Canongate Primary School and Nursery

Standards and Quality Report

2024-25

Demographic	**Full Roll – 183 7 classes in 24-25. Will be 8 classes in 25-26** Average SIMD Profile – 7.6. SIMD should be looked at with caution as many children in St Andrews live in poverty and do not own the housing they are living in. ASN – 26.7% FME – 18.2% EAL – 9.3 %				
Vision, values and aims	**Our Vision** – **CANONGATE- THE GATE TO A GREAT FUTURE** **Our Values** - **RESPECT KINDNESS EQUITY AMBITION** **Our Aims are for Children to be – SAFE, HEALTHY, ACHIEVING, NURTURED, ACTIVE, RESPECTED AND RESPONSIBLE, INCLUDED.**				
Attendance	**Overall – 94 %**	**Authorised**	**4.5%**	**Unauthorised**	**1.5%**
Exclusions	0				
Summary of consultation with stakeholders	-Pupil consultation exists through assemblies, Microsoft forms, voting, leadership groups, pupil focus groups, pupil feedback, learning partnership views and class and curricular feedback. -Parents have the opportunity to give feedback / contribute via questionnaires/ our parent council meetings held termly, learning partnership focus groups, at events, parents' nights and via email. Our weekly newsletters and four termly Sways highlight actual evidence of work from the school improvement plan. The SeeSaw parent App is also utilised by P1-4 teachers for information sharing and feedback. We have discussed / consulted on our proposed PEF spend at parent Council meetings.				
Attainment Scotland Fund Allocation (PEF)					**£52,675**
Cost of the School Day statement	Canongate Primary School and Nursery recognise the need to reduce the Cost of the School Day for all, particularly those who are experiencing poverty. We have worked with all stakeholders to eliminate as many school costs as possible. We proactively contact families to remind them of support available, which is welcomed. •**Uniform** – uniform is available to anyone who needs it, lost property is recycled and issued where needed and a rail is available for all children and families. We do not insist on company / badges. We allow trainers for school and offer support to purchase a spare pair of shoes so we can play on the school fields in bad weather. •**Travel** – there are no costs to those representing the school. We support children to obtain bus passes and provide transport when required or offer refund of travel. •**Community** – all charity events ensure that all children participate and enjoy regardless and donations remain confidential. •**School trips** – Most trips are free to pupils – we promote inclusion and that no child should ever miss out due to finance. We source funding in these cases We are fortunate to obtain full funding for P7 residential trips as required.				

	•**Clubs** – there are no costs of any extra-curricular clubs. •**Home learning** – we ensure there are costs for any home learning. •**Curriculum** – there are no costs for curricular activities.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: **Improving Use of Digital Technologies specifically using digital tools to enhance and support teaching and learning. Staff will provide high quality learning experiences with the support of the increased use of digital technology and a focus on digital literacy and digital safety.**

HGIOS 4/HGIOELC Quality Indicators: 2.3 Learning teaching and assessment. 2.2curriculum 2.4 personalised support.

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

Primary 7 associated work on video games with Dundee University. Whole staff development sessions term 1 - CRIS twilight (safe passwords and importance of digital safety), 2x twilights to support staff on tools for cross curricular (eg Excel) attended by staff and digital leaders, Digital Charter created by pupils, for pupils following pupil questionnaires and parent survey. Class displays highlighted digital technology. Glow used routinely P4-7 for tasks and accessing tools / teams / emails. Assemblies covered and focus during Internet Safety Day (Feb 25). Primary 6 led this with data gathering / creating song / producing final posters. Curriculum lessons focused on digital safety. PSA professional training (In Service) to support needs for general digital culture.

Impact -

Digital Safety (CRIS) - In P4-7 all learners can confidently discuss the importance of online safety including the importance and creation of safe passwords/ not sharing important information. Recorded incidents of inappropriate use of social media/ messaging etc. have reduced (since Feb 25 none recorded in P7).

Most children in Primary 2-3 can talk confidently about the importance of safe passwords and not sharing important information online. This is the majority in Primary One. Almost all pupils can discuss digital charter across the school.

Curricular - Almost all learners in P5-7 are aware of the structure of online graphs using cells and able to create graphs and analyses. Evidence that all learners in P5-7 are able to work collaboratively on programmes in Glow to share and present work to class/ teacher. Pupils in Primary 5/7 are able to use surveys and forms to gather feedback.

Leadership Development – more efficient record of assessment for teachers around use of Records of Understanding with understanding of formula. PSAs able to use a range of accessible functions to support learners through digital support. Boardmaker symbolisation now in place for creating a universal and targeted inclusive environment (with help from inclusive practice team).

Training allowed digital leaders to lead learning (as described at ELP) including teaching P1-4use of Excel and creative work in P4-7.

All children in P4-7 identified themselves as more confident in using technology for learning. Evidence of application of learning such as use of Excel for house points/ uplevelling of presentations.

Pupils in P6 especially highlighted the impact of digital technolgies on their understanding. 'I can work things out quickly on excel and use graphs to put in my presentations. I think this will help me in my future working or exams'. Almost all pupils in Primary 7 could identify clear personal progress in digital skills.
Next Steps – Transforming learning project provides a natural progression for year 2 Enhanced learning and teaching through Transforming Learning programme PSA changes (x3) will require professional learning.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps						
School Improvement Priority 2: Improving writing						
HGIOS 4/HGIOELC Quality Indicators: 2.3 learning and teaching/ 2.2, Curriculum, 3.2 raising attainment and achievement.						
Has this priority been: (please highlight)	Fully achieved	x	Partially achieved		Continued into next session	
Progress - - Collegiate sessions –Writing policy agreed, implemented and specific progression for Canongate finalised with cluster PT. Staff professional development for Feedback Policy with PT cluster and Kingsbarns staff. Rationalised set times for assessments using a new time period. Systematic summative and formative assessment agreed. Cluster In Service with PT on planning for text types. Moderation sessions with cluster (In Service) with Kingsbarns.; 'cross marking' x2. P7 moderation focus for transition. Handwriting ambassadors created. 2 new teachers trained in QI – rest were a continuation. Run charts used in classes.						
Impact -School now has a consistent approach to the teaching of writing, feedback policy and assessments to be used. All teachers feel more confident with planning writing lessons– using 'new ladder,' QI and moderation. Almost all children at first level can identify different text types used and identify some of the characteristics of each. Almost all at first and second level are now using agreed assessment grid and can provide more accurate self or peer assessment. Primary 5-7 regularly self and peer assess against success criteria. In Primary One only some can describe text types but can describe what a sentence needs/ is. WAGOLLs are on display for whatever text type they are working towards in each class. These, with class displays have improved the quality of writing across the school. Most children in Primary 1 are forming letters correctly and neatly. QI work has supported pupil knowledge and improved outcomes for most learners working in first level in tools for writing. Improvement noted in punctuation, grammar and openers used in text type writing lessons target P5-7 pupils who had previously not punctuated well. Noted that QI in first level has not had the same impact for a minority of learners in first level and at Primary 7. Teachers confident in where pupils are at in writing and providing next steps. Pupil feedback across P4-7 for targeted discussion in groups – almost all those questioned felt using text types with very specific success criteria supported their weekly writing and QI writing helped them focus on their punctuation and sentence structure.						
Next Steps – teachers will use the Fife Reading assessment pack for reading – agreed. Handwriting still needs work for many pupils. Use handwriting ambassadors more consistently. Keep going with text types/ QI work that						

has started but consider what next for learners not progressing using QI methodology. Continue to ensure pupil feedback on writing is planned.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps						
School Improvement Priority 3: Achievement - Progress						
HGIOS 4/HGIOELC Quality Indicators: 1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.1 – Ensuring wellbeing, equality, and inclusion 3.2 – Raising attainment and achievement						
Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	x

- Professional sessions/ collegiate time on Progress System for assessment and reporting. Agreements in relation to identified tasks by who and when.
- Introduction to Meta Skills – 2 twilights and introductions for pupils in assemblies (experimental stage).
- Teacher questionnaire on where they feel the gaps are in providing opportunities for meta skills – anything needed discreetly.
- Planning for any additional resources for open ended tasks (eg Kappla purchased)
- Focus on HWB with cluster for moderation.
- Adopted ROU for technologies and in use to ensure clear progression.

Impact

- All teachers state they are confident in use of the Progress system and able to use for summative tracking purposes.
- All teachers are confident in the use of a new reporting framework, including reporting on meta skills.
- All teachers have awareness of meta skills and how these will support skills for life.
- Almost all pupils in P4-7 have some awareness of meta skills and how they help, but this is to be worked on further as a priority next session. This is not embedded.
- Use of ROU in digital technologies has supported

- Teachers reported that the moderation in HWB with cluster was less impactful as a clearer focus on specific outcomes needed – this will be addressed for the future. But it did encourage them to consider progression in detail in physical education.

Next Steps – focus on Art and Science for Year 2 – Deeper dive into planning/ assessment/ next steps. Meta Skills Plan in place with agreed display (making visible) for all classes and termly x2 discreet sessions for areas with focus that teachers have identified need more of a focus throughout the year. Further feedback from Pupils.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps						
School Improvement Priority 5&6 (ELC specific): Achievement – Learners experiences in Numeracy & Numeracy in the Outdoors in the Nursery.						
HGIOS 4/HGIOELC Quality Indicators: 2.2 – Curriculum 2.3 – Learning, Teaching and Assessment 3.2 – Raising attainment and achievement						
Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	x

Progress:

- All staff completed 'Conceptual Numeracy' online training through Fife ELC.
- PNT analysed the number of numeracy observations in PLJs and DRP before and after developments.
- Numeracy training from WEA on November in-service open to practitioners in NE Fife hosted in our school.
- Staff engaged with ECERS tool to evaluate practice around numeracy in the setting.
- Staff began to engage with 'Records of Understanding' in numeracy.
- Staff audited and developed the environment of the nursery and outdoor area to make it more rich in numeracy experiences. Other settings were then invited in to share practise.
- Learners and staff engaged with whole school developments on Digital Literacy and CRIS
- Staff shared good practice during the February in-service by inviting other settings to visit ours.

Impact:

- Playroom observations carried out by SLT and EYDO and Learning Partnership visit highlighted good practise in numeracy, high quality interactions, high quality spaces

but need to further develop the 'Golden Thread' and intentional planning (including learners.)
- Moderation of PLJs and DRP by practitioners/PNT/SLT and EYDO highlighted high quality observations but identified continued work is required on the language of learning for next steps.
- WEA training feedback showed improved staff knowledge and confidence in providing numeracy activities (in particular using natural materials) and engaging learners.
- Data comparison of numeracy observations in PLJs and DRP showed an increase of 223 observations than the previous session and a wider spread across numeracy and maths.
- February in-service 'Open Afternoon' feedback; ''inviting spaces, well considered outdoor space, inspiring creativity.''
- Staff completed self-evaluation by engaging with reflective questions on conceptual numeracy/outdoor learning which showed increased use of modelling language in numeracy, planning for challenge, improved spaces in the setting and outdoors, more 'real life' contexts for the learners e.g. counting the lunch line and introduction of outdoor DRP.
- Pupil voice in the 'NIP Floorbook' shows a range of numeracy experiences.

Next Steps:

- Intentional planning on aspects of NMM for learners in particular, those in N4.
- Continued focus on aspects of the Records of Understanding and Progression Planners to ensure challenge, progress and attainment of learners.
- All staff focus on identification of 'next steps' for learners using observations, interactions, eLIPS data, questioning and planning documentation.
- Continued development of 'Golden Thread'.
- Development of floorbooks to allow learners to engage in planning learning and sharing learning in various curricular areas.
- PNT to engage with 'Transforming Learning' developments and utilise to support learning in the nursery.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps
ASC Improvements Review – improving environments and participation wiht
HGIOS 4/HGIOELC Quality Indicators: 1.2 – Leadership of Learning 2.3 – Learning, Teaching and Assessment 2.5- Personalised support 3.1 – Ensuring wellbeing, equality, and inclusion 3.2 – Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved X Engagement ended but use of Circles will continue.		Partially achieved		Continued into next session	

Progress

- All ASC staff (including 4 mainstream classes) took part in self-evaluation using circles documents.
- Total of 3 twilights between August and February.
- All PSAs trained in boardmaker.
- Shared frameworks completed for each participating teacher.
- IPT either modelled / covered or completed training.
- IPT completed the review with all participating staff.
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Impact

- All frameworks were different – tailored to classes so not a universal impact, but some generic impacts outlined.
- All teachers graded their environments higher at the end of the project.
- Sensory circuits reported in all cases to create calmer environment where teacher can focus on supporting other children whilst children attend. Children return calmer and more able to focus for a sustained period of time.
- All environments have same visuals ensuring same throughout school.
- Motivation charts have helped individuals in each class to make good choices
- Individualised workspace has helped individuals to focus on work and allow others to focus on theirs.
- Use of participation scale and discussion supported teachers to target support more effectively for individual pupils

Next Steps – As per ELP concentrate on use of effective PLPs as part of effective planning/tracking and assessment/ routines / environment. Leadership through newPT.

Improving Outcomes

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	88%	92%	88%	88%
P4	90%	90%	90%	95%
P7	72.7%	72.7%	69.6%	66.6%

As we host the enhanced provision for our locality where children are placed either part-time or full-time from across NE Fife, we are also presenting figures that do not include Primary Enhance Provision learners.

Stage	Listening and Talking	Reading	Writing	Numeracy
P1	91.6%	95.8%	91.6	91.6
P4 (No ASC)	90%	90%	90%	95%
P7	80%	80%	76.6	73.3

Attainment

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80.8%	88%	88%	88%
P4	70 %	90%	80 %	95%
P7	65.6%	69.6	71.9 %	66.6

Attainment

Across P1, 4 and 7 we have exceeded our stretch targets apart from numeracy in Primary 7. All learners who have not achieved second level numeracy were supported with SEAL intervention groups and the results of NSA and MALTs were used to support including additional supports/ resources. Progress was made in each case which takes account of additional learning needs. At Primary 7 each learner represents 3.03%

We have included data with and without pupils that attend our ASC as in some years this has significant impact on attainment overall.

At Primary One each learner represents 4%. Most learners have achieved early level in all literacy descriptors and in numeracy (NMM). Where learners are not achieving early level in reading we have used interventions and a summary of support is in place. Six pupils were carefully tracked using phonic assessments and reading to ensure they had more intensive support to ensure they would achieve early level and to reduce the gap in reading and writing.

Readiness to learn and HWB was identified as a gap for 12 learners across P2—6 and through PEF funding and use of inclusive practice team, sensory circuits were introduced. While this has not necessarily increased attainment in our figures for all 12 learners, qualitive data from pupils and staff has shown it to be beneficial in increasing engagement.

At Primary 4 each learner represents 5%. Almost all learners in Primary 4 have achieved first level across all literacy descriptors. This was supported by almost all learners achieving between average and above levels in NSA tests. Some PEF PSA hours targeted at numeracy for SEAL input – has ensured that those learners targeted have achieved first level. Almost all P4 pupils are showing very good reading and writing skills meeting appropriate benchmarks.

Our PEF funding has been used for additional pupil support hours for additional, focused support in literacy and numeracy and health and wellbeing where there is an identified gap. Pupils have articulated the impact of this for themselves including evaluations of kitbag/ Lego Club and Seasons for Growth. Data from our wellbeing webs (3 times per session) have seen almost all children giving themselves a higher score in most areas.

Reading at all levels is showing as a strength in the school with most learners across the school showing on track or above. There is a particular strength in Primary 4 where there is accelerated progress in reading. Our data in numeracy (supported by NSA data and MALT data - still shows key gaps in place value and related work on number bonds. We hope the planned work on manipulatives and oracy will support this.

Achievements

We are at the early stages of tracking our achievements at an overall class level but need to strategically work on how we do this on an individual level. We discuss at our tracking meetings at how leadership and opportunities are equitable.

Successful Learners

All pupils (p1-7) have taken part in a range of performances including a very successful Christmas Show and each class performed a shared assembly connected to their learning. Sporting achievements include participation in the cluster football. Netball and hockey festivals/swimming festival/ Bikability (P6-7)/Active school sessions./ St Leonards Sports Day/ tennis competition/ Sports Week and Swimming lessons for one term (P6), Fife Cross Country.

Range of curricular class trips to the National Art Gallery / Botanics/Sea Life Centre/ St Andrews Castle/Cathedral/ Science Centre/Dundee Discovery/ RHET farm trip and Balgove. Our girls organised a girls football tournament.

Responsible Individuals

Whole school beach clean / pupil led assembly on Myanmar Earthquake and community fundraiser/ litter picking/ /Building Resilience assemblies. P1-3 trips to the farm to discover where our food comes from (walking trip). Pupil voice groups are carried out regularly. Internet Safety visit from Police. RNLI safety assembly. Sports leaders provide lunchtime clubs for younger pupils. Primary 5 produced a reuse booklet with St Andrews University that is being sent to every school in Fife.

Confident

Techno Challenge / presenting family engagement tasks at our Building Resilience assemblies. 8 pupils receive music instruction in school and regularly perform at events. Pupils gain confidence as part of our regular outdoor learning sessions (P1-7). Scottish Celebration – all children performing dancing and poetry. Approx 20 children participated in musical instrument performance after school – arranged by parent council.

Effective Contributors.

Leadership across the school is strong – digital leaders/buddies/peer mediators/Bookery helpers/kitbag ambassadors/handwriting ambassadors/ sports leaders/ house captains/ participatory budgeting for sports equipment.

Evaluations (School)				
	2022-23	**2023-24**	**2024-25**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Satisfactory	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

NIF Quality Indicators (HGIOS ELC (Early Learning and Childcare)) Early Years Self- Evaluation (Nursery)				
Quality Indicator	**2021 -2022**	**2022- 2023**	**2024-25**	**Inspection Evaluation** *(Since August 2023)*
1.3 Leadership of change	Very Good	Very Good	Very Good	
2.3 Learning, teaching, and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity, and inclusion	Good	Good	Good	
3.2 Securing children's progress	Good	Good	Good	

Care Inspectorate (within last 3 years)	**Grade (if applicable)**		
	2022 -2023	**2023- 2024**	**2024-2025**
Quality of care and support	Good		
Quality of environment	Good		
Quality of staffing	Good		
Quality of leadership and management	Very Good		