



Learning Partnership Report

Session 2024 - 2025

School: Balmullo Primary School	Date of Visit: 18th November 2024
Learning Partnership Team: Rona Weir (Education Manager), Sarah Donald (HT Dairsie PS), Collette Crompton (HT Greyfriars RCPS and Susan Ewing (Joint HT, Newburgh and Dunbog)	

The focus for our Learning Partnership visit was a combination of Learning, Teaching and Assessment (QI 2.3) and Personalised Support (2.4) – HGIOS 4

Our School Improvement Plan for this session details our ongoing commitment to delivering consistency in Writing practice across the school, ensuring progress for all learners, and raising of attainment.

Our plan includes tracking of learners' progress, planning of writing episodes focussing on different writing genres, planned interventions for targeted learners, a shared understanding of Fife's Writing Approach, termly assessment and moderation sessions with Dairsie PS staff.

We were also keen to gather feedback on our approach to Personalised Support (QI 2.4) ensuring the needs of all learners are met using targeted interventions following the gathering and analysis of baseline data.

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	✓	
Conceptual Numeracy principles are underpinning numeracy teaching across the school, and this was evident throughout the school	✓	

Strengths identified:

- Staff 'Collegiate Sessions' and INSET days have offered opportunities to plan and review our progress together; discuss next steps in phonics/spelling teaching, agree a whole school Writing Policy and launch our new Grammar progression. Staff have also worked with the Cluster Principal Teacher, to build confidence in Fife's Writing Approach including the use of assessment grids to identify the 'learning gaps' in children's writing.
- All staff are now using Fife's Writing Approach to plan and deliver regular writing episodes. A shared approach supports more consistent practice across the school. As a result children are writing more regularly, being taught the key features of different writing genres and are supported by clear Success Criteria.
- Baseline data is gathered and used to focus planning to meet learners needs more effectively.
- Standardised Assessments – eLips, BASE and NSA have been planned and delivered throughout the session. Data has been analysed and discussed with relevant staff. Together with ongoing observations and other assessment evidence, staff have analysed the information to plan next steps/interventions accordingly. All staff have a greater understanding of both our current data and data over time; as a result, staff confidence in analysing data is strengthened.
- This session all teaching, and Nursery staff are becoming familiar with the new Progress App to record and track learning progress across the whole of the BGE.
- Our Support Staff Team continue to meet weekly to review learner progress and the impact of planned interventions. Baseline data and evidence of progress is captured. Interventions so far this session have included a focus on phonological awareness, common words and the building of reading



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stamina/confidence using Project X. Support Staff continue to offer KitBag sessions, Sensory Circuit programme, check-ins and Peer Mediation support. The Headteacher and Support for Learning Teacher work closely together to support planning, tracking, and recording of interventions including the updating of Summary of Supports and Child's Plans.

- A group of parents shared that they felt the school was friendly, welcoming, and nurturing. They were confident that the school cared for and knew the children and families well. Supports were in place for children with additional support needs including regular meetings with the Headteacher, Support for Learning Teacher and class teachers
- The Nursery environment was very calm, attractive, and uncluttered.
- All nursery staff are using the SEIC 'Supporting Early Literacy' document to support literacy development. They have participated in a 'data' session to review the P1 BASE assessments and joined teachers and Support Staff in a Cued Articulation session delivered by Speech and Language Therapists. This has provided greater shared understanding and confidence to support early intervention with speech sounds. Nursery children are now engaged with sound awareness sessions to support speech clarity.
- Nursery staff have planned a range of literacy activities and interventions to support a renewed focus in early literacy. Bookbug and PEEP sessions have started to support parental engagement together with a well-established lending library updated with puppet bags, song bags, mark-making bags and ideas of how to support children at home with concepts of print. Kodaly sessions have been incorporated into the Nursery day to support the development of rhythm and rhyme.
- Nursery children were observed engaging with their PLJs and sharing it with each other. The children could speak about their folder and their learning. There was clear evidence of the child's voice, 'language of learning', evidence of progress made and next steps.

Our Attainment picture 'over time'

Session	On Track Numeracy (P1/4/7)	On Track Literacy (P1/4/7)
End of 20/21	80.4%	82.6%
End of 21/22	84.2%	89.3%
End of 22/23	83%	74.3%
End of 23/24	87%	90%

'Key' Cohort November 2024	Off/On Track Reading	Off/On Track Writing	Off/On Track Numeracy
P1 (12 Learners)	16.6%/83.3%	16.6%/ 83.3%	16.6%/ 83.3%
P4 (16 Learners)	18.75%/ 81.25%	18.75%/81.25%	31.25%/ 68.75%
P7 (14 Learners)	21.43%/ 78.57%	28.57%/ 71.43%	28.57%/ 71.43%

Support for Learning - A summary of planned interventions

Following the analysis of our data, planning/tracking meeting discussions and baseline assessments, interventions were planned for identified groups/individuals and supported by PSAs, Class Teachers and the Support for Learning Teacher. Class Teachers are also supporting interventions delivered by Speech and Language Therapists and the DLD Team to support individuals and their progress.

Targeted interventions are planned by the class teachers and Support for Learning teacher to develop core skills. PSAs and our SSA are skilled in the delivery of activities to support Phonological Awareness and have developed confidence in this area which has contributed to improved motivation and engagement for our learners. Flexibility is factored into our intervention plans/timetable and discussed at weekly support staff meetings to ensure children's learning moves at pace with progress evidenced. This means where a gap is identified, interventions are planned and acted upon timeously.



The CIRCLE Framework document continues to be used to ensure learning environments are supportive and inclusive. The toolkit is also used to make initial plans, interventions and supports the gathering of evidence; this ensures our class teachers are able to act quickly to identify any gaps in learning or to support a child's wellbeing. All teachers including the Support for Learning Teacher are more confident in using data to help inform the planning of learning episodes. Professional Learning continues to be linked with the identified school priorities ensuring all staff are informed, confident and have a shared understanding of the school's learning context and approaches.

Classroom Observations and Classroom Environments

Almost all class observations were able to go ahead during the LP visit. To ensure consistency, QI 2.3 was used to review and reflect on classroom teaching, learning and assessment. The context for classroom observations on this occasion was Writing using the Fife Writing Approach.

- Almost all children were observed to be motivated and engaged with the learning being delivered at an appropriate pace – chunking of learning to support focus, concise explanations, resources to support
- In all observations LI/SC were evident and referenced during the teaching/learning session
- In P2/3 children were observed generating LI/SC together and were very clear about what these meant for their own learning
- In most observations children were able to use and understand the language of learning for example, 'we are learning to use at least 3 different openers'
- In most observations differentiation was planned for and appropriate to the child's needs. Some children confidently accessed Clicker to support and extend their writing.
- Examples of explicit teaching/modelling were observed in all classes with most using examples of 'what a good piece of writing looks like' to support children's understanding of the success criteria
- In almost all class observations children were actively engaged and motivated during their learning

Children's views on learning

A group of learners from P4-P7 shared their learning experience.

- Children were very familiar with the Rights of the Child and that everyone was working towards achieving the Silver Award; they recognised this as a focus for the whole school
- The children shared that they had lots of good resources which supported their learning for example, IT(Clicker), timestable squares, tricky words jotter, word mats etc. They knew that for some children fidget toys supported them to focus in class
- They recognised that all the staff worked really hard to support them and that they were caring and helpful
- The children shared that IT was mostly used for research, typing up writing and creating PowerPoints
- The children were keen to have more playground resources available and have the 'daily mile' in place for all classes
- They were interested in learning about different (IDL) topics and 'talking' – being more confident
- Children who participated in the Writing Benchmarking Groups (Early, First and Second) shared their writing experience and jotter evidence. All children were comfortably 'on track'. Most jotters showed evidence of LI/SC and self/peer/teacher assessment. A few jotters evidenced appropriate feedback/next steps and included the 'Tools for Writing' sheet. A few children shared the strategies they used to help them with spelling tricky words.

Areas for Improvement/Planned Next Steps

SCHOOL -

- Continue to develop coordinated whole school supports to meet the needs of all pupils in the classroom including planned targeted interventions, Child Timelines, Summary of Supports and Review Meetings



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- Continue to develop staff expertise in the delivery of quality writing sessions using the 9 text types to ensure consistency and progression with opportunities to participate in assessment and moderation practise alongside the staff at Dairsie PS
- Develop opportunities to 'share the learning' with home to ensure parents are regularly informed of their child's learning experience and progress

NURSERY -

- Consider a review and refresh of the transition arrangements and experience for children and their families
- Continue to develop consistency across all PLJs using the language of learning

Headteacher: Mrs Anna Coggins