**Learning Partnership HT Update- Session 2022 – 2023**

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| **School: Carnegie Primary School** | **Date of Visit: Wednesday 7 November 2022** |
| **ELP Members:**  Angela Logue- Head of Education Sarah – Education Manager Janine Pirouet – HT Townhill PS  Gillian Mann – HT Commercial PS Caroline Gardiner- Inverkeithing PS Kirsty Muir- HT St Leonards PS  Ross Gibson- DHT Castlehill PS Katie Morris- PT Nursery David Black- PT English, Woodmill HS  Dolina Thomson- PT Maths, Woodmill HS | |
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| **Focus of ELP**:  The focus of the ELP was to review the work of the school over the past 2 years in relation to QI 2.3 Learning, Teaching and Assessment with a particular focus on quality pedagogy, consistency and pupil voice.  In addition, the team were also asked to review:  Use of attainment funding and Support for Learning Team to close the attainment gap.  Engagement of staff in SIP and their part in driving quality improvement.  Commitment of all stakeholders to school vision, values and aims  Extent to which children and staff consulted about the pace of change been.  The purpose of the Learning Partnership visit was to support the school in evaluating the progress we had made in relation to the above and the impact this has on the quality of learning and teaching.  **Format of ELP:**  The SLT presented the evidence we had gathered from all stakeholders in relation to QI2.3 and aspect of QI1.3 Learning Partnership comprised of class visits focus groups and professional dialogue. | |
| **Strengths identified**   * The ethos, values and culture of the school positively influences learner engagement through shared expectations and aspirations. All staff are committed to the school and almost all children are eager and highly motivated in their learning. * The quality of teaching is good and is underpinned by our core values. All staff implement our 4 part model for improvement ensuring a consistency in every learning episode. Learning conversations indicate almost all pupils are engaged in their learning, setting personal targets, co-constructing success criteria, evaluating progress and identifying next steps. * The language of learning is a strong feature across all stages. * A robust communication and review system enables all staff, parents and partners to have a shared understanding of the needs of vulnerable learners ensuring appropriate intervention and support. * Targeted support is very good. Support interventions are based on assessment data and responsive to learners needs. Impact is measured systematically with planned outcomes to reduce attainment gap for learners. * Parents reported that all staff in nursery are welcoming and supportive and take a genuine interest in not only the child in nursery but the wider family too. * Most children in nursery were observed to be engaged in learning supported by high quality interactions from the EYPs on the floor. * EYPs were confident in their use of the processes and documentation to support responsive planning and fortnightly planning and could confidently evidence where learning was going, referencing learning walls. * Quality core provision was available indoors and outdoors in both playrooms. * PLJs provide detailed observations and show a journey of learning. * Staff in all professional dialogue groups talked very positively about the pace of change and their role in school improvement. Pupils also talked positively about the value of their pupil voice and how they contribute to the life and work of the school. | |
| **Areas for Improvement:**   * Pace, challenge and differentiation of learning experiences to ensure all learners are appropriately engaged and challenged. This was particularly in relation to the most able learners. * Learning walls to be developed further to support and challenge learning and to reflect the current learning happening in the classroom and nursery rooms. * Improved use of IT in nursery and school to enrich and enhance learning opportunities and to support the development of learning profiles that reflect each learners progress. * Development of quality questioning in the nursery to support and extend learning * Ensure a stronger pupil voice as part of the review cycle for children with additional needs and ensure their voice is fully represented across the school. | |
| **Planned next steps:**   * Further professional learning in relation to pace, challenge and differentiation to improve consistency of learning and teaching and outcomes for learners * Pace, challenge and differentiation to be the focus of planned moderation activities, pace and progress meetings and class observations next term. * Development of learning walls to reflect current learning and provide support and challenge for learners. * IT working group to be re-established with a clear strategic focus on use of IT to enhance learning experiences. Review IT policy and progression pathways to ensure staff have the resources and skills required. Monitor use of IT through moderation activities, pace and progress meetings and class observations next term. * Consistent proforma to be developed to capture and share child views (at times with the child present at meetings if appropriate) during LAC, review and wellbeing meetings. * Learning support committee to be established to allow opportunity for children with additional support needs to raise awareness and lead positive change for all. * To develop a more streamlined record keeping system to monitor progress and track impact made over time. * Nursery environment to be reviewed in response to parental feedback. | |

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| Headteacher: Julie Journeaux |