



Gourdon School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020

School Forward

We are pleased to present both our Standards and Quality Report for Session 2018- 2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Gourdon School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Gourdon School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Angela E Wells
Head Teacher

Our School and its context

Vision for our school

We strongly believe that a positive ethos is fundamental in the success and progress of Gourdon Primary. Central to this has been the creation of a shared vision, values and aims that is inclusive and focuses on improved outcomes for all. Our vision, values and aims has been created in consultation with staff, pupils and partners and underpins all that we do. At Gourdon Primary our overarching vision is that 'we all aspire to develop the skills to cope with change, to create a safe and engaging learning environment within which to thrive and succeed and to celebrate our differences'.

Values that underpin our work

Our starting point for learning is a positive school ethos and a climate of respect and trust based upon our shared values: HONESTY, WORKING HARD, WORKING TOGETHER, A POSITIVE MINDSET, BEING RESILIENT and BEING RESPECTFUL.

What do we aim to achieve for our children/pupils

At Gourdon Primary we are aiming for:

- everyone to feel valued
- everyone to be successful and reach their potential
- everyone to work in partnership within our school and our community.

We aim to 'Get it Right for Every Child' by working in partnership with staff, children, parents and carers, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by our Curriculum Rationale



Context

Gourdon School is situated in an attractive, rural location 12 miles south of the town of Stonehaven. The view from our school is of the harbour and North Sea (thus the anchor featured in our school logo and on our school badge). There are several amenities in the village however there are limited employment opportunities, the majority of our parents commute. Our school catchment areas are: Gourdon Village, Upper Knox, Knox Hill, Nether Knox, Middle Knox, Mains of Benholm & Brighead Bush. All of our pupils live in decile 7 - 10.

On leaving Gourdon Primary our pupils transfer to Mackie Academy. Gourdon Primary is one of the 11 schools which are part of the Stonehaven Cluster.

Our school's current roll is 86 with a projected role of 85 for next session. Our school roll has fluctuated between 85 and 102 over the last 5 years. Gourdon School provides education for children aged 5 -12 in primaries 1-7. This session we have 4 classes. Our team consists of a Head Teacher, 4 full time class teachers, 1 part-time teacher, 3 PSA's, an Administrator, a Clerical Assistant, a Cook, 2 Kitchen Assistants, a Cleaner, a caretaker and a Janitor (all of whom are part time). The current Head Teacher took up post in November 2015. Our school is visited by an SFL teacher 1 day a week.

Our Active Schools Coordinator provide sporting activities for our children. After school clubs that are offered by staff and parents (Cross Country, Sports Club and Scottish Country Dancing), allow pupils to achieve out with the classroom as well as within. We work closely with a range of support agencies and volunteers to provide the best possible experience for our children.

There is a strong collegiate ethos between staff and a culture of learning and school improvement. Our school benefits greatly from strong and purposeful parental involvement through our Parent Forum (T.A.G.) and volunteers.

At Gourdon Primary, learner's opinions and ideas are valued and listened to. Pupils have opportunities to make contributions to the development of their school. Our Eco Group, Prefects, House and Vice Captains and Pupil Voice Groups all aim to make a positive impact on school improvement. Pupils work alongside staff to develop policy and make plans for the future. There is a mutual sense of trust, respect and shared values and aims that is becoming more evident through evaluation.

Our PEF allocation for session 2018-2019 was £5600. This has been used to close the gap between the highest and lowest attainment in Literacy and Numeracy and support the improvement of Health and Wellbeing within Early Years.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 4

(HGIOS4 1-6 scale)

Overview:

(narrative across this theme and various QI's)

Our vision, values and aims are now in place at Gourdon School. Now all stakeholders are working towards ensuring VVA are embedded across the school. The school recognises the need to ensure consultation on school improvement with all stakeholders. Leadership roles are undertaken by both staff and pupils.

1.3 Key strengths:

- There are opportunities for stakeholders to be involved in school improvement planning and development work across the school.
- A range of quality assurance approaches are in place to establish the school's current position. These include learning walks, tracking meetings and pupil-voice groups. These will in turn contribute to the recently developed quality assurance calendar to inform the future improvement priorities. The self-evaluation processes focus on HGIOS4 Quality Indicators.
- Staff know the children and families well and use this local intelligence to ensure that pupils are appropriately supported in the learning and wider wellbeing.
- Collegiate activities are focussed on school improvement and provide a focus for ongoing work in the school.
- A range of approaches are used to gather views and ideas to further improve the school.
- Staff understand the value of self-evaluation with a view to improving learning and teaching and the school overall.
- There are formal approaches to tracking pupil progress in place in order to support pupil attainment and achievement.
- Staff have understanding of using a range of assessment data including the use of standardised assessment results to inform planning and target support for pupils.
- The HT visits classes on a regular basis in order to support learning and evaluate learning and teaching.
- PRDs are carried out with teaching staff on an annual basis.
- Staff share practice in an informal manner on a very regular basis.

Identified priorities for improvement:

- Ensure all stakeholders are involved in consultation to formulate SQUIP.
- Continue to ensure consistency with tracking and monitoring approaches to support school improvement and pupil attainment/achievement reflecting tracking terminology and benchmarks.
- Further engagement with standardised assessment information and ensure it aligns with professional judgement and ensures appropriate challenge for all pupils giving consistency in approach for all staff.
- Ensuring QA processes and procedures are robust and Q A yearly calendar is followed through on.

3. How good is the quality of care and education we offer?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: 4 (HGIOS?4 1-6 scale)

Overview:

The ethos of Gourdon School is positive and respectful of all. Almost all pupils engage well with learning experiences. The quality of teaching is good. Staff plan at stages and they use assessment information in order to track progress and identify next steps in learning.

2.3 Key strengths:

- Almost all learners are motivated and eager to engage in their learning.
- There are positive, respectful relationships in evidence across all areas of the school
- The school has engaged with the language associated with Rights Respecting Schools and there are links to this within the pupil charter displayed in all classes.
- The school is continuing to work on sharing the purpose of learning with pupils and the majority of pupils know what to do in order to be successful across most curricular areas.
- All staff plan appropriately in order to meet needs and are using the Northern Alliance Benchmarks and frameworks to plan effectively.
- Staff are well prepared and provide clear explanations to pupils.
- In all classes the purpose of learning is shared - learning intentions and success criteria are being used effectively to support this.
- All staff and pupils refer to and implement our agreed, 'what learning looks like at Gourdon primary' principles.
- There are a wide range of opportunities for pupils to contribute to the wider life of the school and its community.
- A positive start has been made in all classes to effectively support learning with the use of digital technology. Use of Smartboard, SUMDOG and Nessy is evident across all classes.
- Questioning and higher order skills are promoted through the use of learning experiences including the Active Literacy buttons.
- Ongoing formative assessment is evident in all classes.
- Pupils have opportunities to work individually in pairs and in groups.
- Learning experiences are matched to pupils' needs and abilities.
- PSAs and other staff provide valuable help and support to individuals and groups of pupils identified and evaluated through the schools ASN referral process.
- Participation in Prefects, House and Vice Captains, Pupil Voice, Eco Group, Buddies and Play Leaders give pupils opportunities to develop their skills for learning life and work.

Identified priorities for improvement:

- Develop consistency across Gourdon School with regard to effective learning and teaching.
- Further engagement with Visible Learning programme to support effective learning and teaching, highlighting feedback and plenary sessions and learning capacities.
- Continue to engage with Aberdeenshire Frameworks and Northern Alliance benchmarks through moderation opportunities.
- Consider how technology can be used to support profiling and enhance the use of digital technology across the school through collegiate planning.
- Develop moderation practices both in school and with schools within the cluster in order to further develop a shared understanding of standards.

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4

(HGIOS?4 1-6 scale)

Overview:

Staff at Gourdon School have a good knowledge of learners, their families and the local community. The school strives to ensure all are treated with respect and there are procedures in place to support pupils. Pupils have access to universal supports in their classes.

3.1 Key strengths:

- Everyone in our learning community is treated fairly and with respect and we place importance on fostering positive, open & supportive working relationships based on trust.
- The school has an ASN audit of need process and this is used to facilitate the appropriate support for pupils.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to meet individual needs.
- The school actively utilise opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including charity work led by pupils.
- The Aberdeenshire Dyslexia Friendly Toolkit has been used to support pupils across the school.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and wellbeing.
- Transition arrangements are in place for pupils
- IEPs are in place for those pupils who would benefit from them. Parents, class teacher, SFL teacher and HT being involved in the process. In addition, intervention groups are used to boost skills.
- Importance of early identification of needs given priority, with PSA time being weighted accordingly.
- Planning is differentiated to meet individual needs. SFL and PSA time is targeted appropriately and links to the Schools ASN Audit.
- Most parents feel well-informed about pupil progress and events in school, and are happy with the accessibility of teachers and the HT.

Identified priorities for improvement:

- Develop the school's HWB programme to ensure promotion of our inclusive ethos.
- Clarify transition information for handover.
- Formalise approaches to enable the school to use Audit of Need when carrying out tracking discussions with staff.
- Formalise staged intervention procedures to ensure pupils can access appropriate supports in a timely manner. Ensure there are regular reviews in place around support for pupils, this includes PSA time/IPT and SFL.
- Ensure all PSA have access to relevant training and support in order to meet pupil need.

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: 3
(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

TMR system
Assemblies

Key strengths:

- Attainment in Literacy and Numeracy for all learners is central to the work of our school.
- Tracking and monitoring of attainment highlights that most children at Gourdon School attain expected levels for literacy and numeracy.
- Attainment data is discussed and analysed and the HT recognises the need to formalise approaches to this across the school.
- Attainment in Primary One has been compared against local and national averages through the use of PIPS.
- Standardised assessment in P1 has indicated that pupils are starting Primary One in line with local and national average figures.
- Teacher professional judgement is compared with Standardised assessment information. In most cases the data is aligned between the two. Where anomalies exist this is discussed.
- Attainment discussions are ongoing in the school but there is a recognition of the need to formalise these approaches in order to support the review of individual progress and whole school trends.
- Wider achievement is currently celebrated and shared through weekly whole school assemblies
- Staff understand the need for equity within our learning and achievement. We strive to ensure barriers to learning, including poverty, are removed to allow learners to succeed and achieve.

Identified priorities for improvement:

- Further staff development time to be spent in order to allow staff to analyse data and share trends appropriately across the school
- Formalise homework, presentation, spelling, Numeracy, jotter and policy
- Formal tracking and monitoring processes through QA.
- Ensure there is a robust tracking system in place to support tracking meetings and also whole school review of attainment.
- Ensure there is a robust system in place around wider achievement in order to ensure staff can be vigilant to those at risk of missing out.
- Continue to evaluate and monitor the appropriate use of PEF.

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will ensure that we continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Key priorities for session 19-20

Priority 1 - Raising Attainment and Achievement

Priority2 - Teacher professionalism - Effective pedagogy

Priority 3 - Closing the attainment Gap - Effective data analysis to secure school improvement.

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. 	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity
Key drivers of improvement	2.1 Safeguarding and child protection
School leadership	2.2 Curriculum
Teacher professionalism	2.3 Learning teaching and assessment
Parental engagement	2.4 Personalised support
Assessment of children's progress	2.5 Family learning
School improvement	2.6 Transitions
Performance	2.7 Partnerships
	3.1 Improving/ ensuring wellbeing, equality and inclusion
	Specific to HGIOS 4
	3.2 Raising attainment and achievement
	3.3 Increasing creativity and employability
	Specific to HGIOELC
	3.2 Securing children's progress
	3.3 Developing creativity and skills for life

Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Raising attainment and achievement	<p>Children at Gourdon School will</p> <p>In Literacy</p> <ul style="list-style-type: none"> Experience a strongly researched approach to the teaching of early literacy (emergent literacy) in Primary 1 which will impact on attainment for learners. <p>Planning</p> <ul style="list-style-type: none"> Staff will engage with relevant and appropriate learning experiences. Staff will engage with Aberdeenshire Frameworks and Education Scotland benchmarks in order to plan appropriately. 	<p>Evidence of impact:</p> <p>Regular assessment of data linking to emergent literacy. Professional discussion between P1 teacher and HT. Review of progress of P1 pupils in literacy. Clear progression in place for learning and teaching of literacy in P1.</p> <p>Appropriate planning which will be reviewed through tracking and monitoring.</p>	<p>Parental Engagement/Closing the Attainment Gap</p> <p>- Development of outdoor learning area to support Early Year development.</p>
Priority 2 - Effective pedagogy - visible learning	<p>Whole school engagement in self-evaluation around effective learning and teaching.</p> <p>Consideration given to the components of an excellent lesson.</p> <p>Research based approach to impact on learning and teaching</p> <p>As a result of actions above</p> <p>Pupils will experience high quality learning and teaching experiences across all classes</p>	<p>Evidence of impact:</p> <p>Continuing engagement with Visible Learning programme. Collegiate discussions at school and cluster level. QA processes will support review of learning and teaching across the school.</p>	<p>Commitment to the V.L. 3-5 year programme to improve learning outcomes for all pupils.</p>

<p>Priority 3 - Closing the attainment Gap</p>	<p>Data analysis</p> <ul style="list-style-type: none"> • Staff to familiarise themselves with new data from SNSA ensure this is used to support planning etc. • Ensure TMR system is robust and allows for effective analysis of data. • Continue to monitor attendance/lates - appropriate interventions. • Develop staff understanding of classification system suitable for tracking and monitoring. The classification system will also be shared with all stakeholders going forward. 	<p>Pupil need is more appropriately supported.</p> <p>Data is used effectively to target resources for impact.</p> <p>Raised attainment for pupils.</p>	
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Wider Community Links

2018-2019

Term One

- Prefect 'Talent Show'
- Sewing Club supported by Bervie Sewing
- Scottish Country Dancing supported by Stonehaven Club
- P4/5 Arbuthnott House project
- Mission Hall 100 years celebration Art
- Prefect 'Dyeing' for Dalguise

Term Two

- Halloween Disco supported by T.A.G.
- Rag Bag collection and support from Gourdon New to You Sale
- Roots of Empathy project launch
- Children in Need
- Xmas Jumper Day
- Shoe Box Appeal
- Christmas Fayre in partnership with local businesses and T.A.G. for Community
- Panto Art Competition Sponsored by Gourdon Community Council for Community
- 'Carols Around the Tree' - Christmas Tree Light Switch on in partnership with Gourdon Community Council
- P1 Fire Service visit
- Whole School Panto Visit
- P1 Nativity supported by P6/7 for Community
- Christmas Sing-a-long for Community

Term Three

- Scottish Poetry Competition supported by Community patrons.
- World Book day in partnership with local authors and illustrators.
- Bunny Drive supported by T.A.G.
- P7 Legacy 'Shin Dig' for Community.
- Duck Race supported by community
- Rotary Quiz supported by Stonehaven Rotary Club

Term Four

- May Fayre in partnership with local businesses and T.A.G. for Community
- Sports Day
- P4 to P7 Football Festivals in partnership with Mearns Cluster schools
- Rising 5s transition events
- Dalguise Residential
- Pretty Muddy
- P7 Legacy Garden unveiling in partnership with Kirkwall garden Centre, Stonehaven
- P7 Leaver's Show
- Prize Giving
- P7 Summer disco for P1-P7