

Carnock Primary School



Standards and Quality Report *Achieving Excellence and Equity*

Context

Setting/School Roll (including ELC/ASC)	Carnock Primary School currently has 69 children in three composite classes. Primary 1/2 – 20 children Primary 3/4/5 – 24 children Primary 5/6/7 – 25 children
FME	0% of children in Primary 6 & 7
SIMD Profile for establishment	The average SIMD is 6.8
Attendance (%)	Overall 94.67 Authorised 3.9 Unauthorised 1.42
Exclusion (%)	0%
Attainment Scotland Fund Allocation (PEF and SAC)	£9720
Cost of the school day statement	At Carnock Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.

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 Gowkhal. 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 69 children in three composite classes – P1/2, 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 2023-2024

Priority 1 – 70% of children from Primary 1 – 7 will be on track in writing based on teacher professional judgement of CFE levels by May 2024. (At June 2023 66% of children were on track)

Directorate Improvement Plan

Equality & Equity
Achievement

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

All teaching staff engaged with Fife Writing Assessment and Moderation pack and professional learning in structuring a writing lesson and pedagogy in writing. This ensured that all children were able to benefit from high quality teaching in writing. This is evidenced in classroom observations.

All children took part in blocks learning which focussed on the same genre throughout the school including imaginative, narrative, personal explanatory, procedural and discursive. This meant that children were able to share their learning and celebrate success as a school during assemblies and through Seesaw posts and that all children would understand the purpose of each piece of writing. The children told us 'We like how the teachers identify the pupil's hard work and share it with the school.' This can be seen in our 'Sharing our writing' display and in discussion with the children.

We created a whole school agreement for grammar, handwriting and spelling. This helped the children to write more fluidly and be more confident in their writing. The children are proud of their writing and keen to share. This is evidenced in writing jotters and discussions with pupil focus groups.

Quality assurance activities and attainment data gathered throughout the session shows that at almost all stages more than 76% of children are on track in writing. Our current attainment in writing at P1 is 78%, P4 is 100% and P7 is 100%.

Next steps are to continue embedding this approach to raising attainment in writing.

Priority 2 – Workshop for literacy – all children will experience contextualised learning, using WFL approach to support development of core literacy skills by making connections to deepen understanding.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Attendance & Engagement

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

All teachers and support staff took part in workshop for literacy professional learning and our workshop for literacy champion attended network meetings. This supported professional understanding of the workshop for literacy approach which meant that this could be delivered in all classes and with smaller groups of learners who need additional support. This is led to contextualised learning in literacy and has supported raising attainment in literacy for most children. This is reflected in classroom observations, pupil focus groups and attainment data with overall attainment at P1, P4 and P7 as 90% in reading, 93% in listening and talking and 90% in writing. This exceeded our stretch targets of 67%, 75% and 75% respectively.

Our next step is to continue to implement and embed workshop for literacy approach throughout the school.

Priority 3 – Numeracy and maths – All children in Primary 5 who are not on track in May 2023, using CFE declaration, will make 11 months progress in 8 months based on standardised assessments.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement

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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All teaching staff participated in professional learning in the moderation cycle to continue to provide learning, teaching and assessment in numeracy for all children. This led to the majority of stages achieving or exceeding our stretch target in numeracy of 83%.

All children who were not on track in numeracy in Primary 5 at the start of the session received additional input and support from class teachers and pupil support assistants to work towards closing the attainment gap. This led to the majority of this cohort improving their standardised scores in GL Assessment by May 2024. There is still work to be done to ensure that these children continue to make progress and that those who did not improve continue to receive regular input and support to raise their attainment in numeracy.

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	78%	78%	78%	88%
P4	100%	91%	91%	82%
P7	100%	100%	100%	100%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	67%	78%	78%	88%
P4	74%	91%	83%	82%
P7	75%	100%	88%	100%

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 P1, most children achieve early level in reading, writing, talking and listening and numeracy.

By the end of P4, almost all children achieve first level in reading, writing, talking and listening and numeracy.

By the end of P7, all children achieve second level in reading, writing, talking and listening and numeracy.

Overall, attainment in literacy and English is very good.

Most children achieve CFE levels as expected at early level.

Almost all children achieve national expected levels of attainment at first and second levels in listening and talking. Almost all children achieve expected levels in reading at first level and second level.

The majority of children achieve national expected CfE levels at writing at first level and most children at second level.

Overall attainment in numeracy is good.

Most children achieve CFE level as expected at early level.

Most children achieve the expected level at first level.

The majority of children achieve the expected level at second level.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals.

These have been shared throughout the session through Seesaw and weekly SWAY and celebrated through assemblies, displays and in the classroom.

- All children in Primary 1/2 class performed Scots songs at the Fife Music Festival in January 2024 and during the school's Scots Sharing Assembly giving the children an opportunity to show their resilience and communication skills.
- All children in Primary 1/2 began to learn sign language this session and took part in British Sign Language Week in March performing songs using British Sign Language. This built on their skills in communication and resilience.
- All children in Primary 3/4/5 class demonstrated leadership, creativity, organisation and communication when they made puppets using tools and measure and cutting. They had to choose specific materials for a purpose and learned to use a glue gun safely. They designed scenery and backdrops for their puppet shows and filmed them using iPads. They performed their puppet shows at a sharing assembly for parents.
- All children in Primary 3/4/5 attended Edinburgh International Book Festival and used their experience and information with the novel 'Rivet Boy' to study the Forth bridge in its historical and Scottish context and compared it with Tower Bridge in London. This allowed the children to develop skills in communication and organisation.
- All children in Primary 3/4/5 took part in an enterprise project – The Carnock Cookie Cart - where they practised skills in resilience, leadership, responsibility, organisation, communication and creativity.
- All children in Primary 5 and 6 practised resilience, responsibility and communication during Bikeability sessions.
- All children in Primary 5/6/7 attended the Youth Music Initiative concert in June supporting their development of responsibility and communication.
- A group of children from Primary 5, Primary 6 and Primary 7 were selected to represent Carnock at different team sports – netball, basketball, hockey, football and girls football. As well as developing their physical skills, they demonstrated teamwork, responsibility, leadership and communication.
- 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.

Feedback from External Scrutiny

Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement

Strengths identified:

- All the children were engaged in their learning which was differentiated.
- The learning environment is built on positive, nurturing relationships.
- Learners' achievements in and out of school are recognised, recorded and information used to inform next steps.
- Questioning during lessons is effective and includes higher order in the majority of classes which demonstrates the impact of recent PL.
- In focus groups, the majority of children could talk about the learning, teaching and assessment within their class.

- The analysis of data is impacting positively on raising attainment in key areas of literacy and numeracy.
- Almost all children talk positively about their experiences and opportunities in school.
- There is a large offering of pupil-led clubs throughout the week.

Areas for Improvement/Planned Next Steps:

- The language of learning used by most children, particularly when talking about how to be successful in their learning, needs developed.
- Although pupil voice is strong, it must be more apparent/visible in all teaching and shared areas.
- The use of 4-part model boards should be developed: more visible; used in a way which is accessible even to the youngest learners; clear and considered success criteria.
- Learning environment more accessible in P1/2 class – better use of symbols and pictures to support text.
- Ensure interventions are recorded individually to show each child’s journey.

Consultation with Stakeholders

- all parents/carers had the opportunity to feedback on improvement priority work through questionnaires
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires
- Pupil wise and parent wise information
- Parent council discussion termly

How is SQR, IP and PEF Plan shared with stakeholders?

In September our school improvement plan and standards and quality are shared with all parents/carers through our SWAY, groupcall email and on our school website.

Display within school for all visitors.

Weekly SWAYs share with parents/carers progress throughout session.

Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through parent council minutes.

PEF Evaluation/Impact

Targeted Interventions

To raise attainment in numeracy for a cohort of children in Primary 5 who are under-achieving. Of these 6 children, one child is affected by aspects of poverty. Our aim to improve their standardised score to be over 100.

We used assessment data to analyse the gaps for each child and planned targeted interventions. These interventions were led by our Depute Headteacher and delivered by our pupil support assistants at least 3 times a week in collaboration with class teachers. This gave the children identified additional, focussed practise in recall of number bonds, applying the four operations within 100 in addition to gaps identified in the baseline assessment. This can be seen in our assessment data (GL assessment) and PSA timetables.

Our Depute Headteacher met with pupil support assistants every 3 weeks to review progress and class teachers each term. Interventions were adjusted as and when required. This ensured that interventions were relevant and meeting the needs of the children leading to improvements and understanding of working with numbers.

As a result of this in May 2024 the majority of children had a higher standardised score compared to the baseline score in September 2023. We are aware that this is an area for further development and will continue to provide opportunities for additional practise in applying the four operations in number to gain confidence.

Carnock Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Very Good	Satisfactory	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Very Good	

Headteacher: Lorna Bernard, Headteacher