



North Queensferry Primary School

Standards and Quality Report Achieving Excellence and Equity 2022-2023

Setting/School Roll (including ELC/ASC)	77			
FME	8			
Attendance (%)	Authorised	1.9%	Unauthorised	`
g	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£11027			

At North Queensferry Primary we strive to create an environment that encourages curiosity and promotes enthusiasm and motivation for lifelong learning. Our vision is 'Learning Together, Bridging to Success'. Our school values were developed with pupils, staff and parents. We are Respectful, Ambitious and Determined.

Our nursery provides a safe and nurturing learning environment for 3- and 4-year-olds, following term time, 9 am – 3 pm each weekday. Our school has 3 multi-composite classes for all our primary aged children. The main school building was built in 1914 and currently internal upgrades have been completed or are scheduled to be completed over the next 1- 2 years.

We enjoy the use of a large playground, with shelter, trim trail, poly tunnel and lots of natural space for us to use throughout the day. We grow fruit and vegetables, harvest our fruit trees and share these with the community. We also have use of a multi-games area throughout the day.

Our school community is almost all formed from SIMD 4-5 and 29% of our children live outside our catchment area.

Our school staffing consists of a Headteacher, 4 teaching staff, 3 Pupil Support Assistants, 3 Early Years Officers, and we also have clerical, janitorial and catering staff in our team. We have an Out of School Club with both morning and afternoon provision for our primary aged children.

We believe strong, supportive and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on kindness, respect, honesty and fairness. We believe in providing children with capacity to develop their emotional wellbeing throughout school and nursery and share our learning and supports with our family community. Children and staff use wellbeing platform Emotion Works to ensure our language of support is consistent across nursery and primary. We use Kitbag across school and nursery, share Kitbags with families for home use and through our Kitbag Ambassadors share with our wider community. Our school has recently been awarded Kitbag Accreditation.

All learners are encouraged to be engaged and involved in the life of the school. Pupils are actively consulted about their views, learning targets and any decisions that may affect their lives. Our pupil committees include Rights Respecting Schools, Eco Council, School Action, Diversity and children have opportunities to take lead roles becoming

Improvement for Recovery Priority Work

Session 2021 - 2022

NIF Priority

Improvement literacy attainment, in reading and writing

NIF Driver

School Improvement, Assessment of Children's Progress

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

Assessment of Children's Progress

1.1 Self-evaluation for self-improvement

2.3 Learning, Teaching and Assessment

3.2 Raising Attainment and Achievement

Progress:

- ***All teaching staff engaged in professional learning in teaching reading delivered by Fife Council Pedagogy Services and used in school.***
- ***Learning of teaching reading cascaded to Pupil Support staff throughout school and used consistently.***
- ***Professional learning in teaching writing delivered adopting Pie Corbett teaching writing approaches***
- ***Moderation of writing throughout school***
- ***Increased use of school library available to all school children with pupil school librarian.***
- ***Developed borrow a book for nursery children and parents to use - ongoing***
- ***Use of literacy bags to share with parents in nursery. All parents regarded these as useful, giving ideas to continue literacy development at home.***
- ***Review of early writing opportunities in nursery to increase engagement in writing area and writing throughout nursery with almost all children showing increased engagement in early writing skills.***
- ***Nursery and school part of Reading School – Scottish Book Trust demonstrating adults throughout school reading.***
- **Use of model texts to show what a good one looks like – WAGOLL wall display at child's level for reference in all classes**
- **Use of reading and writing pupil/teacher discussions used consistently throughout school.**

Impact:

- **Timely intervention of additional supports for all children requiring supports with almost all achieving appropriate reading age or above.**
- **Almost all Primary 3, 4, 5, 6 and 7 children gaining more than one year reading age in assessment.**
- **Almost all school children have achieved or beyond appropriate writing levels.**
- **Through pupil focus groups and classroom observations, pupils have an increased understanding of the skills required to be successful in writing and most children can identify their next steps in this area of their learning.**

- Through pupil focus groups and classroom observations, pupils have an increased understanding of the skills needed to read and comprehend what they are reading.
- Through observations and discussions with staff and children there is clear evidence of increased engagement in reading and writing opportunities in almost all nursery children.
- Through observation and discussions with staff and children, there is clear evidence of increased awareness of the purpose of reading and writing in nursery children.

Next Steps:

- Continue opportunities for all teaching staff to plan, deliver and assess writing using Pie Corbett approaches and QI methodology.
- Use of pupils' work - WAGOLL (What A Good One Looks Like) teaching/displays/discussions.
- Nursery transition – sharing good text across nursery and Primary 1 with class teacher supporting in nursery environment.

NIF Priority

Increased engagement across learning community

NIF Driver

School Improvement, Family Engagement

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

Family Engagement

2.3 Learning and Engagement

2.5 Family Learning

2.7 Partnerships

Progress:

- Consistent Shared Learning opportunities shared in good time for all families in both nursery and school.
- Timely actions to support/develop learners' interests ensuring a balance between child led and adult led learning opportunities.
- Shared Learning opportunities with pupils leading learning with their families.
- Families engaged with learning opportunities including real life context across school and nursery
- Shared learning opportunities for families including Kitbag and Clicker for supports across school and home.
- Shared Kitbag resources for home use to extend emotional wellbeing supports across school and home.
- Shared home Clicker password for all school pupils to support extending learning across school and home.
- Individual writing targets/next steps set through discussion with all pupils.
- Class learning books to promote learning conversations, skills and discussion.
- 4 Part model consistently used throughout school to include skills and learning discussions.

- Daily conversation with SLT and small group of pupils throughout school to identify learning and next steps.
- Family skills shared with pupils across school and nursery.
- Learning posters displayed throughout school to promote learning conversations.
- Wider Achievements celebrated weekly at assemblies.
- Shared learning floor books in nursery to include gathering thoughts and ideas from children and families.
- Nursery literacy and maths bags shared with families with activities, ideas and tools to promote learning at home.

Impact:

- Shared Learning events very well attended across school and nursery.
- Increased engagement in purposeful play and experiential learning across school.
- Increased engagement in children and families sharing their achievements out of school.
- Consistent use of learning posters relevant to learning in class available for children throughout school.
- Continued use of shared home Kitbags, part of our recently awarded Kitbag Accreditation.
- Increased engagement across school community in sharing skills and professions in both nursery and school, including being a vet, architect and nurse. Pilates, After School Library and Science Club run by parents. Increased engagement in school lunch and after school clubs partly in response to well attended Pilates sessions for both school and nursery. Almost all children attended an additional club across the academic session.
- All nursery families considered literacy and maths bags for home learning useful and enjoyable.
- Through observation and discussion, clear evidence of increased engagement in learning conversation for all school pupils.

Next Steps:

- Continue to engage with families and children in celebrating achievements out of school.
- Continue library for both school and nursery
- Continue to promote learning at home through nursery literacy and numeracy bags. Develop to primary 1 children.

NIF Priority

Ensuring all children experience play/experiential learning opportunities

NIF Driver

School Leadership, School Improvement, Teacher Professionalism

HGIOS 4 Quality Indicators

HGIOELC Quality Indicator

1.3 Leadership of Change

2.2 Curriculum

3.3 Increasing creativity and employability

Progress:

- Increased engagement in all school children in purposeful play, either child or adults directed.
- Increased engagement in children being able to identify skills and learning gained from play or experiential learning opportunities.
- All classes consistently review their learning.
- Children are able to reflect on learning through play/ experiential learning using learning books to facilitate discussion.
- Children able to identify their personal interests with staff, and consider how to extend their learning in identified area.

Impact:

- Through class observations and discussion, almost all children demonstrate increased creativity using both taught and experiential learning to extend and develop their understanding of learning in other contexts. Almost all children observed showing increased confidence, resilience and social skills.
- Through class observations and discussions, almost all children demonstrate Primary 3 and above demonstrate increased engagement in learning new skills e.g. chess, sewing.
- The use of consistent approaches by all class teachers and through observation almost all children demonstrate a sound awareness of skills being used and where else they might use them.

Next Steps:

- Sharing link to Empowering Playful Pedagogy for all class teachers.
- Empowering Playful Pedagogy professional learning event to be attended by SLT and teaching staff. Information gathered to be cascaded in school.
- Continue learning book of skills developed with children across all classes.

Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	87%	87%	87%	87%
P4	100%	100%	100%	100%
P7	100%	100%	100%	100%

Evaluative statement of attainment over time.

Assessment of learners include formal assessments, class learning and observations allowing identification of gaps in learning. Termly meetings/reviews with teaching staff, support staff and support for learning teaching staff ensure targeted approaches identified as appropriate for both individual and groups of children. In maths & numeracy there was an increase in attainment from 67 % to 89% of P.3 over the academic session. In writing there was an increase in attainment in reading from 64% to 90% for P.4 pupils over the academic session. In maths & numeracy there was an increase in attainment over the academic session from 60% to 80% for Primary 5 children. Almost all Primary 7 children were on track to achieve expected levels, but progress was made in learning experiences within 3rd level for 71% of our P.7 learners before attending secondary school.

Assessments of writing identified areas to increase quality of writing beyond usual learning expectations and sharing these with pupils increased the number of P.7 pupils' progression beyond expected levels to 71% of learners.

Our stretch targets for years 2022/23, 2023/24 and 2024/25 for literacy are 78%, 83.4% and 88.8% of our learners achieve the expected levels in Primary 1, 4 and 7. In numeracy our stretch targets for years 2022/23, 2023/24 and 2024/25 are 82.3%, 85.5%, and 88.8% for Primary 1, 4 and 7 pupils. Currently 91% of our pupils in Primary 1, 4 and 7 are expected to achieve the appropriate level of learning in literacy and 91% of our Primary 1, 4 and 7 pupils are expected to achieve appropriate level of learning in numeracy.

Supports used include Read, Write Inc., PAT Spelling, Word Wasp, Toe by Toe, Power of 2 and included individual learning plans to support literacy and numeracy development.

We will continue to use formal assessments, class learning and observations to identify focussed support as required. We will continue to review supports and/or targeted approaches already in place or used previously to analyse effectiveness and appropriateness for our learners.

Evidence of significant wider achievements

Munro Challenge

All P.6 children engaged in a practice hike and were successful in climbing the Munro, Ben Glass. Adult observations demonstrated increased resilience, teamwork, and communication amongst all children. This is the second year P.6 have experienced this challenge and staff have noted positive reflection on this experience in our current P.7 learners while P.6 learners spoke with enthusiasm prior to completing the challenge. Learners have reflected positively on completing the challenge and the sense of achievement they experienced.

John Muir Award

All P.7 pupils achieved the John Muir Award through activities planned and executed in school and on their residential experience at Ardroy Outdoor Education Centre. All pupils organised a local beach clean up with all school pupils taking part in the clean-up as part of their achievement.

Emotional Wellbeing- Kitbag School

All children in school have opportunities to engage in Kitbag throughout the year. This included opportunities in school, as a class, small groups, or individuals. Our Kitbag Ambassadors share their learning with our nursery aged children and into the community, sharing with local church coffee morning groups. We have home Kitbags, and these are offered and used by families at home throughout the year. We have recently been awarded Kitbag School Accreditation.

Extracurricular Activities

All primary cohorts were offered extracurricular activities with 96% children taking part in one or more offered. These activities included Pilates, Choir, Cricket Club, Dance Club and Bikeability. Clubs were delivered by school staff, parents, and other members of the community.

Gardening Club

All children in P.3/4/5 engaged in planning, growing, and sharing vegetables to community. Almost all children increased their awareness of the importance of a healthy diet. All children were able to identify how they were able to work together to achieve an end goal.

Virtual Christmas Fayre

All nursery and primary aged children took part in our most successful Christmas Fayre in monetary value to date. This included planning, producing, and selling Christmas items

they produced to the wider school community, liaising with local business and using digital outlets to advertise their businesses. Gains included real life learning opportunities in money, profit and loss, advertisement and planning and organisation. Opportunities for all to share ideas, take roles of responsibility and experience communication and teamwork.

Library Club

87% of children engaged in Library Club open at lunch times, organised by upper school pupils. There is increased use of library resources and engagement of reading for pleasure in almost all children throughout. Nursery Library has been used by all families throughout the year.

North Queensferry Local Action Plan

We continue to work closely with Fife Council and the local community to support the development of the local play park. All primary 1, 2, 3, 4, 5, and 7 pupils recently took part in a sponsored walk across the Forth Road Bridge to raise funds for school, with a percentage being given to the development fund for Brock Street Playpark. School captains continue to share pupils' ideas to Community Council Fife Council Community Provision team. This has included children voting on the types of equipment they would like to see in the park, designing a park, choosing, and voting on a theme for the park and requesting the school colours be included in the park. All children are included in the process to improve community and we continue to engage with Community Provision team and local community group. This experience has supported children to value their voice and their rights in expressing ideas and opinions being used for improvement and seeing their ideas taken forward.

North Queensferry 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	Good	Good	Not inspected
2.3 Learning, teaching and assessment	Good	Good	Good	Not inspected
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	Not inspected
3.2 Raising attainment and achievement	Good	Good	Good	Not inspected

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	Good	Good	Not Inspected
2.3 Learning, teaching and assessment	Good	Good	Good	Not inspected
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	Not inspected
3.2 Securing children's progress	Good	Good	Good	Not inspected

Care Inspectorate (within last 3 years)	Grade		
	2020 – 2021	2021 - 2022	2022- 2023
Quality of care and support	Not Inspected	Not Inspected	Not Inspected
Quality of environment	Not Inspected	Not Inspected	Not Inspected
Quality of staffing	Not Inspected	Not Inspected	Not Inspected
Quality of leadership and management	Not Inspected	Not Inspected	Not Inspected

Improvement Plan – PEF 2022-2023 (Progress and Impact) and 2023-2024

Attached in a separate document