**Kingsbarns Primary School**

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**Standards and Quality Report**

***Achieving Excellence and Equity***

**Context**

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| **Setting/School Roll (including ELC/ASC)** | Total Current Roll – 42 children  2 Classes – Primary 1-4 and a P5-7  No ELC setting in Kingsbarns – most attend St Andrews Nursery.  Kingsbarns is a very rural setting with some children attending from newer and older housing in the village and some from surrounding areas.  School is a balance of children from catchment and placing requests – majority of children from catchment.  Projected role for 23-24 is 48 children  School buildings are only able to accommodate 2 classes so school is almost at capacity.  School has significantly changed in roll with 2017-18 and 18-19 school had one class due to numbers 18 or below. School then increased to two classes in 2019-20 and numbers have remained high since.  The school has close links with the community which includes Cambo estate and the community garden. | | | |
| **FME** | 12 % | | | |
| **SIMD Profile for establishment** | 3.9 | | | |
| **Attendance (%) 94.83** | **Authorised** | 4.76 | **Unauthorised** | 0.46 |
| **Exclusion (%)** | O % | | | |
| **Attainment Scotland Fund Allocation (PEF (Pupil Equity Fund) and SAC (Scottish Attainment Challenge))** | £9800 | | | |

**Our Vision**

**Kingsbarns – Where Learning is an Adventure**

**Our Values**

**Friendship**

**Perseverance**

**Respect**

**Adventurousness**

**Our Aims**

**Kingsbarns Primary School**seeks to deliver a broad and inclusive education within a nurturing, supportive environment. Having strong links with the community, parents, and Friends of Kingsbarns.

**Kingsbarns Primary**encourages children to aspire, achieve and enjoy: to be the best that they can be. Each child brings his or her own unique qualities to our community; we prepare pupils for a life of learning and fulfilment: to be active, responsible, compassionate citizens. Our family ethos allows for cross age working/supporting and develops leadership skills.

The school is committed to enhancing the contribution one makes to society - and, in embracing diversity, to promoting equal opportunities for all.

**OUR MISSION:**

To provide a safe, stimulating, and supportive school environment where pupils feel respected and valued, inspired, and challenged.

To establish and maintain a vibrant school community built on mutual trust and respect

To foster a love of learning: encouraging intellectual curiosity and independent thought.

To develop personal resilience, respect, friendship, and sense of adventure.

To provide a stimulating environment wherein pupils can explore and develop their interests, gifts, and talents.

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| **Improvement Priority Session 2022 – 2023**  (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan) | | | | | | |
| **Priority 1 – Improvements in Writing using QI approach**  **Key focus was using tools for writing from CFE (Curriculum for Excellence)** | | | | | | |
| NIF Priority to improve attainment for all especially in literacy and numeracy.  NIF Driver  Assessment of children’s progress  School improvement  Our priorities | | | | | | |
| Has this priority been:  (Please highlight) | Fully  Achieved |  | Partially  achieved | x | Continued into next session |  |
| **Progress:**   * All staff received training in QI methodology in relation to using the tools for writing as measure for improvements. Two staff attended termly check in sessions. One staff member was unable to attend all sessions. * Staff introduced to QI improvement methodology. * Shared with children as a continuation as started briefly in P4-7 last session. * Teacher in P1-4 class focused on children in Primary 3 and 4 and started using recommended approach (Fife Quality Improvement methodology) in using class graphs etc in September. * Reference to how children were doing in writing were carried out in parent interviews and learning letters. * P5/6/7 – whole class starting using above approach in September but did have a gap in January as advised. * In April 23 – teacher who was carrying out support role started a second wave with Primary 1 and 2 * Pupil feedback was sought during lessons and through feedback. * Documentation for tools for writing used – records of understanding. * Additional to above – new Fife assessment pace was considered and used. * Teachers produced evidence poster to sum up progress and improvement.   Example of run chart used  Aim 1 for P3 and 4 learners – to use 3 or 4 openers. | | | | | | |
| **Impact:**  In P5-7 most children were using transferable skills and were starting to use high quality conjunctions in their writing.  Most pupils in P1 and P2 (some with minor interventions could write basic sentences appropriately with punctuation and majority were starting to write more complex sentences).  Identified by all teachers that almost all children throughout the school were more willing to have a go at writing – increased confidence as evident.  Targeted approach and analysis of data helped identify children that needed more challenge or support.  Most children in P1/2 were able to identify next steps.  Almost all children in P5-7 were clearer about their next steps in writing.  Almost all children in P3/4 were clearer about their next steps.  Writing enjoyment was referred to by parents in See Saw Messages.  All Staff reported that the process helped them to be more knowledgeable about outcomes and what success should look like.  Staff felt process helped them get to know pupils better and how they worked best.  Staff feedback also stated that it had supported knowledge and understanding of what stimuli for writing might work best.  Pupil Feedback showed almost all were positive about their writing experiences relating to QI.  ‘I like how the graph on the wall show us how we are doing’  ‘My confidence has gone up in writing’  ‘I like how the aims are different. It is exciting and not boring.’  For almost all children our attainment data reflected these improvements. However, at P2 level there is still work for some children on sentence structure especially. | | | | | | |
| **Next Steps:**  Whilst we will continue to use QI methodology this is more to be embedded and not a fresh improvement priority – an aid to assessment.  May be used at the end of a week of a short block of learning. Pulling learning together in a session with little input. This will allow staff to assess the learning children have demonstrated. Bring together high-quality teaching and learning in writing/ QI methodology.  Ensure QI does not limit creativity and there should be a balance.  Monitor pace and challenge for QI. Continue to think about needs of Kingsbarns learners in relation to developments. An analysis of how QI fits within an overall approach to the teaching of writing  Definite need for more differentiated approach for those that need support – digital supports for example should be in place for those learners that have barriers to learning as a universal support and talk to text to be used more widely and effectively in line with general improvements for supporting learners.  Use of feedback / next steps / improved differentiation should improve how pupils articulate skills as well as tasks. | | | | | | |
| **Priority 2 Numeracy – improved use of and interpretation of standardised data to home in on areas for improvement for groups and individuals.** | | | | | | |  |
| NIF Priority to improve attainment for all especially in literacy and numeracy.  NIF Driver  Assessment of children’s progress  School improvement  Our priorities | | | | | | |  |
| Has this priority been:(please highlight) | Fully achieved |  | Partially achieved | x | Continued into Next Session |  |  |
| Progress  MALT (Maths assessments for Learning and Teaching) were purchased and were set in September -  Used as a resource for assessment / along with transition information to look collectively at areas that stood out for improvement / closing gaps of understanding.  There was not as much as a pattern of ‘gaps’ across the school and this more related to individual needs.  PSAS carried out some self-led conceptual numeracy training.  School decision to use numeracy records of understandings online to support consistent tracking. | | | | | | |  |
| **Impact**  Honing down has helped identify misunderstanding for most children in target groups. 80 percent of children are within 5 months of actual age with more than a few above.  For a few of learners however the interventions have been more difficult to show progress due to specific ASN (Additional Support Needs) – there is still evidence of progress, however from class work.  Numeracy attainment across school shows most learners are on track. There are differences in size of year groups, but all are small.  Observed lessons showed the data had been used appropriately with differentiation in planning and delivery of lessons.  PSAs have been upskilled to support learners with early level numeracy.  SNSA results similar to our predictions and attainment. Target pupils most children achieving on or above average range.  BASE data for P1 – numbers of children increased during session so not a full picture can be gained. Most children we can measure maintained / increased scores. | | | | | | |  |
| **Next Steps**  Analysis of repeated MALTs (Maths Assessments for Learning and Teaching) especially for those children who may have slipped or added value has stilted.  Some children showing significantly ahead and need to ensure they are challenged appropriately.  SEAL diagnostic assessment to be used for learners not progressing with general recovery work. SFL teacher to support.  SFL teacher to ensure universal supports for numeracy are in place.  Improved understanding of early number.  Use of feedback / next steps / improved differentiation should improve how pupils articulate skills as well as tasks. | | | | | | |  |
| **Priority 3 One plus 2** | | | | | | |  |
| NIF Priority  NIF Driver | | | | | | |  |
| Has this priority been:(please highlight | Fully Achieved |  | Partially Achieved | x | Continued to next session |  |  |
| **Progress**  Both classes are learning French using progressive plan.  P7 children were taught the key topics identified with Madras Cluster.  Plus 2 language was not started properly in P5-7 (Spanish)  Parent helper attended weekly to support French in P1-3  Lead teacher attended Madras In Service to see new planning.  University student delivered project in P5-7 in term 1. | | | | | | |  |
| **Impact**  Observed that almost all children were showing confidence in speaking in P1-4 class and singing – observed at end of term service.  Almost all children singing/ talking confidently in younger class.  In the P5-7 class display work demonstrated a range of topics covered and enjoyed.  Pupil feedback stated that the use of the volunteer to support learning of French has increased enjoyment of the learning of the language for almost all children.  Well prepared sessions showed that this improved overall engagement. | | | | | | |  |
| **Next Steps**  Ensure that P5-7 have the opportunity to have two languages. Spanish to be covered for a term.  Continue to use support from parent/ university students to deliver language curriculum as this has been a very strong link this year.  Use of Madras language ambassadors.  Unfortunately, SPOC (Single Points of Contact) for both schools is moving on – lead to be identified.  Seek more support – looking outwards in the cluster and other for logistics of teaching French in multistage classes. | | | | | | |  |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | 100 | 100 | 100 | 100 | | **P4** | 100 | 100 | 100 | 100 | | **P7** | 100 | 75 | 100 | 100 |  |  |  |  | | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | |  | **Literacy** | **Numeracy** | | **P1** | 100 | 100 | | **P4** | 100 | 100 | | **P7** | 75 | 100 |  |  |  |  |  | | --- | --- | --- | --- | | **Literacy** | | **Numeracy** | | | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | 77.6% | 92% | 82% | 100% |   **Evaluative statement of attainment over time.**  Care should be taken in such a small sample of children where percentages are used. For example, in a year group of four, one child will represent 25%. Overall attainment over time is also not always as accurate due to number of children arriving and leaving within last three years.  For year groups P1/4/7 overall attainment in literacy and English is very good with all children in Primary 1 achieving early level. In P4 all children (2) have achieved first level and in P7 all children achieved in reading and listening talking. Most children in P7 achieved second level in writing.  Attainment over time has shown that at P7 stage this is definitely better than predictions.  NSA (National Standardised Assessments) data and MALT (Maths Assessments for Learning and Teaching) (Maths Assessments for Learning and Teaching) data generally reflects data obtained by ongoing classwork.  In numeracy for these age groups all children have achieved the appropriate level for age and stage. However, these statistics may refer to four children or under.  Whilst this represents three age groups for this year there are still learners in other age groups that will not meet expected levels for age and stage. Care needs to be taken in small year groups with confidentiality when sharing data. | | | | | | |
| **Evidence of significant wider achievements**  **Successful Learners**  Christmas Fair – organised by pupils and involving community.  Bikeability for P6/7  Running Competition at Cambo – organised and attended by children  Dundee Science Museum whole school trip – focus on ‘the senses’  Deep Sea world visit to study sea life in more depth and complement work on the world of work.  Participation in St Leonards Football tournament - this was significant given our small numbers. Children showed confidence and resilience.  **Confident Individuals**  Christmas / Harvest and End of term Services – particularly showed children’s confidence in speaking in front of a public audience.  Crystal Growing with Fife College – P4-7  Outdoor Learning regular sessions either in school grounds/ or beach or CAMBO estate have supported confidence of all children.  Range of visitors have been invited in to discuss their world of work. Children asked very good questions.  Sports day showed good organisation skills by older pupils and confident performances.  **Effective Contributors**  Pupils organised event for Turkish Earthquake survivors and linked to RRS – fundraising.  Peer Mediators – four children from P6 trained and have started to deliver sessions.  Sports Leaders – supported some playtime events and sports day.  RRS committee – monthly meetings to organise and help seek views.  House Captains – leading the collection of house points and other responsibilities.  **Responsible Citizens**  Organisation of Stem Day for Local schools – Older children with Ms Henshaw organised a day for small schools to visit Kingsbarns. All P7 children in small schools in cluster invited and from Waid link schools as many of our children transition to Waid. Excellent feedback.  Animal tracking session for all children – very successful.  Plastics exhibition – Dundee V and A  Visit to Kinkell Byre to learn about rewilding | | | | | | |
| **Feedback from External Scrutiny – Learning Partnership**  **14th March 2023**   * **Involving two partnership HTs, Quality Improvement Officer,** * **Class Observations** * **Professional dialogue with Teaching Staff** * **Professional dialogue with Support Staff** * **Meeting with parent representative.** * **Feedback with children.** | | | | | | |
| Strengths identified:  2.3 Learning, Teaching and Assessment   * Almost all children engaged in activities. * Awareness of different stages and need to challenge more able learners. * Classrooms were in the main positive environments – range of displays (tight for space in older class). Evidence of recent learning and from across the curriculum. * Using local contexts for learning – e.g., rewilding/ Cambo – use of local area. Utilising parent skills throughout the school to support learning.   3.2 Raising Attainment and Achievement   * Pupils able to discuss a range of achievements that school /individuals have participated in. Pupils are exposed to a wide range of opportunities. * Almost all children able to articulate rights and know the rationale for this development. Teacher has attended CPD (Continuing Professional Development) to support this and staff are completing training.   2.4 Partnerships   * Parent described very positive relationships across school – respect lived in the school – communication good. Learning letters described as a positive. Felt confident to approach school with issues. Families welcomed to events/ to volunteer/ to contribute to open discussion in PC meetings. * Positive relationships observed during visits and described by staff, pupils, and parent. * PSA staff are very invested in school and training, involved in planning and decision making. * Community engagement is a strength with a range of activities linked with Kingsbarns community. Links with Cambo for learning are supporting learning.   Additional from Visit  3.1 Personalised Support/ Wellbeing and Inclusion   * School improving use of baseline assessment to plan for learning and support. * All staff including PSA support have awareness of nurture/ trauma and range of supports timetabled and targeted appropriately. * Consider full rationale for how QI writing is used in Kingsbarns so that there is evidence of clear progression and full reasons for use. Monitor pace and challenge for QI. Continue to think about needs of Kingsbarns learners in relation to developments. An analysis of how QI fits within an overall approach to the teaching of writing * **Consider how feedback is taken forward learning for improvement. Consider both quality and quantity of feedback.** * **Develop digital learning so all children have increased opportunities to develop skills using technology as a tool for learning and to ensure they have progressive digital skills within technologies. Consider participation in Digital Schools Award as a next Step. Digital learning to be used consistently.** * **Continue to build on looking outwards with other small schools to support planning and curriculum in multistage classes.** * **Whilst there was acknowledgement of** **different stages, there is still work to be done around differentiation in both classes and tasks to match learning intentions. This should happen with more effective use of learning intentions and success criteria which in turn should help pupils develop their own language of learning – e.g., describe actual learning rather than tasks. Ensure supports are tailored for groups/ individuals and not necessarily same for whole class. Improved feedback relating to learning rather than task will also support this.** * **Refresh of school vision and values is now important with current and future changes. This will support strategic curriculum decisions also.** * **School have been fortunate for many years to have a strength in music tuition due to teacher (now left) and links with Fife Music. Expectations from parents are for this to continue. This is difficult due to the skills of individual teachers. Ensure there is adequate provision through training in Charanga music.** | | | | | | |
| PEF Evaluation/Impact | | | | | | |
| Targeted Interventions   * Numeracy interventions * Attendance * Wellbeing | | | | | | |
| Progress:   * PSAs both had some training in kitbag and Lego therapy but require more training. * Boxall profiles online were carried out for two children. Individualised interventions identified. * Individualised nurture sessions based on results of Boxall profiles for two children - weekly * Numeracy analysis leading to some individual support during lessons. * Weekly nurture sessions with focused children. * Playground support. Calm start for some children struggling to come join class in mornings. * Both PSAs new and started later in session but both quickly developed very nurturing approach. * Some conceptual numeracy training for PSAs but not finished. | | | | | | |
| Impact: (Please note we have had to make statements more generic to avoid pupils being identified).   * Fewer incidents from targeted children in the playground. * The key children identified made significant progress with regulation and the time spent calmly in the classroom. * Health professionals recorded praise as ‘transformational.’ * Evidence of improved leadership from pupils by term 4. * Numeracy interventions whilst supportive need to be more focused on diagnostic assessment – this will allow us to see impact more clearly. * Next steps will be to ensure training in SEAL (Stages in Early Arithmetic Learning) is in place and that regular intervention sessions are used. | | | | | | |

**School/Setting Name Kingsbarns Primary School**

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

**Headteacher** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( who completed SQR)