Learning Partnership Report

Session 2023 - 2024

School: Balmerino PS	Date of Visit: 15/1/2024
LP Members: Anna Coggins (HT, Balmullo PS), Janet Barker (HT, Lundin Mill PS), Lyn Meeks (QIO)	

Overview of focus/format of LP visit: (Please be very clear on focus/purpose of visit)

Raising Attainment/Securing Children's Progress
- Systems for tracking – Nursery and P1-7
- Support for Learning Model/Interventions – Nursery and P1-7
- Classroom practice – writing/tools for writing – P1-7
- Support for learning paperwork – Nursery and P1-7
- Pupil perception of their attainment and how the school supports them – P4-7

When the school was inspected in March 2023, the school was graded at 4 - good and nursery was graded at 5 – very good. In this session we are self-evaluating and reflecting on our findings with a view to being able to re-evaluate at 5 – very good in school and to ensure we maintain 5 in nursery. We are reaching out to the learning partnership to support us in that process.

The visitors had opportunities to:
- Look at key tracking documents, ASN paperwork and strategic planning
- Discuss attainment raising with PSAs, Nursery Staff and Teaching Staff
- Observe the of teaching of writing and of a targeted intervention
- Observe and discuss interventions
- Talk to pupils
- Observe experiences of our nursery pupils

Core Approaches within the school.	Yes	No
Workshop for Literacy principles are underpinning literacy teaching across the school and this was evident throughout the school	x	
Conceptual Numeracy principles are underpinning numeracy teaching across the school and this was evident throughout the school	x	

Strengths identified:

Systems for tracking/ Support for learning paperwork
- There is evidence of close monitoring of all children's progress.
- The universal tracking spreadsheet is informative and captures each child's learning journey and relevant wellbeing information. Individual chronologies for specific learners capture wellbeing information, learning information and parental contact and regular reviews ensure next steps are identified and met.
- Systems are evolving to be manageable and effective
- There is an agreed timeline to deliver, analyse and act upon standardised assessments – SNSA, BASE, eLips
- Data analysis is carried out for all cohorts and data over time evidences progress.
- Detailed analysis of P1 and P4 SNSA / P7 NSA results and analysis of BASE/P4 NSA has allowed deeper analysis of the P4 and P7 cohort of learners throughout their time at Balmerino and gives greater understanding of progress than CfE declarations alone
- In session 2022-23, the school exceeded its stretch targets for attainment in literacy across P4 and P7 (there was no P1 cohort) and nearly reached the stretch target in Numeracy:

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
78.1%	94%	82.5%	81.5%

- The universal tracking spreadsheet evidences interventions in place for all pupils in the school who are not on track and analysis of BASE/SNSA data evidences progress for individuals over time.

- Progress is being made towards achieving the targets set within the Raising Attainment Action Plan for 2023-24 in numeracy and plans are in place to impact on literacy in second half of school year:

Expected Impact by June 2024	Update at December 2023
The Target Group for Numeracy comprises 28% of the P3-7 cohort. By June 2024, 64% of this group will be on track (or have narrowed the gap) towards the national expectation. Baseline: 45%	55% are on track (baseline was 45%)
The Target Group for Literacy comprises 36% of the P3-7 cohort. By June 2024, 79% of this group will be on track (or have narrowed the gap) towards the national expectation. Baseline: 36%	29% are on track (baseline was 36%) but there has not yet been time for impact of MfI to be fully realised. This is literacy overall, 50% are on track for reading, 50% for writing and 57% for Listening and Talking.

- Attainment over time and projections for this year and next indicate an improving trend overall (allowing for dips due to low numbers in year groups):

Year	On Track Numeracy (end P1/4/7)	On Track Literacy (end P1/4/7)
Actual in June 2021	64%	63%
Actual in June 2022	86%	80%
Actual in June 2023	81.5%	94%
Projection for June 2024 (P1/4/7)	81%	76%
Projection for June 2025 (P3/6)	100%	77.5
Projection for June 2026 (P2/5)	100%	100%

Support for Learning Model/Interventions
- A range of interventions are in use throughout the nursery and school to support pupil's attainment in Literacy and Numeracy – targeted interventions develop core skills but also self-help skills.
- Interventions are also in place to support wellbeing/readiness to learn. The PSA team speak positively about the playground and their planning to support positive playtimes and readiness to learn.
- Class Teachers and EYOs take responsibility for the attainment and nurture of all children in their class/key group supported well by PSAs and SfL teacher.
- PSAs are able to speak vey well about the interventions they deliver and the learning/skills the pupils are developing.
- Teachers and PSAs work well together to make good use of PSA time for targeted interventions.
- There is good evidence in nursery of children's involvement in setting their next steps and of staff intervening when a next step is not reached to secure children's progress.
- Teachers make use of improvement methodology and data to inform planning and there is good evidence of early intervention. Their individual professional learning is impacting positively on practice (Steven Graham, Write Stuff, MfI writing bundle, decider skills, anxiety strategies).
- PSA time is focussed well on delivering interventions.

Classroom practice
- Almost all pupils were observed to be engaged in their learning almost all of the time.
- Clear and explicit explanations were evident in all lessons observed and this impacted positively on children's progress.
- Modelling was evident in teaching of writing and progress and feedback is increasingly evident in jotters. Where written, Learning Intentions and Success Criteria are in place, there is enhanced

focus for self and peer assessment. Where there is teacher written feedback in place, this clarifies strengths and next steps for learners.
- Children were able to use their jotters to show their progress.
- There is strong evidence of peer and self assessment.
- Formative assessment strategies were evident in all lessons.
- Nursery children benefit from use of the community as well as the playroom to develop numeracy, literacy and wellbeing skills. It was clear that the needs of individual children are being met well in the nursery.

Pupil perception of their attainment and how the school supports them
- Almost all learners spoke about being given learning intentions in writing and using success criteria to self/peer mark – pupils can articulate that when they know the learning intention it helps then to know what they are aiming for and they when they know the success criteria it helps them to peer and self assess.
- Children spoke positively of opportunities to celebrate success in assemblies and they spoke confidently about school values.
- Children spoke positively about learning out of doors, describing it as a hugely successful context for learning, allowing them to have a hand on approach to learning and experimenting.

Areas for Improvement/Planned Next Steps

Systems for tracking/ Support for learning paperwork
- Continue to evolve systems to be manageable and effective.

Support for Learning Model/Interventions
- To consider the place for peer modelling/discussion within some intervention groups.
- Ensure enough time for teachers and PSAs to discuss interventions and impact.
- As planned, implement kitbag and Lego club following recent professional learning opportunity for PSAs.

Classroom practice – writing/tools for writing
- From August 2024, implement the agreed writing progression – this pulls together good practice, recognises all elements of professional learning and teachers' professionalism. Monitor and measure impact in 2024-25.

Pupil perception of their attainment and how the school supports them
- Further develop the language of learning and systems to involve pupils in planning to support pupils to articulate their learning and next steps in all areas
- Further develop consistent approaches to giving feedback and evidencing its impact
- Continue to consider differentiation within the multi-composite model to ensure challenge for the older/more able in the class.

The above evidence will support our self-evaluation of the following themes in How Good is Our School (HGIOS) Quality Indicator 3.2 Raising Attainment:
- Attainment in Literacy and Numeracy
- Attainment over time
- Equity for all learners

And the following themes within How Good is Our Early Learning Centre (HGIOEL) Quality Indicator 3.2 Securing Children's Progress:
- Progress in communication, early language, mathematics and health and wellbeing
- Children's progress over time
- Ensuring equity for all children

For the remainder of the session, we will continue to use our current systems to gather evidence within these themes and to plan for our target children and others identified at being of risk of not attaining as their peers are. We will be having a particular focus on the theme of ***Overall Quality of Children's Achievement.***

Headteacher: Lucy Jess

Please send completed report to your Education Manager/Admin Support within 2 weeks of school visit