



Goldenhill Primary
School Standards
and Quality Report

2017 / 2018



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About our School: Vision, Values and Aims

- Vision: To empower our learning community to achieve the highest outcomes for all
- Mission Statement: **Work together making sure everyone counts to achieve high quality experiences that motivate and inspire all learners.**
- Values:
 - Be kind
 - Be helpful
 - Be honest and respectful
 - Work hard
- Aims:
 - Create and deliver courses, activities and events which will motivate and inspire learners
 - Develop creative and innovative ways to support learning, teaching and assessment
 - Value diversity, promote equal opportunities and foster inclusion
 - Promote partnership and community participation.
 - Value achievement and celebrate success
 - Continually reflect on and aim to improve the quality of our services.

About our School: Context

- Location Stewart Drive, Hardgate, Clydebank, G81 6AH
- Age of school New Building opened August 2010
- Roll 285
- Staffing – FTE 15.30
- SIMD* The average SIMD for the school is 4
- Notable features Building set over two floors accessible via stairs and lift, semi-open plan classrooms open onto a shared corridor. All weather pitch, Forest School development and Nurture Room all within school campus.

What evidence have we used to evaluate our work?

- Performance data Improvement Visit Feedback and Report 2017/18, HGIOS?4 Self-evaluation Data
- Attainment data Teacher Judgement CFE Levels and SNSA results for P1,, P4 and P7, Termly Planning & Tracking Meetings, WDC School Statistical Report
- Focus groups Parent Council, Pupil “Blethers”, Pupil Groups, Whole Staff, Teaching Staff
- Parental questionnaires Google Form Surveys and paper questionnaires used to gather views and opinions

What were our priorities for session 2017/18?

1. To improve attainment in Numeracy in P1-7 via flexible groups focusing on pace and challenge, reviewing progression pathways and family learning opportunities.
2. To improve attainment in Writing ensuring pace and challenge, moderation of writing and staff training.
- 3 Engage with Numeracy and Literacy benchmarks to evidence and track individual pupil progress via assessment and collaborative planning opportunities.
- 4 To promote a consistent approach to the development of Spanish across all levels and exploring French in P4-7.
- 5 To ensure that outcomes for pupils continually improve through self-evaluation procedures e.g. HGIOS?4, Summary of Inspection Findings
- 6 To raise awareness of transferable skills required for learning, life and work through masterclass dialogues and skills records.
- 7 To promote wellbeing, equality and inclusion through a shared understanding of Nurture Principles, SHANARRI and GIRFEC to improve outcomes for all pupils.

School Priority 1:

School Priority 1:To improve attainment in Numeracy in P1-7 via flexible groups focusing on pace and challenge, reviewing progression pathways and family learning opportunities.	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy	HGIOS?4 QIs: 2.2 Curriculum/Learning Pathways 2.3 Learning Teaching and Assessment/Effective Use of Assessment 3.2 Raising Attainment & Achievement
NIF Driver: 1. Teachers Professionalism 2. Assessment of Children’s Progress	
Progress and Impact: ● Overall, the quality of learning and teaching experiences across the school range from good to very good. Throughout the school there is a positive and engaging environment for learning. All teaching staff are involved in moderation through small-scale collaborative action research projects focusing on proven interventions that improve learning experiences for pupils and raise attainment. Working with colleagues to plan and review learning is establishing a shared understanding of standards and expectations. Almost all pupils are achieving expected levels of attainment in Listening & Talking, Reading and Numeracy. ● In almost all classes, there is evidence of a variety of teaching approaches including active learning, whole class lessons, group and paired work, independent learning, use of games and digital technology. ● Teachers provide clear explanations during lessons. In almost all lessons observed, teachers shared learning intentions and as a result, children are clear on the purpose of their learning. Most lessons explored Success Criteria to further scaffold pupil learning. ● As a result of regular opportunities to talk about their learning, most pupils can confidently discuss their strengths and what they need to do to improve. ● Learning pathways are in place for all areas of the curriculum and are based on experiences and outcomes. ● The delivery of one-to-one support using Numeracy Catch-up has improved attainment for targeted pupils.	
Next Steps: ● School leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school ● Further consolidate the use of Number Talks and Numeracy Catch-up across all levels. ● Develop a consistent approach to Success Criteria and Target Setting along with constructive and practical feedback clarifying next steps in learning	

School Priority 2:

School Priority 2: To improve attainment in Writing ensuring pace and challenge, moderation of writing and staff training.	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy	HGIOS?4 QIs 2.2 Curriculum/Learning Pathways 2.3 Learning Teaching and Assessment/Effective Use of Assessment 3.2 Raising Attainment & Achievement
NIF Driver: 1. Teachers Professionalism 2. Assessment of Children's Progress	
Progress and Impact: ● Most pupils have achieved expected levels in writing. There has been a significant increase in Primary 7 pupils' performance, where almost all pupils achieved the expected level for writing. ● All teachers have engaged in exploring the benchmarks for writing and used these as a guide to achieving a level along with WDC writing criteria and writing labels. ● Almost all teachers took part in Local Learning Community writing moderation activities, sharing good practice, expectations and standards.	
Next Steps: ● Further develop Literacy Progression Pathways (Reading and Grammar) across all levels ● Children will be able to participate in meaningful discussions about their progress and identify the next steps in their learning through the delivery of constructive and practical feedback from teachers ● Promote partnership with parents and other agencies in order to maximise shared knowledge and available resources	

School Priority 3:

School Priority 3: Engage with Numeracy and Literacy benchmarks to evidence and track individual pupil progress via assessment and collaborative planning opportunities.	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy	HGIOS?4 QIs 2.2 Curriculum/Learning Pathways 2.3 Learning Teaching and Assessment/Effective Use of Assessment 3.2 Raising Attainment & Achievement
NIF Driver: 1. Teachers Professionalism 2. Assessment of Children’s Progress	
Progress and Impact: • All teachers regularly engage in collaborative planning to ensure pupil progress is tracked and the majority provided opportunities for flexible numeracy groups in order to meet all pupils’ needs. • Numeracy and Literacy benchmarks were discussed at Planning and Tracking meetings each term securing prompt interventions with a clear focus on progress and raising attainment. • Class teachers engaged in peer observations to share good practice, reflecting on and reviewing teaching methods.	
Next Steps: • Facilitate professional learning and moderation opportunities within Local Learning Community and West Partnership • Explore training opportunities linked to holistic assessment	

School Priority 4:

School Priority 4:To promote a consistent approach to the development of Spanish across all levels and exploring French in P4-7.	
NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy	HGIOS?4 QIs:
NIF Driver: School Improvement	
Progress and Impact: ● P7 teacher leading as Languages 1+2 coordinator and is trained in delivering Spanish ● Whole school drive to embed basic Spanish phrases into daily routines ● Co-ordinator provided CLPL opportunities for all staff focusing on pronunciation, resources and possible activities ● P4-7 Enterprise initiative included French as Language 3	
Next Steps: ● Continue to engage with WDC planning for Languages 1+2 ● Share Language 1+2 CLPL opportunities	

School Priority 5:

School Priority 5: To ensure that outcomes for pupils continually improve through self-evaluation procedures e.g. HGIOS?4, Summary of Inspection Findings	
NIF Priority: Improvement in attainment, particularly in literacy and numeracy.	HGIOS?4 QIs 2.2 Curriculum/Learning Pathways 2.3 Learning Teaching and Assessment/Effective Use of Assessment 3.2 Raising Attainment & Achievement
NIF Driver: School Improvement and Teacher Professionalism	
Progress and Impact	
• All Teachers regularly reflect using HGIOS?4 during collegiate and in-service meetings via professional discussion and google forms are used to gather evidence • Strengths and areas for development were identified and planned for by all teaching staff • Parent group involved in evaluating HWB provision within the school and information used to inform improvement plan	
Next Steps:	
• Further develop opportunities for all stakeholders to participate in self-evaluation process using HGIOS?4 • Further develop opportunities for staff to work effectively as a team consolidating a strong ethos of sharing practice, peer support and challenge.	

School Priority 6:

School Priority 6: To raise awareness of transferable skills required for learning, life and work through masterclass dialogues and skills records.	
NIF Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people	HGIOS?4 QIs • 3.2 Raising Attainment and Achievement • 3.3 Increasing creativity and employability
NIF Driver: School Improvement and Assessment of Children's' Progress	
Progress and Impact: • DYW Skills Passport shared with pupils P4-7; tracking skills developments and making clear links to real world jobs • Successful Career Day implemented in partnership with Clydebank High School	
Next Steps: • Continue to explore and improve initiatives that develop pupils' understanding of DYW • Further develop curriculum links and real world connections	

School Priority 7:

School Priority 7: To promote wellbeing, equality and inclusion through a shared understanding of Nurture Principles, SHANARRI and GIRFEC to improve outcomes for all pupils.	
NIF Priority: Improvement in children and young people's health and wellbeing	HGIOS?4 QIs
NIF Driver: School Improvement and Teacher Professionalism	
Progress and Impact: ● Whole school nurture approach introduced this session to all staff; raised awareness of nurture principles ● Nurture training undertaken by class teacher; trained teacher delivered nurture experiences to targeted groups ● Nurture room established and used to deliver nurture experiences to targeted groups ● Appropriate resources purchased to support pupils	
Next Steps: ● Facilitate further opportunities to deepen stakeholders’ understanding of six nurture principles and adverse childhood experiences (ACES) ● Provide opportunities for additional staff training related to Nurture Groups/Principles ● Continue to embrace opportunities to work with all stakeholders in order to improve Health and Wellbeing learning experiences	

What is our capacity for continuous improvement?

All stakeholders are developing an understanding that self-evaluation is an essential feature of our strategic planning, continually aiming for consistent improvement. We use a variety of methods to ensure all staff, partners, learners, and other stakeholders are involved in our continuing self-evaluation activities. All leaders support self-evaluation by individuals, groups of staff, and partners across our learning community. We continue to promote pupil participation as a feature of our self-evaluation and continuous improvement.

Through collaboration our community has a shared understanding of the school's strengths and improvement requirements. We have developed methods to consult with stakeholders and can demonstrate how their views inform change and improvement.

1.3 - Leadership of Change

Quality Indicator 1.3 - Leadership of Change	Level:	4/5
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Developing a shared vision, values and aims relevant to the school and its community	We are dedicated to making sure that we attain high standards and success for all learners. All staff show commitment to shared educational values and professional standards. Senior leaders provide strong leadership which has empowered our school and wider community to progress, encourage and nourish an ambitious vision which reinforces our commitment to improvement. Our vision grows and develops via regular reflection and discussion across the school and community. Teamwork ensures that the school and community have ownership of the vision, values and aims. These are moulded by an understanding of our social, economic and cultural setting in which our children, young people and their families live together with our awareness of current policy and practice. Through effective leadership at all levels, our school community works together to turn the	

	shared vision into a workable reality and is reviewed annually.	
Strategic planning for continuous improvement	Senior leaders generate circumstances where staff feel confident to initiate well-informed transformation and embrace a shared obligation in the process of change. Senior leaders successfully guide and manage the planned direction and pace of developments. We take account of and assess risk to ensure we can maintain effective change. SLT protect time for professional discussion and collegiate planning, including self-evaluation.	<u>Improvement Visit</u> Revised approach to planning and tracking meetings is ensuring that teachers and practitioners regularly consider summative assessment evidence to demonstrate how well children are making progress. A wide range of evidence is used during this dialogue. Embraced SAC, STEM, Play, DYW and improvements are underpinned by quality professional learning. Moderation within LLC, PEF projects, collaborative planning are embedded as part of practice. Personalisation and choice improved as a result of collaborative planning.
Implementing improvement and change	Staff at all levels take are involved in implementing change and encouraging equality and social justice across all areas of the school. Senior leaders encourage and support innovation, creativity and collaborative action research which lead to positive transformation. They work collaboratively to produce a clear rationale and select fitting methods to effectively enable change which leads to equity for all	

	learners. We continually review and develop our processes taking account of our self-evaluation and vision for ongoing improvements. Staff, learners and partners participate in critical thinking. This has developed an improved ability to cope and adapt to change. Collaborative action research approaches are central to the thinking and practice of staff.	
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2.3 - Learning, Teaching and Assessment

Quality Indicator 2.3 - Learning, Teaching and Assessment	Level:	4
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Learning and engagement	We are dedicated to children's rights and positive relationships. Almost all pupils are keen and active learners who are engaged, resilient, motivated and co-operate well during activities. Most pupils understand the purpose of their learning and have opportunities to lead learning. Most pupils are confident, responsible and experience success. Pupils contribute effectively to the life of the school in a variety of planned activities. Learners acknowledge that their opinions are sought, respected and acted upon. Almost all learning activities are appropriately challenging and enjoyable and matched to pupils' needs. Pupils have opportunities for personal choice, use of digital technology, and opportunities to become more	The use of curriculum planning, tracking and monitoring is beginning to increase the pace of learning and ensure continuity and progression of learning. Independent learning and the use of the learning environment supports this. Active engagement by almost all learners. There is a wide range of interactive and independent learning opportunities providing appropriate challenge and pace for almost all pupils. Good use is made of technology to support learning and motivate learners.

	self-regulating in their learning.	
Quality of Teaching	Teaching in Goldenhill Primary reflects our school vision and values. We make very good use of our learning environments and embrace creative teaching approaches to support all learners. We make very good use of digital technologies to motivate and support learners. Teachers' explanations and instructions are communicated clearly ensuring that Learning Intentions are understood.	Overall, the quality of learning, teaching and assessment across the school is good. Across the school there is a very positive and engaging environment for learning. Relationships between staff and children are positive and nurturing and illustrate their commitment to children's rights. This supports the positive learning ethos across the school. Almost all children are respectful towards each other as they learn together within their classrooms and learning zones. Learning through play and other recent developments including forest schools, STEM lessons and "masterclasses" are providing children with a range of contexts to develop and consolidate knowledge and learn new skills.
Effective use of assessment	Regular planned assessment is in place for Literacy and Numeracy. Tracking of pupil progress is regular and rigorous to ensure appropriate pace and challenge. Across our local learning community we have shared expectations for standards to be achieved	

	in writing, and have arrangements for moderation across stages.	
Planning, tracking and monitoring	SLT and teachers meet formally each term to discuss every pupil and groups to record progress, needs and interventions. Literacy, Numeracy, Health and Wellbeing are tracked at regular points across the year SFL plans are discussed and updated by teachers and SLT to ensure pace of learning and appropriate support	

3.1 - Ensuring wellbeing, equality and inclusion

Quality Indicator 3.1 - Ensuring wellbeing, equality and inclusion	Level:	4
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Wellbeing	Our strategic planning ensures the wellbeing of all pupils, we continually strive to improve outcomes for pupils and their families. We continually strive to develop a shared understanding of wellbeing and the dignity and	

	value of every individual. All learners benefit from the wide variety of learning experiences which we provide for all pupils. Relationships across the school community are positive and supportive, underpinned by a climate of mutual respect within a sense of community, shared values and high expectations. Each pupil is considered as an individual with his or her own needs, risks and rights. All staff ensure that pupils are active participants in discussions and decisions which may affect their lives.	
Fulfilment of statutory duties	All staff comply and engage with statutory requirements and codes of practice. Our staff, learners and parents know what is expected in these areas and are involved in implementing statutory duties to improve outcomes for pupils.	
Inclusion and equality	All learners are included, engaged and involved in the life of the school. Almost all pupils feel well supported to do their best. There are effective processes in place which are improving attainment and achievement for pupils	

	who face challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.	
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3.2 - Raising Attainment and Achievement

Quality Indicator 3.2 - Raising Attainment and Achievement	Level:	4
Theme:	School Evaluation	External Evaluation (HMle, VSE, IV)
Attainment in Literacy and Numeracy	Almost all learners make timely progress from their previous levels of attainment in literacy and numeracy.	
Attainment over time	We have raised attainment in literacy and numeracy for most learners. We continually raise attainment over time and strive to maintain high standards of attainment for our learners. Teachers make effective use of assessments and a shared understanding of standards to make accurate professional judgements about how well pupils are learning and progressing. A tracking system together with appropriate interventions ensures progress for pupils in Literacy and Numeracy.	
Overall quality of learners' achievement	Overall, our pupils experience success and as a result are confident, exercise responsibility and contribute to the life of the school and the wider community.	

	Almost all pupils are skilled in social situations and have achieved a range of skills and attributes through a wide range of learning activities. Almost all pupils make good progress through learning pathways and endeavor to increase and improve upon their achievements.	
Equity for all learners	There are systems in place to promote equity of success and achievement for all our pupils. We have raised the attainment of most pupils and in particular our most disadvantaged pupils.	

Next Steps: Priorities for session 2018/19

Priority	Measure of Success
Priority 1: Raising attainment in Numeracy in order to narrow the poverty related attainment gap	• Pupils, within SIMD 1-4, who are working below the expected level in numeracy will improve their understanding and skills • Evidence a reduction in the poverty related attainment gap for above group
Priority 2: Raise attainment in Literacy by further strengthening professional knowledge surrounding the development of reading skills, teacher feedback and questioning to provide specific next steps in learning	• Teachers are more confident regarding the development of reading skills across all levels • Teacher feedback is specific and measurable ensuring pupils understand next steps in learning • Teachers use a wider variety of questions to foster speculation, hypothesis, ideas and opinions guiding pupils towards higher order thinking skills
Priority 3: Further improve Health and Wellbeing learning experiences for pupils	• Stakeholders will have a clearer understanding of legislations affecting the rights, wellbeing and inclusion of all pupils. School policy will align with most recent guidance. • Stakeholders are aware of ACES and the impact these have on children/families • Pupils are skilled in articulating their own wellbeing and are confident of their next step to improve • By engaging in Peer Mediation pupils assume greater responsibility

	for solving their own problems • Improved H & WB learning experiences for all pupils • Further develop all stakeholders' awareness of Nurture in the Primary School • Individual pupils are offered counselling within school hours to support classroom transitions and readiness to learn
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