



## Limekilns Primary School



**Session 2022 – 2023**

Achieving Excellence and Equity



## Context of the School

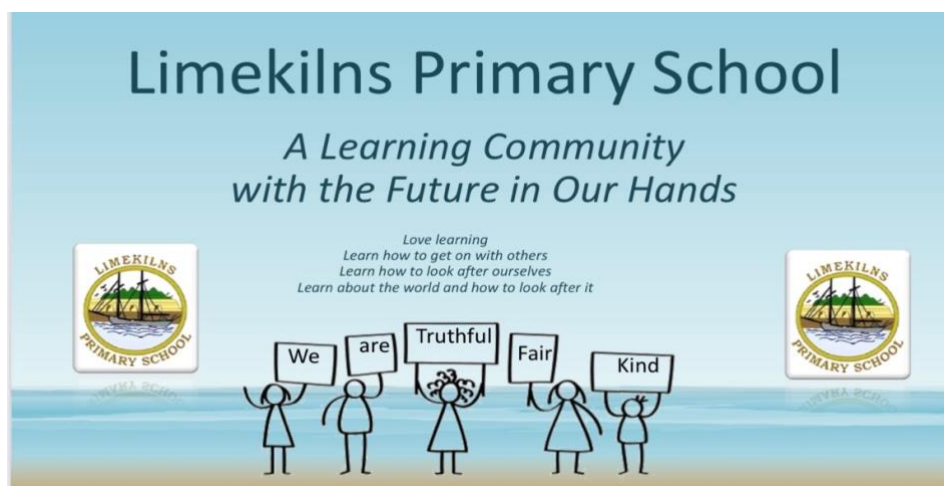
### Vision, Values and Aims

**We are a learning community with the future in our hands.**

Values - Truthful, Fair and Kind.

Aims -

- 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



<b>Setting/School Roll (including ELC/ASC)</b>	134 (including nursery: 161)				
<b>FME</b>	17%				
<b>Attendance (%)</b>	94.59%	<b>Authorised</b>	4.52	<b>Unauthorised</b>	0.89
<b>Exclusion (%)</b>	Zero				
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	Allocation for session 2022-2023 £9,800				

Limekilns Primary School was built in 1912 and is a non-denominational school serving the villages of Crombie, Charlestown, Limekilns and Pattiesmuir. The school is situated in the village of Limekilns on the River Forth and caters for the mainstream education of primary and nursery children.

The combined school and nursery roll is 161 pupils. The school currently has 134 pupils organised across six classes, four of which are composite classes. The nursery, which is situated within the school playground with its own enclosed garden, has a current roll of 27 and capacity for 32 children aged three to five. The children come from a range of social-economic backgrounds with 37% SIMD 3; 26% SIMD 4; 37% SIMD 5. The average quintile for Limekilns Primary is 4.1. The school F.M.E is 17%.

The immediate environment of the school provides rich opportunities for learning and teaching about local heritage, as well as the natural world, both land and sea. The local beaches, wooded areas, park, sport facilities and local historical organisations are used to enhance learning and teaching across the nursery and school. This session the school has worked with a range of local partners and organisations to plan and create a School/Community Garden. The garden, which is situated opposite the school, will further support the vision, values and aims of the

school going forward. The school playground offers further outdoor opportunities through the provision of a courtyard area, trim trail, climbing wall and loose parts play.

We have a very supportive parent body and feedback indicates that they value the care and support their children receive from school staff. The school and nursery benefit from an active Parent Council. Meetings are well attended with all stages represented and this session the school have improved IT provision through the fund-raising efforts of the Parent Council. More widely, parents enjoy being involved in the life of the school through termly 'sharing the learning' opportunities and participation in planned events, many of which children lead.

In addition to local community partnerships, the school benefits from the involvement of a range of partners such as the Active Schools Coordinator, Educational Psychologist, Social Work, Community Police Officer and NHS Partners. A Breakfast Club and Out of School Club operates before and after school and is well accessed by families. Limekilns Primary is also part of the Dunfermline High School cluster group. As such, the school benefits from inclusion and participation in planned events throughout the year, particularly those related to the Expressive Arts. Teaching staff have benefitted from collaborative collegiate working opportunities and links have been made to learn with and from cluster colleagues, particularly in relation to STEM subjects. Close transition links are fostered with the early learning and childcare establishments within the cluster and the school works closely with Dunfermline High School staff and departments to ensure a smooth transition from P7 to S1.

The school employs 23 staff which includes a senior leadership team made up of a Headteacher and a Principal Teacher, 11 teaching staff, 1 clerical, 1 janitor, 4 PSAs and 5 EYOs. The Principal Teacher post has been in place from October 2022 and is currently a temporary position.

A new Headteacher has been in post this session. There has been a renewed emphasis on the vision, values and aims across the whole school community, with a focus on these translating into daily practice and informing ongoing decisions about improvement priorities. A range of approaches and processes for self-evaluation across the nursery and school have been established, aimed at ensuring self-evaluation is integral to continuous improvement and a culture of growth. Steps have been taken to ensure consistent planning, tracking and monitoring processes are in place and that they support understanding of the attainment and achievement of all children. As a result, a range of data is used to monitor and track the progress of each child. Within the school and with our learning community, we have developed a shared understanding of the school's strengths and improvement needs throughout the session. There is further 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.

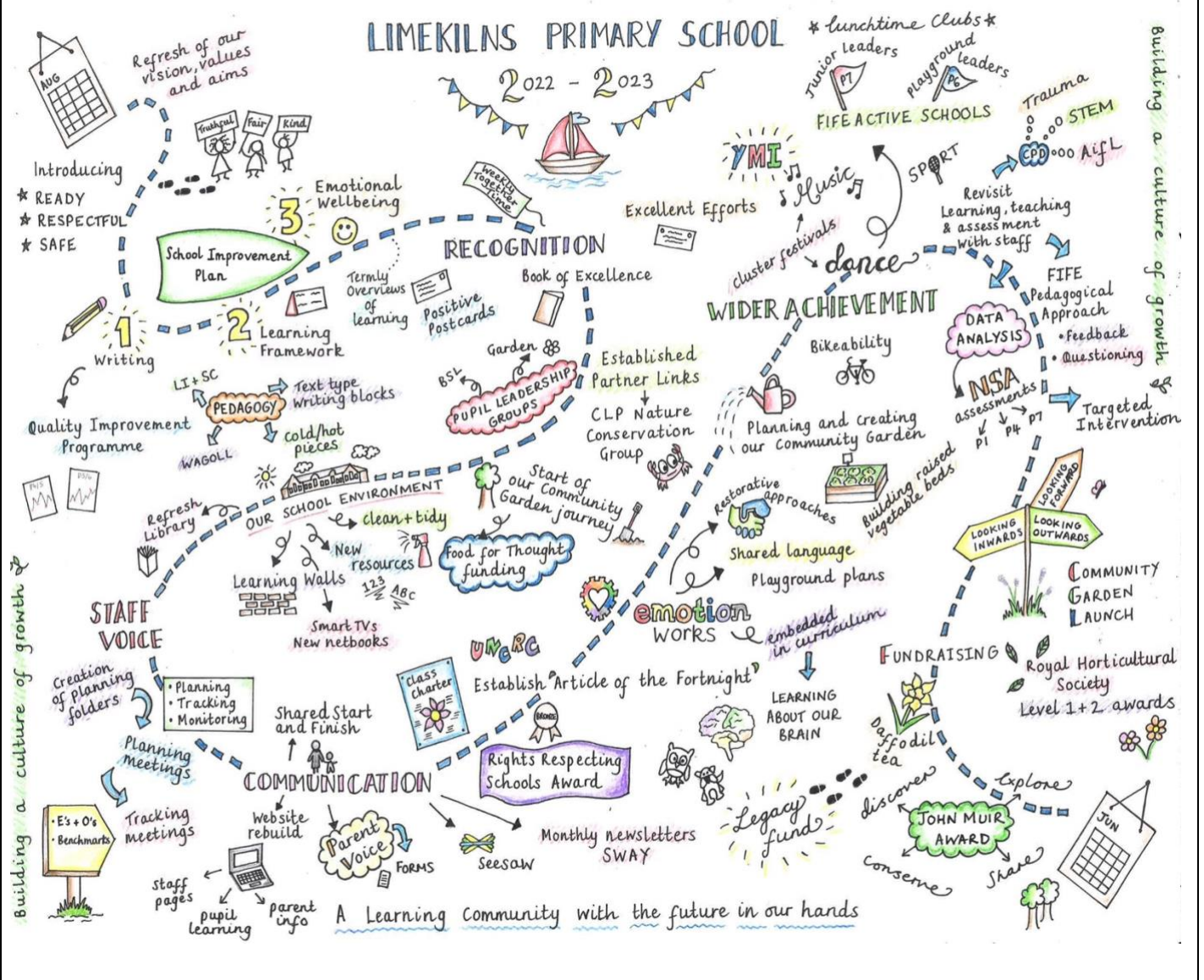
### **Gathering Evidence**

We have established the use of HGIOS4/HGIOELC Quality Indicators and newly established quality assurance processes to ensure we develop a culture of self-evaluation throughout the school and nursery. We aim to continually evaluate the quality of work to meet our School and Nursery Improvement Plan priorities and provide high quality learning experiences for all our pupils, evidenced through:

- Feedback from children through our 'Lucky Numbers' groups
- Focus groups of children at early, middle or upper stages
- Monitoring of learning and teaching through planning and tracking meetings – stage data sheets
- Observations of children's learning experiences through classroom visits
- Feedback from our Learning Partnership team
- Attendance monitoring
- Data on incidents
- Feedback from staff during CLPL and collegiate work
- Conversations with staff at PRD meetings

- Team moderation activities using National Benchmarks– curriculum and learning environment
- Support for Learning consultations, planning and review meetings
- Quality assurance of children’s learning including jotter and PLJ monitoring and conversations with children
- Analysis of Scottish National Assessments, BASE and ELIPS
- Supportive visits from Early Years Team
- External scrutiny – Care Inspectorate
- Termly Improvement Floorbooks
- Feedback from children, staff and families using Microsoft Forms
- Comments and messages from families through Seesaw and during Shared Starts/Finish
- Feedback from Parent Council
- Information and feedback from school partners
- Headteacher Updates, school and nursery newsletters, website and social media

The progress and impact of our improvement priorities are detailed below, however, this sketchnote visually illustrates our improvement journey this session.



## School Improvement Priority 1

Session 2022-2023

### Priority 1: Develop consistent planning, assessment and pedagogical approaches within the area of writing to improve attainment for all children.

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism Curriculum and assessment School and ELC improvement Performance information</p>	<p><u>HGIOS 4 Quality Indicators</u> 1.2 leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>
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Has this priority been -	Fully Achieved:	Partially Achieved: X	Continue next session:
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**Progress:**

As it had been identified that as a staff team we needed to build familiarity with knowing and using attainment data, it was initially important to build a shared understanding of writing attainment across the school and to look outwards to compare school data with comparator schools and local authority writing data. From this, it was clear that consistency in effective writing pedagogy was needed at all stages, as well as a more targeted approach to improving writing attainment in the middle stages. At regular key points in the session, data analysis of writing attainment was revisited, and clarity of progress was developed in the form of data overviews for each stage. At tracking meetings these overviews regularly documented children’s progress across each term; highlighting interventions and where gaps had been reduced or closed.

All staff have undertaken professional learning to increase their knowledge and understanding of effective writing pedagogy. At the beginning of the session some of this learning linked naturally to Priority 2, as it involved establishing a language of learning across the school. As such, learning intentions and success criteria were introduced as tools enabling children to be in control over their own learning. Ongoing self-evaluation identified that further support was needed to develop understanding of success criteria within non-fiction text types. Therefore, a broad progression of possible success criteria from early to second level was provided and used by staff. In addition, all classes built up ‘everyday success criteria’ to provide support for children when engaged in daily writing tasks. This enabled staff to focus on and co-create success criteria specific to a text type.

All staff engaged in professional learning, which aimed to support improvements in children’s experiences when learning how to write within a range of text types. This professional learning focused on using a key strategy to make the writing process more visible to children. This involved using WAGOLLS to analyse, annotate and co-create success criteria with children. Resources from Pie Corbett were used to support staff, but over the session teachers developed a range of ways to use WAGOLLS effectively to support learning within a text type. For example, this included giving children their own WAGOLLS for their jotter to annotate, which children could later refer to; displaying these on literacy working walls; providing WAGOLLS as mini prompts for upper school children. Through a moderation activity using examples of jotters across all stages, staff engaged in professional dialogue which developed a strategic overview as a team of how changes to pedagogy, including the use of WAGOLLS, looked across the school.

Firstly, to improve pace in learning and consistency in pedagogical approaches to teaching writing, a genre overview was established at the beginning of the session, which highlighted the expectation of coverage of text types within each stage. Secondly, a structure for teaching a text type was implemented. This involved teaching a text type over a three/four week period, with a cold piece of writing at the beginning of the block and a hot piece at the end. This ensured that assessment of children’s strengths and areas for development were used to plan experiences and next steps more accurately. The hot piece enabled children and teachers to assess progress and to set writing targets.

Tools for writing remained a continued focus within each text type throughout the session. Within the three/four-week period, teachers planned one longer weekly writing task and aimed for a minimum of three minor pieces to support skills needed to write at length. Examples of a wide range of minor pieces of writing were provided, which made links to learning opportunities across the curriculum. Some minor pieces included teaching children how to up-level a sentence or short paragraph, and a sway was created for families about supporting children to up-level their writing at home. Furthermore, writing assessment checklists for all levels were introduced to support knowledge of benchmarks and judgement of a level. Fife Writing Assessment Pack was discussed as a team, but needs to be more fully embedded.

Due to a dip in writing attainment at P4 and P5, two classes at these stages participated in Fife Professional Learning Quality Improvement Methodology Programme (Wave 8) throughout term 1 and 2. This involved: carrying out a baseline assessment against benchmark criteria; creating a pareto chart; establishing appropriate stretch and teaching aims. To implement improvement, each class participated in writing 3-5 times per week for 15 minutes each time and children were given 5 minutes to check their writing. The teacher input aligned to the stretch aim, using a stimulus, dialogue and a model. Learning intentions and success criteria were made explicit to children and they were involved in assessment and feedback against success criteria. Families were given information about this programme through shared starts/finishes which had a literacy focus, seesaw updates, and displays of run charts in the classroom.

Across the school, consistent planning tools were established to ensure coverage of experiences and outcomes in writing, and across all aspects of literacy. Fife progression pyramids were introduced to support planning for learning more broadly. In addition, it was identified that staff needed support from detailed progressions of learning within tools for writing and, as such, a grammar, handwriting and spelling/phonics progression were established. To further support and develop tools for writing across the school, a comprehensive range of teacher and pupil books were purchased. This included a range of resources to support learning and teaching of tools for writing skills including spelling; vocabulary, grammar and punctuation; composition; handwriting.

**Impact:**

- From classroom observations and jotter monitoring there was clear evidence that all children across the school experienced key improvements to writing pedagogy, including: knowing learning intentions and how to be successful in a writing lessons; experiencing learning about a range of different text types across a three/four week period; having regular opportunities to write minor pieces focusing on tools for writing; being shown and provided with WAGOLs, which almost all classes used to co-create success criteria; seeing how their writing had improved through cold and hot pieces of writing.
- Throughout the session, pupil focus groups spoke more confidently about how these approaches were supporting them in their learning. For example: “My hot piece got into the Book of Excellence. The hot piece we do by ourselves and we can see how it has got better than the cold piece”; “We have done 4 week blocks of different writing topics, we get feedback every time we do writing and a hot piece at the end”; “I have been doing much more detailed writing because of the WAGOLL wall”; “The success criteria has helped me to improve on my writing, it helps me when I get a bit stuck, and it gives you tips on how to improve”; “My writing has got better because we have been doing more types of writing such as poems and descriptions”. In a survey about writing, which all children in the school participated in, 88% said that they felt their writing has got better this session. Children were asked to identify what they felt had made the biggest difference to improving their writing. Most children identified having success criteria and WAGOLs as having helped them the most.
- Through gathering parent voice throughout the year, for example from shared start/finish and questionnaires, parents have been overwhelmingly positive about the impact of improvements with writing across the school. In a survey, 95% of parents felt that their children’s writing had improved this session. Many comments that parents made about their child’s writing highlight improvements in motivation, interest and skills such as uplevelling, spelling and handwriting. Examples of comments include: “My child has a really good understanding about his learning and can talk about uplevelling etc”; “X has more skills for writing and knows how to uplevel

now. She has grown in confidence and now has a love of writing which she didn't have before"; "I have noticed a significant improvement in the standard of my daughter's writing".

- As a result of improved pedagogy, planning, resources and tracking of data, there have been clear improvements in writing attainment this session as 83% of children at combined key stages of P1, P4 and P7 are on track or ahead in writing, which is an increase of 25% from 2021-2022; in comparison to attainment data from last session, there has been an increase of 14% at P1, 24% at P4 and 28% at P7. There has been a significant improvement at P4 over the course of this session, as the number of children on track has increased from 68% to 84%.
- As a result of a phonics and spelling progression being put in place, the majority of teachers reported an increase in the pace of learning and improved challenge for children. Through using the Single Word Spelling Test as a measure of progress in children's spelling skills, standardised scores increased from September to May for most children at first level, and for less than half of children at second level.

**Next Steps:**

- All children to be supported to know and record their target/s in writing and understand their progress towards this, through consistency in formative and summative assessment. Fife Writing Assessment Moderation Pack needs to be consistently embedded.
- All staff to engage in Fife core approach of Workshop for Literacy to build understanding of the principles and practice, and understand how changes to writing pedagogy this session support this approach.
- Through continued self-evaluation next session, continue to monitor the impact of changes to writing pedagogy in attainment of all children over time. Where appropriate, two teachers with experience of using Quality Improvement Methodologies to implement this strategy for raising attainment in a targeted way.
- Introduce the Records of Understanding for literacy to ensure consistent recording of children's progress.

**School Improvement Priority 2**

Session 2022-2023

**Priority 2: To develop shared understanding and practice of a 'framework for learning' across the school, to ensure children are active participants and understand the progress they are making in their learning.**

NIF Priority

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

NIF Driver

Teacher and practitioner professionalism  
Curriculum and assessment  
School and ELC improvement

HGIOS 4 Quality Indicators

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Has this priority been -	Fully Achieved: X	Partially Achieved:	Continue next session:
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**Progress:**

All staff have undertaken professional learning to increase their knowledge and understanding of developing a consistent language of learning across the school. Through collegiate sessions and reference to professional reading and research, a shared understanding was created amongst staff of the importance of children knowing what they are learning and how they can be successful. During term 1 and 2, professional learning focused on building two parts of our 'learning framework'; learning intentions; success criteria. This enabled a deeper understanding of this aspect of the moderation cycle and gave staff time to understand and practise writing learning intentions that reflect experiences and outcomes, as well as success criteria that are clear, relevant, and measurable. Analysing examples of learning intentions and success criteria together supported this learning further. In addition, the majority of staff engaged in listening to a podcast which reflected on effective use of learning intentions and co-creating success criteria, to ensure children are active participants in their learning.

In order to further develop our learning framework, all staff participated in Fife's Core Pedagogical Approaches programme in term 3 with the Professional Learning Team. Although six twilight sessions were planned, participation was significantly disrupted by ongoing industrial action, therefore, staff were only able to attend half of these sessions. Those sessions focused on challenge and differentiation, and feedback. Planning for effective differentiation was explored through the use of the teaching backwards model promoted by Andy Griffin and Mark Burns. In addition, the feedback session encouraged staff to think about how they give feedback and how they create the conditions for children to engage in self and peer feedback. Through these sessions, the third and fourth parts of our learning framework was built; how will I learn; feedback.

Over the course of the session, information was provided for families about why we were building a learning framework and what it was. This included sharing information and photographs of the learning framework across P1-7 in the 'school improvement' section of monthly newsletter sways, and through shared start/finish opportunities when families engaged in learning activities in the classroom with their child.

All staff engaged in collegiate sessions to build familiarity of the themes within 2.3 Learning, Teaching and Assessment (HGIOS4). Due to an identified need to establish classroom observations within a newly created school quality assurance calendar, it was important to support staff to understand how the key themes in 2.3 link to documentation used to record strengths/areas of development from a classroom observation. In addition, each member of staff engaged in a self-evaluation activity with a colleague, which focused on themes in 2.3 and visually represented where they felt their strengths and areas of development were. This in turn gave staff an opportunity to reflect and discuss the ways in which they were using the learning framework and to identify where further action or planning was needed.

Improvement to classroom and school learning environments had been identified as a key strategic action to effectively support children's learning alongside the use of a learning framework. Throughout term 1, all staff engaged in a process of de-cluttering classrooms and school areas to ensure they were calm, bright, welcoming and tidy. Furthermore, professional dialogue supported understanding of how learning walls and displays can support children's current learning, through making learning more visible and helping to celebrate success and achievement. As a result, all staff initially developed a literacy working wall with children, then extended to include a maths/numeracy working wall. All staff engaged in a 'walk-about, talk-about', which was used as a moderation tool allowing teachers to discuss the ways in which their classroom learning environment was supporting children's current learning. This created an opportunity for staff to learn from and support each other.

**Impact:**

- All staff are consistently using the learning framework in literacy and numeracy/maths lessons and less than half of classes experience use of the framework to support their learning across the broad general education. All staff reported increased confidence in writing and using learning intentions that are context-free and success criteria that is co-created with children to support effective learning and teaching. As a result, there is now a consistent approach to using the language of learning across the school and all children experience explicit support and challenge through understanding what they are learning and how they can be successful.
- Almost all staff have observed an increase in children's confidence and engagement with the framework, for example: asking for the teacher to clarify a learning intention if they are not sure; making links to prior lessons, experiences or areas of the curriculum; increased pupil talk about success criteria; improved skills to independently identify what they have done well and what next steps need to be. In addition, the classroom observations from the Learning Partnership in term 3 strongly indicated that children experienced appropriate learning intentions and were actively involved in building success criteria together with their teacher. Furthermore, parents have commented on the positive impact of establishing a language of learning in the school. For example: "the learning framework is so helpful for X, I know this by the way he talks about school and I think it helps keep his learning focused"; "I think the learning framework has helped my child understand what they are learning and how to be successful."; "It is very evident from visiting classrooms and speaking to



the children that they have a much better understanding of what they are learning, what they need to succeed and what they need to get better.”

- Pupil focus groups from all classes spoke very confidently as the session progressed about the learning framework using the language of learning. For example: “We have a learning wedge in our classroom which I like to look at so I know what I need to do”; “We have a ladybird and spider to help us know what we are learning about and how to do it”; “I think the teacher feedback/peer feedback has helped me to improve lots of skills”; “There’s LI and SC in many different subjects and we get taught many different ways to deal with things like a maths problem or writing or spelling”. All children participated in giving their feedback about the learning framework in May and 90% felt that it had helped them to improve their learning.
- As a result of staff participation in the Core Pedagogical Approaches sessions, all staff report an increase in their awareness of and planning for effective feedback. As a result, evidence from jotters, environmental supports, professional dialogue and classroom observations indicate that staff in all classes are using success criteria to guide and support feedback and, therefore, children are receiving feedback that gives them an accurate understanding of their learning and how they can improve. In the majority of classes, children have had increased opportunities to develop self and peer assessment skills, which has further supported them to identify their progress and next steps in learning. This is particularly strong in writing. Examples of comments from staff include: “Through improving the quality of feedback to children, I have noticed they have grown in confidence when talking about what they need to do to improve”; “We use the success criteria to give self and peer feedback and the children are now using the language that is consistently modelled as a class but also with each other.”

**Next Steps:**

- Through continued self-evaluation, all staff to ensure that the learning framework is used to support children’s learning across the broad general education.
- Revisit session on feedback and establish consistency in approach of staff and children giving and receiving feedback that is kind, specific and helpful.

**School Improvement Priority 3**

Session 2022-2023

**Priority 3: All children will experience consistent universal and additional approaches to support and develop their emotional wellbeing**

<p><u>NIF Priority</u> Improvement in children and young people’s health and wellbeing</p> <p><u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement</p>	<p><u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of learning 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion</p>
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Has this priority been -	Fully Achieved:	Partially Achieved: X	Continue next session:
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**Progress:**

A Support for Learning review system has been established across the nursery and school to enable close partnership working with families and a range of partners. Shared assessments have been created between home, partners and school. These have contributed to target setting to support a range of cognitive, social, emotional, and physical needs. Planned termly meetings enabled reflection on children’s progress and more accurate identification of next steps. Firmly at the centre of this review cycle has been the child’s voice and a range of creative ways have been used to capture this effectively for a few children. Termly consultations between Class Teachers and the SfL Teacher have underpinned this cycle, to enable sharing of expertise, resourcing and collaborative teaching.

Two Class Teachers have led professional learning sessions and provided practical support for their colleagues to use

Emotion Works (EW) 'cog' language as a universal strategy to develop all children's emotional literacy and understanding. All teaching and support staff have started to use a set of key questions matching each of the five main coloured cogs on their lanyard to support restorative conversations with consistent language and visuals in the classroom and playground. Additionally, a conversation script was created to be visible in all classrooms as a prompt for conversations. The EW cogs are now visible in every classroom, school corridor and playground. All Class Teachers have incorporated EW to support literacy lessons by using the cog diagrams to support discussions within reading groups and whole class reading lessons when exploring characters and significant events. EW has also been used flexibly across other areas of the curriculum and has underpinned the Social and Emotional Health and Wellbeing curriculum, as well as being used alongside the RSHP resources. Information was shared with families throughout the session through sways, school website and shared start/finish.

Most class teachers attended Trauma-Informed Training led by Educational Psychology to increase understanding of potential benefits of trauma informed approaches. This learning was then revisited with all teaching and support staff, which further developed understanding of the impact of trauma on brain development. Following this and in addition to EW, three universal strategies were introduced across the school, which included: using the language of making plans (school, class or individual) to support children's self-talk and self-regulation skills; use of the 5-Point Scale; teaching all children across the school about the role of key parts of the brain involved in self-regulation skills. The language and names created for parts of the brain ('guard dog' for amygdala and 'wise owl' for pre-frontal cortex) and for what happens when we become dysregulated ('flip our lids') was shared in visual ways with families. A visual of our emerging whole-school approaches for supporting children's emotional wellbeing was developed and also shared with parents and carers.

**Impact:**

- Establishing a Support for Learning review system across the nursery and school has enabled the team around the child to regularly meet each term. Through doing so, a shared understanding has been built over the session of each child's current strengths, development needs and successful strategies. These have been recorded on a 'Summary of Support' sheet in line with the local authority guidance and have ensured that the child's voice is at the centre of all planning. As a result, there have been a range of improvements made to support the learning and development of children with additional support needs, including: appropriate IT provision put in place to support children's writing skills; referrals made to Educational Psychological Service and Health partners resulting in children receiving additional support; concrete materials which have supported children to better understand number concepts; physical supports have helped children to settle to learn when feeling dysregulated; shared working frameworks have enabled children to meet specific targets jointly worked on between services, home and school. Feedback from families at review meetings have indicated a range of positive benefits: regular contact with the SfL Teacher has provided an additional member of staff to support their child; child is making better progress as a result of targets in place; child is happier to come to school; child making good progress with learning.
- All staff have a better understanding about the link between the different elements of Emotion Works and have gained more confidence in using the EW resources. As a result, EW is used by teachers and children in all classes, which has increased the majority of children's ability to use a wider vocabulary of emotion words to express themselves. This was measured through using the EW baseline assessment to gather the number of emotion words known by pupils at the start and end of the year. Teachers have observed that children can relate to and empathise with characters better through use of EW in literacy. They are able to use the key vocabulary of the EW programme and can identify triggers and behaviours within stories and media clips. Children in the majority of classes are becoming more confident in talking through difficulties with an adult and can use the Emotion Works language. In doing so, they demonstrated a greater understanding of how events, emotions, thoughts, and behaviours work together. In less than half of classes, children can identify triggers and discuss ways to restore relationships. Some comments from children about the positive impact include: "I find that it has helped with emotions with my friends and when I am dealing with big emotions in my family, but it's hard"; "If I don't want to talk I can point to the cog pictures to show how I am feeling"; "Emotion

Works helps me to understand how our emotions work and how different people deal with their emotions”.

- Following on from professional learning about the impact of trauma on children’s development and learning, the majority of staff reported increased confidence about responding appropriately to children’s needs. For example, “The trauma informed practice training has been useful in creating an awareness when observing patterns in behaviours and teaching the class about the inner workings of the brain...I have tried to apply these to various aspects of learning, to support children’s understanding of emotions and how their brain responds and, in turn, this has positively influenced discussions around resilience.” The three universal strategies to support children’s emotional wellbeing (5-Point scale, shared language about parts of the brain and making plans) are in the early stages of being used across the school and need time to embed to become universal for all and to influence the culture in the school. All children participated in a survey, and 67% feel the school helps them to manage their emotions well. Pupil sampling indicates that there is a growing awareness of different regulation strategies, and a few understand these can be different for different people.

**Next Steps:**

- To embed whole school approaches to supporting children’s emotional wellbeing and development, including use of 5-Point Scale; whole-school use of language associated with understanding our brain and further development of making school, class and individual plans.

**Nursery Improvement Priority 1**

Session 2022-2023

**Nursery Priority 1 – All children’s learning, development and progress will be supported through quality planning, observations and tracking processes.**

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement Performance information</p>	<p><u>HGIOELC Quality Indicators</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Securing children’s progress</p>
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Has this priority been -	Fully Achieved:	Partially Achieved:	Continue next session: <b>X</b>
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**Progress:**

From January 2022 the nursery has been part of an intensive model of support provided by the local authority Early Years Team, which has continued throughout this session. All improvement work has been supported through collaboration with this team, including an Early Years Principal Teacher (EYPT) and Early Years Development Officers (EYDOs). A clear shared vision for improvement was established, and strategic planning was detailed termly by the Headteacher to adapt the pace of change effectively. These term plans enabled shared responsibilities for improvement across the Early Years support team and nursery/school staff. Termly improvement floorbooks were created and maintained across the four terms to capture the progress and impact of each priority. A key part of establishing a strategic overview to support improvement in the setting included the creation of a quality assurance calendar, which set out a broad range of processes helping to underpin the work across the two priorities this session.

All staff engaged in professional learning about the use of floorbooks, which focused on developing understanding of the benefits of using floorbooks and how they facilitate child led learning. The role of the adult was explored in building up a visual representation of children’s learning around a current area of interest, and how to take this learning forward. This included learning how to use ‘talking tubs’ as a provocation object. Through this professional

learning, practitioners engaged with sections of national documentation and guidance, including Realising the Ambition and HGIOELC (2.3). They also engaged in opportunities to look outwards, which included visiting another setting to see how their floorbooks were connected to their responsive and intentional planning. In addition, examples of floorbooks from other settings were analysed and staff were given the opportunity to listen to a practitioner talk through an example and find out how it had developed and deepened children's learning over time.

Over the course of term one and two, all staff engaged in a series of professional learning sessions which aimed to build a shared understanding of a significant observation and quality responsive and intentional planning. Through looking at four key components of a quality observation, a visual prompt was made to support self-reflection and daily practice. The introduction of peer moderation opportunities allowed practitioners to reflect on their own strengths and development areas, and to support their colleagues through professional dialogue. Developing a shared understanding of a significant observation linked well with further learning about how to use observations to inform planning and next steps for learning. Daily responsive planning was introduced for indoors and outdoors. Furthermore, support to improve intentional planning was facilitated by an EYDO. This involved the EYDO leading and guiding team conversations at weekly planning meetings throughout the session. In addition, termly 'learner conversations' between EYOs and the Nursery Teacher were established to allow practitioner reflection on the progress and next steps in learning for the children in their key group.

It is important to acknowledge that progress within this priority was significantly impacted by a complete change of the staff team during January and February this year. This included a change of Nursery Teacher and almost all Early Years Officers (EYOs). By the end of February, a new team was in place. It was important at this stage to revisit the building blocks for effective ways of working together. This involved re-establishing the roles and responsibilities connected to areas of the indoor/outdoor provision. A staff handbook was created to support new practitioners to understand and develop shared ways of working together. Time was needed at this point to connect as a team, and priority was given to supporting effective communication as this was identified as a key need, resulting in a daily 'huddle' structure being put into place. Alongside this, the new team needed time to settle and get to know children, families and the wider school staff team and develop an understanding of the context of the setting. As a result, the new team has not had the same depth of learning and opportunities to build shared understanding and ways of working in comparison to the team in place before February.

**Impact:**

- A quality assurance calendar has provided a clear structure of planned activities across the session, which has ensured appropriate processes and procedures are in place with regards to staffing, transitions, family engagement, enrolment, and learner conversations for all N4 and N5 children. This calendar has underpinned all improvement work in the nursery, enabling the team to gain understanding of their roles and responsibilities across these strands of activities. In particular, this has ensured learning conversations are now planned to establish children's progress and next steps in learning. These conversations have captured and recorded children's progress and achievements at key points in time and provided increasingly reliable evidence to ensure appropriate next steps lead to improvements in learning and development. The Inspection Report from Care Inspectorate (November 2022), noted, "a robust quality assurance approach was having a positive and visible impact and improving outcomes for children."
- Improved understanding and clear processes, such as EYO termly learning conversations with the Nursery Teacher, have in turn enabled practitioners to engage families more confidently in conversations to identify next steps together. Parents have made a range of positive comments, captured during 'stay and play' sessions, questionnaires and improvement floorbooks. For example, a parent commented, "You can see the positive changes in nursery, and it is evident too in the experiences the children have. Speaking to my child's key worker during cuppa chats, it was evident that the staff know my child well and have great observations of her learning journey." In a survey, 100% of parents who responded felt that their child's learning and development has benefitted from improved observations and planning.
- All practitioners have developed a shared language and understanding of a high quality observation. This is

evidenced in team meeting notes, peer moderation feedback and observations of daily professional dialogue about children's learning. Termly moderation of PLJs and sampling of observations of learning, demonstrate that the majority of observations consistently show the four key components of a significant observation. In turn, this has increasingly supported practitioners to identify children's progress in learning more accurately and appropriate next steps, although this is not yet consistent for all children. The EYPT has noted that practitioners have a sound holistic knowledge of the children and that all practitioners have been able to discuss children's progress in learning with increasing confidence particularly in literacy, however next steps are not always actioned in a timely way.

- All children know that their PLJ is their 'special learning book'. Conversations and observations of children evidence that less than half can talk about their learning using their PLJ and can do this through discussing photographs and drawings of things that they have been interested in, know about, or can now do. A few children can talk about their targets or things they would like to know or do. The Inspection Report, noted that there were emerging links between PLJs, planning and next steps.
- All practitioners have routinely engaged in a range of professional learning activities to build and sustain practice and have demonstrated a strong commitment to collegiate working. There is evidence of all staff undertaking lead roles to support and motivate others. For example, establishing community partnerships links, establishing family learning programmes and developing forest kindergarten. Through these roles, children have experienced a wider range of learning opportunities in the local community, through for example weekly woods visits and growing vegetables and flowers in the school garden. In turn this has supported a broad range of cognitive, physical, social and emotional skills evidenced in evaluations of learning and observations of children at play. Although in the early stages of being established, family learning programmes such as PEEP have supported a few parents and children to play and learn together, which has strengthened transition from nursery to primary 1. Each of these practitioner leadership roles have aimed to build and sustain shared ways of working with families and local partners.
- Professional learning activities and regular planning meetings evidence practitioners are 'noticing' what the children are doing and saying, and this has resulted in improvements in the daily responsive planning (DRP). In a few examples, the thread of learning between these observations was clear in the intentional planning. Within these examples there is evidence in PLJs of children having developed a broad range of skills within more relevant contexts and having experienced a sense of achievement. The team are at the early stages of using floorbooks to plan, record and extend children's interests and learning.

#### **Next Steps:**

Due to a new team being in place from February, this plan needs to continue next session. This needs to ensure:

- All observations are significant and detail the four components consistently – child's voice; language of learning; context; degree of achievement
- Daily huddles are used effectively with the purpose to discuss children's interests and learning
- Increasing ownership of the team to plan intentionally, independent of an EYDO
- Clear and appropriate next steps in learning for all children, which need actioned in a timely way
- A few learning themes within intentional planning are focused on to ensure learning is extended effectively, with consideration to what children will be learning through experiences and outcomes with clear links to CfE
- Further develop intentional prompts such as visible thinking routines, in order to extend children's learning.

**In consultation and agreement with the Early Years Team, the setting will move from an intensive level of support to an additional level of support.**

## Nursery Improvement Priority 2

Session 2022-2023

**Nursery Priority 2 – All children’s communication and language learning will progress through improved literacy rich experiences, interactions and spaces.**

<p><u>NIF Priority</u> Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children</p> <p><u>NIF Driver</u> Curriculum and assessment School and ELC leadership Teacher and practitioner professionalism School and ELC improvement</p>	<p><u>HGIOELC Quality Indicators</u> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Securing children’s progress</p>
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Has this priority been -	Fully Achieved:	Partially Achieved: x	Continue next session:
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**Progress:**

A key strategic action involved enhancing the quality of the core provision, with a view to creating a literacy rich environment. Firstly, the general environment needed to improve to ensure the indoor and outdoor spaces were safe and inviting for children, staff and parents/carers. Over the session, and in consultation with the EYPT and EYDOs, improvements included: changes to the layout of indoor provision; addressing outdoor safety concerns; sourcing new furniture; clearing and tidying resources; developing and maintaining displays that included an appropriate balance of children’s work, text and photographs; creating a calm and welcoming feeling throughout the nursery through consideration to muted tones for displays and increased inclusion of natural objects.

As a team, practitioners and an EYDO worked together collaboratively to carry out an audit of the environment in order to identify areas of the core provision to improve children’s literacy experiences and spaces to play. An action plan was co-created, and each practitioner took responsibility for an area of the core provision to lead improvements. Over time, each practitioner observed their area and developed it in response to children’s interests to ensure children’s experiences were literacy rich. In addition, one practitioner participated in becoming trained to lead Book Bug sessions with children and families.

All staff within the newly established team in February, engaged in a series of professional learning sessions based on the SEIC ‘Supporting Children’s Literacy Development’. Through development sessions led by the EYPT and Headteacher, staff collectively learned about aspects of the ‘Literacy Tree’, which builds understanding of the different types of learning children need before they can apply the literacy skills of reading and writing. All practitioners developed a shared understanding of the significance of motor development, early oral development, becoming a symbol maker, and mark making.

In addition, the local authority Communication High 5 strategies were introduced to the setting. Almost all practitioners have engaged in learning about these universal strategies, with a particular focus on two: using visuals to support all children’s language and communication; introducing and developing ‘wow words’ related to the ‘book of the moment’. In addition, a ‘rhyme of the moment’ was introduced and developed with children, and these opportunities and experiences were built into daily routines. For example, each week children were involved in voting for their ‘book of the moment’ and learned about, listened for, and used the related ‘wow word’. Practitioners also engaged in learning more specifically about intensive interactions, to be able to support all children’s language and communication more fully, particularly where a child had an additional support need. In order to weave together learning about Communication High 5 and aspects of the SEIC document, a sway was created to support the team to revisit new key knowledge, concepts, ideas and strategies. Visual prompts of the High 5 and the intensive interaction strategies were created and displayed for staff. The High 5 strategies were shared over time on Seesaw with parents.

In order to support understanding of how children develop literacy skills, the team shared posts on the nursery Seesaw journal with photographs and comments using the language of learning to highlight the literacy skills being developed. These were also shared through a monthly sway newsletter. A range of support leaflets were also shared on Seesaw from Early Years Scotland and Play at Home, which focused on sharing information and practical ways to develop literacy skills at home. In addition, a parent area was created in the playroom which displayed QR codes and paper copies of information about developing early reading and writing skills. Parents also engaged in experiences designed to promote literacy learning during planned 'stay and play' sessions.

**Impact:**

- Improvements to the general physical environment created safe, homely, and interesting spaces to play for children. This is evidenced through feedback received as a result of the Extended Learning Partnership and through the Inspection Report (Care Inspectorate) which stated, "children enjoyed a safe inviting, comfortable and clean environment. Wall displays were developing, which respectfully presented children's work and photographs of their play. New soft furnishings...and new furniture contributed to a home from home feeling." The team were given an opportunity to share this aspect of their improvement work with another setting during term three, and improvement floorbooks were used to visually share this journey, documenting child, parent and staff voice. For example, the floorbook demonstrated how staff enabled children to influence the layout of aspects of the setting.
- As a result of practitioners actioning their plans from the literacy audit, all children experienced opportunities to develop literacy skills through: taking part in daily routines where they engaged with visual and written information, for example through the beginning and end of the day routines, and the newly established free-flow lunch arrangements; engaging with environmental print, which helped children make meaningful connections to the way words are used in everyday lives; an increase in opportunities to use a range of natural, open ended and real-life resources to develop listening, talking and mark making opportunities in particular. These improvements are evidenced in feedback from practitioners, observations in children's PLJs and through intentional planning documents. A few observations highlighted that children were beginning to develop their sense of self as a reader and writer. Across the whole indoor provision, there has been an increase in print and mark making materials around the room, which has developed children's fine and gross motor skills and provided opportunities for children to represent thoughts and ideas and their understanding of the world.
- In a survey, 80% of families that responded felt that their child had benefitted from improved literacy experiences this session. Examples of comments include: "my child has become more interested in writing letters and putting words together"; "my child talks a lot about stories that are read at nursery. She has mentioned holding her pencil the right way and has been drawing and making marks so much more at nursery. She shares songs and games with us at home."
- Consistent use of Communication High 5 strategies has yet to be embedded fully across the setting and this needs time to develop. However, the introduction of the 'book of the moment' and 'rhyme of the moment' is ensuring that all children are being given the opportunity to be involved in choosing the book or rhyme. Practitioners have observed that this has sparked an interest in books and singing rhymes across the group as a whole, and that children are consistently interested to return to a previous book of the week. Area observations note an increase in children attempting to make marks and use books in areas to look at and ask questions about. In addition, the Inspection Report noted children "had developed a real love of books through book bug activities and regular story telling in groups or one to one, promoting language and literacy". Observations from EYPT has noted that children are benefitting from regular planned and spontaneous opportunities for children to engage in stories and rhyme, although further consideration is needed to develop literacy experiences for children outdoors to ensure they compliment opportunities indoors.

**Next Steps:**

Due to a new team being in place from February, aspects of this plan need to continue to embed next session with a particular focus on ensuring children experience a literacy rich environment outdoors.

- Develop specific opportunities to enhance children's literacy skills intentionally and responsively in outdoor

spaces.

- Re-visit aspects of SEIC professional learning document including ‘sound, rhythm and rhyme’ and ‘becoming a symbol maker’ to further support practitioners to make significant observations and plan for experiences to develop this aspect of children’s literacy skills.

### Attainment of Children

The data below details attainment achievement within a level from this session. There are clear successes and gaps identified this session.

#### At Primary 1:

- Although most children achieved early level, the number of children decreased between 5% and 10% in numeracy, reading and writing
- BASE group average standardised scores have decreased in literacy from 111 to 94, and in numeracy from 109 to 96.
- Use of workshop for literacy approaches and targeted approaches to teaching phonics is a focused priority in IP next session. A school level assessment will be used mid-point to track children’s progress in literacy and numeracy.

#### At Primary 4:

- Number of children on track to achieve first level in writing increased from 58% to 84% across the duration of the session. The improvement work detailed above has contributed to this achievement, along with the targeted Quality Improvement work for Primary 4 children in the P4/5 class.
- Number of children on track to achieve first level in listening and talking increased from 86% to 94% across the duration of the session.
- 95% of children achieved band 6-9 for reading and writing and numeracy in National Standardised Assessments (NSA).

#### At Primary 7:

- Number of children on track to achieve second level in writing increased from 50% to 87% across the duration of the session.
- 100% of children who completed NSA achieved band 8-11+ for reading and writing, and 86% of children achieved band 8-11+ in numeracy.

This session it was important to establish robust quality assurance systems and processes across the school and to aim to build confidence in using data effectively to support accurate identification of gaps in children’s learning. This has been an additional layer of improvement work, which has threaded throughout the session. Establishing planning tools and regular planning and tracking meetings are examples of two key additional improvement actions.

Stage	Reading	Writing	Listening & Talking	Numeracy
Primary 1	80%	80%	95%	85%
Primary 4	84%	84%	89%	89%
Primary 7	87%	87%	87%	80%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
Primary 1	75%	85%
Primary 4	74%	89%
Primary 7	87%	80%



Literacy			Numeracy		
Stretch Target	Actual		Stretch Target	Actual	
78.0%	77.7%		82.3%	85.1%	

Area:	Listening and Talking			Reading			Writing			Numeracy and Maths		
Stage:	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
19-20	68%	70%	80%	52%	70%	100%	52%	60%	53%	89%	70%	100%
20-21	62%	50%	54%	68%	50%	45%	68%	33%	45%	75%	55%	31%
21-22	86%	83%	72%	86%	75%	86%	66%	50%	59%	86%	83%	63%
22-23	95%	89%	87%	80%	84%	87%	80%	84%	87%	85%	89%	80%

Data/Data- Year group over time

#### Evaluative statement of attainment over time

- Overall, attainment in literacy and numeracy is good. Most children achieve CfE levels as expected at early, first and second level.
- Almost all organisers within literacy and numeracy at each key stage demonstrate an increase in attainment from the previous year.
- The combined data for Primary 1, 4 and 7 for literacy shows a 20% increase from session 2021-2022.
- The combined data for Primary 1, 4 and 7 for numeracy shows a 7% increase from session 2021-2022.
- Most children across the school are making very good progress from their prior levels of attainment in literacy and numeracy:
  - By the end of Primary 1, most children achieve early level in reading, writing, talking and listening and numeracy.
  - By the end of Primary 4, most children achieve early level in reading, writing, talking and listening and numeracy.
  - By the end of Primary 7, most children achieve early level in reading, writing, talking and listening and numeracy.

#### Attendance

- The school-level stretch targets have been calculated from the school's SIMD profile. The average Quintile for the school roll is 4.
- The attendance stretch target for 2022-2023 is 95.60%.
- Attendance for the session is 94.64%.
- The lowest attendance rate was in December and February as a result of pupil illness.

#### Evidence of Significant Wider Achievements

Wider achievement is achievement beyond formally assessed learning in the classroom. A range of wider achievement opportunities have been introduced this session aimed at developing children's skills for learning, life and work under the four capacities.

#### Responsible Citizens and Effective Contributors

A significant achievement of the whole school community including children, staff, parents and a wide range of partners has been the creation of a School and Community Garden opposite the school. The journey to build the garden, through close partnership working, is documented in the way below. This was achieved over the course of term 1-3 and involved a group of 8 pupils, representing almost all stages in the school. These pupils developed interpersonal, creativity and thinking skills through being immersed in opportunities to plan, design, research, problem-solve and practically work on the land and build raised beds. Throughout term 4, all children across the

nursery and school have weekly opportunities to learn with and from volunteers from the local community. These intergenerational learning opportunities are beginning to help children to make decisions, work as a team, listen and talk to different people and care for the environment in their local area.

<https://sway.office.com/6RRmdZkg7LlzSPb7?ref=Link&loc=play>

All Primary 6 pupils planned, organised and led a Daffodil Tea for their families. This provided a rich context for learning linking many curriculum areas and supported this cohort of children to develop communication, organisation and responsibility skills. The £500 that they raised has been used to create a Legacy Fund for the children in Primary 7 to use to improve the school. In a similar way, Primary 4/5 researched, planned, organised and led a coffee morning for all parents to raise awareness and fundraise for Cancer Research. With the support of the wider community and local businesses, and through confidently applying a range of literacy and numeracy skills in their chosen roles on the day, they raised £460 for the charity.

Through the development of a partnership with the Ecology Centre, all Primary 5-7 pupils have been involved in a local Seagrass Restoration Project. This has included the children being involved in practical research on a local beach to gather data for this study, and in practical tasks such as sieving mud for essential dispenser injection seeding to sow seeds. The children have had the opportunity to learn more about restoring biodiversity through visiting the Ecology Centre. This has supported children to be able to evaluate environmental, scientific and technological issues and demonstrate respect for the environment.

The Rotary Club invited the school to perform at a Christmas service at Dunfermline Abbey with the Marine Band. A choir was formed in school with a range of children from Primary 5-7 who volunteered to participate. These children learned to sing a range of carols and songs with members of the band. They practiced and performed twice alongside another primary school with the full Marine Band, which developed confidence and resilience skills, and encouraged them to be determined to reach high standards of achievement.

Primary 6 children participated in an adventure day at Fordell Firs. The children participated in a wide range of activities aimed at developing teamwork and communication skills. They were challenged to think around a problem to create an effective solution and talk and listen with other team members to share ideas. This helped them to assess risk and take informed decisions.

This session the school registered for and achieved Bronze accreditation as a Rights Respecting School. Over the course of the year, every child has learned about what rights are and why they are important and, through an 'article a fortnight', children have started to become familiar with some of the rights. This journey has been shared with parents through monthly sways. An action plan for Silver has been created and a teacher, parent and a child from each stage will lead this into next session.

### **Confident Individuals and Successful Learners**

The Bikeability programme has been introduced for upper school pupils. Primary 6 and 7 children have enjoyed becoming safer and more confident cyclists through the skills, learning and lessons this programme delivers. Primary 6 have completed Level 1 and Primary 7 have completed Levels 1 and 2. This has supported these children to develop resilience skills such as having belief and encouragement from others that they can achieve and knowing how to stay physically safe. The sway highlights some key achievements

<https://sway.office.com/Jkm5UA8kABFkHb2G?ref=Link&loc=play>

Through developing links with Active Schools, all Primary 7 pupils have participated in the Junior Leader programme. Following the completion of the programme they used their new learning to organise, advertise and lead lunchtime clubs for all stages across the school. Through working in trios, they ran their clubs over a period of 6 weeks, which has supported the development of a range of leadership skills including: communicating ideas; negotiating with others; actively listening; learning from mistakes; making joint decisions. Key emphasis on self and collective

leadership has enabled the children to collaborate and evaluate success and next steps. As a result of the pupil-led lunch clubs, every child from Primary 1-6 has had the opportunity to play and learn with children from different stages and try different activities. The sway has tried to capture these skills in action, along with pupil voice.

<https://sway.office.com/oHgmp9YHjQgx3jex?ref=Link&loc=play>

In order for next session's Primary 7 pupils to experience success in the Junior Leader programme, they are currently participating in a Playground Leader programme, which will support them to be skilled playground leaders and buddies to new Primary 1 pupils. The programme is supporting this cohort to develop communication and responsibility skills. This includes respecting diversity and democracy; interact and listen to each other with respect; discuss learning and assess performance; try new things.

All children from Primary 1-7 participated in the Fife Festival of Music. The vocal performances were noted to be of a high standard and children experienced performing to an audience of parents and other schools. Primary 1 and 2 also performed at the Creative Dance Festival, whilst Primary 3/4 and P4/5 performed at the Cluster Scottish Country Dance Festival. The children showed enthusiasm and increasing confidence as a result of these experiences. In addition, Primary 4/5 and Primary 5/6 participated in a Youth Music Initiative project, 'The Big Sing', which required children to demonstrate a commitment to learning songs connected to their chosen themes of believing in yourself and caring for our planet.

Children have participated in further opportunities provided by Active Schools this year, which have focused on providing sporting opportunities for Primary 2-7. This has included girls football for P2-P4, mixed football for P5-P7, hockey for P3-7 pupils. In addition, teachers have provided lunch or after school clubs to provide opportunities for children to try new activities such as learning to play the ukulele, recorder, badminton, netball and football. 54% of P2-7 pupils have participated in a club provided by Active Schools or teachers. Over the session, groups of children have represented the school at various school sporting occasions such as Badminton, Netball, Basketball and Football festivals and tournaments. Consistent feedback highlights the level of sportsmanship demonstrated by the children.

Primary 7 experienced an adventure week at Ardroy, 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. The skills and experiences gained during this week have been built on throughout the session and this cohort are very proud that they have achieved their John Muir Award. They have shared the skills they have developed and their journey to achieving this award during an evening 'Showcase' for their families.

### **Next Steps**

There is an identified need to improve the way in which children's wider achievements are recorded, tracked and monitored across the school, in order for interventions and opportunities to impact positively on children's outcomes. As much of the wider achievements for children stated above has been introduced and developed over this session, there is now a need to ensure that established opportunities in school are planned progressively, through developing a whole school programme of wider experiences. In addition, consideration is required of how to further develop partnerships within and beyond the local community.

In order to help children be proud of and value what they are learning outside of school, there is a need to develop ways in which the school encourages children and parents to share hobbies, interests and successes outside of school.

## **Feedback from External Scrutiny**

### **Care Inspectorate**

The nursery received an unannounced inspection which took place on 15 November 2022. The inspection was

completed, and feedback given on 16 November 2022. One inspector carried out the inspection. Within the Inspection Report, key messages with regards to the strengths and areas for improvement are highlighted. These are stated below.

#### Strengths:

Strong leadership with a clear vision and a good pace of change

Nurturing care and support for children

Quality interactions with children which supported and extended their learning

Appropriate support for children with additional support needs

Effective quality assurance systems which included children's and parents' voices to drive improvement

#### Areas for improvement:

Personal plan information regarding allergies should be reviewed to ensure that all relevant information is recorded.

#### **Extended Learning Partnership**

Due to there being a new Headteacher in post this session, the school received an Extended Learning Partnership Visit. This took place on 27 February 2023 and included the school's Education Manager within the visiting team. The focus for ELP visit was QI 2.3 Learning, Teaching and Assessment, with the following key areas identified:

- Learning framework (learning intention, success criteria, feedback)
- Classroom, nursery and general school environment (learning displays and working walls)
- Differentiation

#### Key Strengths

School:

- Clear evidence of learning framework across the school being used to support children to know what they are learning, how to be successful and what feedback will look like. In almost all observations, success criteria were co-created with children.
- All classroom displays and working walls reflect current levels of attainment and demonstrate the delivery of Broad General Education.
- Clear vision, values and aims were positively impacting on a feeling of safety and belonging in the school and supporting a culture of high expectations.

Nursery:

- High standard of interactions
- Strong feeling of nurture and care
- Welcoming and calm ethos, which values child and parent voice
- Well planned and documented improvement work demonstrates a positive impact on children's experiences
- Interesting spaces to play, with opportunities to develop literacy skills

#### Key Areas of Improvement

School:

- Ensure range of IDL opportunities across the school are relevant and make the most of outdoor learning in the locality
- Continue to embed the use of the 'learning framework' across the curriculum and ensure children are provided with appropriate challenge in their learning
- Continue to ensure learning spaces, walls and displays reflect and support current learning

Nursery:

- Consider vertical transition experience, where children move from nursery to primary 1
- Refresh the vision, values and aims of the nursery
- Continue to add small resources to core indoor and outdoor provision to enrich children's literacy and numeracy skills

## PEF Evaluation/Impact

### Targeted Interventions

#### Writing

- Through analysis of a range of attainment data and evidence for children who are free meal entitlement, gaps in tools for writing skills were identified across the school.
- Targeted support from a PSA was planned and implemented to support children individually or in small groups to develop phonics, spelling, handwriting and grammar skills:  
Within Primary 1-3, these interventions included additional support on the recognition of initial sounds and digraphs, identifying common words, learning spelling patterns and sentence level work through dictation.  
Within Primary 4-7 these interventions included targeted spelling patterns, dictation and application of grammar and punctuation skills in daily writing.
- One PSA supported writing lessons for two terms in two classes in the middle to upper stages, by working with individual pupils within the classroom environment to further embed these skills.

#### Wider achievement

- A need was identified to target wider achievement experiences, with a focus on physical skills, for a few children. As a result, the Bikeability programme was established in school.

#### Social/emotional support

- Kitbag sessions for pupils were timetabled weekly with a PSA to target a few children who needed support with emotional wellbeing.
- Support has been put in place for a few children to better manage mini transitions and to develop self-regulation skills.

### Progress

- One PSA attended training to become a Bikeability Instructor to deliver this cycling proficiency programme to Primary 6 and 7 pupils. Level 1 and level 2 programmes were delivered during terms 2 and 3.
- A range of literacy resources to support tools for writing were purchased to support, scaffold and extend children's learning in spelling, grammar, and punctuation. These were used in classes and in targeted writing interventions.
- Following planning and tracking meetings, the progress of identified learners was closely monitored, and plans adapted to ensure interventions were accurately focused on aspects of tools for writing. In terms 1-3 the focus was on Primary 3-7.
- Following evaluations of interventions and analysis of school-wide data in March, it was identified that more frequent and intense early intervention support was required and therefore the timetable was adapted to ensure daily support in explicit phonics instruction for Primary 1 and 2.
- As a measure of progress, a Single Word Spelling Test was used in August and May.

### Impact

- From the 13 learners identified at the beginning of the year with gaps in attainment in writing, 54% are now on-track and 31% have reduced gaps in writing.
- Out of 11 children in Primary 2-7 who completed the Single Word Spelling Test in May 2023, 45% increased their standardised score between August and May.

CfE Attainment	August 2022	May 2023	Gap
<b>WRITING</b>			
<b>Primary 1-3</b> 4 learners	0% of these children on-track	25% children on-track	Reduced: 50% Closed: 25% Same: 25%
<b>Primary 4-7</b> 9 learners	0% of these children on-track	67% children on-track	Reduced: 22% Closed: 67% Same: 11%

- The Bikeability programme supported children to develop resilience skills, confidence and physical skills. Each child involved achieved Level 1 and 2.
- Individual support to manage mini transitions has increased participation and engagement in learning.



## Limekilns Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 - 2021	2021- 2022	2022- 2023	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Satisfactory	Good	-
2.3 Learning, teaching and assessment	Good	Good	Good	-
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good	Good	-
3.2 Raising attainment and achievement	Good	Satisfactory	Good	-

## Limekilns Nursery

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 - 2021	2021- 2022	2022- 2023	Inspection Evaluation <i>(within last 3 years)</i>
1.3 Leadership of change	Good	Satisfactory	Good	N/A
2.3 Learning, teaching and assessment	Good	Satisfactory	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Satisfactory	Good	N/A
3.2 Securing children's progress	Very Good	Satisfactory	Good	N/A

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

Headteacher: *Claire McCallum*

