

## Carnock Primary School



### Standards and Quality Report *Achieving Excellence and Equity*

Context				
<b>Setting/School Roll (including ELC/ASC)</b>	Carnock Primary School currently has 72 children in three multistage composite classes. Primary 1/2/3 – 25 children Primary 3/4/5 – 23 children Primary 5/6/7 – 24 children			
<b>FME</b>	5.5%			
<b>SIMD Profile for establishment</b>	Average SIMD Quintile 20/21 = 3.7			
<b>Attendance (%)</b>	<b>Authorised</b>	<b>5.3</b>	<b>Unauthorised</b>	<b>0.9</b>
<b>Exclusion (%)</b>	0			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£9720			

### Context

Carnock is a small village approximately 4 miles west of Dunfermline with a population of approximately 750. Carnock Primary School serves both Carnock and Gowkhill. There are a few placing requests from neighbouring villages including Comrie, Oakley and Blairhall. Children of nursery age attend several provisions including Inzievar Nursery Class, Blairhall Nursery Class and Crossford Nursery Class as well as external partners.

### **Our Vision Statement:**

Our vision statement was devised by one of our previous pupils. The current cohort were consulted and they felt this vision was still relevant. They made the decision to keep it, making some slight modifications. It has been shared with pupils, staff and parent representatives.

**To learn, achieve and discover more every day.**

### **Our Aims:**

At Carnock Primary School, we endeavour to ensure all our young people are supported to become successful learners, confident individuals, effective contributors and responsible citizens by keeping the following aims at the heart of everything we do.

- To provide high quality, stimulating learning experiences which engage and challenge in order to meet the needs of every young person. The focus on real life skills prepares young people for a range of positive destinations

- Through high expectation promoting aspirations and ambitions, young people are encouraged to achieve their full potential. Attainment and achievements are recognised, valued and tracked.
- To promote positive relationships within an inclusive school community characterised by mutual respect. Such relationships will be supported by developing physical, social, mental and emotional health and wellbeing.
- To develop a collaborative school culture involving, recognising and valuing all stakeholders in the decision-making process.
- To embed Learning for Sustainability across the four contexts for learning to ensure the young people and families of Carnock are effective and responsible global citizens.

#### Our Values at Carnock

- Honesty
- Respect
- Friendship
- Fairness
- Responsibility

Carnock Primary School building is over 150 years old and is located at the heart of the village of Carnock. It provides a broad general education for primary age children of Carnock and surrounding villages. The school has four classrooms and currently has 72 children in three composite classes – P1/2/3, P3/4/5 and P5/6/7. The senior leadership team of 1.0FTE Headteacher (Joint HT with Crossford Primary and Nursery) and 0.5 PEF funded DHT. The school is supported by 0.1 FTE support for learning. The children regularly access the outdoors and visit a local forest to participate in John Muir awards and Fife Natural Connections.

### Improvement Priority Session 2022 – 2023

**Priority 1 – 90% of children in Primary 5 who are not on track in reading will make at least 12 months progress in 9 months based on standardised assessment data.**

#### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

#### NIF Driver

- Curriculum and assessment
- Performance information

#### HGIOS 4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 1.2 – Leadership of learning
- 2.3 - High Quality Learning, Teaching and Assessment
- 2.4 – Personalised Support
- 3.2 – Raising attainment and achievement

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

*What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*

- Small group interventions 2-3 times a week using Highland Council Building Vocabulary for Better Literacy and comprehension skills being explicitly taught and practised.
- Paired reading sessions using Building Vocabulary for Better Literacy resource.
- Class teachers engaged in professional learning in moderation cycle.
- All class teachers engaged in professional reading of 'Teaching Backwards' to support and enhance learning and teaching.
- LIF assessment and moderation DHT attendance to support professional learning in moderation cycle.
- YARC and SWRT standardised assessments carried out pre and post interventions.
- Termly planning, tracking and progress meetings with DHT and class teachers.
- Input during Nov inset regarding reading pedagogy – planning for assessment in reading when planning learning, gathering a range of evidence to support TPJ, moderation with colleagues
- Quality assurance activities eg class visits, jotter monitoring, pupil focus groups, learning partnership, achievement of a level focus groups

**Impact:**

*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*

*What evidence do you have? Quantitative or qualitative data to support this impact  
Impact statements should be written evaluatively eg almost all, most, majority etc*

- Attainment data from SWRT and YARC assessments all of children not on track made at least 12 months progress in accuracy in reading. Almost all of children who were not on track made at least 12 months progress in comprehension in reading.
- Observations of children during comprehension activities showed that all children in this cohort appeared more confident when answering questions and discussing their learning as a result of increased confidence and accuracy in reading. All children are more able to learn independently across a wide range of curricular areas as a result of improvement priorities.
- Whole school approach – reading part of assemblies with reading ambassadors sharing book recommendations. This added to our culture of reading for enjoyment across the school and the children's enthusiasm for reading and books, which we know is a key skill for learning, was evident in almost all children creating dioramas of their favourite book in partnership with parents and carers.
- Teacher led workshop for parents/carers – how to support your child with reading. All parents who completed survey found presentation helpful in how we teach reading and how to support child in developing reading habits and cemented our belief that parents and carers are vital contributors to children's learning.
- Book bags, read write count bags – P1/2/3 – majority engaged with book bags from feedback in parent/carer questionnaire.
- Our children are very proud of receiving a Reading for Pleasure certificate from The Authors and Poets Society. This encourages them to continue to read for enjoyment.
- Two parent volunteers re-established lending library increases access for children to books.

**Comments from children**

- Child A - 'I feel more confident with reading because I'm better.'
- Child B - 'I'm more confident with scanning for words.'
- Child C – 'I think I've improved a lot with reading. I'm finding it easier because I've been coming out.'
- Child D - 'I'm faster at reading and better at understanding because it was done in small paragraphs.'

**Next Steps:**

*Identify a few next steps linked directly to progress and impact for this priority  
If there are numerous next steps does this need to be a continued priority for following session?*

Having looked at attainment in the first three years of their primary education, we believe that our Primary 4 cohort would benefit from a similar approach for current P4 cohort based on attainment data. 25% not achieved first level. This will be an improvement priority for 2023/24 session.

PSA who led small group interventions has spoken with class teachers about the positive impact of this small group intervention and the expectation is that class teachers will begin to use this model for improvement with a wider group of children.

### Improvement Priority Session 2022 – 2023

**Priority 2** – 80% of children in Primary 5 who are not on track will make at least 12 months in 9 months based on standardised assessment data.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

- Curriculum and assessment
- Performance information

HGIOS 4 Quality Indicators

- 1.1 – Self-evaluation for self-improvement
- 1.2 – Leadership of learning
- 2.3 - High Quality Learning, Teaching and Assessment
- 2.4 – Personalised Support
- 3.2 – Raising attainment and achievement

Has this priority been:  
(please highlight)

Fully Achieved

✓

Partially achieved

Continued into next session

**Progress:**

*What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*

- All children completed GL numeracy assessment in September 2022. This data showed that no child has a standardised score of 100 or more and none of the children were above the 40<sup>th</sup> percentile.
- All children had 2/3 sessions small group sessions focussing on mental strategies, worded problems, two step problems.
- Numeracy in maths homework and learning times tables at home. Summative assessments on mental arithmetic each week.
- LIF assessment and moderation DHT attendance to support professional learning in moderation cycle.
- Termly planning, tracking and progress meetings with DHT and class teachers.
- Quality assurance activities e.g. class visits, jotter monitoring, pupil focus groups, learning partnership, achievement of a level focus groups
- Most class teachers have engaged in Fife Council Conceptual understanding in numeracy term 3 and 4.

**Impact:**

- All children who were not on track in P5 in numeracy made either expected, higher than expected or much higher than expected progress in numeracy assessments.
- Almost all children made higher or much higher progress than expected from the baseline data.
- Comments from children involved in improvement priority.
  - Child A – I feel more confident with maths because I came out with you and got lots of practise.
  - Child B – I think I’ve improved a lot with maths. I’m finding it easier now because I’ve been coming out.
  - Child C – I can understand fractions, angles and graphs because we came out.

**Next Steps:**

*Identify a few next steps linked directly to progress and impact for this priority  
If there are numerous next steps does this need to be a continued priority for following session?*

Continue to raise attainment in numeracy through

- Engagement in pilot quality improvement project with QAHS cluster and Primary 7 teachers and children
- Use similar approach for P4s as the majority of children have not achieved first level.

**Attainment of Children and Young People (Primary and Secondary)**

*Attainment evidence/Achievement within a level information from ELC/school from this session  
Successes and gaps identified throughout session (this should link to improvement plan for session 2023- 2024)*

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	73%	73%	100%	73%
P4	75%	58%	83%	50%
P7	83%	67%	75%	58%

**Overall Attainment for 2023 - 2024**

	Literacy	Numeracy
P1	82%	73%
P4	72%	50%
P7	75%	58%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
74.4%	76.3%	79%	60%

### Evaluative statement of attainment over time.

Most children are making good progress from their prior levels of attainment in literacy and numeracy. By the end of Primary 1, most children achieve early level in reading, writing, listening and talking and numeracy. By the end of Primary 4 most children achieve first level in reading and listening and talking. The majority of children achieve first level in writing and numeracy. By the end of Primary 7, most children achieve second level in reading and listening and talking. The majority of children achieve second level in writing and numeracy.

Overall, attainment in literacy and numeracy is good. Most children achieve CFE levels as expected at early level. Most children achieve national expected levels of attainment at first and second levels in listening and talking and reading. The majority of children achieve national expected CFE levels in writing and numeracy at first and second levels.

### Evidence of significant wider achievements

There is a comprehensive achievement tracker which tracks achievement in and outwith school. This has been in place for 7 years.

- All children participated in outdoor learning days at Dean Plantation. This supported them to develop skills in resilience, leadership, responsibility, organisation, communication and creativity.
- Children in Primary 5, 6 and 7 attended Parent Council meetings to share the work of their school committees providing them with opportunities to share and further develop skills in leadership, responsibility and communication.
- A few children in Primary 6 and 7 took part in woodwind tuition. They had opportunities to practise resilience, responsibility, organisation, communication and creativity.
- All children in Primary 6 had an opportunity to put leadership, responsibility, organisation and communication skills into practise by organising and hosting MacMillan Coffee Morning.
- All children in Primary 5 and 6 practised resilience, responsibility and communication during Bikeability sessions.
- All children in Primary 3 and 4 gained recognition of skills in communication and creativity when they participated in Maths Week Scotland competition.
- All children in Primary 7 further developed skills in resilience, leadership, responsibility, organisation and communication during their residential week at Ardroy.
- All children in Primary 6 further developed skills in resilience, leadership, responsibility, organisation and communication during their residential stay at Lendrick Muir.
- All children participate in whole school committees allowing them opportunities to develop skills in leadership, responsibility, organisation and communication.
- All children in Primary 5 earned Winter Natural Connections award. This demonstrated skills in resilience, leadership, responsibility, organisation and communication.
- All children took part in an enterprise topic where they practised skills in resilience, leadership, responsibility, organisation, communication and creativity.

### Extended Learning Partnership Strengths and Areas for Improvement

The ELP took place on 22 November 2022

#### Strengths identified:

1.3 – Leadership of change

- Everyone involved in learning partnership visit were able to identify leadership at all levels. Examples of this include PSAs leading 'Better vocabulary for better literacy', school

committees – pupil council, digital technologies, reading schools, junior civic group and learning for sustainability.

- Good evidence that we have a shared vision, values and aims that are embedded and is reflected in school ethos.
- Depute headteacher and staff use their collective knowledge of the children and families, alongside a range of data to identify individuals and groups of children for example SNIP, 'Better Vocabulary for better literacy', fine motor skills, reading aloud and comprehension skills, consolidation of early numeracy etc.

### 2.3 – Learning, teaching and assessment

- Almost all children are engaged participants in their learning and can talk about what they are learning.
- In both classes there is a consistent approach to learning and teaching.
- All children have opportunities to learn through 4 contexts for learning.
- Links to previous and future learning was evident.
- Creative teaching approaches were evident in one class promoting learner participation and engagement.
- Good use of questioning in one class gave the children opportunities to think about and explain their learning.

### 3.1 – Ensuring wellbeing, equality and inclusion

- Relationships throughout the school community are positive and trusting. This was evident in pupil, parent and staff focus groups as well as class visits.
- Almost all children and staff have a good awareness and can talk about the wellbeing indicators.
- SfL, DHT and PSAs meet fortnightly to discuss how to best meet the needs of all children and intervene quickly with appropriate interventions.

### 3.2 – Raising attainment and achievement

- We track progress and attainment for all children with staff having meetings termly to discuss. Staff know the children well and understand the data that is shared with them.
- Despite the negative impact of two lockdowns during COVID 19, most children in P1-7 are on track in numeracy, reading and writing.
- Children who are off pace in every class are identified through rigorous analysis of data and are the focus of various interventions led by support staff who are partly funded through Attainment Scotland funding.
- All children's achievements in and out of school are tracked by class teachers using the school achievement tracker. Achievements are celebrated in class, at whole school assemblies and via communications with families and the wider community. We focus on skills required to develop the four capacities using a skills progression which is also recorded on the achievement tracker.
- All children are enthusiastic members of a whole school committee which take forward improvements for our school, community or planet. Pupil Council meet monthly and use HGIOURS as a tool to support pupil participation in school improvement. Our reading committee are working towards a Reading School Award.

### **Planned next steps:**

#### 1.3 - Leadership of change

- Revise our classroom observations and follow-up professional dialogue to explore how teachers evidence the impact of our School Improvement Plan and also the impact of their own professional learning.
- Develop evidence folders which will support agency in leading, evidencing and evaluating the impact of change on our learners.

- Re-establish practitioner inquiry approaches to continuous improvement.

### 2.3 – Learning, teaching and assessment

- Develop consistency throughout the school through sharing of good practise and use of four part model.
- Consider further opportunities to ensure digital literacy enhances learning.
- Develop our approach to moderation for high quality learning, teaching and assessment.
- Explore how we evidence learning, initially across the curricular areas.
- Give consideration on how to develop Fife’s approach to writing and the assessment thereof.

### 3.1 – Ensuring wellbeing, equality and inclusion

- Begin Rights Respecting Schools journey.

### 3.2 – Raising attainment and achievement

- Ensure teaching staff are using all available data to ensure appropriate support, pace, challenge and progression through the curriculum for all children.
- Continue to embed good practice from ‘Teaching Backwards’ approach to support raising attainment.

## PEF Evaluation/Impact *(primary, special and secondary sector only)*

### Targeted Intervention 1

- By June 2023, at least 6 of the identified learners in P5 will have a reading age at, or above, their chronological age.

### Progress:

1. Baseline standardised assessments undertaken using YARC/SWRT.
2. DHT to analysed data to identify gaps, individualised planned interventions and next steps for the identified learners.
3. PSA to facilitated extra reading sessions each week with identified learners focussing on comprehension strategies.
4. DHT led PSA in using Highland Council approach “Building Vocabulary for Better Literacy”.
5. Regular meetings between PSA and DHT to discuss progress of identified learners.
6. Termly planning and tracking meetings between DHT and class teachers to ascertain impact of interventions in class.
7. Individual interventions adjusted and updated as required based on direct observations, assessments and discussions between DHT/PSA/CT.

### Impact:

*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*

*What evidence do you have? Quantitative or qualitative to support this impact*

*Impact statements should be written evaluatively eg almost all, most, majority etc*

- All of identified children made at least 12 months progress in accuracy in reading. Almost all of children who were not on track made at least 12 months progress in comprehension in reading.

### Targeted Intervention 2

- By June 2023, at least 4 of the identified children will have made at least 12 months progress in the 9 months between standardised assessments being completed.



**Progress:**

1. Start-of-year assessment using the GL assessment Progress in Maths.
2. DHT analysed data to identify gaps, individualised planned interventions and next steps for the identified learners.
3. PSA supported individuals as identified at least 3 times weekly. Focussed on recall of number bonds and work with applying the four operations within 100 in addition to gaps identified in the start-of-year assessment.
4. Regular meetings between PSA and DHT to discuss progress of identified learners.
5. Termly planning and tracking meetings between DHT and class teachers to ascertain impact of interventions in class.
6. Individual interventions adjusted and updated as required based on direct observations, assessments and discussions between DHT/PSA/CT.

**Impact:**

*What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*

*What evidence do you have? Quantitative or qualitative to support this impact*

*Impact statements should be written evaluatively eg almost all, most, majority etc*

- All of the identified children who were not on track in P5 in numeracy made either expected, higher than expected or much higher than expected progress in numeracy assessments.

**School/Setting Name: Carnock Primary School**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

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

1.3 – To improve HGIOS 4 gradings

One class teacher is taking on Workshop for Literacy Champion role. One class teacher is leading on numeracy and maths current pedagogy. DHT leads on assessment and moderation.

**Headteacher:** Lorna Bernard