

Self-Improving Systems in Fife

Quality Improvement

Session 2023~2024

School: Elie Primary School

Date of Visit: 27th March 2024

ELP Members:

Ashley McBain, Headteacher, Elie and Colinsburgh Primary Schools
Emma Motion, Principal Teacher Guardbridge and Strathkinnes Primary School
Kate Balsillie, Headteacher Guardbridge and Strathkinnes Primary Schools
Rona Weir (Education Manager)

Overview of focus/format of ELP visit:

Context:

Currently there is a two-class formation with one permanent teacher and one supply teacher after Permanent 0.8FTE and 0.2FTE teachers working within infant class commenced maternity leave in March 2024. Temporary 1.0FTE teacher had been appointed for after Easter break.

It is anticipated that on current roll projections Elie will reduce to one class next session, but this may change between now and Census Day in August.

Focus priority for the Extended Learning Partnership:

QI 2.3 Learning, Teaching & Assessment:

- Learning and Engagement
- Quality of Teaching

Methodology:

Classroom Observation (30 minutes) P5-7 x 1 class. P1-3 had interim supply teacher- no observation
Parent Group (#2) x 1
Support for Learning Discussion x1 - Support for Learning Teacher, PSA and SSA
Teacher Discussion – Professional Learning Working Group
Jotter Monitoring – using proforma x 1
Pupil Focus Groups x 2 (P1-3, 5-7)

Strengths identified:

QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching, Use of Assessment

All children were well engaged in learning during the classroom visit (P5-7). They are eager and active participants who are keen to do well.

Children understand the steps to success, which were co-created during the lesson. All children were able to talk about how their learning is moving forward.

Children in Primary 5-7 articulated that they have a lot of choice built into their learning in terms of how, where and what they learn.

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Children in Primary 1-4 spoke confidently about feedback (peer and teacher) and how it helps them to learn and move forward with their learning.

Planned differentiated teaching was evident within the classroom observation. This is helping to ensure that all children experience suitable support and challenge.

Children are well-practiced and skilled in working independently and working responsibly to keep on task.

In P1-3 almost all children in focus groups said they felt challenged in their learning.

General

Children report that they feel safe and happy and are proud of their school. Relationships between children and between children and staff are warm, nurturing, fair and offer support and challenge where appropriate.

Children report that they are known and celebrated as individuals and that staff know their individual needs.

Parents in the focus group spoke enthusiastically and very positively about the work of the school. They feel confident in the settled and capable staff team. Parents expressed how much they value:

- The warm and welcoming school ethos which is evident between children and adults and adults and adults.
- Broad range of activities and events which a) build the school's partnership with parents and local community and b) enrich the children's school experience. This includes lunchtime Gardening Club, a very successful Burns Lunch and performances to local people in sheltered housing.
- Informative Parents Evenings
- Very effective communication from the school, which has improved over the past few years.

All children have opportunities to lead (e.g. Juniors Sports Leaders, Committee work, After-school Coding Club) encouraging an ethos of leadership at all levels.

A clear and coherent pathway for support for learning is in place ensuring that staff are delivering appropriate and timely supports for children. Summaries of support are in place for almost all children who require them.

Targeted work is in place for writing, reading and numeracy learning for those children who require is (e.g. SEAL boxes, 1:1 reading)

Children enjoy opportunities to come together for whole school experiences.

Extremely committed staff support opportunities for wider achievements across the curriculum, facilitating participation and achievement for all.

Areas for Improvement/Planned Next Steps

QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching, Use of Assessment

Continue work to refresh approaches to use of feedback in response to views of pupils, producing a short-overview document of agreed rationale for practice across the school.

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Continue to work to devise the school's Curriculum Rationale (to include reference to Outdoor Learning and use of local environment)

Consider how to make links to Developing Young Workforce more explicit through learning and teaching, building children's ability to talk about knowledge and skills for life and work.

Explore opportunities to moderate assessment, working in partnership with other schools.

General:

Parents voiced opportunity for the Parent Council to explore how to continue to evolve links with the local Sports Club.

Continue to explore with Waid Academy their offers for transition to S1 (Universal and Targeted level)

Headteacher:

Ashley McBain, Headteacher

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