversity and equality are valued openly, and teachers develop children's understanding through curriculum programmes and assemblies. Senior leaders and staff should continue with plans to support parents understanding of the school's approaches to inclusion, in particular to deal with inaccurate perceptions and to demonstrate how the school's strategies meet the needs of every one of its children.
- Senior leaders gather and share a clear overview of all children's needs, reviewing these regularly and using this information very well to identify and implement appropriate interventions. Support staff work effectively with children in class, individually and in groups, to overcome any difficulties they are experiencing in their learning. Staff work well with a number of partners. They implement a range of interventions to support children who require support with aspects of their learning. Where more targeted intervention is required, children have individualised educational programmes which address the main barriers which the child is facing. Staff discuss targets with parents and review progress regularly. As a next step, senior leaders should now develop a clear overview of all interventions in place to support children's

attainment and wellbeing. This will allow them to see how the different interventions are working together to improve outcomes for all learners, including those children facing additional challenges, and including in GME.

- Children are acquiring the vocabulary in Gaelic relating to the national wellbeing indicators and UNCRC. This should be further developed by ensuring that this is visibly displayed throughout the school and not only within GME classrooms.

### 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

#### Attainment in literacy and numeracy

- Overall attainment in literacy and numeracy is satisfactory, based on evidence of the school's impact on raising children's attainment over time. Evidence of children's achievement of Curriculum for Excellence levels for 2017/2018 indicates that, in P1, a majority of children achieved early level in listening and talking, and less than half in reading and in writing. At P4, the majority of children achieved first level for reading, writing and listening and talking. Most children achieved second level in reading, writing and listening and talking in P7. In numeracy, most children achieved early level in P1, the majority achieved first level in P4 and most achieved second level in P7. Staff are improving their skills in tracking the improvements in each year's attainment, to confirm value added.

#### Attainment in literacy

##### Listening and talking

- Overall most children are making good progress in listening and talking. Across the school, most children listen, and respond well, to teachers' questions. They talk confidently in pairs and in small groups and can take turns and listen to one another. The majority of children at the early level listen and respond appropriately when following instructions. At the first level, the majority of children listen well during lessons and can describe some features of a good listener. By second level, most children co-operate well in class and can build on one another's ideas. Children are not yet making sufficient progress in skills required for debating themes in greater depth, and presenting ideas.

##### Reading

- Overall the majority of children are making satisfactory progress in reading. They regularly select books from the class library and school library. Children are starting to show interest in reading, making good use of newly purchased reading resources. Less than half of the children at the early level use their knowledge of sounds, letters and patterns to read a variety of common words with growing confidence. At the first level, the majority of children talk enthusiastically about books they have chosen and give relevant reasons for their choice. By second level, most children take responsibility for reading but are less confident when identifying a range of comprehension questions. Overall, all children would benefit from more practice in developing their reading skills.

## Writing

- Overall attainment in writing is satisfactory. Across the school, the majority of children are gaining a range of technical skills. Children working at early level and first level show an increasing interest in writing. At the early level, children are beginning to form letters, and they use a range of materials to write and to make marks. They experience regular practice in developing tools for writing. Less than half of can create a simple sentence using capital letters and full stops. At the first level, children are encouraged to write independently and are developing skills in using simple punctuation. More emphasis should now be placed on the accuracy of written work. At the second level, children write using different genres and are developing a variety of ways in which to engage the reader.

## GME: Literacy and Gàidhlig, and as appropriate English

- Overall, children are making good progress in literacy.

## Listening and talking:

- At the early stages, children participate in well-structured daily listening and talking activities using stories, songs and rhymes. In this, they are learning Gaelic, and developing their skills in taking turns and respecting the contributions of others. At the first level, almost all children are developing confidence and fluency in Gaelic. Children's skills are less well developed in listening and talking, including the learning of sounds, and familiar words. Most children in GME demonstrate a good level of confidence and fluency in speaking. They engage confidently in conversation. Their successes in drama, singing and recitation have been recognised at local Mòd competitions.

## Reading

- The younger children enjoy listening to stories. They identify and explain the purpose of a book's title and blurb. They can give some information about their reading books and engage in discussion about other stories. They use appropriate vocabulary to explain content, characters setting and predicting what may happen. Most children are reading with an appropriate level of fluency. Older children are able to talk about favourite books and authors and recognise the importance of reading regularly. Children in P1-P3 took part very successfully in the First Minister's Challenge, encouraging them to read more Gaelic texts.

## Writing

- Currently, children's writing skills are supported through modelling and scribing. Children are encouraged to use drawing to develop their writing. Children working towards, and at, the first level are writing more independently. They are making good progress as they begin to write at length. Their attainment in writing has resulted in an award in a recent Comhairle nan Leabhraichean writing competition. The older children's skills in writing Gaelic and English are good and they are writing in a wider range of genres. There is scope for them to extend their writing. Children's work is sometimes well presented, but not consistently so. Most children are using accurate punctuation and effective use of paragraphs. Spelling in English and Gaelic requires to be improved.

## GME

- The majority of children are on track with listening and talking, reading and writing through the medium of Gaelic. Attainment in literacy and Gàidhlig is good. Attainment in literacy and English language, and numeracy and mathematics is good. Teachers should continue to develop their approaches to assessment to ensure that they are able to continue to make robust and reliable judgements about children's progress. Monitoring of attainment over time should be developed to give a clearer indication of whether children in GME by the end of P7 are evidencing the expected outcomes of bilingualism.

- While making good progress, children are later in achieving early level, possibly as they do not have access to pre-school GME. This gap is slowing their pace of progress. Teachers of GME have participated in moderation events at national level and used GLOW to participate in moderation with other practitioners across the country. Practitioners should continue to moderate standards to ensure judgment of achievement of a level is accurate and timely.

### **Numeracy and mathematics**

- Overall attainment in numeracy and mathematics is satisfactory. Most children at early and second level achieve appropriate Curriculum for Excellence levels. The majority of children at first level achieve appropriate levels. The school's data demonstrate added value for cohorts of learners over a three-year period.

### **Number money and measurement**

- At early level, most children work confidently with numbers within 20 and use one-to-one correspondence to count a given number of objects. They identify coins to £2 and describe common objects using appropriate measurement language. At first level, the majority of children solve addition and subtraction questions with three digit whole numbers. They apply strategies to determine multiplication and division facts making use of concrete materials. Children would benefit from developing a range of strategies to support their mental calculations. This will support them to select the most appropriate method for a given question. The majority of children solve calculations involving money, and record units of measurement using the appropriate notation. At second level, most children explain the link between a digit, its place and its value for numbers to three decimal places. They use a range of strategies to support their working using the four operations. Children are not yet confident in solving multi-step problems across numeracy and mathematics. They need more practice in developing their skills across a range of contexts. Most children calculate simple fractions of a quantity and express fractions in their simplest form. They read and record time in both 12-hour and 24-hour notation.

### **Shape position and movement**

- Across the school, children need more practice in developing their understanding of the experiences and outcomes linked to shape, position and movement. At early level, most children recognise and describe common two-dimensional shapes. At first level, the majority of children know that a right angle is 90 degrees and can identify these in the environment. They use mathematical language to describe the properties of a range of 2D shapes and 3D objects. At second level, most children describe 2D shapes and 3D objects using specific vocabulary. They are not yet confident in working with a range of angles.

### **Information handling**

- At early level, most children collect and organise objects for a specific purpose and record these results using pictures to represent these groups. At first level, the majority of children answer questions to extract key information from a variety of graphs and charts. They are not yet confident in using vocabulary to describe the likelihood of something happening. At second level, most children use different ways to collect organise and display data accurately. They interpret and draw conclusions from a variety of data sources. Most children use the language of probability accurately to describe the likelihood of simple events occurring.

## **GME: Numeracy and mathematics**

- Overall, the majority of children are making good progress in numeracy.
- Across the school, as appropriate to stage, the majority of children are able to carry out core numeracy tasks using addition, subtraction, multiplication and division. At the early level, a few children can count up to 100 and back from 20. Children are able to add and subtract, and double numbers within ten mentally. They recognise coins and their value. They can identify a number of 2D shapes and demonstrated sound knowledge of skip counting. At first level, the majority of children can use their knowledge to estimate and round numbers up and down to the nearest ten and 100. The majority of children are gaining confidence in carrying out durations of time. By second level, children are able to demonstrate an understanding of equations, factors and time durations. They are able to use different strategies to multiply and divide larger numbers. Children are able to calculate percentage discounts of prices. Teachers should give further consideration to pace and challenge of learning.
- As they progress through the school, children are developing their understanding of how to gather and present data. For example, the majority of children use tally marks to gather information. Children at second level are using data to create pie charts and bar graphs, using computers to create digital versions. There is scope for children to develop further their skills in gathering and using a wider range of data, and increase their confidence in using mathematical vocabulary.
- The older children have opportunities to engage problem-solving activities related to the aspect of mathematics at the time. Teachers should now develop a clear progression for teaching specific problem-solving strategies.

## **Attainment over time**

- The school uses a range of information on children's attainment in literacy and numeracy, including staff professional judgements and standardised assessments, to track performance over time. Staff's overview of children's attainment, using a combination of sources of assessment information, indicates that children's attainment has improved in recent years. In important respects, these improvements include advances in the attainment of children for whom social or economic disadvantage might create specific challenges. Tracking of children's progress, improving accuracy in staff's skills in assessment, and well-judged choice of interventions, where necessary, have all contributed to advances in children's attainment. Children receiving support in respect of additional support needs make sustained progress towards specific English language and mathematics targets identified for them.
- School data confirm that the school has added value, over years, to the performance of children currently in P7. However, staff's predictions for the current session suggest a decline in children's attainment as against previous years. Where the data fluctuate, that may relate to the relatively small numbers of pupils in each year group, which make year-on-year comparisons problematic. Overall, we observed most children at P6 and P7 making good progress in building on their prior attainments.
- Although the school do not currently have records of attainment of Gaelic data over time, the headteacher acknowledged that by the end of P7, children in GME meet and exceed the performance of their peers who are learning through the medium of English.

## **Overall quality of learners' achievements**

- Children in Goodlyburn Primary School achieve well. They develop important knowledge, skills and attitudes relevant to the world of work, and to their future roles and responsibilities as global citizens. Children achieve high standards in contributing to the life of the school, through



rich experiences such as consulting and reporting back to their classes as Pupil Council members, and leading House activities; or acting as buddies for younger children for reading, as Playground Rangers or as Junior Road Safety Officers. The teams of Digital Leaders and Assembly Producers demonstrate impressive organisational skills, and enhance their confidence in addressing the challenges they face in these roles. Children responded enthusiastically at a very successful workshop organised by Scottish Opera, impressing an audience, including parents, with their commitment to a high quality performance. Children showed well-developed interpersonal skills when working with inspectors visiting the school. They demonstrated a clear understanding of specific features of the school's work and achievements, such as its success in attaining second level as a Rights Respecting School. Children develop an important awareness of the qualities of responsible citizenship through their environmental work. They raise funds for those facing social and health challenges, and economic hardship, through a broad range of charitable initiatives. Children's achievements are celebrated appropriately through assemblies and displays around the school, and through an increasing range of social media.

### **Equity for all learners**

- The school's vision, values and aims provide a sound foundation for its approaches to ensuring equity for all learners. Staff demonstrate clearly the value they place on individuals' worth, and the recommendations of the UNCRC are prominent in the work of the school. Children enjoy a range of worthwhile experiences which help them understand their rights, and have contributed to the school's commendable achievement of second level as a Rights Respecting School. The school continues to seek ways of encouraging children to value diversity and demonstrate respect in all aspects of their lives, including through its important work on anti-bullying and promoting positive behaviour. Building on the strong overall pastoral provision which permeates the life of the school, a team of staff provides important, targeted support through the Happy Hive nurture base. The influence of the base makes a strong contribution to children's readiness for learning. Teachers, support staff and agencies collaborate well to provide high quality support to meet children's additional support needs. Additional funds made available through the Pupil Equity Fund have been used wisely, and with increasing influence, to enhance staffing support and resources with a focus on children at risk of missing out. The school has involved the parent council, parents and partners appropriately, in planning and delivering enhancements aimed at raising the attainment and achievements of those children who face a range of social and economic barriers to their learning.

## Choice of QI : 2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learning

- The headteacher has worked very well with staff to build positive and productive partnerships. Partners report that they are warmly welcomed and treated with respect by staff and children in the school. Their contribution is valued. The school has regular, structured and supportive approaches to engaging with partners, many of which have been sustained over a significant period of time. Partners can readily identify the impact of their contribution.
- Staff appreciate the importance and value gained in engaging parents in their child's learning. They are committed to securing very positive partnerships with their parents. They have successfully engaged with parents in different ways to involve them in all aspects of school life. Parents are made very welcome in the school and invited to a number of events including assemblies and open afternoons. Parent meetings, termly class 'jigsaws' which share learning goals, learning journals, the new school app and social media, all contribute to keep parents informed about their child's progress. Staff are committed to extending the use of social media to further promote engagement in learning.
- Staff make appropriate links with local partners to support learning including, for example, improving school grounds with 'Growing Up with Quarrymill', and workshops with Scottish Opera and Bee Buddies. Children speak very positively about the impact of these learning experiences, widening their experiences of nature and the arts. The school has made good use of the Modern Apprentice scheme to promote positive play and active breaks, as well as contributing to targeted interventions. Children are proud of their play charter and mini-rangers initiative which support positive relationships. The school is working towards re-accreditation for Rights Respecting Schools. The school engages productively with partner agencies and professionals. These include speech and language therapists who have supported interventions and programmes, such as a focus on children's language development.
- The school has worked well with a wide range of partners to promote positive attitudes and resilience. Enhanced support from agencies specialising in emotional wellbeing has helped younger children to manage anxiety. At the senior stages, children have worked very well with mental health nurses, to raise awareness about the signs of stress and anxiety. Across the school children make good use of the opportunities they have to speak about their concerns, and they talk confidently about mindfulness approaches.
- Community learning and development staff make important contributions to support children and their parents, ranging from short initiatives about friendships, to a more structured enhanced transition programme at the senior stages of the school. This "Steps to Perth Academy" programme enhances a wide range of children's skills, including teamwork and enterprising capabilities, and encourages participation in community groups.
- Effective partnership with Perth College/University of the Highlands and Islands (UHI), who share the school campus, has enriched children's opportunities to take part in a wide range of sports and outdoor experiences, the climbing wall being one of the children's favourite experiences. Through this collaborative work, staff have noted a positive impact on children's confidence and communication skills.
- The parent council is active in fundraising for children's events. It keeps parents informed about the school's ambitions for improvement, including support from PEF. The parent council

invites parents to make suggestions about how PEF resources can be best used to support improved outcomes for children facing social or economic disadvantage. GME involvement in the Parent Council would be beneficial to ensure representation.

- The school connects well with its community through, for example, its association with community wardens and Rotary quizzes, and by participating in a range of sports festivals. The intergenerational project, facilitated by Perth and Kinross Council, provides children with the important opportunity to develop a greater understanding of the needs of others in the local community.
- Parents of children in GME are very positive about their engagement with the school. They feel welcomed within the school and highlight that staff are approachable. Parents value GME and the benefits of bi-lingualism. They recognise the correlation between immersion and high standards of attainment. They appreciate the efforts made by staff in helping their children become confident speakers of the Gaelic language, with an understanding of its associated culture. Parents would welcome more information about what they can do to help their child's learning at home, particularly in relation to the teaching of phonics.
- GME staff are developing good use of partnerships in the local community to enhance learners' experiences. For example, BBC Alba, Abair Thusa and Fèisean nan Gàidheal add value to learners' experiences. The GME staff and local groups share skills, knowledge and experiences which allow the children to practise their oral skills with others. The link with the local Cròileagan (Gaelic playgroup) has been particularly successful in promoting GME within the local community. Staff make good use of social media to promote children's experiences in GME to the wider community.

## Quality of provision of Gaelic Medium Education (GME)

### Leadership of change

- As the school reviews their vision, values and aims and their curriculum rationale, they need to take account of Gaelic as part of the local and national context. There should be clarity on the strategic planning of GME through the development and implementation of Gaelic in the school improvement plan. One way of achieving this is to make use of self-evaluation frameworks for GME such as “The Advice on Gaelic Education”.
- In establishing Gaelic within the school, it would be useful to ensure that learning about Scotland, and its associated languages sets the context for GME within the school. This is now being considered as part of the national 1+2 Strategy for Languages.
- Staff work collaboratively with other local primary schools that deliver GME. In this, they are sharing practice and working together on priorities for improvement. This could be further developed by increasing collegiate working with local secondary schools that deliver Gaelic education. Staff could also explore the use of e-Sgoil to engage with staff across other authorities.
- Staff demonstrate a commitment to professional learning. For example, they have undertaken national moderation training for GME; Bookbug training to support total immersion in Gaelic and SCEL Teacher Leadership Programme. There is clear impact from this professional learning in the way partnerships are taken forward.

### Learning, teaching and assessment

- Children in GME are very happy in their learning. There are good relationships between staff and children and between children. As a result, children are confident, feel secure and interact well in classroom activities. They are proud of having the opportunity to learn Gaelic, which is enabling them to become bilingual. They described some of the benefits of bilingualism and were aware of economic, educational and social opportunities. Children articulated how participating at the local Mòd was having a positive impact on developing their skills for life.
- We observed children making relevant links to skills across life, learning and work. Children in GME spoke very positively about approaches being used to support wellbeing. This gives them confidence when working with newly-introduced learning and teaching concepts.
- Children are increasing their use of digital technology to support learning. Children use tablet computers, laptops and Glow software in developing their skills and knowledge of technology. Staff should continue to make digital technology a central consideration in planning learning teaching and assessment across all areas of the curriculum.
- The school currently provides stage teaching at P1-P3 and P4-P7 three days a week, with P1-P7 grouped together for the remaining two days. The latter scenario provides challenges in delivering total immersion approaches at the P1-P3 stage. The local authority confirm that this issue will be resolved for session 2019/20, following a successful recruitment exercise.
- We observed effective total immersion and immersion approaches within GME. Teachers' frequent and skilful interactions are in quality Gaelic. An example of this is when the P1–P3 children read together, explored the story, reinforced new vocabulary and sang songs to consolidate new language. Literacy Book of the Day is a successful initiative which led to an award in the First Minister’s Reading Challenge. This initiative continues to have a positive impact at the early stages.

- Teachers in GME give clear explanations and engage children in their learning through effective questioning. However, this can be further improved by developing the use of higher order thinking skills. There are occasions when higher-attaining children could be challenged further in their learning. There is scope for children to be more involved in leading their learning. For most of the time, learning is differentiated by staff, however this could be further improved by increasing pace and challenge. Staff need to continue to develop their approaches to teaching and learning to raise attainment for all children. Whilst children in GME are able to articulate the benefits of teacher feedback and their next steps in learning, there is scope for further developing children's knowledge of their working CfE level.
- Staff in GME need to continue to build their skills in continuous assessment, ensuring it is integral to the planning of learning and teaching. At an appropriate timing to suit immersion, staff use standardised assessments to support their professional judgements in reading and mathematics. They now need to plan how they will use the new national standardised assessments for GME, including when children access literacy and English. Staff would benefit from planning assessment using National Benchmarks and considering how holistic judgements can be made. They should also continue to look at standards across all areas of the curriculum.
- Teachers are beginning to collect some evidence to show standards in aspects of literacy and numeracy. Teachers have discussed standards in some aspects of literacy and numeracy, including with colleagues from neighbouring GME schools. Teachers recognise that they should continue to engage with systematic approaches to moderation of standards.
- Staff made good use of numerical data, along with other evidence of achievement, to monitor and predict children's progress towards expected levels. Staff track children's progress in numeracy and literacy, through Gaelic, at regular meetings. Staff have weekly plans which help them organise learning. They should continue to complete more specific termly plans to provide more detailed progression pathways.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.