



Blairhall Primary School & Nursery
Standards and Quality Report 2022-23
Achieving Excellence and Equity



Context

Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC setting times • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	Nursery school roll: 35 Primary 1 to Primary 7 roll: 64 Total roll N-P7: 99			
	FME 23%			
SIMD Profile for establishment		Average SIMD Quintile is 3		
Attendance (%) 90.91%	Authorised	5.15%	Unauthorised	3.94%
Exclusion (%)		0%		
Attainment Scotland Fund Allocation (PEF and SAC)		£7371		

Blairhall Primary & Nursery is a non-denominational school serving the villages of Blairhall, Comrie and surrounding areas. We currently have 3 multi-composite classes, P1-7, and a term-time nursery that offers all-day places from 9am-3pm. Our school works in partnership with Tulliallan PS & Nursery under a Joint Headship. This provides both schools with opportunities to learn with and from one another: our staff and children work collaboratively to drive improvements that capitalise upon the strengths of both school communities, but which also reflect the unique qualities and needs of each.

The vision of Blairhall PS & Nursery is 'Blairhall Achieving Success Everyday (B.A.S.E.). We have revised our values this year and the children have identified our values as being **B**rave, **A**chieving, **S**upportive, and **E**quity. These values shape our day-to-day interactions with each other and our ambitions for ourselves.

Improvement Priority Session 2022 – 2023

Priority 1 – Increase the number of children achieving stage-related outcomes in writing

<u>NIF Priority</u> <i>Improvement in Attainment</i>	<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u>			
<u>NIF Driver</u> <i>School leadership</i> <i>Teacher & practitioner professionalism</i>	<i>Focus Quality Indicator: 2.2 Curriculum</i>			
	<i>Other Quality Indicators:</i> <ul style="list-style-type: none"> • QI 1.2 Leadership of Learning • QI 2.3 Learning, Teaching & Assessment • QI 3.2 Raising Attainment & Achievement 			

Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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Progress:

The key actions we have taken this year to progress this focused priority include:

- Professional learning about the planning of writing, the importance of effective modelling of writing skills, and literacy-rich learning environments
- Introduction of the Fife Writing Assessment and Moderation Pack to support teacher professional judgement
- Establishing Professional Learning Communities (teams of teachers planning and moderating together within and across stages)
- Professional learning using SEIC Early Literacy resources and audits of our Early Years' provision and practice.

All staff have engaged in professional learning about effective approaches to support children's writing skills development. All Pupil Support Assistants have engaged in professional learning about writing development and tools that they can use to support children when working with individuals and small groups of children. All teaching staff engaged in professional learning about different ways to actively involve children in planning their writing, and in building their knowledge and confidence of the subject of their writing before they begin to write. As a result of this learning, planning is recognised as an important part of the writing process and in all classes, there is increased evidence of planning being used to support writing, children are given opportunities to talk about their writing and to plan in a variety of ways. All teaching staff have also engaged in learning about the importance of explicitly modelling writing skills to develop children's understanding of what good writers do and why.

All Early Years Practitioners, and all teachers in P1-2, have engaged in professional learning about literacy-rich environments. All Early Years Practitioners have conducted an audit using the Circle Literacy Rich environment tool and used their evaluations to enhance provision within the nursery. In the early years, teachers have moderated their classroom environments, and learning and teaching, using the Early Level Play Pedagogy Toolkit and have gained a greater understanding of the conditions that encourage and support young children to write.

Professional Learning Communities (PLCs) were established with groups of teachers across Blairhall and our Joint Headship school, all working within the same levels. Each PLC team developed their use of a range of data to support teacher-planning and set stretch-targets for writing attainment for their group. The PLCs all adopted an enquiry-based approach to teacher professional learning, with all teachers identifying approaches to raising writing attainment for children within their classes and then evaluating the impact of these approaches using a range of evidence. A lesson-study approach was developed by the PLC teams, with all teachers engaging in shared planning of learning, teaching and assessment, and all teachers observing learning in each other's classrooms, then reflecting together to identify key learning and their next steps in improving outcomes for identified children. The Fife Writing Assessment and Moderation Pack supported the moderation of planned learning, teaching and assessment and further developed teacher's confidence in their professional judgement and knowledge of the expected standards for writing for all children.

Impact:

Through children's focus groups and surveys, almost all children express some enjoyment of writing. In all classes, children's writing is linked to a clear purpose, and all children have the opportunity to engage with a range of text types, deepening their experience of different purposes and ways of writing. In almost all classes, children have regular opportunities to write, and in almost all classes, children extend their ideas in writing, as appropriate to their age and stage.

Almost all teachers feel that their professional learning has supported them to introduce new approaches to teaching writing this year, meaning that children are supported with a wider range of approaches and experiences that provide differentiation, support and challenge. Almost all children feel there has been some improvement with their writing this year, and a majority of children feel that they have made good progress with their writing.

Learning Intentions, Success Criteria, planned learning, and assessment, are linked to the relevant text type within the Fife Writing Assessment and Moderation Pack and moderated by all teachers within a level. This ensures consistent and progressive learning experiences are planned for most children within a level.

All Early Year’s practitioners feel more confident in ensuring there are opportunities for early literacy development across the nursery core provision. There are increased opportunities for writing in different areas of the nursery and using a wider range of tools for writing such as within the transition role play area. As a result of this, more children are engaging with and exploring mark making.

Writing attainment for children in P1, P4, and P7 has improved from 56% to 74%. Since August 2022, writing attainment in all classes has improved. Primary 3’s writing attainment has increased by 27%, Primary 1’s by 19% and there has been an improvement of 13% at Primary 4.

Next Steps:

Continue to build staff’s confidence in using a wide range of data to inform next steps and to evaluate the impact of new approaches introduced.

Continue to embed the use of the Fife Writing Assessment and Moderation Pack.

Priority 2 – Focused use of a range of data to support high quality learning & teaching, and raising attainment

NIF Priority

- *Improvement in Attainment, particularly in literacy & numeracy*
- *Closing the attainment gap between the most and least disadvantaged children*

NIF Driver

*School leadership
Teacher & practitioner professionalism*

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

Focus Quality Indicator: 1.1 Self-Evaluation for Self-Improvement

Other Quality Indicators:

- *QI 1.2 Leadership of Learning*
- *QI 2.2 Learning, Teaching and Assessment*
- *QI 2.7 Partnerships*
- *QI 3.2 Raising Attainment & Achievement*

Has this priority been: (please highlight)	Fully Achieved		Partially achieved	<u>X</u>	Continued into next session	
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Progress:

The key actions we have taken this year to progress this focused priority include:

- Introducing an electronic system for recording and tracking individual targets for children with Additional Support Needs, to replace the previous paper-based system
- Staff professional learning about SMART targets
- Stretch targets for specific groups of children
- Implementation of changes to Fife’s Planning formats for Additional Support Needs

All children from nursery to Primary 7 who have Additional Support Needs or Free Meal Entitlement are supported by individual SMART targets that are recorded and tracked on a Meeting Learners’ Needs spreadsheet. This spreadsheet provides an overview of support needs across Nursery and the school, allowing the tracking of progress and the monitoring of the effectiveness of interventions and supports.

All teaching staff and Early Years’ practitioners are developing their use of SMART targets. This ensures that the targets we create for individual children are more measurable, allowing more effective assessment of impact and clear identification of progress and next steps to support individual children.

Fife's updated guidance regarding planning formats for children with Additional Support Needs is being implemented.

All teaching staff have worked in PLC groups. They have discussed current attainment and assessment data for writing for the children in their classes and have used this data to create a stretch target for their cohort.

All Early Years' practitioners have an increased awareness of children who require additional support or challenge and are developing improved ways of planning and implementing the right level of support.

Impact:

The Meeting Learners' Needs spreadsheet provides a clear overview of the range of needs within the nursery and school. It allows good opportunities for moderation of the interventions that are being used to support all children with identified additional needs. All children with Additional Support Needs or Free School Meal Entitlement are supported with clear individual targets that are regularly reviewed and adapted to best meet their needs and support them to make good progress.

Writing stretch targets were set for all classes, which has given all teaching and support staff a clear focus on identified gaps in writing. A range of universal and targeted approaches are used in all classes. All teaching staff engage in regular, ongoing moderation of Learning, Teaching and Assessment, which means that all teachers say they have increased confidence in their professional judgement, and that most learning experiences provide appropriate pace, challenge, and differentiation.

Most teachers analyse and use evidence well to ensure a clear focus on those priorities which will have the greatest impact for children. In our nursery, practitioners are developing their skills in observations and daily responsive planning to support their knowledge of individual children and support their needs more effectively.

Targets used to support identified children are specific, measurable, achievable, realistic, and time-bound, meaning that children's progress can be clearly measured.

These approaches ensure that all children, Nursery to P7, are supported to make progress and improve their skills in a way suited to their age and stage of development.

Fife's updated guidance for children with Additional Support Needs has been used to support the development of streamlined ASN processes that all staff within nursery and school will use to support children. This is a new development, as the guidance was only released in March 2023, but it is resulting in children being supported with clear Smart targets.

Next Steps:

Continue to implement new Fife ASN planning formats and further develop use of these to support target setting within the Meeting Learners' Needs spreadsheet. Continue to embed use of Meeting Learners' Needs spreadsheet, monitoring and moderation to ensure quality and relevance of targets, impact, and next steps.

Set stretch targets for literacy and maths for all classes and ensure regular discussion at tracking meetings.

Priority 3 – Children's Leadership of their learning

<u>NIF Priority</u> <ul style="list-style-type: none"> Improvement in Attainment, particularly in literacy & numeracy Closing the attainment gap between the most and least disadvantaged children 		<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u>		
<u>NIF Driver</u> Parental/carer involvement and engagement School improvement		Focus Quality Indicator: 1.1 Self-Evaluation for Self-Improvement Other Quality Indicators: <ul style="list-style-type: none"> QI 1.2 Leadership of Learning QI 2.2 Learning, Teaching and Assessment QI 2.7 Partnerships QI 3.3 Creativity & Employability 		
Has this priority been: (please highlight)	Fully Achieved	Partially achieved	<input checked="" type="checkbox"/>	Continued into next session
Progress: The key actions we have taken this year to progress this focused priority include: <ul style="list-style-type: none"> Digital Learning Journals introduced Learner Conversations used to support discussions <p>Due to industrial action, we did not make as much progress with this priority area as intended.</p> <p>There is now a clear progression outlining expectations of how Learning Journals are to be used from P1-P7. All classes introduced digital Learning Journals, and all children in these classes have an individual Learning Journal with examples of learning relevant to them included in it.</p> <p>A learner conversation framework is available to all teachers, with prompts to support them in their conversations with children about learning progress and next steps.</p>				
Impact: Class teacher observations show that almost all children in P5-7 can independently update their digital Learning Journals with examples of learning and can annotate these examples to explain what they have been learning. Most children in P1-7 can discuss their strengths and next steps, which helps them to understand the value of the skills they are acquiring. All learning journals represent a range of learning across the curriculum. <p>Almost all children take ownership of their own learning and thinking. Almost all teachers have increased confidence in using OneNote for digital learning journals – this helps almost all children to develop their digital skills and to access and value their learning journals.</p>				
Next Steps: Continue to embed use of Digital Learning Journals in all classes, P1-7. <p>Share Learning Journals with families each term and use their feedback to improve the process.</p>				
Attainment of Children and Young People				
Across numeracy & maths and all areas of literacy I(Reading, Writing, Listening & Talking), we have raised attainment consistently over time. Maths and Literacy attainment at P1, P4, P7 (the stages the Scottish Government gathers data on) is showing an improving trend over the last five years. An increase from 62% to 78% for reading, and from 56% to 74% for writing has been noted compared to the 2021/22 attainment figures.				

We have exceeded our stretch targets for Maths, Listening & Talking, and Reading and are only 2% away from achieving our stretch targets in writing. Writing across the curriculum will be a School Improvement Priority for 2023-24.

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	86%	86%	86%	86%
P4	71%	57%	100%	71%
P7	78%	78%	78%	89%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	75%	86%
P4	57%	71%
P7	78%	89%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
76.4%	70%	79.9%	82%

Evaluative statement of attainment over time.

Overall, attainment in literacy & English is good. Across First Level, almost all children achieve national expected levels of attainment in listening and talking. Most children at Early Level and Second Level are achieving expected levels in all areas of literacy and numeracy and maths, and almost all children in Primary 6 are achieving these levels. A majority of children at First Level achieve CfE levels as expected in listening and talking, and reading.

Attainment in numeracy and maths is overall good. Most children in P1, P3, P6, P7 achieve national expected levels of attainment, and a majority of children in P2, P4, and P5 are achieving as expected. Regular opportunities to develop maths skills in a range of real-life contexts will be included within our improvement plan for session 2023-24.

Evidence of significant wider achievements

We introduced a new leadership committee this year, Blairhall Books. The purpose of this initiative is to promote enjoyment of reading and to develop a culture of reading across the nursery and school. We have had lots of initial successes: our Blairhall Books leaders have developed their confidence and leadership whilst promoting reading across the school; Blairhall Books and Blairhall Bakes have worked together to promote reading during our class shared breakfasts twice a week; the library is now used by all children Nursery to P7 every week; we have regular visits from the mobile library. Most children now say that they enjoy reading and all children have regular opportunities to read for enjoyment, building confidence and communication skills as they discuss books.

Our Blairhall Bakes committee were delighted when their invitation to come and visit us was accepted by Shirley Anne Somerville, who was Cabinet Secretary for Education and Skills. The visit gave the children a chance to show our visitors the warm and welcoming ethos we have in Blairhall, and they showed great confidence as they talked about their enterprising attitudes to Blairhall Bakes. The children's enterprise and resilience has been recognised again this year by the Social Enterprise Academy, who have invited us along again to their annual award ceremony.

We have revised our committees structure this year to ensure that all children from P1-7 are now part of a leadership committee. Our new Rights Committee has completed an application for our Bronze Rights Respecting Schools Award and has created an action plan to help us work towards the Silver Award. Our Eco Committee has also been working towards a Green Flag application. These committees are helping all children from P10P7 to work collaboratively and to problem-solving as they work towards achieving the goals they identify for their committee.

All children have worked in assemblies to revise our school values. We decided that BASE – Blairhall Achieving Success Everyday – is achieved by showing values of Brave, Achieving, Supportive and Equity. Our next steps are to make sure that these values are known across our whole school community.

All children in nursery and their families have had the opportunity to share their ideas about how they would like to see our nursery garden developed. These ideas have been used to improve the nursery garden and all children have been able to help with planting and redesigning the environment.

Feedback from External Scrutiny

Extended Learning Partnership

The purpose of the visit was to support our self-evaluation and provide feedback in relation to:

- Learning & engagement
- Capacity for improvement
- Attainment and improvement priorities

Outcome/Strengths identified:

- Settled and calm learning environment across nursery and all classes.
- Almost all children on task in all classes.
- Learning Intentions shared in all classes. In a majority of classes, SC were co-created.
- Relevant contexts for learning in all classes
- In a majority of classes, IT used effectively to support learning
- Positive relationships across the school community. Parents spoke positively about the school ethos and focus on wellbeing, community, and support.
- In nursery, staff-child interactions were good and consistent and there was a nurturing and warm environment.
- Children's confidence in leading their learning (eg, by asking for feedback in classes or by taking part in leadership committees in the wider school context).

Areas for Improvement/Planned Next Steps:

- Pace and challenge
- More opportunities for daily writing
- Beyond number: making sure there are regular opportunities for children to build on maths skills beyond number
- Higher expectations for presentation of work
- Making more explicit links between the language of learning and how this relates to what children are doing

PEF Evaluation/Impact

Targeted Interventions

The PEF budget was used to provide additional staffing to support children's literacy attainment across P1 to P4. Reading attainment for P1-4 combined was 69% and writing was 61%. In addition to this, increases in the level of ASN are apparent in the early years, 71% of children with Child's Plans are in Nursery-Primary 2.

The funding was used to:

- Provide an additional EYO post to give additional targeted support in the P1/2 class.
- Provide additional class teacher time to raise attainment in P2, P3, P4 with identified groups of children who were 2-5 months off pace with their reading and writing.

Progress:

An Early Years Officer worked with targeted groups of children within the P1/2 class to provide support with literacy activities. They also supported with the development of play pedagogy in the class, with a particular emphasis on developing a literacy rich environment.

Two teachers have worked together, team-teaching, and supporting targeted groups and individual children with reading and writing skills 4 times a week for short blocks on each of these days. This has allowed for more individualised and group support to be given, with a clear focus on identified gaps in learning and targeted interventions to address these.

Impact:

In P1, there was a 19% increase in writing and reading attainment, meaning that most children achieved expected national levels in these organisers.

In P2 there was a 3% increase in writing attainment, and a 6% increase in reading attainment.

In P3 there was a 27% increase in writing attainment, and a 7% increase in reading attainment.

In P4 there was a 13% increase in writing attainment, and a 15% increase in reading attainment.

School/Setting Name _____

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Satisfactory	N/A
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	N/A
3.2 Securing children’s progress	Good	Good	Satisfactory	N/A

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support	N/A	Good	N/A
Quality of environment	N/A	Good	N/A
Quality of staffing	N/A	Good	N/A
Quality of leadership and management	N/A	Good	N/A

Headteacher _____ Nicola Bow _____

