



**Denend Primary School
and Nursery**

Standards and Quality Report
Achieving Excellence and Equity

June 2023



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Context

Setting/School Roll (including ELC/ASC)	School Roll – 141 Nursery Roll – 20 9am-3pm Term time provision Under 3 provision – 10 capacity, offer both full time and part-time places				
FME	32%				
SIMD Profile for establishment	75% of families live in SIMD 3 10% of our families live in SIMD 1, 2 or 4 15% of our families live in SIMD 7				
Attendance (%)	90.66%	Authorised	6.9%	Unauthorised	2.44%
Exclusion (%)	0				
Attainment Scotland Fund Allocation (PEF and SAC)	£77,175				

This session we refreshed our vision, values and aims across our school and nursery.
 Our Denend vision is Building Bright Futures through the shared values of Belong, Believe and Be Kind.
 Our Aims are:

- All our pupils, parents and partners to feel that they belong as part of the Denend team.
- All our children to believe in themselves as successful learners, aiming high to achieve their goals.
- We are kind to ourselves and others to make Denend a happy place to learn, work and visit.

Improvement Priority Session 2022 – 2023

Priority 1 – Involving all stakeholders in the creation of an updated Curriculum rationale including vision, values and aims relevant to the community and school at this time. The curriculum will have a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills required for them.

NIF Priority Improvement in skills and sustained positive destinations for all learners

NIF Driver Curriculum and assessment School and ELC leadership Parent/Carer involvement and engagement

HGIOS 4 Quality Indicators 2.2 2.3 3.3
HGIOELC Quality Indicators 2.2 2.3 3.3

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

- Whole staff involve in professional learning on Curriculum making using Education Scotland and SDS materials.
- Whole school community involved in creation of new vision, values and aims.
- Parents, pupils and staff contributed to What is unique about Denend?
- Staff worked on curriculum rationale/resources around 4 contexts for learning – focus on Literacy, Numeracy, Health and Wellbeing.
- Children are now more involved in the work of the school and can verbalise this. Denend Development Team, Sports Committee, Junior Road Safety Officers and Rights Respecting Schools.
- We have achieved our Bronze award for being Rights Committed from RRSA/Unicef.
- We have achieved our Bronze award for School Sports Scotland.
- All nursery staff worked together to audit, improve and ensure that core provision within 3-5 room was well-organised with a clear purpose.
- New nursery team worked together to ensure a consistent approach, with high expectations to support children to look after and take responsibility for resources.

Impact:

In our Learning Partnership in all observations and from pupil focus groups it was evident that the newly developed vision values and aims were shared by all and leading to increased expectations. All learning environments across school and nursery were observed to provide warm, welcoming and nurturing environment for children.

In focus groups all children were articulate and could talk confidently about their involvement in the work of the school. Children in school spoke confidently about the 4 capacities and were able to identify characteristics of each. In almost all classes, children were able to speak about Learning intentions and in -most classes children were involved in the co-construction of success criteria.

In all classes including nursery, children were confident in discussing their learning with others. In the best examples, children were using the language of learning to articulate this. There should now be opportunities for this best practice to be shared widely as a staff group to ensure consistency. In almost all classes, children were observed to be engaged in learning and in the best examples, children were suitably challenged. In some classes, children are leading their learning by evidencing their learning independently on their digital learning log on seesaw so parents can engage. There is scope now for the best practice of this to be shared widely with the staff team.

Our curriculum rationale is reflective of the needs of the children and families. This ensures well planned and progressive opportunities for children to develop skills and strategies to support their own wellbeing. There are opportunities for outdoor learning at all stages however there are further opportunities to develop a progressive approach to develop skills outdoors. In a few classes digital technologies are used to enhance children's learning experience including supporting children with ASN.

From pupil focus groups and responsive planning children's voice is clearly articulated in the learning environments. There are opportunities for children to play an active role in the school and wider community with children regularly taking on leadership roles.

Next Steps:

- Improved links to skills for learning, life and work – Digital cultures schools, CT and SLT have started this to plan for session 23-24 for nursery to P7
- Develop a progressive programme of outdoor learning
- School values– Believe - all staff to develop high aspirations for all our learners. Consider pace of learning in lessons and ensure more able learners are fully challenged. This may involve a focus on differentiation and higher order questioning
- Develop use of digital technologies further through SIP session 23-24 and engagement with Leading digital cultures programme
- The school now plans to do some analysis of wider achievement data and track this, they plan to further develop community, local and global links through Rights Respecting Schools improvement area
- Develop a diversity and equalities policy as part of work on Rights Respecting Schools to achieve our Silver award

Improvement Priority Session 2022 – 2023

Focused Priority 2 Attendance and attainment to improve through removal of barriers to learning at universal level and targeted support interventions.

NIF Priority Placing the human rights and needs of every child and young person at the centre of education; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly in literacy and numeracy

NIF Driver

Curriculum and Assessment Teacher and practitioner professionalism

HGIOS 4 Quality Indicators 2.4 2.3 1.1 1.5
HGIOELC Quality Indicators 2.4 2.3 1.1 1.5

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

- Creation of a whole school and nursery policy and procedures on improving attendance.
- Monthly attendance statistics created by office staff on spreadsheets and shared with SLT for monitoring/action.
- Writing assessment pack introduced to staff and laminates created for each class to support tools for writing peer and self-assessment.
- Teaching staff participated in cluster writing moderation sessions x 2.
- Peer moderation of writing/maths jotters.
- Staff focus on Plenary – sharing list of ideas as examples of good practice.
- Termly (U3s) and bi-termly (3-5s) Meeting Learners Needs Meetings with EYLO & PT (U3s) and EYLO & PT (3-5s) identifying barriers to learning and next steps for individuals.
- PT, NT and EYLO monitored PLJs termly with supportive feedback shared with EYOs.
- Regular Review Meetings arranged for children whose needs cannot be met universally in partnership with parents, HVs, and other health professionals.

Impact:

- Improvement in attendance from 88% to 91% over the course of this session.
- 90% of our children have over 80% attendance.
- 70% of our children have over 90% attendance.
- Early awareness and intervention by way of analysing nursery and school spreadsheet of data monthly allows supportive communication with families by SLT.
- Almost all children are attending nursery well, 2 families have been supported to attend some of the week if not all of the week.
- Regular Meeting Learners Needs Meetings identified barriers to learning and allowed discussion of developmental next steps and additional supports to be put in place.
- EYOs more confident in identifying achievable next steps within literacy, numeracy and HWB. This has allowed a clear focus for next steps, planned improvements to core provision and focussed observations and evaluations. Most children are now early progressing within literacy, numeracy and health & wellbeing.
- Cluster working has led to all teaching staff feeling more confident in assessing writing.

Next Steps:

- Cluster moderation to continue – writing and one other curriculum area.
- Continued use of policy/procedures moving forward in nursery and school.
- Within nursery, nursery team to hold fortnightly focused planning discussions around identified key children.
- Further dialogue around progression within early level – initial engagement vs early progressing – evidencing progress through early level.

Improvement Priority Session 2022 – 2023

Focused Priority 3: Improvements in pupil and staff wellbeing through the use of mindfulness at a universal level and other targeted wellbeing supports

NIF Priority Improvement in children and young people's health and wellbeing
NIF Driver Teacher and practitioner professionalism

HGIOS 4 Quality Indicators 3.1. 2.1 1.4
HGIOELC Quality Indicators 3.1 2.1 1.4

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

- All staff in nursery and school completed 5 online professional learning sessions as well as introductory session on Mindfulness
- All school classes worked on progressive programme of lessons and activities
- Daily breathing practice introduced across whole school
- Planters re-positioned and green sheds repositioned school playground areas
- New seating added into infant and upper playgrounds
- New nursery garden complete and some equipment added as well as green storage shed
- As a team, nursery staff accessed and read documentation relevant to Outdoor Learning prior to planning the nursery garden.
- Children, parents and staff involved in planning areas for nursery garden
- Funding provided by Parent Council to enhance outdoor provision within nursery garden and school playground e.g. Tesco, Westfield funding
- School staff trained in the delivery of Bikeability Level 1 & 2
- EYO trained in the delivery of Play on Pedals.
- EYO trained in Forest/Beach Kindergarten.

- Active Schools Support Workers led Together We Can Groups in P5 and P6
- After School Clubs across the school e.g. Netball, Football, Multi-Sports, Dance led by Active Schools Support Workers, Cowden in the Community and staff.

Impact:

- The majority of children can talk positively about the benefits of being mindful and breathing practice.
- School is a calm and purposeful environment.
- Junior Leaders have had opportunities to lead play and learning in infant playground. This has given P7s the opportunity to practise their leadership skills, develop team working skills, as well as developing their own problem solving skills, resilience and patience.
- Most days Peer Mediators support staff and children in the playground. Peer Mediators were redeployed into the infant playground as the majority of incidents were occurring between the younger pupils.
- Nursery children now have both natural play on grass with mud kitchen, planters, eating areas, creative opportunities and play on bikes and scooters.
- Nursery staff make the most of any opportunity to visit and make use of community areas e.g. park, local woods, library. This allows children to develop their general safety as well as road safety awareness. Nursery children and parents talk positively about visits within the community.

Next Steps:

- Better use of outdoor spaces for learning across the curriculum.
- Outdoor learning skills progression to be developed in partnership with staff across nursery and school.
- Nursery staff in partnership with parents and children to continue to further develop outdoor core provision in nursery garden.
- Continue to develop opportunities for our children to widely achieve while in school e.g. Bikeability, Hill Challenge, Active Schools Festivals.
- Further extend outdoor learning opportunities within nursery in and beyond the local community e.g. Beach Kindergarten.

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	90%	80%	90%	90%
P4	76%	69%	86%	72%
P7	83%	83%	100%	89%

Overall Attainment for 2022 - 2023

	Literacy	Numeracy
P1	70%	90%
P4	69%	72%
P7	79%	84%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
70.1%	72%	74.8%	79%

Evaluative statement of attainment over time.

The majority of children are making good progress from their prior levels of attainment in literacy and English. By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy. By the end

of P4, a majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, most children achieve second level in reading and talking and listening. Attainment in writing is lower than in reading at Early and First Level, we identified this earlier in the session and although there has been some improvement over a 5 month period we will continue to work on raising attainment in this area next session.

Overall, attainment in Numeracy and Mathematics is good. Most children achieve CfE levels as expected at early level by the end of P1. By the end of P4, most children achieve national expected levels of attainment at first level. By the end of P7, most children achieve second level in numeracy and mathematics. Again, there is a slight dip in attainment in numeracy by the end of first level in P4. We will now look to address this with targeted support next session.

Evidence of significant wider achievements

Our P7 Junior leaders have been developing as effective contributors over the year as they had the role of organising and running games activities at lunchtimes for infant classes as well as being responsible for giving out and selecting play equipment to be used in our upper playground. Being a Junior Leader has boosted their confidence, increased their social skills, provided opportunities to work co-operatively, share ideas, taken responsibility, and work with children younger than them.

In terms of confident individuals our P3 and P4 classes participated in the Music Festival in Dunfermline this year. They learned a variety of songs to sing and the performance also included some ukulele playing. The children were commended for singing in such a positive and upbeat way. The pupils also increased their confidence and enthusiasm to perform which included a repeat performance for parents in school. P6 and P7 have also collaborated this year to put on a fantastic performance of Joseph and his Amazing Technicolor Dreamcoat at the Bowhill Centre. The children participated in social enterprise activities to raise sponsorship and funds to ensure we could buy props, costumes and food/drinks for their after show party.

P6 developed as successful learners through engaging in a football themed block of lessons which developed their understanding and skills in resilience, leadership and teamwork. The children engaged in groupwork and individual activities in the class and also developed team work through a physical aspect of the lessons in the gym hall. This work further developed the children's abilities to understand their own emotions and develop self-regulation skills through their mental health superheroes topic along with P5.

P5 and P6 also developed an understanding of the world around them and politics through topics on Europe and the Scottish Parliament. Children created their own political parties and created their pledges before a whole school vote to select the winning candidate and party.

Our whole school and nursery were able to enjoy educational excursions this year to Dynamic Earth, Stirling Castle and the Deer Centre. The children behaved impeccably well to represent Denend PS and thoroughly enjoyed the opportunity to broaden their learning outwith school/nursery. Almost all of our P7 class attended Ardroy in December for a 5 da residential experience. All children were able to achieve personal goals as well as enjoy the social aspect of a residential experience away from family. All classes including nursery have had experience of learning outdoors in our forest school. The children have been developing skills such as risk assessing, team work and outdoor cookery. As part of this learning P4 and P5 have been very proactive in terms of cleaning up the forest through collecting rubbish. The children were joined by Fife Council's Community Safety team to tidy up the local play park also.

Our school has achieved our Bronze Level Sports Scotland award which we are very proud of. Over the course of this session 57% of our children in school have participated in active after school clubs run at Denend. This is higher than the local and National average.

Learning Partnership Strengths and Areas for Improvement

Strengths identified:

- Warm, welcoming and nurturing learning environments throughout
- There are mutually respectful relationships between children and staff across school and nursery
- Children are confident and articulate
- Vision, values and aims evident across nursery and school– Belong, Believe, Be Kind and Building Brighter futures
- Our curriculum rationale is reflective of the needs of our children and families

- There are well planned and progressive opportunities for children to develop skills and strategies to improve their own wellbeing
- 4 part model is mostly used consistently and pupils can talk about the parts of a lesson
- There are high levels of engagement in learning activities
- Children in school were able to talk about 4 capacities through our recent addition to our awards
- Children were confidently able to talk about their learning, including what their learning intentions are and the success criteria.
- Learning environments are well organised so children can learn collaboratively and independently, children are involved in leading learning through decision making about their learning and their classroom
- The Sports committee and Rights Respecting group are both making positive start and are well organised with an action plan towards achieving silver.
- Pupil voice and leadership opportunities are evident in classes and in leadership groups
- Children leading learning by independently evidencing their learning on their Seesaw learning journal

Planned next steps:

- Improved links to skills for learning, life and work – Digital cultures schools, CT and SLT have started this to plan for session 23-24 for nursery to P7
- School values– Believe - all staff to develop high aspirations for all our learners. Consider pace of learning to ensure more able learners are fully challenged. This may involve a focus on differentiation and higher order questioning.
- Further develop outdoor core provision in nursery in order to make the most of our new garden area which can reflect and enhance the indoor provision
- Development of progressive outdoor learning framework to focus on skills development from nursery -P7
- Professional learning on delivering effective feedback and how to maximise the benefit to learners of this
- Staff to share best practice on language of learning and learning journal through Seesaw to ensure consistency for all learners

PEF Evaluation/Impact

Targeted Interventions

1. Raising attainment in Numeracy P 2, P6 and P7
2. Raising attainment writing at P2-P4 stage Dec 22
3. Improve engagement in learning through mindfulness and improved outdoor play opportunities

Progress:

1. PSA support was utilised to support multiplication facts and also to purchase times table rockstars license.
2. Team teaching 3 times a week for P2 and twice a week at P3, with 2x a week support at P4. This also includes additional PSA support for writing. The teaching support could not always happen due to staff absence and cover issues trying to get supply teachers. PSA support was mostly consistent throughout the year.
3. All staff have been fully trained in mindfulness over 5 months. All classes have experienced a full term of mindfulness activities and lessons.

Impact:

1. 84% of Children in P7 achieved second level by May 2023. This was above our stretch target. In P2 and P6 6 children are now within 3 months of achieving expected levels. The attainment gap is closing in P2 and P6.
2. Children in P3 have made significant progress in writing, along with assessment and moderation activities in school staff now are more confident to judge achievement of a level in writing. There is still a poverty related attainment gap at P2, P3 and P4 however. Next steps are to use teacher additionality from SEF to continue to target this group as well as our cluster raising attainment Principal teacher.
3. Children tell us they really enjoy their mindfulness sessions. They tell us it's about taking notice and paying attention to our body. Classes are responding positively to the sessions and engagement is good. Our school was noted as being a calm and purposeful place to learn by our Learning Partnership visitors and through our own observations. There are high levels of engagement in the majority of lessons across our school.

Denend Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children’s progress	Good	Good	Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			
Quality of environment			
Quality of staffing			
Quality of leadership and management			

Headteacher Claire Wyatt

