

**Learning Partnership Report/Extended Learning Partnership
Session 2023 - 2024**

School: Benarty Primary	Date of Visit: 3/11/23
<p>LP Members: Mary McKay Education Manager, Andrea Gordon HT & Kelly Millar PT Rimpleton PS, Pm Kirkhum HT John Fergus Special School, Lynn Berry EYPT, Jill Fraser EYPT, Gordon Anderson, Alison Pratt & Candice Cooper DHTs Benarty PS and Lynn Dyas HT Benarty PS</p>	

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

In line with the school improvement plan, the main focus for this learning partnership was on 1.3, 2.3 and 3.1.

Visits to Benarty nursery classes, our standalone nursery, Dunmore, 13 class visits, 3 pupils focus groups and 8 staff focus groups were planned as part of the visit.

2.3 Learning, teaching and assessment across P1 – P7, ASC and ELCs

Evidence will be used to identify strengths and areas for improvement in line with national expectations for 2.3 and 3.1

Triangulation of evidence

Direct observations:

- Validate SIP/high quality teaching learning and assessment within every class with consistency as agreed across staff team, to ensure all learners are engaged and motivated in their learning

People's Views:

- Pupil Focus Group How Good is OUR school resource questions
- Staff Focus group – challenge questions from HGIOS 4

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:

Welcoming, nurturing staff team with embedded vision, values and aims, that were talked about positively by both staff and learners.

A strong ethos of inclusion, that comes from positive relationships across the school community, shared values, high expectations, founded on a climate of mutual respect.

Introducing and sound use of Recordings of Understanding within Lit, Nur, H&Wb and technology.

All children experience a consistent approach to learning, 4part model was effectively implemented in all classes, to ensure all staff communicate the purpose of learning and how the children will be success within that episode of learning.

Effective questioning in all class visits.

Consistency of approaches across all classes.

PSA are deployed effective to support learning and teaching.

Feedback given in almost all of classes verbally and written feedback supported the learners next steps.

Settled behaviours, purposeful layout of every learning environment as well as agreed consistency of learning walls and general organisation within every classroom.

Attainment data is interrogated, discussed and acted upon to meet the needs of each of our learners. Attainment data demonstrates improvement over time and staff know the "story" of each child not attaining and the why, along with plans to support each of these children.

Approaches to support learning, teaching and assessment were supporting practitioners' confidence. Especially colleagues who joined teaching team in August, they reported their confidence of school approaches due to well-planned collegiate activity.

Leadership approach inclusive and driving school forward with improvements.

Areas for Improvement/Planned Next Steps

Attainment data, break down analysis further to include every possible cohort.

Continue our current momentum with our strategic planning for continuous improvement. All members of SLT ensuring staff feel valued, heard and supported and challenged to manage strategic direction and pace of change.

Continue our work to create a shared understanding of our values with all of all families- how can we effectively measure this?

UNCRC Childrens Rights work should ensure that all children are provided with planned opportunities to understands their rights and feel confident to articulate them.

Wellbeing indicators are evident in action, but a revisit with all staff and in turn our children, so we are call able to have a shared understanding of what it looks like, feels like to feel /be safe, healthy, achieving, active, respected, responsible and included.

As identified as one of our three improvements priorities this session, all learners can access and appropriately use digital technology, to enrich their learning.

Continue our focus on raising attainment and achievement through our planned strategic work, current good practice. Support all staff to always know every learner's "story" and plan to raise attainment over time.

Revisit curriculum rationale.

Create staff handbook.

Headteacher: *Lynn Dyas*