

Session 2025 – 2026

Establishment: Dairsie Primary School	Date of visit: 23.9.25
Reason for ELP (as per criteria page 3): Expected external scrutiny this session	
Team members: Avril Foster – Quality Improvement Officer Anna Coggins – Headteacher Balmullo Susan Ewing – Joint Headteacher Dunbog & Newburgh Colette Crompton – Headteacher Greyfriars	

Evaluative grades from SQR June 2024

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

Evaluative Grades from SQR June 2025

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing Children's Progress	Good

Overview of focus/format of ELP visit (please be clear of focus/purpose and show range of activities that took place)
QI 2.3 Learning, teaching and assessment

To evaluate the quality of learning and teaching across Early to Third Level, with a particular focus on:

- Curriculum design and progression
- 4 part model
- Differentiation with a focus on pace and challenge
- Feedback and how it is used to support and challenge the learners.
- Assessment approaches and learner engagement (self and peer assessment)
- Meeting learners needs (2.4)

QI 3.2 Raising Attainment and Achievement/Securing Children's Progress

To evaluate how effectively the school is raising attainment and achievement across Early to Third Level, with a particular focus on:

- Individual learner / small cohorts tracking of progress over time
- Tracking and monitoring of attainment in literacy, numeracy, and HWB
- Curriculum design and learner pathways in a multi-stage setting
- Equity and achievement for all learners, including wider achievements

Summary of Key Strengths

- There is clear and consistent evidence that learners across all stages can confidently articulate the purpose of their learning and how the learning intention and success criteria support their progress. This reflects strong learner agency and the embedded use of the four-part model across the school.
- The school has established a highly inclusive and nurturing ethos. Pupils spoke confidently about feeling safe, supported and valued, identifying trusted adults and strategies such as Brain/Buddy/Boss, peer mediators, Proud Patch and Proud Cloud as helping them regulate, reflect and celebrate success.
- Across lessons, learners demonstrated high levels of engagement, motivation and independence. The carousel model, use of digital tools such as Sumdog, and construction-based activities provided meaningful contexts for application of skills. Learners were able to make connections to real-life roles and future careers, demonstrating understanding of the relevance of their learning.
- Assessment is used effectively to support progress. Most pupils recalled and applied key vocabulary such as *vertices* and *faces* and could describe how their learning had developed through the lesson. Peer assessment and reflection discussions supported children to consolidate understanding and articulate next steps.
- There is a strong culture of celebrating achievement. Pupils spoke with pride about wider achievement assemblies, enterprise awards, Community Café, nativity performance and pupil leadership roles. These opportunities are contributing to high levels of confidence and engagement across the four capacities.
- The development of skills for life, learning and work is a strong feature of the school's provision. Pupils confidently described transferable skills such as teamwork, creativity, leadership, problem solving and independence and were able to articulate how these skills will support their future pathways. Experiences such as Dragons' Den, Dalguise and other enterprise opportunities are making a significant contribution to developing skills across the four capacities.

Parent Feedback

- Parents described a highly positive, inclusive school ethos with strong leadership from the headteacher.
- The school responds to concerns promptly, building trust with families.
- Communication has improved significantly, keeping parents well informed about school priorities and developments.
- Parents have a clear understanding of their children's learning, with Seesaw used effectively to share progress.
- The school's commitment to STEM is well recognised and valued by parents
- Leadership opportunities for pupils and pupil voice are seen as clear strengths

P1-4 Class observation

- The lesson was clearly structured and well organised, with the four-part model explicitly embedded. This enabled children to demonstrate agency and ownership, reflecting the class teacher's strong practice.
- Learners were able to articulate their learning confidently.
- The use of Venn diagrams provided a shared learning experience; however, differentiation was limited to task allocation, with no pupil choice, as activities were teacher-directed.
- The teacher demonstrated effective monitoring and used high-quality questioning to support understanding.

- Interactions were consistently positive and nurturing, supporting a caring classroom ethos.
- The use of “Must/Could/Should” provided some challenge, but differentiation was not fully evident, particularly as all pupils engaged in the same activity. The approach relied on older pupils (P4) supporting younger peers, rather than differentiated tasks.
- Digital technology (ChatterPix on iPads) was used effectively to promote collaboration, independence, and extend learning through voice recording.
- The lesson was clearly linked to the development of metaskills

P1-4 Post Lesson Focus Group

- All children could explain the purpose of the learning and could articulate the LI and SC.
- Learners reported that they enjoyed the lesson and were able to articulate that they would benefit from additional challenge. This feedback indicates that learners are beginning to reflect critically on the level of challenge in their learning.
- All children could articulate supports they could access if they found the learning challenging in anyway and gave the example of Brain Buddy Boss.

P5-7 Class observation

- Learners were highly motivated and demonstrated sustained engagement throughout the lesson, actively participating in tasks and showing increasing independence in their learning.
- The four-part model provided clear structure and supported understanding of 3D shape properties.
- The carousel approach promoted active participation, and the World of Work task offered meaningful opportunities for pupil choice.
- Overall, the lesson fostered a positive learning environment and encouraged pupil engagement
- Learners demonstrated independence in managing routines and selecting resources. The carousel's world-of-work context supported learners to apply skills in meaningful ways and articulate links to future careers. The positive ethos in the classroom contributed to high levels of motivation and engagement. Reflecting positively on learner independence, motivation and relevance of curriculum design, providing strong evidence towards QI 2.3 and QI 3.3 (Creativity and Employability).

P5-7 Post Lesson Focus Group

- All children were able to articulate the LI from the lesson and how that and the SC helps them to understand the purpose of the lesson.
- Some children in the group could describe the relevance of the learning and shared that they felt the lesson was pitched appropriately. The challenge they described was directly linked to the building of the bridge.
- All children were able to share that they had choice in the lesson and were able to be creative in their lesson.
- The children felt that the lesson was not challenging, and they could describe how they overcame any challenges that arose.

3.2 - Tracking Attainment & Achievement

- Tracking systems (Excel) enable precise monitoring of individual and cohort progress.

- Regular planning and tracking meetings ensure timely interventions (3 planning blocks per year).
- A wide range of summative assessments (BASE, NSA, PIRA, PM Benchmarking, SWST) provide reliable data to inform teaching and support attainment across literacy, numeracy, and HWB

Staff Focus Group

- Pace and Challenge: Staff are committed to knowing their learners well and use planning and tracking meetings effectively to identify gaps. The consistent use of *Must/Should/Could* across classes and within carousel stations supports differentiation and progression.
- Assessment: A range of assessment tools (e.g. Fife Writing Pack, Number Stacks, PM Benchmarking, SWST) are used purposefully to identify gaps and inform targeted support. Staff are using data to shape reading groups and interventions, with clear links to attainment-raising strategies.
- Moderation and Quality Assurance: Staff engage in moderation activities both within and beyond the school (e.g. Balmullo partnership, Fife writing moderation). The use of OneNote for planning and the QA calendar supports consistency and shared understanding of standards

Pupil Focus Group

- All children were able to show respect and enact their values in the pupil focus group dialogue
- All children in the P1-4 focus groups were able to share aspects of their strengths in learning and could share some relevant next steps in learning.
- Almost all pupils in the P5-7 class spoke positively about the support available to them in class, including multiplication squares, buddies, digital tools and quiet spaces.
- They described feeling included in all activities and were able to link classroom learning to real-life skills and future careers, for example identifying how construction tasks relate to becoming a builder or engineer.
- Pupils expressed pride in the Proud Patch and Proud Cloud, Community Café, enterprise work and wider achievements being shared at assemblies and with parents.
- They reported that teachers have time for them, help them when things go wrong and listen to their ideas through circle time and class discussions. Demonstrating a strong culture of inclusion and learner agency. providing clear evidence of highly effective practice in QI 3.1 (Wellbeing, Equality and Inclusion) and QI 2.3 (Learning, Teaching and Assessment).

Behaviour and Relationships Focus Group

- Pupils reported feeling safe in school and described positive relationships between peers and staff.
- They highlighted that everyone is known and included due to the small school community.
- Learners spoke about kindness, peer mediators and ensuring no one is left out. They identified Mrs Knox and Mrs Donald as trusted adults.
- The Buddy system was acknowledged as helpful, although pupils felt the Buddy Stop could be used more consistently to support inclusion during break times.
- This positive relational culture is clearly contributing to high levels of engagement and readiness to learn across the school, evidencing strong impact within QI 3.1.

Areas for Improvement and planned next steps
These planned next steps align directly with the school's current improvement priorities and demonstrate a clear commitment to ensuring consistency in high-quality learning and teaching for all learners. - Increase differentiation by providing greater personalisation and choice within activities, ensuring all learners experience appropriate pace and challenge. - Ensure all learners experience appropriate pace and challenge through differentiated tasks and flexible grouping - Pupil learning targets to be sent home to share what children are working on within the totality of the curriculum. - Use assessment data more systematically with class teachers taking ownership for their class cohorts to identify individual strengths and gaps, and adapt planning to provide targeted support, personalised learning pathways, and increased opportunities for pupil choice. - Strengthen staff understanding of differentiation by developing shared approaches that clearly identify how learning is adapted through support, outcome, and questioning. This should be embedded within planning processes and supported by policy and professional dialogue, ensuring differentiation is purposeful and consistently applied across the school. - Children require further support to develop their ability to articulate what they are learning, how they are progressing, and which tools or strategies help them learn effectively. - Current feedback approaches are often interpreted by learners as praise-focused rather than as a means to support improvement. There is a need to strengthen formative feedback practices to ensure learners understand how feedback informs their next steps.