



Learning Partnership Report

Session 2023 - 2024



School: Dairsie Primary School

Date of Visit: 7th March 2024

LP Members:

Collette Crompton, Headteacher Greyfriars RC School
Susan Ewing, Headteacher, Newburgh and Dunbog
Lyn Meeks, Quality Improvement Officer

Overview of focus and format of LP visit:

In line with the school improvement plan, the focus for this learning partnership was QI 2.3: Learning, Teaching and Assessment, and QI 2.4 Personalised Support. There was also a focus on leadership of change (1.3), parent partnership (2.7) and pupil voice (Our HGIOS).

The format for the visit was a combination of classroom visits observing learning and teaching in STEM and an observation of personalised support in a small intervention group. There were also staff, parent and six pupil focus groups. A showcase of pupil voice and participation in the life of the school was led by the P4-7 class in the hall.

The focus for discussion in the staff group was leadership of change across our improvement priorities and ethos and life of the school.

A parent focus group consisting of 8 parents/ 25% of our families, discussed ethos and life of the school, partnerships within school and wider community and personalised support.

Pupil groups took a particular focus on learning and teaching, defining children's understanding of STEM with an opportunity to gather views on the learning environment, their achievements and opportunities for participation.

Strengths identified:

Ethos and Life of the School

- All pupils in focus groups and during the showcase were praised as being, 'polite, articulate and confident' and demonstrated a real pride in their school.
- All parents spoke positively about the small school ethos and shared that pupils support one another across all stages.
- Positive relationships between staff, staff and children and between children and their peers were evident.
- There is a real sense of the school as a family with a very strong sense of community, which extends into the wider Dairsie community, with practices around learning for sustainability a particular strength.
- It was reported by the Learning Partnership team and parents that our values are well embedded and evident in all we do.
- All parents reported that communication is clear, and they are well informed about events.
- All parents were able to discuss celebration of wider achievements and spoke highly of our inter-house Sports Cup and links with Bell Baxter.
- All pupils in focus groups reported having lots of opportunities for participation and pupil voice through Change Maker Groups, House challenges and Junior Leadership Team assemblies.
- The Learning Partnership team reported that pupils had a fabulous range of opportunities to be involved in.
- P4 to P7 focus groups reported the value of weekly class meetings and feel it is a safe space to share, everyone's voice is valued.

1.3

- All staff report having access to effective levels of support and training to build their capacity and can exemplify.
- All staff could confidently discuss the impact of improvement priority actions, particularly around knowledge and understanding in STEM.
- Distributed leadership actively encouraged; all staff have ownership of an aspect of improvement.
- Almost all staff speak positively about development opportunities.
- All staff report being motivated to engage in training in own time.
- Good lines of communication reported.
- The parent group demonstrated an awareness of our School Improvement Priorities and spoke about progress we have made in STEM.
- The impact of professional reading and online webinars have brought STEM focused play across the school.
- All staff report that the pace of change is managed through detailed action plans, not only at teacher level but also in pupil Change Maker groups.
- During the showcase older pupils spoke confidently about Sustainable Development Goals which are well embedded.

2.3

- During classroom observations all children were engaged and motivated in their learning and teachers were praised for their enthusiasm.
- Learning experiences were well planned with a clear structure.
- Well embedded classroom routines were observed.
- Skills of STEM were evident, and most pupils demonstrated a good understanding of what they were learning and why. All pupils in the older class were confident using the STEM tools and could confidently talk about the skills being developed.

- Most staff demonstrated high level language and skilled questioning which extended the learning.
- In P4-7, a range of AiFL strategies were evident and used to very good effect. Pupils could talk about different assessment approaches, including self and peer assessment.
- In the writing focus group, all pupils spoke confidently about their progress and were proud to share their writing journals. All pupils knew their strengths and next steps.
- Most children in focus groups were able to discuss aspects of their learning and felt positive about their learning experiences within the school.
- Positive behaviour management strategies were evident, with almost all teachers making use of the class charter and recognition board.

2.4

- Parents reported staff were proactive in addressing needs of pupils, when a gap or need is identified, it becomes a focus.
- All staff praised for their nurturing approach with pupils.
- Pupils in the small intervention group benefited from ongoing verbal feedback
- Universal supports consistent across both classes and accessible to all children, for example, regulation station, word and sound mats, literacy wall, numeracy wall, table baskets and concrete materials.
- Good balance of learning prompts and pupils' work on display.
- Focus children able to demonstrate a good understanding of where to access supports and can talk about how they help with their learning.
- All focus pupils demonstrated understanding of peers requiring targeted interventions.

Key strengths in STEM

- All focus group pupils demonstrated knowledge and understanding of what STEM is.
- Most pupils could articulate the school's STEM journey from last year to now.
- Almost all pupils could explain that STEM develops skills for life through a problem solving approach.
- Almost all pupils could confidently talk about STEM opportunities, including the P5-7 visit to Dynamic Earth for a Careers Extravaganza and visits from a marine biologist, scientists and work with a St. Andrews University Physics student.
- All staff report increased knowledge and understanding of STEM and are more confident teaching STEM lessons.

Areas for Improvement/Planned Next Steps

2.3

- Develop consistency across classes to ensure pupil voice is valued, for example, introduce a weekly class meeting in P1 to P3.
- Develop consistency of approach to providing feedback to learners ensuring all learners know where they are in their learning and what they need to do to improve.
- Ensure that learning resources are used to good effect and move learning forward.

2.4

- Ensure the content level for pupils requiring targeted support is high level but with low ability.
- Evaluate the place and purpose of IT, particularly how it can be used to enable pupils to demonstrate their understanding

Planned Next Steps:

- **STEM**
- Continue to develop STEM across the 5 pillars outlined in STEM Nation.

- Develop more family involvement in STEM activities, for example, develop STEM sacks for pupils to take home. We have STEM Starts planned for next term where families have been invited in to engage in STEM learning in class.
- Continue to develop the STEM a Story Snug, with a view to inviting families and the local Tots group in. STEM ambassadors will lead STEM sessions.
- Develop STEM projects across the whole school,
- Increase staff confidence with STEM resources and equipment

Headteacher: Sarah Donald

Report should be submitted to local authority link person for agreement within 2 weeks of visit.