



Gourdon School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 - 2022

School Forward

We are pleased to present both our Standards and Quality Report for Session 2020 - 21 and our School Improvement plan for the current session 2021 - 2022. This report forms part of our quality improvement framework and provides important information regarding our school's 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 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.



Context

Gourdon Primary 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 76 with a projected role of 86 for next session. Our school roll has fluctuated between 85 and 102 over the last 6 years. Gourdon Primary provides education for children aged 5 -12 in primaries 1-7. This session we have 4 classes. Our team consists of a Head Teacher, 3 full time class teachers, 2 part-time teachers, 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 and is class committed 2 days a week. 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 include Netball and Euro Quiz. These 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. For session 2021-2022 these are reviewed in an ongoing manner due to the current Covid situation.

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 Pupil Voice. Our Eco Group, Prefects, House and Vice Captains, Visible Learning and Eco Warrior 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.

Impact of our developments

In this section we will outline the targets we set last session and identify the progress we have made during session 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
Priority 1 - Raising attainment and achievement	<p>Staff continued to make use and adapt Emergent Literacy teaching approaches for P1 and P2 pupils identified from the early screening and Early Literacy benchmarks and frameworks. This has also been taken into P3 for targeted support for individuals.</p> <p>Staff have developed Early into First level planners using Aberdeenshire Frameworks and Education Scotland benchmarks to ensure pupils were challenged from Early level into First level.</p> <p>Staff have also developed Early to First, First to Second and Second to Third progression planners in Literacy and Numeracy.</p> <p>Planning reflected next steps identified for pupils and was evaluated with a strong focus on the use of national benchmarks for assessment to ensure pace and challenge for all pupils.</p>	<p>Earlier identification using the Emergent Literacy screen enabled focus on areas for improvement to be planned purposefully and supports in place for pupils earlier. Tracking Emergent Literacy screen of P2 pupils allowed pupil progress to be tracked and interventions planned on a timely basis. Interventions were tracked and evaluated regularly ensuring interventions could be adapted or removed if appropriate. Tracking allowed progress to be identified over time and the support implemented with the most impact. Pupils joining the school were also screened to identify next steps and plan timely interventions. This was based on the trends we were observing and teacher judgement through 2020-2021. Despite Covid impact, we were able to complete the screen at the end of P1 and P2 and for targeted pupils in P3 and P4.</p>

<p>Priority 2 - Effective pedagogy - Visible Learning</p>	<p>Our whole school engaged with self-evaluation around effective learning and teaching with a particular focus on feedback for learners.</p> <p>Our school created a draft document detailing what 'an excellent lesson looked like'. This was shared with pupils and the final key components were identified. All teaching areas displayed and referred to 'what an excellent lesson looks like' on a regular basis. Explanation and examples were identified and age and stage appropriate discussions with classes took place to ensure further understanding.</p> <p>High quality learning and teaching experiences across all classes were the agreed and planned focus for classroom observations within the school from the HT, learning visits within the school between colleagues. Due to Covid restrictions, staff were unable to complete learning visits to other schools in similar stages.</p> <p>Staff continued to engage with Visible Learning research and the pupils identified learning dispositions to be used across the school. Re-visiting and re-engaging with the learning dispositions, characters and stories was the focus for all staff and pupils to ensure a consistent and secure understanding.</p>	<p>As part of our Covid recovery, our QA processes identified that the language of learning has changed across the school. Most pupils can now articulate their learning, identifying their next steps and some can articulate what they might need to progress. This is more prominent in the middle to upper years classes.</p> <p>Most pupils are linking feedback to their learning and giving relevant feedback to peers based on LI and SC.</p> <p>Most pupils are referring to the learning pit when they are stuck and making use of the strategies to help them succeed. Most pupils are identifying a learning disposition which helped them become successful during their learning. As a result, pace and challenge is highly evident across the classes and pupils are demonstrating ownership of their learning.</p>
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<p>Priority 3 - Closing the attainment Gap</p>	<p>Staff have had opportunities to familiarise themselves with new data from SNSA from P1, P4 and P7 pupils. SNSA data has been interrogated to identify and gaps in pupil learning and evaluated with teacher's judgements. Planning reflects this is.</p> <p>Planned Tracking, Monitoring and Recording sessions have been used to ensure the system is robust and allows for effective analysis of data. Conversations between staff across stages has allowed for trends to be identified and staff know their pupils.</p> <p>Staff have worked with tracking and monitoring classification system. This has been used to report to parents.</p>	<p>Staff are more confident in tracking and attainment discussions to identify where pupils are in there learning, using the tracking and monitoring classification system (OT, RS etc) and articulate what the barriers to their learning might well be. This has allowed for interventions to be put in place, evaluated and future actions identified. Expectations are in-line with measurable outcomes provided within Aberdeenshire Frameworks and Education Scotland benchmarks and are realistic. Conversations and consultations with stakeholders have highlighted what pupil's need to be able to access their learning and support from home has had a positive impact on learning.</p> <p>During lockdown the identification and support of pupils most at risk of missing out was crucial to maintaining a link through school. Gaps in learning have been identified for pupils and supports in place which include the allocation of additional PSA time.</p>
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Improvement Priority		To support the "recovery" of learning at Gourdon Primary School ensuring all are fully supported to engage with the "new normal".			
National Priority	Improvement in children and young people's health and wellbeing.	Key Drivers of Improvement	Assessment of children's progress School improvement Performance Information	HGIOS 4 Quality Indicator	3.1 Improving/ ensuring wellbeing, equality and inclusion
Evidence/Data Informing Priority		Covid Lockdown			
Action & Leadership of Change		Expected Impact		Measures	
<p>Re-building positive relationships with pupils, staff, parents/carers and community. Clear focus on Health and wellbeing within school. Re-establishing what the school stands for within the community. (Using the vision, values to support the daily life for all in school.) . Consideration will be given to:</p> <ul style="list-style-type: none"> • Acknowledging and responding to the experiences of pupils and their family/community. • Providing appropriate supports to meet individual needs • Rebuilding the sense of community across the school • Re-establishing positive and trusting relationships • Engagement with the new routines and structures - supporting all to become familiar and confident within these. 		<p>All within the school community are supported to engage positively with the "new normal" in August.</p> <p>All staff, pupils and parents/carers feel fully supported with the provision available from August.</p> <p>All pupils receive appropriate support in a timely manner and feel safe, included and nurtured within the school environment.</p> <p>A key focus is placed on the delivery of the curriculum allowing all pupils to experience learning with a continued focus on:</p> <p>Literacy Numeracy Health and Wellbeing Development of skills including technology Use of outdoor learning as an approach.</p>		<p>Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities. Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people's learning needs on their return to places of learning.</p> <p>Use of school's health and wellbeing questionnaires during Term 1 and Term 3 (adapting to changes due to Covid status).</p> <p>Use previous years' forward plans, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress.</p>	

<p>The school will now ensure that the vision, values and aims permeate the daily learning experiences. The school will also be linking visible learning work around learning dispositions in order to dovetail both areas of work which will ensure there is a shared vision and high expectations in place for all.</p> <p>Re engagement with the curriculum: In school learning - with a key focus on Literacy, numeracy and health and wellbeing.</p> <p>Ensuring learning experiences are based on a strengths-based approach - building on what children and young people can do and not what they can't do or 'have missed'.</p> <p>Supporting transitions appropriately.</p> <p>Ensuring that there is a focus on development of the skills for learning life and work.</p> <p>Continuing to support the development of the use of technology, to support pupils unable to access school due to the impact of Covid.</p> <p>Ensuring opportunities are also provided for outdoor learning.</p>	<p>As a staff team plan to ensure all children and young people are clear about what they will be learning when in school and what they will be doing away from school. Keeping focus on HWB, Literacy and Numeracy as key areas.</p> <p>Encourage all pupils to follow patterns and routines that will support their learning at school and at home. All staff to ensure pupils know when work will be 'allocated' and the timescales for completion, with clear success criteria</p> <p>Ensure all parents/carers are kept informed in order for them to appropriately support their children (routines around blended learning, sharing the purpose/learning intentions etc)</p> <p>Work with colleagues across the school cluster to reach an agreed approach to blended/flipped learning for our school - share in good practice/review and adapt in line with practice/guidance.</p>	<p>Use of engagement in learning evidence used during lockdown to support gathering of information on children's learning.</p> <p>Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners</p> <p>Collegiate planning to be supported virtually to ensure moderation of planning for learning, teaching and assessment.</p>
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Progress, Impact & Next Steps

Continue to use technology to allow pupils to access their learning remotely.

Continue to adjust L&T to address gaps in pupil learning due to Covid.

Continue to adjust supports for pupils and focus on HWB to support mental health of pupils and staff.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 4

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

All stakeholders have a shared understanding of the vision, values and aims of Gourdon School. This supports the positive ethos that exists across the whole school. All staff are positive role models to pupils.

The curriculum at Gourdon School reflects national advice. Curriculum planning takes account and embraces the unique setting of Gourdon community.

There are several mechanisms in place for Gourdon school to consult with parents in order to ensure their involvement in the life and work of the school.

The school strives to involve the community in a variety of aspects of school.

All staff engage in self-evaluation activities in order to identify areas of strength and also consider areas for development. All staff engage with the PRD and appraisal process each session. This is supported through the use of HGIOS 4.

All staff have a leadership role to develop their leadership roles in support of school improvement.

Across the school there are a variety of opportunities for pupils to demonstrate and take forward their leadership skills.

Gourdon Staff are committed to ensuring high standards for all learners through continuous self-evaluation and engagement in professional development.

There are opportunities for staff to engage in peer observations to further support quality learning and teaching.

All staff have a very good knowledge of individual pupils and their individual circumstances. All staff strive to support all pupils whilst ensuring there is appropriate challenge in place.

How do you know?

What evidence do you have of positive impact on learners?

A full review of the vision, values and aims was carried out with all stakeholders during session 2018-2019. This work now permeates the life of the school in that it is used to support the positive ethos and celebrate pupil's achievements both within and out with school. Assemblies support the shared vision of Gourdon School and reinforce the positive ethos. The values are displayed in communal areas of the school to reinforce this message.

Each year a class ensures that planning for learning incorporates areas of the local community and works in partnership with various partner agencies and local businesses. This supports the development of skills for learning life and work as well as support pupils understanding of the "unique" context of the school. Staff plan to ensure that all curricular areas are covered whilst also continuing to provide experiences that give pupils the opportunities to develop all four capacities. Planning for learning is currently shared with parents on a termly basis.

Mechanisms include consultation on homework and updating of policies. During ongoing regular events the school will seek parents/carers views on a variety of areas of school improvement.

The School improvement plan is shared with parents through "Together at Gourdon". Termly all teachers share their planning with parents in order to ensure they are kept informed of areas for learning. Opportunities for termly feedback to parents has been made available linking to this.

During session 18-19 pupils at Gourdon communicated with local businesses to survey the attributes, skills and qualities as well as consider ways of supporting the DYW agenda for the school. In session 2021-2022, career day opportunities plan to build on these links.

All collegiate meetings are directly linked to the school improvement plan and reference Quality Indicators in order to support staff/knowledge and confidence in this area. During in-service training all staff are involved in ongoing review as well as the formulation of the school improvement plan. Protected time is dedicated to regular professional dialogue sessions.

There are termly opportunities to review the improvement priorities identified and adapt as necessary. Improvement priorities identified ensure that data collected is used to support this. This includes attainment data as well as other QA activities carried out and professional dialogue.

One member of staff takes a lead on Eco, Visible Learning is also lead by a member of staff. A further staff member has taken the opportunity to provide leadership around Health and Wellbeing. Staff also run clubs to support the wider achievement of pupils. This includes Netball and Euro Quiz club. Across the school staff have opportunities to utilise their skills in support of school improvement.

All pupils have the opportunity to take part in ECO school work. There is a pupil committee developing visible learning approaches. All pupils also have opportunities to input into visible learning work. P7 pupils are buddies providing support to younger learners. There are also opportunities within buddying for senior pupils to support younger pupils in their learning through activities such as paired reading. Each session the school appoint Prefects. Roles and responsibilities are agreed with pupils applying for posts and being interviewed. The pupils have responsibility for their area and take this forward in the school. Senior pupils also can take on a House or Vice-Captain role and support pupils from P1 to P7 within their house. All pupils have a voice in appointing House and Vice-Captains. This very much supports the DYW agenda in pupils learning.

All staff are involved in Visible Learning to improve practice. Almost all staff are first aid trained and all staff have completed their food handling training. Ongoing training has been provided for areas such as ICT including the use of Seesaw, Chrome Books, GLOW, Google Classroom, Education City, Nessy, Sumdog, Giglets and Oxford Owl. Professional development opportunities are linked to the priorities for school improvement. During session 20-21 collegiate time supported appropriate planning, tracking and moderation.

Gourdon School have engaged in Self-improving school trio partnerships. As a result, staff have carried out learning visits both in their own school and to other schools within their partnership. Early and Middle stages learning visits took place, but Upper stages visits were cancelled due to lockdown.

All staff use this information in order to appropriate support and challenge to all pupils throughout their learning at Gourdon School. Staff planning takes account of the needs of pupils.

What are you going to do now?

What are your improvement priorities in this area?

The school will continue to ensure that the vision, values and aims permeate the daily learning experiences and within our wider school community. The school will continue to link visible learning work around learning dispositions in order to dovetail both areas of work which will ensure there is a shared vision and high expectations in place for all.

The school will be working to create a clear and concise document that details the purpose and rationale for the curriculum to share with all stakeholders.

Provide ongoing opportunities for parents to reflect and offer viewpoints to support school improvement plan.

Refine pupil profiling and sharing learning with parents/carers through the use of Seesaw.

Continue to develop DYW skills across the school and incorporate this into the curriculum rationale of Gourdon School.

Ensure the prefects have opportunities to be involved in school improvement mechanisms and plans are in place to formalise this approach into the school improvement planning mechanisms.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement

Quality of teaching

Effective use of assessment

Planning, tracking and monitoring

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/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

The ethos of Gourdon School is positive and respectful of all. Almost all pupils engage well with learning experiences, are eager to learn, motivated and involved. Pupils are happy and proud of their school.

Generally, behaviour across the school is exemplary. Pupils continue to demonstrate appropriate kind, caring and respectful relationships with staff and peers.

Almost all pupils are highly articulate. Pupils are becoming more responsible in their learning.

Pupils are increasing in confidence in reviewing their learning and identifying their next steps appropriately.

All staff plan learning experiences to match pupils' abilities whilst also promoting challenge as appropriate. Use of technology has vastly increased across all stages to support all pupils. A considerable amount of ICT professional learning took place prior to and during lockdown to ensure all pupils were supported. This ICT development is planned to continue with a consistent and increased use of Glow, Microsoft Teams and making more use of the increasing number of electronic devices the school is investing in.

Staff strive to develop questioning techniques in order to support and extend the learning in their daily practice. All staff strive to ensure learning is shared through the use of learning intentions and success criteria and this practice is consistent across the school.

All staff continue to discuss pupil progress and consider barriers to learning in order to meet pupil need. SFL resources are used appropriately for planned and targeted interventions. Supports are reviewed at planned intervals to assess the impact on pupils' progress and adapted as appropriate. Tracking is shared and staff have begun to track across the stages to ensure consistency and progress is moderated. Staff plan and assess using local frameworks and national benchmarks.

All classes strive to give opportunities to pupils to engage with technology to support learning experiences.

Staff make use of assessment data such as SNSA and use this to inform next steps in learning as appropriate.

How do you know?

What evidence do you have of positive impact on learners?

QA processes has shown positive respectful relationships are in existence. Visitors comment on the ethos of the school.

Relationships between staff and pupils are very positive and respectful across the school. There is a real sense of community with pupils from all stages interacting positively with peers from a variety of stages. P7 pupils continue to demonstrate a good role model to others. This expectation has been promoted throughout a number of years.

Development work has been carried out and shared between pupils and staff to reinforce the positive ethos and expectations. Regular assemblies further promote and reinforce the values and shared expectation of the school.

There are opportunities for pupils to share their learning with parents/carers. Pupils have ownership of learning in a number of ways including in writing and choosing pieces of work for their profiles. KWL type activities are used in all classes when planning IDL themes giving pupils opportunities to say what they wish to learn. This is evaluated at the end of an IDL theme to consider learning and evaluations. Both self and peer assessment are used to promote pupil's ownership of their learning. The school also has a focus on feedback to move learning on during session 22-22.

Through informal and more formal QA processes pupils have demonstrated their knowledge of "why" in their learning as well as beginning to become more confident in identifying next steps. There are increasing opportunities being provided for pupils to co create success criteria. In particular this is evident in writing, but it has more recently been extended into other areas of the curriculum including maths.

All staff plan appropriately ensuring there is differentiation, breadth and depth in learning. Staff continually reflect and evaluate planned learning in order to identify appropriate next steps. This is supported through the use of national benchmarks and local frameworks. Staff planning ensures that there is also opportunity to extend learning where possible. Staff plan in both discreet subjects and through IDL approaches.

Focusses and agreed observations are supporting staff development around all aspects of learning and teaching.

Evidence of QA processes along with observations support evidence of use of LI/SC and the co constructing of these. A variety of AIFL strategies are used to support learning.

Formal discussions are ongoing around meeting the needs of individual pupils including those who require support to meet expectations as well as those individuals who are exceeding expectations who require further challenge.

Formal meetings are held termly in order to discuss any barriers and identify interventions to be put in place. The impact of interventions is considered with a view to adopt, adopt or abandon. Where needed further support is accessed. This can be through advice from SFL, EP, health and other agencies.

The school have invested in technology to ensure that their sufficient modern technology to support learning in all classes. The school have worked in partnership with the feeder secondary school to develop practice in this area working with both staff and pupils.

Staff use SNSA evidence to support learning. In the early/first stages Emergent Literacy assessment approaches are also used to show progress in learning. This method is also used to identify any gaps, in particular for new pupils enrolling in school and to track pupils with targeted support in P3 and onwards.

What are you going to do now?

What are your improvement priorities in this area?

Due to the impact of Covid, we are re-visiting and re-vitalising our Learning Dispositions and then plan to move forward with the school to ensure we continue to develop the vision, values and aims of Gourdon School dovetail this work.

Through the use of Seesaw, the school will be extending the opportunities for pupils to share their learning on an ongoing, regular basis. They will also be able to highlight achievements both within and out with their school using this profiling tool. We plan to develop a consistent approach using See Saw to allow pupils more ownership of their learning.

Continue with work such as the learning conversations with pupils and consider ways to ensure that there are opportunities for pupils to lead learning.

Further enhance the sharing of LI & SC and effective differentiation to drive forward pupil learning.

Continue with visible learning programme which will support the development of effective feedback and next steps in learning. This will also further support pupil understanding of where they are at in their learning and their ability to talk with increasing confidence around this as well as being aware of their next steps.

Continue to focus on pace and challenge in learning -further develop the use of next level planning.

During session 2021-2022 the school will work on developing a progression of skills linking all work undertaken and learning experiences to DYW.

The school will further engage with moderation in school and would hope to be able to engage out with the school when Covid mitigations allow.

Consider collegiate planning going forward to further support the sharing of standards.

Continue to invest and develop approaches to support technology across the school and also consider how this links with DYW.

Continue to evaluate and improve QA processes to focus on the learner and impact learning and teaching has on them.

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

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/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

Almost all pupils feel they are treated fairly and with respect. All school staff are fully committed to ensuring all are treated equitably and with respect in order for every child to reach their full potential. Due to the dedication of staff almost all children build positive relationships thus allowing staff to identify and support their individual needs. Our school values are linked to our RRS approach which is re-visited and re-inforced at assemblies and classwork.

All staff are aware of their responsibilities linking to both GIRFEC principles and child protection procedures.

Pupils have an increasing knowledge of aspects of GIRFEC.

All staff strive to meet the needs of all pupils and are nurturing in their approach. All school staff know their pupils.

There are clear procedures in place in order to identify pupils with additional support needs. This ensures that pupils can access appropriate supports in a timely manner. Barriers to learning are considered and planned for through universal and targeted supports. Staff compliment their classroom practice with the addition of Dyslexia toolkit strategies, Autism and Dyslexia friendly classroom approaches. PSA and ASL staff are deployed according to the needs of the individual pupil. These supports are reviewed and amended in response to progress and the needs of pupils. Staff also collaborate with other agencies, for example, Educational Psychologist, SaLT and other specialists in order to ensure we are getting it right for each pupil.

GREC Counselling and other HWB supports and advice are sought where concerns are raised and pupils are in need of support.

The school follows a planned ASN audit each term where discussions take place with key staff to identify and action support already in place or any changes to supports.

All children have opportunities to develop an understanding and their awareness of equality and diversity.

How do you know?**What evidence do you have of positive impact on learners?**

Child Protection Annual training is given at the start of each session. This is followed up with all staff on a bi-annual basis. When child protection procedures have been actioned in response to individual situations this is reviewed to ensure there is an opportunity to debrief and reflect on practice. This supports staff in ensuring they remain confident with guidelines.

The school strives to ensure pupils individual achievements are celebrated appropriately

Informal and formal discussions take place in order to ensure needs are met. Regular meetings take place with SFL and staff to consider planning, progress and impact. Advice is sought where necessary. Tracking meetings also allow for the identification of supports and consideration of impact.

IEPs are place for pupils who would benefit from them. All stakeholders are involved in the processes associated with this and they are reviewed regularly to consider impact and identification of next steps.

In addition, intervention groups are used to boost pupil's skills.

Through assemblies this work is supported. Pupils identify both local and national/international charities in order to extend their knowledge of people and place. The vision, values and aims of the school support learning in this area.

The whole school are involved in ongoing work around Eco in order to support their capacity as responsible citizens. In 2019-2020, the P7 class worked with 'Social Enterprise in Education' to plan and organise a café to target rural isolation in our local area. The project won an award at the Enterprise Awards 2020 and were highly commended. In session 2021-2022 our senior pupils are re-engaging with the project and plan to hold their first social enterprise café in Term 3.

What are you going to do now?**What are your improvement priorities in this area?**

The school are planning improvements in aspects of Health and Wellbeing work in order to ensure promotion of our inclusive ethos. This will include the development of P1 to P7 SHANARRI progression with a monthly focus, linked to ECO and RRS work already ongoing. HWB pupil and staff questionnaires completed in Term 1 and Term 3 to track how pupils feel and identifying areas of next steps. Weekly assemblies highlighting mental health and wellbeing work for all pupils.

Ensure all pupils across all classes have a clear understanding of principles and can share their strengths/areas of development in this area.

The school will develop their approaches to outdoor learning in order to ensure learning experiences are meaningful for all.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all 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/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

There is a positive picture of attainment for Gourdon School. Almost all pupils are attaining expected levels in literacy, numeracy and health and wellbeing. Some children exceed expected levels.

Data from standardised tests and samples of children's work inform the professional judgements of teachers on children's progress and attainment.

Staff are increasingly confident in scrutinising and analysing attainment data and using it to inform their professional judgement on individual pupil progress.

The school have engaged in moderation activities to support a more confident and shared understanding of standards.

The school has a robust TMR system in place which is regularly discussed with staff to ensure that pupils progress is being tracked and any next steps are clearly identified/planned for including the review of interventions to consider impact.

Achievements are recognised and shared across the school. The school tracks this in order to identify the pupils at risk of missing out.

How do you know?

What evidence do you have of positive impact on learners?

2020-2021

All pupils attained appropriate levels for Literacy in P4 and P7. Almost all pupils attained appropriate levels in Literacy for P1.

Most pupils attained appropriate levels in Numeracy in P1. All pupils attained appropriate levels in Numeracy for P4 and P7.

This is still above the national and Authority average compared with last session. There is some suggestion that the school may wish to consider reading and writing at first level going forward.

Ongoing tracking discussions with teaching staff support judgements and ensure this is continually considered and planned for. Staff are increasingly confident in judgements made around achievement of a level. Standardised assessments support teacher judgements.

The school have engaged (within their own staff) on moderation of writing, prior to Covid, some work has been undertaken across the cluster in relation to maths.

Achievements are celebrated in line with the vision, values and aims of Gourdon School. Class teachers identify two 'star pupils' each day linked to the V, V, A and a star pupil of the week. Assemblies are held weekly, where achievements both inside and outside school are recognised. Annually the schools have citizenship award for all stages. Pupils vote for the person they wish to nominate, and this is in line with the V, V, A of the school. The school also celebrate achievement through an annual award for achievement for each stage. The Senior Citizen Club also promote an award for their contributions and dedication to enhancing the local community. The school have a community Quach which is awarded to pupils who have worked in partnership with the local community to enhance learning of others. Music awards also celebrate achievement in performing arts - this links to a previous member of the local community. The school also celebrate Scottish culture through a Scottish writing award and Scottish poetry award. Community members support the competition. There is a house shield that celebrates house points. The school also promotes an endeavour/above and beyond through annual awards. Sports achievements are celebrated with a senior champion. House and Vice captains also plan and lead sport and fund-raising events throughout the session.

For session 2021-2022 these events will be reviewed in an ongoing manner due to the current Covid situation.

What are you going to do now?

What are your improvement priorities in this area?

Continue to track attainment, including attainment over time to pick up trends, evaluate and use to identify improvement priorities including driving forward the challenge agenda in pupil learning.

Continue to develop confidence in interrogation of data to support identification of next steps, including SNSA information.

Continue to develop robust moderation processes to support a shared understanding of standards/achievement of a level.

Gourdon staff will work to develop effective moderation procedures to continue to impact on improved outcomes for pupil learning. This will include building time into WTA for moderation purposes.

Training for staff around assessment approaches, holistic assessments and achievement of a level with support from local authority QAMSOs/Assessment co-ordinator.

Continue to embed the use of Aberdeenshire frameworks and Education Scotland's Benchmarks to continue to make increasingly confident professional judgements.

Develop a shared understanding and progression of skills when considering learning experiences and tracking attainment and achievement.

Develop more effective approaches to profiling (giving close consideration to digital solutions) ensuring pupils have opportunities to share their learning and achievements.

Seesaw will be used to support this area with a plan to move the whole school to Google Classroom through GLOW. Work had begun prior to lockdown with Google classroom and for Session 2021-2022 this will continue.

PEF 2021-2022

Identified gap	<p>All of our pupils live in decile 7 - 10. All pupils attained appropriate levels for Literacy in P4 and P7. Almost all pupils attained appropriate levels in Literacy for P1.</p> <p>Most pupils attained appropriate levels in Numeracy in P1. All pupils attained appropriate levels in Numeracy for P4 and P7.</p> <p>This is still above the national and Authority average compared with last session. There is some suggestion that the school may wish to consider reading and writing at first level going forward.</p> <ol style="list-style-type: none">1. We are planning improvements in aspects of Health and Wellbeing work in order to ensure promotion of our inclusive ethos through Visible Learning programme. This includes how we make use of ICT to support learning in school and at home and ensuring no pupil misses out from digital exclusion and to sustain a positive mindset and develop resilience in pupils.2. The school will work on developing a progression of skills linking all work undertaken and learning experiences to DYW (Developing the Young Workforce).3. We are planning Literacy development across the school with a particular focus on reading and comprehension skills. This is also linked to how we use ICT to support learning.
Expenditure	PEF funding 2021-2022 - £0
Expected outcomes	<p>All pupils' needs catered for appropriately as we continue with our Covid recovery.</p> <p>Pupils knowledge and skills in reading improved especially at first and second level. Pupils able to articulate skills they are developing linking to reading and comprehension skills etc.</p> <p>Pupils ability to use ICT to support and access learning very much improved.</p> <p>Pupils can identify skills for Life and Work throughout their learning.</p>
Impact Measurements	<p>Wellbeing - check ins show improvement over time</p> <p>Wellbeing - Use of GIRFEC pupil questionnaire and Leuven Scale for pupils to measure impact.</p> <p>Reading - use of Schonel Spelling for targeted pupils increase in reading age and spelling age - baseline and follow up scores kept.</p> <p>ICT -Track progress using Digital Literacy supports. Track engagement of the use of digital devices in Literacy, specifically Reading and Writing with using Giglets and Nessy and access to devices. Pupil questionnaire to track engagement and enjoyment over time. Feedback from 'Pupil Voice' groups.</p>

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 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.

Action plan 1

National Improvement Framework Priorities	<u>HGIOS and ELCC</u>		Aberdeenshire Priorities:	
<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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p>Priority 1:</p> <p>To improve pedagogy at Gourdon Primary with a renewed focus ensuring there is a shared understanding of assessment across the school.</p>		<p>Data/evidence informing priority:</p> <p>Visible Learning</p> <p>Staff feedback from Moderation</p> <p>QA processes undertaken</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
<p>Continue to develop and embed Learning dispositions through the creation of Learning characters led by the VL pupil voice group and members of staff.</p> <p>To develop a skills framework for DYW and track pupil progress in this area.</p>	<p>VL pupil group and JM</p> <p>HT and staff</p>	<p>Throughout session 2021-2022</p> <p>Throughout session 2021-2022</p>	<p>QA processes</p> <p>Classroom observations</p> <p>Focus groups</p> <p>Classroom observations</p> <p>Peer observations</p>	<p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

<p>Ensure there is a shared understanding of standards and assessment processes across Gourdon Primary through moderation practices.</p>	<p>HT with staff</p>	<p>Throughout session 2021-2022</p>	<p>Consideration of tracking system</p>	
<p>To improve the use of ICT across all classes in daily learning and teaching experiences.</p>	<p>All Staff</p>	<p>Throughout session 2021-2022</p>	<p>Teacher professional judgements Staff confidence QA planned learning experiences Classroom observations Pupils questionnaires</p>	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p>Priority 2: Improve approaches within Health and Well Being and ensure pupils needs are met across the school.</p>		<p>Data/evidence informing priority: review of QIs and evidence from pupil engagement and professional discussions.</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				<p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Embed a clear understanding around GIRFEC approaches for all stakeholders.</p> <p>To ensure a clear progression and planning across HWB across all stages.</p>	<p>AW with staff All staff</p>	<p>Throughout session</p>	<p>GIRFEC pupil questionnaires termly.</p> <p>Mid-point review of GIRFEC with staff and pupils.</p>	

Action plan 3

<p>National Improvement Framework Priorities</p> <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. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 3: To improve Pupils knowledge and skills in reading and their ability to use ICT to support and access learning.</p>	<p>Data/evidence informing priority: QA processes undertaken Tracking data Pupil feedback SNSA data</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Create a Phonics and Spelling progression and a Grammar progression to support Literacy development across the school.</p>	<p>All staff</p>	<p>2021-2022</p>	<p>Teacher professional judgements QA processes Classroom and peer observations Focus groups</p>	

<p>Implement the use of Schonel Spelling and similar to identify and track spelling and reading ages of targeted pupils.</p>	<p>All staff</p>	<p>2021-2022</p>	<p>Teacher professional judgements QA processes Classroom and peer observations Focus groups</p>	
<p>Continue to use and make use of data from Emergent Literacy screens and L&T.</p>				
<p>Track progress of Reading and Writing using Digital Literacy supports. These include the use of Giglets and Nessy.</p>	<p>All staff</p>	<p>2021-2022</p>	<p>Pupil questionnaire to track engagement and enjoyment over time Teacher professional judgements QA processes Classroom and peer observations Focus groups</p>	
<p>Track engagement of the use of digital devices in Literacy, specifically Reading and with using and access to devices.</p>				

Wider Achievements, Wider Community Links, Memories are made of this:

2020-2019

Term 1

- Appointment of Prefects
- Appointment of House and Vice Captains
- Play Leaders Awards

Term 2

- Children in Need
- Xmas Lunch
- 'Gourdon Xmas Crackers' Fun Day
- Xmas Jumper Day with donations going to Save the Children
- Shoe Box Appeal
- Panto Art Competition Sponsored by Gourdon Community Council for Community
- Christmas Light Switch on (in school)
- Christmas Sing-a-long

Term 3 (in lockdown due to Covid and partial return by end of term)

- Easter Art Competition in partnership with T.A.G.
- End of Term Celebration in partnership with T.A.G.

Term 4

- Visible Learning Disposition Competition 'Chippy Challenge'
- Book Swap project in Partnership with Gourdon Community Council
- Scottish Poetry Competition supported by Community
- Sports Day
- Football tournament with Mearns Cluster
- P7 Leavers Celebration Farewell
- Prize Giving