

Limekilns Primary School



Standards and Quality Report 2021 - 2022 Achieving Excellence and Equity

Context

School Roll	138 pupils - from Census September 2021			
FME	18.4% (2021-2022)			
Attendance (%)	Authorised	4.91	Unauthorised	1.10
Exclusion (%)	Zero			
Attainment Scotland Fund Allocation (PEF and SAC)	Allocation for Session 2021-2022 £12,861 (including 15% Pupil Premium)			

Limekilns Primary School was built in 1912 and is a non-denominational school serving the villages of Crombie, Charlestown and Limekilns. The current roll is 135 pupils organised across six classes, five of which are composite classes. In addition, we have a nursery which is situated in modular accommodation within the school playground with a current roll of 24 children and capacity for 32 three to five year-olds. The nursery has its own enclosed garden. The school is situated in the village of Limekilns on the River Forth. Limekilns Primary School has an established vision, values and aims:

'We are a learning community with the future in our hands'

Our values are Truthful, Fair and Kind.

Our aims are:

- To learn how to look after ourselves
- To learn about our world and how to look after it
- To learn how to get on with others
- To love learning

The values are known and referred to by children and staff team but there is scope to have a renewed emphasis on our vision, values and aims across the whole school community. This will ensure that strategies we employ translate our vision, values and aims into daily practice and inform decisions about future improvement priorities.

A new Headteacher has been in post since May 2022. A consultation process with children, staff, families and partners has led to a shared understanding of the strengths and improvement needs of the school. Along with establishing processes for self-evaluation across the nursery and school, this helped to clearly identify and create a clear rationale for improvement priorities. The staff team understand the need to be outward and forward-looking in evaluation and improvement activities. There is scope to empower staff and take steps to develop leadership at all levels to improve the overall capacity of the school and introduce a range of effective systems and structures to facilitate collegiate working to maximise opportunities for staff learning within and beyond the school.

SCHOOL
Improvement for Recovery Priority Work
 Session 2021 - 2022

Priority 1: To work in collaboration with school partners to develop a progressive pathway for British Sign Language (BSL), in order to support implementation as an L3.

<p><u>NIF Priority</u> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p><u>NIF Driver</u> Teacher professionalism School Improvement Performance information</p>	<p><u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 2.3 Learning Teaching and Assessment</p>
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Progress:
 This improvement priority has been led by two teachers from Fife Education Service for the Deaf. Both teachers support a deaf learner in the school. BSL is now well established as our L3 across the school, through previous improvement work. All staff have participated in a whole school deaf awareness day; experiencing activities from the perspective of a someone who is deaf, including opportunities to practise lip reading. This professional learning session included understanding the difference between BSL and SSE (Sign Supported English) and learning games and activities to support the learning and teaching of key vocabulary across the school.

Further professional learning sessions have taken place regularly throughout the session. This has involved looking at BSL in two parts: the expressive (how we do the sign); receptive (how we read and understand what has been signed). Most teachers have participated in these sessions, with one teacher taking a leading role within the school, which has included supporting colleagues' practice and teaching other classes through nctt. Staff have learned about spatial verbs that include movement; negation which includes facial expressions, head shakes and head turns; size and shape classifiers, which identify size and shape characteristics of nouns.

Although a progressive pathway for BSL has not been created as planned, through collegiate time all teaching staff are now familiar with the Highland BSL Pack and use it as a source of personal professional learning as well as practical support for lessons. All teachers confidently use the pack including videos and activities for building vocabulary and basic conversation skills. The plans within the pack have started to be used by all teachers this term to teach a wide range of topics. All classes experience a stand alone lesson weekly, in addition to signing being part of daily routines.

Impact:
 Almost all children who participated in pupil focus groups (25%) talked positively about the impact that they feel learning BSL has had, including: wanting to practise signing in the playground with their friends or at home; how much they enjoy being able to communicate with a deaf learner; that they sometimes use signing naturally when they are talking; that they feel signing helps spelling; a sense of enjoyment of learning and practising topic words to enable short conversations through signing.

All teachers are able to sign 90% or above of the basic vocabulary and are proficient in fingerspelling. Fingerspelling is also used by the majority of teachers to support practice in teaching spelling, and both staff and children have noted that fingerspelling of the alphabet has helped with this aspect of literacy. The minority of teachers feel that they are beginning to use BSL naturally alongside French and English.

Through improvements to their practice, all teachers note that BSL has had a range of benefits for their learners: increase in understanding of the barriers and challenges of being a deaf learner; support for children through clear communication of instructions and following of daily routines; learning and teaching in a general sense is more accessible to all through signing support to provide direction and instruction; fingerspelling is helping children segment words, with the signs providing a physical action to support phonemic awareness; a high level of children’s engagement and interest in learning BSL; all P1 children, and most children across the school, use signing to communicate with our deaf learner, which is evident across the school environment. In addition, almost all teachers note children’s sustained enthusiasm and interest in BSL throughout the year, for example, children will ask to use the online dictionary for vocabulary not covered in the lesson or to support their own conversations. Children have related the use of BSL in wider contexts, such as the profile of BSL within news and entertainment.

The planning tool from the Highland BSL pack, has built consistency in approaches and a clear learning progression for all children across the school. As a result, all children have developed the ability to sign vocabulary including colours, numbers, greetings and emotions. Children at all stages are becoming increasingly confident in asking and answering basic questions, with children in middle and upper stages using BSL to have short conversations. In Primary 1, the impact of the immersion of BSL throughout children’s daily experiences and in supporting all communication is particularly strong. In this class 85% of children can sign the basic vocabulary. These children use signing to support storytelling, have labelled their environment which includes alphabet sign and can finger spell. They have also been supported to continue practising at home through the teacher’s use of seesaw to share videos.

In addition, whole school events and performances this session have incorporated BSL into planning and practice, for example, the nativity at Christmas. This has ensured that these events are fully accessible to all children. Links are naturally made with other areas of school improvement, for example BSL is used alongside learning about emotions through use of Emotion Works, and children consider facial expressions and body language when using sign. Observations of children in the playground and moving around the school environment highlight children using BSL, indicating BSL is becoming embedded in the culture of the school. In a questionnaire, a few parents mentioned that they felt learning BSL was one of the strengths of the school, helped develop the school to be inclusive and that their child/ren shared signs with them at home.

Next Steps:

- Develop pupil leadership opportunities to support learning and teaching BSL across the school
- Embed BSL into daily routines of all classes
- Continue to build confidence and skills amongst staff, supported by a clear progression plan, using opportunities to collaborate with each other including teachers of the deaf next session.

**SCHOOL
Improvement for Recovery Priority Work
Session 2021 – 2022**

Priority 2: To introduce French as our L2 across the school.

<p><u>NIF Priority</u> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in employability skills and sustained,</p>	<p><u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 2.3 Learning Teaching and Assessment</p>
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positive school-leaver destinations for all young people

NIF Driver

Teacher professionalism

School Improvement

Performance information

Progress:

All classes participated in a whole school 'French Day' in term 1 to launch French as an L2. This day was planned to encourage children to engage with a broad range of activities to introduce the aspects of French culture and language. Each class then focused on a different French theme to create a display in the school hall to share their learning. This learning was also shared with parents.

The majority of classes experience one discrete French lesson each week which introduces new vocabulary or a new topic. The majority of teachers also try to embed French within daily teaching and learning opportunities through, for example, morning registration and other routines.

Although professional learning opportunities to develop skills and confidence in teaching French have been limited, all teachers are now familiar with using the Power Language Schools online resource. This resource has provided a clear progression plan for learning through each term, which is used throughout the school. Most teachers started with using Level 1 to build up skills and confidence with key vocabulary and topics. Use of the responsive resources within PL Schools have supported a few teachers with making links to other curricular areas or seasonal events during the session. Most teachers have also used Duolingo, YouTube tutorials and other resources to build knowledge and confidence. A SPoC for French is now established in the school and the Camembert resource has also been purchased.

Impact:

Almost all children who participated in pupil focus groups (25%) talked positively about learning French this session. All children said they knew very little French this time last year, but now they feel they know lots of French vocabulary including greetings, colours, food/drink, counting, days/months of the year, animals etc. All children enjoyed the 'Big French Day' and felt that helped them 'get started' with learning French. A few children talked about practising French in the playground with their friends. A few of the upper stage pupils emphasised how much they enjoyed using their vocabulary knowledge to have short conversations in French with a teacher or their friends. All children talked about games, activities, French jotters and videos supporting their learning throughout the session. A minority of children talked about using French during daily routines, for example, during the morning register. Almost all children would like more frequent opportunities to build their skills in school and feel the classroom environment needs to help them better remember French vocabulary.

All teachers have observed interest, enthusiasm and increasing confidence by children across the school in learning and applying their knowledge and skills in French. The majority of teachers try to link the French word with the BSL sign, so that both L2 and L3 develop naturally alongside each other. This has provided an action, which aids memory of key vocabulary. In all classes, children use everyday greetings, introduce themselves, count and are building their vocabulary in a range of topics. In a few classes, children can recognise written and spoken vocabulary for key areas of learning and can extract information from video clips and conversations held in French.

Consistent use of the Power Language Schools online resource has provided a clear progression in learning, supporting pace and differentiation, with a few teachers noting how they have used the resource to extend learning. In a questionnaire, a minority of parents noted that the implementation of French has had a positive impact on their child/ren: enjoyed learning French; practise speaking French at home; gaining more confidence in speaking French and build vocabulary; can say 'hello'.

Next Steps:

- Develop capacity and confidence of all teaching staff to deliver French as L2, supported by consistent planning
- Make links with PT Languages at DHS to support and develop staff skills

NURSERY**Improvement for Recovery Priority Work**

Session 2021 - 2022

Nursery – have had 6 priorities this session:

1. Continue to build our team to improve our practice and help each other to develop identified skills.
2. Work towards achieving a more fluid observation/planning/evaluation cycle and ensuring that the Golden Thread of Learning is evident in our PLJs.
3. Weave Literacy, Numeracy and LDL through our whole nursery.
4. Re-establish regular offsite Outdoor Learning.
5. Continue to develop ways to establish relationships and continue to support our families.
6. Alongside our school colleagues, continue to build our BSL skills.

NIF Priority

Improvement in attainment, particularly literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

School leadership
Assessment of children’s progress
School Improvement
Performance information

HGIOELC Quality Indicators

1.3 Leadership of change
1.5 Management of resources to promote equity
2.3 Learning, Teaching and Assessment
3.1 Ensuring wellbeing, equality and inclusion
3.2 Securing children’s progress

Progress:

The broad range and high number of improvement priorities, along with an absence of Action Planning to support and develop these areas, has negatively impacted on the pace and quality of improvement work this session. This was evident from robust self-evaluation with the nursery team in Term 4 of the Core Quality Indicators (Leadership of Change; Learning, Teaching and Assessment; Ensuring Wellbeing, Equality and Inclusion; Securing Children’s Progress) and also evidenced in feedback from a recent Council Inspection.

Progress made towards the six improvement priorities include: one-to-one meetings with the Nursery Teacher have been established in Term 3 and 4, which has focused on practice of recording observations and in planning next steps for children’s learning; British Sign Language has continued to be used and developed in the nursery setting and is supporting children to sign our values and the rhyme of the moment; small groups of parents have recently been invited in for ‘Stay and Play’; regular posts, using the ‘family announcements’ tool on Seesaw, are supporting parents to keep updated on the current learning and interests of the children as a group.

The nursery team have been supported by an Early Years Principal Teacher (EYPT), who identified a need to provide additional support this session, to develop a range of aspects of practice across the setting. Two key areas that the EYPT has developed with the team concern putting in place and supporting twice weekly planning sessions and carrying out an audit of the core provision.

Impact:

The impact of support from the EYPT on planning is beginning to become evident in both the daily responsive plans and intentional plans. With support, practitioners are beginning to use observations to make judgements about children's progress to inform appropriate interventions, and for planning future learning. Free flow play is embedded in the setting. The audit of core provision that took place this session ensured basic provision is available indoors and outdoors with appropriate materials to support learning. A few areas have been developed, for example the art area, which is promoting children's independence.

Feedback from the recent Council Inspection indicated that the nursery team are aware of the improvement journey that is required and are fully committed to embracing change. They spoke positively regarding the recent support provided by their HT and EYPT. It was noted that staff are honestly self-reflecting and have a drive and desire to improve.

Next Steps:

In moving forwards, it will be important to develop a clear shared vision and strategic planning for improvement, with the direction and pace of change managed effectively. Continuing to work in collaboration with PT Early Years and EYDOs, as part of an intensive model of support, will build capacity in the team and support improvement priorities. Building staff confidence in using self-evaluation processes effectively, is needed in order to ensure self-evaluation is integral to how we work. This will be supported through the introduction of a Quality Assurance Calendar. Furthermore, a range of approaches to professional learning need to be used to enable staff to learn with and from each other and PRD processes need to be introduced to staff.

- Develop a shared understanding of a high quality observation, to improve staff knowledge and skill to make confident judgements about children's progress.
- All staff should continue to be supported to contribute to daily responsive planning to ensure that their observations of children's learning and their role in extending learning is recorded and evidenced. They should further develop their observation skills to ensure they are taking account of children's words, actions, interactions and behaviours.
- Children's voice needs to be evident, and threads of learning need to be clear and reflected across observations, planning, experiences, PLJs and floorbooks.
- Introduce processes for tracking and monitoring of children's progress and learning to meet the needs of individual children and improve learning and teaching. This should inform planning and improvement and provide appropriate support and challenge.
- Develop high quality appropriate early language experiences, spaces and interactions to promote and enhance learning for all children.

Attainment Overview

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	86% (+18%)	66% (-2%)	86% (+24%)	86% (+11%)
P4	75% (+25%)	50% (+17%)	83% (+33%)	83% (+28%)
P7	86% (+41%)	59% (+14%)	72% (+18%)	63% (+32%)
P1, 4 & 7		58% (13%)		78% (26%)
Stretch Target		75.5%		80.7%

Broad statement of attainment

The table above details percentages of children who are on track in their learning in reading, writing, listening and talking and numeracy in June 2022. It also highlights any increase/decrease from the previous session as well as our stretch targets for 2021-2022 in these key areas. Overall attainment across the school is good. Most areas at each key stage demonstrate an increase in attainment from the previous year. However, our combined Literacy and Numeracy data (P1, 4 and 7) highlight lower levels of attainment in Literacy. This session we have not achieved our stretch targets in literacy or numeracy.

Writing is a key area we have identified as needing to take closer look at as children are not as successful as they could be in this subject. This is evidenced from professional dialogue and from data across all cohorts. Targeted intervention is needed at key stages and this will be a priority area within school improvement planning for session 22-23. In addition, confidence in assessment approaches and teacher judgement of a level needs to be improved in the area of reading to ensure reading attainment is accurate.

Combined attainment for P1, 4 and 7 for session 2021-2022 in comparison to Fife and our comparator schools indicates Limekilns Primary is:

- Below Fife and comparator schools for writing
- Above Fife and comparator school for reading
- Below Fife and comparator schools for listening and talking
- Below Fife and comparator schools for literacy
- Below our comparators but above Fife for numeracy

In moving forwards, it is important that tracking and planning meetings are established across the school within robust quality assurance systems and processes. Building confidence in using data effectively will support accurate identification of gaps in children's learning and give clear information on attainment. Together with well-timed interventions, this will ensure appropriate progress for all children and develop evidence of improvements over time. This will be underpinned by consistent planning approaches across different timescales. Effective professional learning opportunities and collaborative approaches will ensure our curriculum meets the needs of all children and leads to high-quality learning outcomes.

Evidence of significant wider achievements

- All children have participated in a tennis festival at the local tennis club, developing a range of skills to support their ability to play in short matches. All children have also participated in a range of physical education taster events in school including handball and judo.
- All children have developed and used their BSL skills in whole school events and performances.

- All children learned and recited a Scottish poem as part of a whole school Burns poetry competition.
- Most classes participated in the Rotary Club Young Artist Competition which gave children an opportunity to create a piece of art around the theme of 'colours in nature'. All children confidently chose the medium they wished to use and applied techniques to demonstrate their skills with the visual elements.
- A few classes participated in activities linked to their interest and learning about birds and their habitats at RSPB Loch Leven. This further developed children's knowledge and understanding about conservation and sustainability.
- A few classes participated in a Youth Music Initiative project for a term which has been focused on tuned percussion, developing skills for work including: team cooperation; listening skills; creativity; perseverance; communication; concentration.
- A few classes participated in the Heart Start Programme, developing essential skills for life through learning about what to do in emergency situations.
- Primary 7 experienced an adventure week at Ardory, developing a range of communication, leadership and resilience skills. This supported children to develop a deeper relationship with nature; enhance personal and social development; learn how to overcome adversity.

Across the school there is a need to develop knowledge and understanding of a skills framework to ensure children can talk about their skills. This needs to be supported by building employability skills in a progressive way across the curriculum. There is also scope to introduce the tracking of wider achievement and recognise children's achievements out of school.

Impact of Local/National resources to support recovery within your setting

Additionality in staffing: 0.2fte teacher and additional Pupil Assistant Support (PSA)hours.

The funding allowed an additional 25 hours of a PSA2 to support learning and teaching across a minority of classes and to facilitate small group intervention work for identified pupils. This support has targeted individuals and small groups particularly at the middle and upper stages to develop literacy skills, including: phonological awareness; blending; sight vocabulary; reading fluency; spelling. This support has mainly focused on the use of programs such as Phonic Code Cracker, Hornet and Toe-by-Toe. The impact for these individuals and small groups includes increased confidence in using these skills when applying them to reading and writing across the curriculum. Some of these support hours have also been used to support children with additional support needs. In addition to covering classes when required, the additionality of 0.2fte teacher mainly focused on developing literacy skills, particularly at the early and middle stages. For example, this included co-operative teaching at Primary 2 focusing on using Mighty Writer in small, targeted groups. Increased accuracy and confidence in children at these stages applying skills within tools for writing, is evidenced in children's jotters.

In moving forward, it is necessary to introduce robust tracking and monitoring processes and to ensure these are well-understood and used effectively to secure improved outcomes for children. Resources need to be targeted to gaps in children's learning alongside developing teacher's skills in data analysis which are focused on improvement.

Scottish Attainment Challenge Funding

Progress and Impact:

PEF funding this session has allowed for:

- 0.2fte teacher from December to March to focus on supporting listening skills of children in Primary 1, Primary 2/3 and Primary 4/5. Last session, it was identified that a targeted approach was needed to support children to follow instructions as well as developing spatial awareness and gross motor skills. The Better Movers Thinkers (BMT) approach was led by a teacher during this term, with a specific focus on enhancing and fostering executive functioning skills. Sessions were whole class and included targeted support for small groups of

children. Detailed ongoing observations throughout the term highlighted a positive impact. Most children can follow a short sequence of instructions, have improved fitness and stamina levels and have improved hand-eye coordination particularly during ball skills. Through pupil sampling, children indicated that they: enjoyed the challenges in the program; feel that it was fun; have enjoyed seeing improvements in their skills; feel that it has helped their concentration and memory.

- The Emotion Works programme, including a one-year subscription and associated resources were purchased. The programme was introduced in the Spring Term as a whole school intervention. We are in the early stages of implementing this as a tool to support mental and emotional health and wellbeing, with children being familiar with a few cogs at present. Initial impact includes: children being able to use a wider range of emotion words appropriately in specific lessons but also increasingly in daily learning experiences; being able to make links with emotion words to their body sensations; starting to begin to identify triggers.
- Three additional PSA hours have been used to raise attainment in reading for targeted individuals within the Primary 4 stage. Ongoing observations have noted improved reading skills including blending and sight vocabulary. Kitbag sessions have also continued to be used to support emotional wellbeing for small groups and individual children. These sessions are valued by children and provide an additional key adult with whom they can build a closer relationship with.
- The PSA team have attended 'Positive Relationships for Learning' training during the November Inset day. Feedback from the support team after the training was that they felt confident that the approaches/ values that were being implemented in school were in line with their training.

Next Steps:

- Incorporation of BMT as part of children's entitlement of two hours a week of quality physical education.
- Continuation of kitbag sessions across the school in response to children's developing or changing needs.
- Include the development of Emotion Works in a SIP action plan for next session to support consistent universal approaches, within Health and Wellbeing, across the school.
- Continuation of PSA hours funded by PEF. In planning for use of PEF funding next session, it will be important that we align decisions to our data of each cohort and make professional judgements as a team about key interventions to close gaps in literacy and numeracy.

Limekilns Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

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

Limekilns Nursery

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Good	Satisfactory	N/A
2.3 Learning, teaching and assessment	Satisfactory	Good	Satisfactory	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Satisfactory	N/A
3.2 Securing children’s progress	Good	Very Good	Satisfactory	N/A

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

