



Carnegie Primary School



Standards and Quality Report

Session 2020/21



Context of the School

Carnegie Primary School was established in August 2009 and the school community moved into the new building in August 2011. It is a non-denominational school serving part of the Eastern expansion of Dunfermline and the more established area of Halbeath. Our school caters for the mainstream education of Primary and Nursery children. The school was subsequently extended in 2017 to accommodate a continued increase in roll.

The combined school and nursery roll is 733. The school currently caters for 653 pupils organised across 23 classes. The Nursery accommodates 80 children aged 3 – 5 and the space is currently used by both Carnegie and Halbeath nursery. The children come from a range of social-economic backgrounds with 11.3% in SIMD 1 to 3 and 37.6% in SIMD 18 to 20. The school F.M.E. is 14.1%.

We have a very supportive parent body and feedback indicates that they value the care and support their children receive from school staff. The school benefits from the involvement of a range of partners such as the Active Schools Coordinator, Educational Psychologist, Social Work, Community Police Officer and NHS Partners.

The school is fortunate to be set within a large playground and playing field which allows for extensive outdoor experiences and is also located within the city of Dunfermline allowing access to a wide variety of learning opportunities.

The school employs 61 staff which includes a senior leadership made up of a Headteacher, 3 Deputes, 2 Acting Principal Teachers, 28 teaching staff, 3 clerical staff, 2 janitors, 10 EYOs and 12 PSAs.

Each Depute has responsibility for a department within the school in addition to a whole school strategic remit. These roles and responsibilities are reviewed annually to reflect the skills and expertise of the leadership team. This year due to Covid-19 restrictions we have been unable to offer the wide range of extra-curricular clubs during lunchtime and before/after school. Similarly, we have been unable to take part in authority school sports festivals and residential educational excursions. However, we have worked in partnership with Ardoy Outdoor Centre to provide P7 pupils with 4 days of outdoor education experiences over the course of the session.

A Breakfast Club and Out of School Club operates before and after school and during the school holidays. This is accessed by families from Carnegie Primary.

The Parent Council play an active role in the life of the school. Parents enjoy being involved in the life of the school through shared learning, assemblies and parent workshops. Despite restrictions all of these aspects have school life have continued, albeit virtually. Work continues to identify increased opportunities for family involvement in school and their child's learning.

Carnegie Primary School is part of the Woodmill High School cluster group. Close transition links are also fostered with the early learning and childcare establishments from where our children transfer. Most Primary One children transfer to Carnegie Primary from Carnegie and Halbeath Nurseries.

Vision, Values and Aims

Growing Together, Soaring to Success

Values - Respect Kindness Ambition

Aims – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

Improvement Plan Priorities 20/21

Focus: Learning Provision

- Improve learning and teaching in literacy
- Embed staff training in numeracy
- Develop curriculum pathways in Technologies and IT to ensure high quality experiences for all learners

Focus: Relationships

- Support strong and resilient relationships for and between children, staff and families

Focus: Culture

- Build a strong culture of professional learning and pedagogical enquiry
- Develop the identity of our school, building on our vision, values and aims

Method of Gathering Evidence

We use HGIOS 4 Quality Indicators and school policies and procedures to ensure a culture of self- evaluation. This ensures we continually evaluate the quality of work in the school to meet our School Improvement Plan priorities and provide high quality learning experiences for all our pupils.

Evidence sources include:

- Observation of learners' experiences through peer and Senior Leadership Team (SLT) visits where the focus is on the experiences of the child
- Learning Partnership Report
- Records of CLPL and Curriculum Development
- Monitoring of remote learning
- Evaluation of participation and partnership working with Pedagogy Team (Workshop for Literacy) focus
- Evaluation of in-service programme
- Termly assembly/huddle programme
- Monitoring of learning and teaching, attainment and achievement throughout the year through Pace and Progress meetings
- Staff analysis of on-going assessment and Scottish National Standardised Assessments.
- Feedback from parents on end of year summative reports
- Pupil, parent, staff questionnaires using Microsoft Forms
- Self-evaluation and audit by staff, children and parents of the School Improvement Plan
- Learners' evaluations of their learning experiences through pupil learning conversations and committees including the Pupil Council
- Display of pupil voice and focus group discussions with pupils
- Quality assurance of pupils' work on a regular basis including jotter monitoring and wall displays
- Moderation at school level
- Stage newsletters
- Head Teacher Updates, School Newsletters, social media, including website and twitter account
- Use of national benchmarks during pace and progress meetings to help confirm professional judgements
- Information from multi-agency partners
- Learning Support plans for specific learners
- PRD Conversations
- Evaluation of CLPL
- Parent Council Minutes
- Data on incidents of bullying behaviour and racist incidents
- Whole school Practitioner Enquiry
- Attendance monitoring

How good is our leadership and approach to improvement?

(1.1, 1.2, 1.3)

Evaluation: **Good**

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children 	<p>School Priorities</p> <ul style="list-style-type: none"> ✓ School vision, value and aims well understood by pupil and parents ✓ Continue to develop leadership at all levels building a strong pupil and parent voice ✓ Staff to undertake a practitioner enquiry using the PDSA model and present their findings and evidence to colleagues ✓ PTs to work collaboratively with class teachers to develop learning and teaching in literacy and numeracy ✓ Engagement with Pedagogy team focusing on quality pedagogy in literacy
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • school leadership • teacher professionalism • school improvement 	<p>Local Outcome Improvement Plan Focus:</p> <ul style="list-style-type: none"> ✓ Early Years support to ensure that children are ready to learn when they start school ✓ Foster innovation and collaboration through a focus on culture change and an engaged workforce

Progress, Impact and Outcomes

Our school and nursery values and aims are clear and concise making them relevant and easy to understand for children and their families. They are a key feature of weekly virtual huddles. Pupils are nominated by teachers for a 'Values in Action' certificate, presented to them at huddle, to recognise they have demonstrated one of the core values. Each week children are set a discussion question during huddle which focuses on one of our school aims. They are aware that the school aims are the wellbeing indicators. Restorative approaches are used by almost all staff and these conversations refer to our core school values.

Pupils have opportunities to lead their own learning within the classroom. Pupils collaborate with teachers to make collective decisions about the direction and context of their learning based on their group and individual needs and interests as guided by the CfE curriculum overview. A variety of creative opportunities are provided across all stages to engage through interdisciplinary planning and development of skills for learning, life and work.

Throughout the year the SLT engage all pupils in a 1 to 1 learning conversation. Pupils have opportunities to develop interests and skills through leadership roles at class, department and school level. Senior pupils are interviewed for the roles of House Captains and Pupil Council Leaders.

Pupil voice is strong and pupils participate in self-evaluation using HGIOURS. This informs next steps in school improvement ensuring that pupils are fully involved and part of the decision-making process.

For pupils our approach was very much, business as usual and we were clear about our expectations. The school values and aims were woven through weekly learning and discussed at weekly huddles led by the DHTs. These were well attended with approximately 50% of children taking part each week. Our pupil voice was a key component in these sessions too with Pupil Council/House Captains often taking the lead.

Pupils were regularly asked for their views, our remote learning survey had 233 responses from across all year groups. The key messages were that 65% of our pupils were happy learning remotely, 84% liked live sessions the best and while the time spent on remote learning varied considerably 57% said they spent between 3 and 4 hours a day on their learning. Interestingly while parents wanted more of a focus on numeracy and literacy with less on 'other' curricular areas 65% of our pupils wanted more expressive arts in their learning grids and wanted their teachers to do PE as the live session.

Overall the data we gathered suggested that pupils saw a number of positives to remote learning, especially spending more time with their families, being able to work at their own pace and getting one-to-one support from an adult when they needed it.

Government restrictions this year changed our partnership working and much of this had to be done remotely. This year we have worked with Ardoy Outdoor Centre, Active Schools, Police Scotland, Barnados and Babcock International. This remote style of working with our partners has meant that pupil groups such as our Eco Committee and JRSO have been less involved in actively making changes within the school and our partners have been less involved in school improvement planning.

All staff engage in career long professional learning. Teachers, PSAs and EYOs fully engage in professional review and development (PRD) meetings which focus on their personal and professional Development to identify next steps. CLPL opportunities are well utilised to ensure a positive impact on the staffs' professional development and on high quality learning experiences for the pupils. The active engagement of all staff in the PRD process supports the school to achieve the aims of the School Improvement Plan and ensures that pupil benefit remains at the heart of the process. This year the PRD process identified staff development needs in learning and teaching related to Expressive Arts, Financial Education and teaching additional languages.

All teachers are actively involved in practitioner enquiry projects using the PDSA model. Teachers ensure that these projects are very well aligned with the needs of learners, school improvement priorities and teachers' professional learning and development. Teachers are given the opportunity to reflect on the outcomes of their practitioner enquiry projects at a shared staff showcase and are beginning to be able to evidence the impact of these on improving learning outcomes for children. There are regular opportunities for teachers to share their professional learning and to benefit from collaborative working and staff are effective in mentoring and supporting one another, sharing knowledge and expertise and opening up opportunities for professional dialogue. All staff have had the opportunity to further develop their knowledge and understanding of literacy based pedagogy and can engage with other members of staff to develop their shared knowledge and understanding.

Professional learning in literacy was a central feature of our recovery plan. This included working with the pedagogy team, which started last session. With the restrictions in place this was more of a challenge as we were unable to do any more collaborative teaching sessions however what we achieved, was, in some ways, better during remote learning as each partnership became a coaching pair and each teacher therefore had a colleague to have a bespoke professional dialogue with over 10 sessions to support them in developing their own pedagogy (specifically literacy). Feedback in relation to this was very positive. The pedagogy team also facilitated 5 Professional Learning Inputs via Teams although these were not as effective as on-site training might have been due to staff engaging remotely.

Our Principal Teachers have worked alongside most staff in a team-teaching capacity to support, upskill and challenge pedagogy. The impact of this has been very positive and teacher confidence around conceptual numeracy and workshop for literacy has increased as a result. The impact on pupils has also been positive as learning experiences have been well planned and differentiated.

*"I think having the PTs in the school has been so beneficial. It is great to have a designated person to go to with great ideas and professional discussion in the core areas of literacy and numeracy. I feel like this has really benefited me as I worked alongside Sarah last year and I am currently working with Ashley and I feel grateful for that opportunity." **Morgan McKay, Class Teacher***

Next Steps

- Develop progression pathways and learning experiences in Expressive Arts and Financial Education
- Staff training to develop confidence and knowledge of teaching a second language. Progression pathway introduced

- Buddy system in place to support those staff members who are less confident in teaching a second language
- All staff to undertake a practitioner enquiry using the PDSA model and present their findings based on research and supported by evidence to colleagues
- JRSO to link with Police Scotland and associated partners to review and update our Travel Action Plan
- Rights Respecting School- working with partners and across the Woodmill cluster to achieve silver award

How good is the quality of care and education we offer?

(2.2, 2.3, 2.4)

Evaluation: **Good**

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Improvement in employability skills and sustained positive school leaver destinations for all young people 	<p>School Priorities</p> <ul style="list-style-type: none"> ✓ Staff engagement with pedagogy team via online webinars followed by 1-to-1 coaching sessions to develop knowledge and expertise in teaching literacy ✓ Audit to identify teacher needs in relation to professional learning in IT and resources ✓ Professional learning opportunities in relation to staff IT skills and knowledge planned and implemented ✓ Collaborative teaching across the school for literacy and numeracy to consolidate learning and implementation of new approaches. ✓ Moderation framework built into collegiate calendar to ensure rigorous discussion about learning, teaching and pupil progress
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> • school leadership • teacher professionalism • school improvement 	<p>Local Outcome Improvement Plan Focus:</p> <ul style="list-style-type: none"> ✓ Improve access to learning, work and voluntary opportunities. ✓ Foster innovation and collaboration through a focus on culture change and an engaged workforce ✓ Make better use of digital opportunities to improve service responsiveness, support independent living and better connect communities and individuals

Progress, Impact and Outcomes

As a continuation of last session's school improvement plan, our recovery plan for this session included improving professional learning in Literacy and Digital Technologies.

All staff worked with the pedagogy team to develop writing. In place of collaborative teaching sessions staff had access to a coaching partner who supported them in developing their own pedagogy (specifically literacy). Feedback in relation to this was very positive. Coaching sessions have led to increased confidence in the teaching of reading and writing. However, staff feedback has shown a need for more focused support around the development of Listening and Talking. This ties in with pupil feedback which has shown they feel less confident in discussing feedback and next steps.

Almost all of our school staff were able to embed digital technologies in learning and teaching across the curriculum/four contexts of learning, through a variety of developments. Teams/SeeSaw was fully integrated into learning and teaching across all classes, enabling pupils to access remote learning from home. We are very aware of the constantly evolving nature of technology and this is reflected in both our School Improvement Plan and individual teachers' professional learning.

We make use of Assistive Technologies to meet the needs of all learners, such as the use of Clicker to support writing for targeted pupils. Independent learning through technology is actively encouraged both within and out with the school.

A small group of staff were identified at the start of the school session as Digital Leaders. Throughout Remote Learning they, alongside members of the SLT, supported staff in a number of areas to improve knowledge and expertise. They used staff meetings to share ideas and help troubleshoot IT related issues. We dedicated an inset day to IT and digital technology and this was used effectively to support staff. Our Digital Leaders used a workshop approach which allowed staff to select the training which was most relevant to them. These workshop sessions looked at advancing the use of Teams and SeeSaw as well as providing training on SWAY, Coding, Thinglink and Inshot. All staff felt that this approach helped to support their specific professional learning needs in relation to the delivery of remote learning.

We created a [Digital Technologies Support Hub](#) for all resources and instructional videos which have been created to support staff in facilitating remote learning effectively.

Throughout this session we have seen significant development in use of technology to support learning and teaching. This is now a key strength of almost all staff.

Pace and Progress meeting were maintained, albeit remotely to interrogate tracking and assessment data. However, concerns around the rigor of remote assessments was acknowledged due to the inability to gauge how much support children were receiving to complete tasks. Further assessments were undertaken in term 4 to ascertain where gaps exist and where targeted support was required.

Learning approaches within the early years (including nursery the setting) are firmly based on play and active learning. SLT learning visits show evidence of high quality play experiences where children can talk confidently about their learning. Across the nursery and the school educational excursions have been planned to allow children to apply and explore their learning within new environments which has taken the learning beyond the nursery/school setting. Moving forward we would plan to develop play pedagogy in the primary 2 setting to support learning experiences.

Use of the 4 part model and a fully differentiated approach to planning of learning pathways for pupils ensures that children have a clear understanding of progress and expectations. Staff discuss progress and next steps with pupils across curricular areas and provide verbal and written feedback. Continued discussion of learning intentions and success criteria amongst staff at stage level provides a platform for moderation and a shared consistency of approach and use. Feedback and next steps are clearly linked to success criteria. This coordinated approach ensures that all pupils have an accurate understanding of skills and progress towards learning targets.

The moderation framework established last session has continued to be used this academic year. Staff met remotely to plan, implement and moderate lessons formally each term. One of the challenges staff faced during term 3 was the gathering of pupil evidence as it was unclear at times how much adult had been involved in the work produced, however we felt it was important to continue to engage in this process. During termly Pace and Progress meetings the impact of collegiate moderation sessions is evident, staff are able to identify evidence and track pupils much more accurately. This moderation process will be reviewed in the coming session to ensure an effective and efficient process is embedded.

Next Steps

- Staff training and professional learning in literacy (focusing on Listening and Talking)
- Develop and embed play pedagogy in P2
- Keep up to date with developments in relation to digital technology
- Moderation framework built into collegiate calendar to ensure rigorous discussion about learning, teaching and pupil progress

How good are we at ensuring the best possible outcomes for all our children/learners?

(3.1, 3.2)

Evaluation: **Good**

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children's and young people's health and wellbeing

School Priorities

- ✓ All classes to be running Seesaw to share learning between home and school
- ✓ Blended learning model in place to support home learning should the need arise
- ✓ HWB Curriculum pathways implemented and monitored
- ✓ Targeted support and interventions in place to meet the needs of the most vulnerable
- ✓ School aims/wellbeing indicators well understood by children and families
- ✓ Continued professional learning for staff in relation to wellbeing

NIF Driver(s)

- school leadership
- teacher professionalism
- parental engagement
- performance information

- ✓ **Local Outcome Improvement Plan Focus:**
- ✓ Maintain a stronger focus on the wellbeing of children and young people including mental wellbeing
- ✓ Improve staff confidence in using interventions to close the poverty related attainment gap
- ✓ Foster innovation and collaboration through a focus on culture change and an engaged workforce

Progress, Impact and Outcomes

Pupils were consulted regularly and our remote learning survey had 233 responses from across all stages. The key messages were that 65% of our pupils were happy learning remotely, 84% liked live sessions best and while the time spent on remote learning varied considerably 57% said they spent between 3 and 4 hours a day on their learning. Interestingly while parents wanted more of a focus on numeracy and literacy with less on 'other' curricular areas 65% of our pupils wanted more expressive arts in their learning grids and wanted their teachers to do PE as the live session.

Overall the data we gathered suggested that pupils saw a number of positives to remote learning, especially spending more time with their families, being able to work at their own pace and getting one-to-one support from an adult when they needed it.

In order to stay connected we use a variety of approaches to ensure strong links with our families. Throughout the session our Twitter feed became an even more important communication tool. We used it, alongside Teams and SeeSaw to share children's learning. We asked for parental views and feedback using Microsoft Forms on a number of topics including communication and remote learning. Typically around 40% of parents responded, giving us good indication of parental views. Regular HT updates ensured that parents were informed and fortnightly Parent Council meetings enabled us to talk directly to parents about what we were doing well and how we could improve remote learning.

The [school website](#) was redesigned and developed to support families while learning at home. It included:

- signposting to other learning opportunities
- provide guidance and resources for those with children who have additional support needs
- parental workshop videos created by PTs demonstrating approaches to supporting learners with literacy and conceptual numeracy learning

Through robust tracking and assessment, we ensure that support is targeted appropriately and equitably across the school. Support for Learning teachers have identified the need for an audit of current practice to ensure that we are able to accurately identify and support those children who need it most. Our Pupil Equity funded Pupil Support Assistants have worked with pupils on a number of areas within Literacy and Numeracy, some examples of focus areas include: writing, phonics, number bonds and subtraction.

With a view to further promoting our school aims (which are also the GIRFEC Wellbeing Indicators) we continued to use our 'My Wellbeing' pupil booklets. A significant amount of work has been done at class level through the Health and Wellbeing curriculum to promote pupils' knowledge and understanding.

Our Health and Wellbeing planning tool uses the wellbeing indicators to bundle experiences and outcomes together ensuring that this is at the heart of planning. The pupils' 'My Wellbeing' booklets provide class teachers with a more holistic overview of how pupils in their class are feeling, these booklets have been designed to give pupils two opportunities a year to complete a 'My World Triangle' questionnaire. The information gathered from these questionnaires is discussed at Pace and Progress meetings and can help to effectively inform plans for targeted support and/or wellbeing plan targets. These booklets are completed at home as part of our family learning programme and have been well supported by our parents. Moving forward we would like to work with parents to create a whole school community approach to health and wellbeing.

All staff engage in career long professional learning. CLPL opportunities are well utilised to ensure a positive impact on the teachers' professional development and on high quality learning experiences for the pupils. This year staff have had professional learning input around Emotion Works which was introduced as our whole school programme looking at developing children's emotional literacy and wellbeing. This programme helped support children on their return to school following school closures and during remote learning periods. Staff feedback indicated Emotion Works was a good tool for ensuring a consistent language around the school. However it did not fully address the wellbeing of all children and that further development work is required in order to create a culture of wellbeing across our school community.

Approaches to professional learning that are supported by practitioner enquiry are very well aligned to children's needs, improvement priorities and professional review and development.

Data Analysis

Pupils at Carnegie are assessed using both formative and summative assessment methods. Across Fife Council all P1 pupils take part in BASE assessments in Literacy, Numeracy and a Personal, Social and Emotional Development assessment both at the start and the end of their first year at Primary School. Our Primary 4 and 7 pupils take part in Scottish National Standardised Assessments in Reading, Writing and Numeracy and Mathematics. Curriculum for Excellence attainment levels are based on teacher judgement.

BASE Data

Primary 1						
End of Year Assessment	Literacy		Numeracy		Personal, Social and Emotional Development	
	19/20	20/21	19/20	20/21	19/20	20/21
130 + (Top 2% across Fife)	1%	5%	3%	4%	3%	3%
115 + (Ahead of average)	6%	5%	8%	12%	7%	8%
85 – 115 (On track)	63%	73%	73%	73%	70%	75%
- 85 (Off track)	29%	17%	15%	11%	19%	14%

The data above shows an increase in the percentage of children scoring above 115 and therefore ahead of track in both literacy and numeracy. The percentage of children scoring below 85 and therefore off track, whilst still significant, has decreased in both literacy and numeracy.

SNSA Data

Primary 4									
	Writing			Reading			Numeracy		
Band	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
9 +	9%	8%	7%	14%	10%	13%	5%	8%	5%
8	20%	8%	14%	14%	14%	17%	11%	14%	16%
7	22%	31%	27%	20%	16%	34%	26%	18%	19%
6	18%	20%	27%	15%	25%	18%	24%	29%	39%
5	16%	15%	14%	16%	13%	6%	22%	28%	15%
4-	16%	18%	11%	22%	22%	12%	11%	3%	6%

The data above shows that the number of pupils achieving band 8 and above has increased in both Reading and writing and decreased very slightly, by 1% in Numeracy.

*It is important to note that in 2019/20 assessments at Primary 4 were undertaken in the week leading up to the national school closures. As a result of this there were a higher than average number of children off that week resulting in a maximum of 80% of pupils being assessed. This makes it difficult to analyse and identify patterns as it does not truly reflect the year group.

Primary 7									
	Writing			Reading			Numeracy		
Band	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
11 +	7%	6%	9%	4%	17%	13%	14%	10%	12%
10	9%	30%	23%	9%	28%	27%	16%	19%	13%
9	30%	24%	26%	28%	21%	27%	21%	25%	20%
8	33%	24%	27%	21%	15%	19%	33%	22%	35%
7	9%	9%	9%	19%	11%	8%	9%	18%	13%
6 -	12%	6%	6%	19%	7%	6%	7%	4%	7%

The data above shows that the number of pupils achieving band 9 and above in all three areas has decreased compared with last year's results, while there has been a decrease when we compare year groups attainment from this year to last year, the results closely align with CfE attainment levels.

Curriculum for Excellence Attainment

The tables below show the percentage of pupils achieving the expected Curriculum for Excellence attainment levels over the last 3 years in listening and talking, reading, writing and numeracy and mathematics.

	Primary 1		
	18/19	19/20	20/21
Listening and Talking	91%	90%	95%
Reading	87%	85%	84%
Writing	88%	81%	84%
Numeracy and Mathematics	87%	90%	87%

	Primary 4		
	18/19	19/20	20/21
Listening and Talking	89%	83%	97%
Reading	81%	81%	80%
Writing	78%	78%	81%
Numeracy and Mathematics	79%	86%	88%

	Primary 7		
	18/19	19/20	20/21
Listening and Talking	90%	93%	85%
Reading	86%	92%	79%
Writing	81%	89%	78%
Numeracy and Mathematics	80%	89%	80%

	Overall		
	18/19	19/20	20/21
Listening and Talking	90%	89%	92%
Reading	85%	86%	81%
Writing	82%	83%	81%
Maths	82%	88%	85%

The table compares attainment data from 2018/19, 2019/20 and this session. Children are making good progress across the CfE levels with some achieving more quickly than the expected level. Analysis and interrogation of the data shows progress has been made in attainment in writing and numeracy at Primary 4. Overall attainment has decreased across all areas and this can, in part, be attributed to the lower percentages of pupils achieving 2nd level at the end of P7. It is however important that we look back at the attainment levels of this year group when they were in P4 to illustrate how much progress has been made in closing the attainment gap.

	Current P7 Cohort	
	17/18 <i>(Percentage shows children achieving 1st level at the end of P4)</i>	20/21 <i>(Percentage shows children achieving 2nd level at the end of P7)</i>
Listening and Talking	67%	85%
Reading	58%	79%
Writing	40%	78%
Numeracy and Mathematics	50%	80%

As you will see from the data above, as a result of improved pedagogy and targeted interventions there have been significant improvements for learners in P7.

Successes and Achievements

During school closure in term 3 we continued to promote and encourage pupil voice. Children's views are listened to, valued and acted upon. Pupil Council, House Captains and Rights Respecting Schools Committees continued to meet via Teams and devised and delivered many of our whole school themed events.

Our Rights Respecting School Committee built on the success of their bronze accreditation, creating a Silver award action plan. All pupil groups created videos that were shared across the school to encourage and support their peers.

Pupils in Primary 7 worked with staff from Ardoy in a different way this year. They completed a mini 'Munro Challenge' which included 2 days of hillwalking. School staff worked in partnership with Ardoy staff to plan and implement an additional 2-day outdoor learning programme which was based in school grounds and a local woodland area, this helped them to gather evidence for the John Muir Award.

This session the school registered for the Digital Schools Award and we are taking steps towards achieving accreditation. This work is being led by our staff Digital Leaders and our pupil Digi Leaders.

Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. All children have been involved in awareness raising and fundraising events for The Brain Tumour Charity, led by our Pupil Council.

Next Steps

- Build a strong culture of wellbeing across the school community through further developing Emotion Works programme, implementing the 5 Ways of Wellbeing and developing the Branch Out programme
- Support for Learning team to review processes and procedures to ensure the most effective targeted support
- School support team to develop the use of kitbag, lego therapy and other interventions to support our most vulnerable learners
- Work collegiately with the Parent Council to promote a school community approach to health and wellbeing
- Continue to track individual pupil and year group progress in addition to tracking trends

Pupil Equity Fund – How are we ensuring Excellence and Equity?

During the fifth year of the Scottish Government's Pupils Equity Funding we were awarded £105,367 to support our most vulnerable pupils, we were fortunate enough to fund two principal teachers and two pupils support assistants. In monitoring and tracking attainment and achievement, our Principal Teachers have worked together to ensure that support is targeted and equitable.

A number of interventions have taken place across the stages to support pupils. Literacy and English targeted support focused on writing, vowels, phonics and blending. In Numeracy and Mathematics targeted support focused on addition, subtraction, number bonds, number recognition, number sequencing and number formation. Our Principal Teachers also spent a considerable amount of time working with teachers collaboratively both in the class and with planning. During our school closure our Principal Teachers made a number of high-quality support videos for parents which were shared on our school website, this allowed parents to more effectively support their child/children during the period of remote learning.

The data below details in the percentage of children who have moved from being off track to on track as a direct result of the interventions and support put in place. In Reading and Writing the data shows us that the interventions and support have closed the attainment gap for a number of pupils. Interrogation of the data suggests further support is needed at Primary 1 and 2 where there was only an improvement of 1%.

Reading			
	Aug '20	Apr '21	Improvement
P1 and P2	78% off-track	46% off-track	+ 32% on track
P3 and P4	57% off-track	23% off-track	+ 34 % on track
P5, P6 and P7	44% off-track	37% off-track	+ 7% on track
Whole School	56% off-track	36% off-track	+ 20% on track

Writing			
	Aug '20	Apr '21	Improvement
P1 and P2	74% off-track	46% off-track	+ 28% on track
P3 and P4	51% off-track	27% off-track	+ 24% on track
P5, P6 and P7	49% off-track	41 % off-track	+ 8% on track
Whole School	57% off-track	39% off-track	+ 18% on track

Numeracy and Mathematics			
	Aug '20	Apr '21	Improvement
P1 and P2	62% off-track	61% off-track	+ 1 on track
P3 and P4	45% off-track	21% off-track	+ 21% on track
P5, P6 and P7	45% off-track	23% off-track	+ 12% on track
Whole School	50% off-track	28% off-track	+ 12% on track

Below are two examples of Principal Teacher/Class Teacher collaborations. On average collaborations lasted around 8 weeks. Evidence was gathered using Learner 1, 2 and 3. These children were selected to demonstrate the impact on a child achieving beyond, on track and below what is nationally expected, respectively, with all three learners being supported by the Pupil Equity Fund.

Intervention/Initiative	Impact to date
<p>Writing Collaboration <i>(Literacy and English)</i></p>	<p>Pupil Impact → Throughout the collaboration, all three learners achieved their goal of improving on the Big Writing scale by one level when comparing the initial and final assessment piece. All three learners demonstrated writing of a higher quality following the collaboration.</p> <p>Teacher Impact → In addition to developing pedagogy in writing lessons, the Class Teacher wanted guidance in supporting all learners in the class, particularly those who found writing challenging and appeared to need a high-level of adult support. Following a discussion, it was agreed the collaborative would contain a mixture of PT modelling, team-teaching approaches, observations and focused intervention work. Our collaboration ran over 8 sessions. This collaboration was carried out in a middle year's class. The CT's confidence in achieving our aims of supporting all learners through a Workshop for Literacy approach in writing rose from a 6 to an 8 out of 10, 10 being most confident. Following this collaborative, the Class Teacher achieved a confidence level of 80% when supporting all learners using a Workshop for Literacy approach. It is expected this will have a positive effect on Literacy attainment in current and subsequent classes.</p>
<p><i>Number Bonds Collaboration</i> <i>(Numeracy and Mathematics)</i></p>	<p>Pupil Impact → Throughout the collaboration, all three learners achieved their differentiated goals in every session, with Learners 1 and 2 showing the confidence to apply their knowledge of number bonds to larger numbers. All three learners made good progress in their ability to add and subtract and their capacity to use a variety of strategies and resources to access their learning more independently. 100% of targeted learners have increased their understanding of number bonds and use of addition strategies. It is expected that this will have a positive impact on Numeracy attainment.</p> <p>Teacher Impact → This collaboration was carried out in a Primary 3 class. As well as hoping for support and ideas to fully embed the Conceptual Numeracy approach with their teaching practice, the CT also sought support and guidance in how to structure daily numeracy lessons in such a way that they became smoother, more organised, well-planned, well-resourced and ensured that all children were on-task and learning all of the time. Upon initial discussion, it was evident that there was a large difference in ability and need within the class; ranging from the beginning of Early Level to First Level Progressing. The CT initially found it very difficult to find the time within their lessons to support those learners who needed it the most, whilst ensuring the needs of all learners in the class were met and a high level of engagement was achieved. Our collaboration ran over 6 sessions. Throughout our collaboration, the CT's confidence level in achieving these targets rose from a 6 out of 10, to a 9 out of 10, with 10 being most confident.</p>

What is our capacity for continuous improvement?

Carnegie Primary School's overarching aim is to build on and improve practice for the benefit of all pupils. This is achieved through effective leadership and a dedicated team which facilitates valuable learning experiences and outcomes.

We have a collaborative approach to continuous improvement, and pupils, staff and parents work together to achieve shared objectives. Staff are beginning to embrace opportunities for leadership and over the last academic year they have established a collegiate approach to planning.

Continued funding from the government through the Pupil Equity Fund will ensure pupils requiring the most support continue to benefit from a range of interventions.

Virtual department and whole staff meetings allowed all staff an opportunity to be fully involved in evaluating progress and impact of the School Improvement Plan for session 2020-21.

The Parent Council continue to be very supportive and committed to supporting the school on its journey of continuous improvement and the school's reputation is very positive within the wider community. We work in close partnership to achieve the outcomes set out in the School Improvement Plan.

We are in a positive position to ensure continuous improvement.

National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Securing children's progress / Raising attainment and achievement	Good	

Quality indicator	Nursery self-evaluation	Inspection evaluation
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

School Improvement Priorities 2021-2022

Focus: Learning Provision

- Staff training and professional learning in literacy (focusing on Listening and Talking)
- Develop curriculum pathways in literacy for 1+2 (French and German)
- Develop and embed play pedagogy in P2
- Develop progression pathways and learning experiences in Expressive Arts and Financial Education

Focus: Relationships

- Build strong links with our school partners and local businesses

Focus: Culture

- Build a strong culture of wellbeing across the school community
- Build a strong culture of professional learning and pedagogical enquiry

Nursery Improvement Priorities 2021-2022

Focus: Learning Provision

- Develop a progression and planning format that is responsive, incorporating long term planning and daily responsive planning.
- Embed high quality play experiences through open ended play resources
- Develop high quality interactions and observation to focus on identifying and recording children's next steps in learning.

Focus: Relationships

- Build strong links with children, staff and families.
- Establish and develop strong links with our school partners and local businesses.

Focus: Culture

- Build a strong culture of wellbeing across the school community
- Build a strong culture of professional learning and pedagogical enquiry