

## Falkland Primary and Nursery



### Standards and Quality Report Achieving Excellence and Equity

Context	
<b>School Roll</b>	School roll – 122 pupils, arranged across 5 classes Nursery roll – 18 pupils, term time attendance
<b>FME</b>	15.6%
<b>SIMD Profile for establishment</b>	Quintile 3.9
<b>Attendance: 94.31%</b>	<b>Authorised: 4.56%</b> <b>Unauthorised: 1.13%</b>
<b>Exclusion</b>	0%
<b>Placing requests</b>	33%
<b>Pupils with Support for Learning</b>	32% (38 pupils with SfL profiles)
<b>Flexi-schooling agreements</b>	2%
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£29,080.00

#### Vision Statement

We aspire to be a nurturing, learning community where attainment is excellent, achievements are planned for and celebrated and where we are all involved in supporting a love of learning.

**All learning together**

#### Aims

- We are kind to ourselves, each other, our school, our community and our world.
- We have courage through ambition, risk-taking, challenge and self-reflection.
- We show curiosity by having enquiring mind, being motivated and by developing a love of learning.

#### Our Values



## Improvement Priority Session 2022 – 2023

### School Improvement Priority 1

95% of children, in P3-7, know what level they have achieved, what they are currently working on and what their next steps are.

#### NIF Priority

Improvement in attainment, particularly in literacy and numeracy

#### NIF Driver

Curriculum and assessment  
School and ELC improvement

#### HGIOS 4 Quality Indicators

2.3 Learning, Teaching and Assessment  
3.2 Raising Attainment and achievement

Has this priority been:

Fully Achieved

Partially achieved

Continued into next session

### **Progress:**

#### Pupil understanding of achievement and next steps

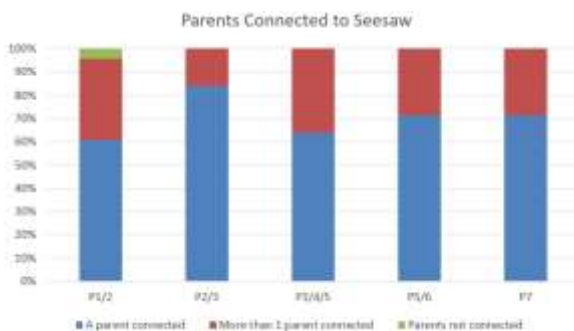
Teaching staff have worked collegiately to begin to develop planning that is manageable, consistent and clearly identifies what is to be learned and assessed. Planning is developed and shared with pupils using a mindmap format in all classes, and these are shared with parents via seesaw.

Teachers are holding learning conversations with their pupils to support individuals' knowledge and understanding of their progress through a level and their next steps.

#### Wider Achievement

An aim has been to record, recognise and celebrate learners' achievements in and out of school so that they understand how these achievements help them develop knowledge and skills for life, learning and work. Seesaw has allowed pupils to share achievements between home and school more regularly. Almost all learners are participating in using Seesaw, decide what to share and are becoming independent in this. A few classes are embedding the use of voice overs with posts.

Almost all children in P3 to P7 are able to use Seesaw independently to share posts, and children in nursery to P2 are doing so with differing levels of support. They are able to use the Seesaw canvas to add photos, record their voice, draw and add text. They can share to their own learning journal successfully.



Only 1 pupil in school does not have a parent linked to and accessing Seesaw. A significant number of

pupils have two parents linked to Seesaw.

All classes have a number of wider achievements shared. All pupils have at least one wider achievement shared. Less than half of classes have parents contributing wider achievements.

Across the school, visibility of celebrating wider achievement has increased, including displays in the



assembly hall and classrooms.

The whole school wider achievement board in the hall celebrates a variety of wider achievements. This includes sports competitions, Fife 6, 7, 8 dance performance and some children's outside achievements that have been shared through show and tell. P1/2 has a 'Window of Awesomeness' to share achievements. Other classes add to the wall display in the school hall. Teachers have shared wider achievement via Seesaw as and when it has happened or been shared through discussion in class.

### **Impact:**

#### Pupil understanding of achievement and next steps

Baseline figures of pupils knowing what levels they have achieved, what they were currently working on and what their next steps were established early in the session through focus groups with the headteacher. At that time less than half of pupils were able to do this. In June 2023 pupils in primary 3 to 7 met with the headteacher and individual data was gathered.

- Almost all P3-7 pupils knew the level they were working within in maths and most could discuss next steps in learning.
- Most P3-7 pupils knew the level they were working within in reading and writing and could discuss next steps in learning.

The impact of work towards improving pupil understanding of their current level, their targets and next steps has had significant impact, but there is further work to be done to ensure all learners understand and can talk about their learning.

Wider Achievement - This has raised awareness of personal achievement, individual needs and successes as well as community activities and has encouraged friends to join new clubs therefore impacting positively on the wellbeing of our young people.

#### Parent feedback:

- A majority (64%) felt that the recording, recognition and celebration of wider achievements had a higher profile this session.
- A majority (54%) said their child's teacher shared a wider achievement on Seesaw.
- A majority (56%) had uploaded a wider achievement from home to Seesaw.
- Almost all (96%) were aware of their child's wider achievement being shared in school.

#### Pupil feedback, P3-7:

- Almost all pupils (95%) felt that the recording, recognition and celebration of wider achievements had a higher profile this session.
- All pupils could give an example of their wider achievement being shared and celebrated.

### **Next Steps:**

#### Pupil understanding of achievement and next steps

- Developing pupil understanding of their achievement and next steps will be continued next session.
- Staff will work collegiately to increase understanding and confidence in moderation processes. Tracking and monitoring and associated data will be used with staff to effectively secure improved outcomes for all learners.
- Staff will continue work on developing planning that is manageable, consistent and in line with Fife Policy and planning resources.

#### Wider achievement

The data from parents and pupils does not match, which suggests that there is an awareness issue. A next step is to consider how we ensure all parents are aware of what wider achievement is, why we encourage sharing between school and home, and the ways in which we recognise, record and celebrate achievement.

**School Improvement Priority 2**

Increase attainment in reading, writing and numeracy to 90% on track in P1-3 through use of play-based pedagogy.

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy</p> <p><u>NIF Driver</u> Curriculum and assessment School and ELC improvement</p>	<p><u>HGIOS 4 Quality Indicators</u></p> <p>2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p>
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
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**Progress:**

- Three teachers completed SEIC Play Pedagogy Connector development and have submitted their case study for review. They visited other schools to learn from best practice and engage with other practitioners about how best to plan for a play-based learning classroom. They gathered examples of how to record observations of learning to aid assessments.
- Practise was further informed through professional dialogue around chapters 4 & 6 of Realising the Ambition, Fife skills progression framework and an article about types of play linked to outdoor learning by Bob Hughes.
- The Play Pedagogy Toolkit and Play Pedagogy Padlet have been referred to by staff to see examples of planning and gather information about useful resources that could be used to encourage children to engage with literacy in their play.
- The headteacher has been part of a SEIC HT Trio, and a valuable visit to a linked establishment further informed our approach to Play Pedagogy.
- Play Pedagogy is well established in the P1/2 and P2/3 classrooms. Every pupil has 1:1 learning conversation with their teacher or PSA at each small group learning adventure. Individual pupils' needs are targeted and supported through small group teaching.
- Collegiate planning and tracking support meetings have taken place termly between the headteacher and the P1/2 and P2/3 teaching staff. Formal and informal moderation has taken place between all stage partners within P1 to 3.

**Impact:**

- All teachers and PSAs working in P1/2 and P2/3 report their confidence improved after visiting other settings and after the initial two sessions of the SEIC course discussing environments and observations of play and learning. Teachers have developed classroom environments to allow better flow through the room to make observing manageable.
- Increased pace and coverage of phonics for all pupils P1-3.
- All staff ensure classroom are text and literacy rich to encourage children to engage with reading and writing in their free play time. While we found that play positively influenced enjoyment of and attainment in literacy, direct teaching of reading and writing had the greatest impact on attainment for the majority of pupils in P1-3. Observation tells us that the play-based learning environment increased the children's happiness and motivation and allowed for quality direct teaching with individuals and small groups, which has had a hugely positive impact on attainment. However, the attainment of the P3 children in the P3/4 composite class was higher than those in the P2/3 composite. This is however also perhaps due to the older children being in the older class. Further observation and longitudinal data will support future statements of achievement.
- Throughout the year all teachers have built strong relationships with children and pupil voice and pupil ownership of the learning environment is evident in every class. Responsive planning is embedded in almost all teacher practice.
- Almost all pupils in P2 are meeting national expected progress within First Level in reading, writing and numeracy. Most pupils in P1 have achieved Early Level in reading, writing and numeracy. Most pupils in P3 are meeting national expected progress within First Level in reading, writing and numeracy. As an overall cohort, the ambitious target of 90% on track has not been met, however Literacy and Numeracy Stretch Targets of 77.4% and 81.8% respectively have been exceeded in all year groups.

	Reading	Writing	Numeracy
P1	84.6%	84.6%	84.6%
P2	95.5%	95.5%	95.5%
P3	85.7%	81%	85.7%
<b>P1-3 cohort</b>	<b>89.3%</b>	<b>87.5%</b>	<b>89.3%</b>

EOY

BASE scores demonstrate particular strength in the P1 cohort's literacy in matching

and vocabulary, and in numeracy they exceeded the national average in number recognition and in quantity, shape and space.

**Next Steps:**

There is further work to be done on recording observations as assessment. This will continue next session.

Create a Play Policy for Falkland which is linked with our 'Falkland Footsteps' document. We will be looking at what already works and using the research and reading we have done to inform how we link our play policy with our curriculum and outdoor learning, ensuring the skills and experiences are relevant to children from nursery to Primary 7.

Focus on writing next session with collegiate working with colleagues from other schools to provide looking outwards perspective, increasing challenge discussions and to support implementation of new writing resource which will provide structure and a framework for the learning and teaching of writing across the whole school, for all pupils and teaching staff.

**Nursery Improvement Priority 1**

95% of children engage with 80% of the core provision, extending their experience and widening their areas of curiosity.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

NIF Drivers

- 4. Curriculum and Assessment
- 5. School and ELC Improvement

HGIOELC Quality Indicators

- 1.2 Leadership of Learning
- 1.4 Leadership and management of practitioners
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

Continued into next  
session

**Progress:**

Core Provision is regularly audited by all staff, which has facilitated continual reflection on and development of areas.

The nursery team meet weekly with the Headteacher. Staff have had additional leadership opportunities through PEEP, Bookbug, Forest Kindergarten and the development of Seesaw. All staff have visited other ELC establishments to observe and glean ideas. This has been shared in team meetings and changes made to environment and provision as a result.

Seesaw is regularly updated by staff, who ensure that all children have a minimum of two posts per week. Seesaw stats show that almost all parents engage with this.

PLJ monitoring by the nursery teacher has contributed to consistent, robust observations, and staff have used feedback to provide targeted intervention for individual pupils who may have been using fewer areas of the Core Provision.

**Impact:**

Feedback from the EYDO development visit in February describes positive changes to the nursery environment, including displays, curiosity walls, layout and resources.

Robust observations in PLJs evidence that almost all children engage with most areas of the Core Provision. These observations and information from core provision audits have ensured all staff have been responsive in providing stimulating and engaging resources and provocations.

Pupil voice has been improved through ideas gleaned from other ELCs, for example the children use pebbles to vote for stories, and the children have helped set up some curiosity areas.

**Next Steps:**

Development of the nursery environment including the development of one of the outdoor spaces, and Core Provision will continue next session, building on the good progress already made. To increase pupil voice, children will conduct the Core Provision audits supported by staff. All staff will be given further opportunity to visit other establishment to share and observe good practise.

**Nursery Improvement Priority 2**

95% of children have a parent actively involved in their daily nursery life.

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

3. Parent/carer involvement and engagement

HGIOELC Quality Indicators

2.5 Family Learning  
2.7 Partnerships  
3.1 Ensuring wellbeing, equality and inclusion

Has this priority been: (please highlight)

Fully Achieved

Partially achieved

Continued into next session

**Progress:**

Across the session, formal opportunities for parental involvement have been provided through regular PEEP, Bookbug and Forest Kindergarten opportunities. A calendar of events was shared to allow parents to plan ahead.

Parents were audited to discover areas for support and areas of interest they could offer to support with in nursery. Expectations for parents volunteering to support outdoor learning was shared to support more parents coming forward.

Less formally, parents are encouraged to come into the nursery room at drop off and pick up, providing opportunity to talk to staff and for their child to talk about their learning and their day.

A few children have begun to independently use Seesaw to share their learning with their families.

**Impact:**

Most pupils (83%) have had a parent attend at least one formal offering for parental involvement.

Feedback from parent questionnaire on Parental Involvement (67% response rate):

- All respondents feel welcome to come into the nursery and that staff are happy to make time to talk with them.
- All respondents rated 'How involved do you feel in your child's nursery experience?' as a 4 or a 5 (out of 5), with a mean score of 4.8.
- 'In terms of involving parents in the daily life of the nursery, what do you feel we do well?'
  - *The opportunity to come in and see how my child is at nursery is fantastic and to join their outdoor adventures is great, for the days that parents aren't in the nursery to update at the end of the day of what my child has been up to is much appreciated.*
  - *We like that nursery is always welcoming for us to come in & also photos etc shared on seesaw.*
  - *Yes, we are kept up to date with everything and the nursery staff always chat, I have also asked advice on my child's development etc. and it's never a bother.*
- In terms of involving parents in the daily life of the nursery, what do you think we could do better?
  - *'Not sure, there are already many events that take place.' – 'Happy with how things are' – 'I think you do everything possible and more thank you.'*
    - All respondents feel welcome to come into the nursery and that staff are happy to make time to talk with them.
    - All parents feel they are able to speak to staff directly about any learning concerns and all staff can provide knowledgeable support which directly impacts the interactions at home between parent and child e.g. supporting the enjoyment of reading and independence skills.

**Next Steps:**

Continue to promote our formal programme of parental involvement, ensuring new families receive all information and are supported to become involved.

## Attainment of Children and Young People

Stage	Reading	Writing	Listening & Talking	Numeracy
P1	84.6%	84.6%	84.6%	84.6%
P4	84.6%	69.2%	79.9%	84.6%
P7	92.9%	82.4%	100%	89.2%

### Overall Attainment for 2023 - 2024

	Literacy	Numeracy
P1	84.6%	84.6%
P4	69.2%	84.6%
P7	82.1%	89.2%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
77.4%	79.6%	81.8%	87%

### Evaluative statement of attainment over time.

Overall, attainment in literacy and numeracy are on track, with Stretch Targets for 22/23 reached. By the end of P1 most children have achieved Early Level in reading, writing, listening and talking, and numeracy.

In Primary 4, most pupils have achieved First Level in reading, listening & talking and numeracy, with a majority achieving First Level in writing.

In Primary 7, almost all pupils have achieved Second Level in reading, all pupils have achieved in listening and talking, and most have achieved in writing and numeracy.

Data over time shows a small downward trend across literacy and numeracy. Attainment in writing is consistently below that of other curricular areas. Therefore, next session's School Improvement Plan will have a focus on writing intervention and raising attainment in writing at all stages.

	P1, P4 & P7		
Reading	97	87	88
Writing	81	71	79
Listening & Talking	96	93	87
Number, Money & Measurement	94	85	86
Shape, Position & Movement	94	90	88
Data Handling	94	81	88

Session 20/21    Session 21/22    Session 22/23

	P1			P2			P3			P4			P5			P6			P7		
Reading	95	90	85	95	95	96	92	75	86	100	86	85	100	92	67	97	100	46	95	85	93
Writing	95	90	85	95	92	96	100	75	81	77	73	69	77	85	41	97	96	46	70	51	82
Listening & Talking	95	100	85	95	95	96	100	75	91	100	93	77	100	85	67	97	100	46	92	85	100
Number, Money & Measurement	95	100	85	95	80	96	100	83	86	92	71	85	92	62	42	93	93	46	95	85	89
Shape, Position & Movement	95	100	85	95	80	96	100	83	86	92	86	85	92	85	50	93	93	46	95	85	93
Data Handling	95	100	85	95	80	96	100	83	86	92	57	85	92	85	50	93	93	46	95	85	93

Attainment in the 22/23 Primary 5 and Primary 6 cohorts shows significant numbers of pupils not predicted to achieve Second Level by the end of Primary 7. There is a high level of ASN across these two year groups. In session 23/24 specific interventions will be planned to support these learners.

In session 23/24 moderation work will be undertaken with cluster primaries, as well as in-school staff development using the Fife Council 'What's in a Level' resource.



## Evidence of significant wider achievements

- All Primary 6 pupils trained as Peer Mediators, and selected duos have chosen to continue as Peer Mediators, offering mediation to pupils at all stages.
- Partnerships with a range of local sports clubs have allowed pupils to experience specialised coaching and opportunity to join clubs:
  - Primary 4 and 5 pupils experienced Cricket Training from Falkland Cricket Club before taking part in a Cricket Festival.
  - Rugby taster sessions were provided by Howe of Fife RFC to all pupils in P3, 4 and 5.
  - Falkland Tennis Club has allowed all pupils from P2 to P6 to experience tennis coaching, with a group of P5/6 pupils taking part in a tournament.
  - Falkland Golf Club provided golf taster experiences to all pupils.
- All P6 pupils have completed Level 1 Bikeability, and all P7 pupils have completed both level 1 and level 2.
- P1-P7 members of our after-school dance club performed at Fife,6,7,8.
- Nursery-P7 were involved in performing at our Dance Extravaganza at the village hall.
- A group of P5/6/7 pupils performed in the Big Sing at the Rothes Halls.
- All P7 pupils attended Ardroy Residential.
- Aerospace Kinross provided P7 pupils the chance to take part in a Drone Challenge.
- A link with the University of Highlands and Islands provided P6 and P7 with expertise and resources to complete STEM challenges including Robot Wars and building electric cars.
- Nursery- P7 evidence has been submitted for Digital Schools Accreditation.
- A P7 pupil was one of three winners of the Scottish Creative Writing Competition with his work in a published book!

## Feedback from External Scrutiny

### Learning Partnership Strengths and Areas for Improvement

#### Strengths identified:

- Almost all children were able to talk about their current learning task and could explain what they were learning and why.
- In most classes learning was differentiated and children were on a task at the correct level for their CfE or had chosen a task that they were comfortable with and were working up to the next level task.
- In some classes data had been shared with the pupils showing their formal assessment achievement – NSAs, Reading Assessment, Writing Criteria.
- In most classes the next steps had been shared by the teacher or identified by the pupils.
- Almost all learning environments across the school and nursery support the needs of the children – displays, resources, seating plans.
- Parents feel ASN is a strength – communication with families, level of support and interaction with school staff, robust support plans in place, relationships of pupils, parents and with staff.
- Children and staff relationships were identified as positive and nurturing. Staff clearly know the children well.

#### Areas for Improvement/Planned Next Steps

- In **some** classes, children were able to link their learning to Skills for Learning, Work and Life. Development of this will ensure the learning is purposeful and the children understand the “why” of the learning.
- In a few classes there needs to be consideration of pace and challenge to move the learning on at a quicker pace and more challenge for the more able learners whilst also providing breadth of experience.
- In a few classes differentiation of task and not output of task to ensure all pupils are engaged, participating and/or supported.
- **Some** classes need to share the achievement data with the children so they are clear on their own level of achievement, current learning and next steps.

## PEF Evaluation/Impact

### Targeted Interventions

1. To raise attainment in literacy and numeracy and the BGE through purposeful play pedagogy, a 0.5fte experienced P1 teacher was released from class to support the embedding of PPP in P1 and the implementation of PPP in P2/3 classrooms
2. The 0.5FTE teacher also supported P1-3 pupils in developing independent IT skills to allow them to confidently use Seesaw. The intended outcome was to increase ownership and independence in learning, develop skills in talking about their own learning, and to strengthen the sharing of learning between school and home.

### Progress:

1. The release of a teacher 0.5FTE allowed in-depth development of SIP2: Increase attainment in reading, writing and numeracy to 90% on track in P1-3 through use of play-based pedagogy. For progress please refer to SIP2.
2. Almost all children in P3 to P7 are able to use Seesaw independently to share posts, and children in nursery to P2 are doing so with differing levels of support. They are able to use the Seesaw canvas to add photos, record their voice, draw and add text. They can share to their own learning journal successfully.

### Impact:

- All teachers and PSAs working in P1/2 and P2/3 report their confidence improved after visiting other settings and after the initial two sessions of the SEIC course discussing environments and observations of play and learning. Teachers have developed classroom environments to allow better flow through the room to make observing manageable.
- We have achieved increased pace and coverage of phonics in P1-3.
- As a staff we ensured our classrooms were text and literacy rich to encourage children to engage with reading and writing in their free play time. While we found that play positively influenced enjoyment of and attainment in literacy, direct teaching of reading and writing had the greatest impact on attainment. Observation tells us that the play-based learning environment increased the children's happiness and motivation, and allowed for quality direct teaching with individuals and small groups, which has had a hugely positive impact on attainment.
- Throughout the year teachers have built strong relationships with children and pupil voice and pupil ownership of the learning environment is evident. Responsive planning is imbedded in teacher practice.

	L&T	Reading	Writing	Info	Shape	Number
P1	84.6%	84.6%	84.6%	84.6%	84.6%	84.6%
P2	95.5%	95.5%	95.5%	95.5%	95.5%	95.5%
P3	90.5%	85.7%	81%	85.7%	85.7%	85.7%
<b>P1-3 cohort</b>	<b>90.2%</b>	<b>89.3%</b>	<b>87.5%</b>	<b>89.3%</b>	<b>89.3%</b>	<b>89.3%</b>

- Most pupils in P1 have achieved Early Level across all organisers of Literacy and Numeracy.
- Almost all pupils in P2 are meeting national expected progress within First Level across all organisers of Literacy and Numeracy.
- Most pupils in P3 are meeting national expected progress across all organisers of Literacy and Numeracy.
- The P1-3 cohort are exceeding our stretch targets of 77.4% in Literacy and 81.8% in Numeracy.
- EOY BASE scores demonstrate particular strength in the P1 cohort's literacy in matching and vocabulary, and in numeracy they exceeded the national average in number recognition and in quantity, shape and space.

## Falkland Primary School and Nursery

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	2022-2023	Inspection Evaluation <i>(within last 3 years)</i>
<b>1.3 Leadership of change</b>	Very Good	Very Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Very Good	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Very Good	Very Good	
<b>3.2 Raising attainment and achievement</b>	Very Good	Very Good	Very Good	Good	

Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	2022-2023	Inspection Evaluation <i>(within last 3 years)</i>
<b>1.3 Leadership of change</b>	Very Good	Very Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Very Good	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Very Good	Very Good	Very Good	
<b>3.2 Securing children's progress</b>	Good	Very Good	Very Good	Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)			
	2019 – 2020	2020 - 2021	2021- 2022	2022-2023
<b>Quality of care and support</b>				
<b>Quality of environment</b>				
<b>Quality of staffing</b>				
<b>Quality of leadership and management</b>				

