



Learning Partnership Report

Session 2024- 2025

School: Denbeath PS		Date of Visit: 4 December 2024
LP Members: EM: Jackie Funnell QIO: Lesley Henderson HT: Emma Clunie HT: Ronnie Ross DHT: Katy Fraser		

Overview of focus/format of LP visit: (Please be very clear on focus/purpose of visit)

The school evaluated QI 1.3 & 3.2 as satisfactory at the last Standards & Quality Report. The focus of this Extended Learning Partnership was within these themes to gather further evidence and next steps to move from satisfactory to good in raising attainment and leadership of change.

In the course of the day LP members:

- Gathered views of pupils, staff and parents, including in the ELC
- Sampled learning at P1 P4 & P7
- Observed pupil work across stages, including ELC through PLJs
- Analysed data of attainment, attendance and achievement
- Analysed ELC evidence of improvement priorities and planning

Core Approaches within the school.	Yes	
Workshop for Literacy principles are underpinning literacy teaching across the school and this was evident throughout the school	The school team have received training in both WfL & CUiN last session to update their skills as part of Cluster Improvement Plan. This is still being embedded and was not evident in LP members quality assurance activities	
Conceptual Numeracy principles are underpinning numeracy teaching across the school and this was evident throughout the school		

Strengths identified:

ELC:

- Staff were clear on improvement priorities for literacy
- The team are open to change
- The team are making use of HGIOELC to self evaluate, as well as Care Standards
- Professional Learning opportunities are planned and flexible to needs of the setting, including professional learning evidence
- There are regular team meetings - Weekly meeting with HT & EYLO and also with team as a whole
- All staff have visited other establishments and other visits are planned

- The EYLO commitment to change
- EYLO approach for targeted children identified from EliPS data
- Seesaw is used daily
- Opportunities to learn in real context – Care home/ local community/ environmental walks.
- Partnership working – EP, SALT etc
- Steps to remove barriers and ensure equity

School:

- There is a dedicated team who are keen to support improvement agenda
- The team know the children and community well
- Staff are committed to lead change
- There was a supportive representation of parents who are clear of the vision of the school
- Of those who attended, parents feel that teachers communicate well on our digital platform
- A few pupils are given opportunity to lead and are confident in their roles
- There are varied opportunities for achievement and good partnership working to deliver these
- There is evidence of strategies used to impact on attendance for identified children
- The school has a wide range of data which all teachers access
- There are processes in place to support children whose attendance is below 50% which have shown to have had a positive impact.
- Partnerships with community groups to support lowest attenders is good practice.
- Most children were able to talk about a range of universal strategies and confident in getting help
- A few children from focus learning groups demonstrated knowledge and skills which show that they could achieve a level by June 2025.
- A few approaches within learning, teaching and assessment eg opportunities to write, peer and teacher feedback are supporting children with their learning and as a result supporting improvement in outcomes.

Areas for Improvement/Planned Next Steps

ELC:

- The team should embed the vision and values as part of the life of the nursery
- All staff should continue looking outwards to support improvements in the nursery and outcome for children eg take up offer to visit Leslie PS, Fair Isle for use of WfL & CUiN

- The team should ensure that the sharing of evidence is up to date and reflects the views of our stakeholders within our all our forms of communication
- The SLT should track learning evidence communicated digitally with parents to ensure that all families understand the progress their child is making across the curriculum
- The team should develop understanding of intentional promotion and planning (significant observations) through professional learning and self-evaluation
- The team should continue to increase parental engagement and use family feedback
- Improve expectations of PLJs and individualised planning so that they all address learning gaps and ensure progress through monitoring, peer moderation and professional learning
- The teams should build on the use of the Professional Learning evidence to demonstrate the journey the team have been on and the impact on learners

School:

- The team should make use of HGIOURS to increase pupil leadership and gather the views of children across the school. Pupil leaders should be involved in progressing and evaluating the SIP and ensure they feel listened to
- Once in place, the school should track wider achievement through Progress. This should be linked to skills and will support the identification of any child who is at risk of missing out.
- The school should endeavour to sustain attendance at 90+% and consider sustainable approaches. Teachers and SLT should consider attendance data when discussing attainment.
- SLT to consider how they are tracking attainment over time to show progress for all children and identified cohorts.
- In order to continue to focus on raising attainment, approaches to learning, teaching and assessment need to be more consistent across the school. Eg
 - Planning effectively, using data, so that all lessons have effective pitch, pace, breadth and depth
 - Motivational learning – real contexts
 - marking/feedback and follow up
 - moderation
 - assessment arrangements for personalised support
- The amount of data is a strength of the school, but all staff must use this effectively to ensure all learning experiences planned are at the right level of

difficulty for all children. There should be increased expectations around quantity and quality of written work within jotters.

Headteacher: Lindsey Manton

Please send completed report to your Education Manager/Admin Support within 2 weeks of school visit.