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| **Rimbleton Primary School & Nursery****Standards and Quality Report****Achieving Excellence and Equity** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)*** Can also include number of classes
* Can also include ELC setting times
* May include specific cohorts relevant to your context eg Care experiences, EAL etc
 | * Rimbleton P.S serves the community of Central Glenrothes.
* Our school provides a happy and safe learning environment for all 283 pupils on roll.
* There are 2 ELC provisions on site (3- and 4-year-old nursery and an under 3 provision) along with four ASC classes with a capacity to support 40 pupils with additional support needs. Pupils are transported to the ASC classes from across the Glenrothes catchment.
* 12% of our school families live in SIM Quintile 1 or 2.
* The total attendance for pupils for session 22-23 is 92.32% (Stretch target: 93.52%)
* 4% of our school population are care experienced.
* 50% of the school population has a recognised additional support need.
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| **FME**  | * 26% of P1 – 7 pupils including ASC
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| **SIMD Profile for establishment** | * 2.4
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| **Attendance (%)**  | **Authorised** | 5.41 | **Unauthorised** | 2.27 |
| **Exclusion (%)** | 0% |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £75,950 – allocated £24,362 – carry over  |

At Rimbleton Primary School our **vision**is:‘To be the best we can be’This vision is embodied in our school’s **aims**to:* Create a welcoming and attractive learning environment, where learning and teaching are fun all are safe, happy and nurtured
* Enable the growth of aspirations and ambitions of all pupils
* Prepare our children for life beyond Rimbleton Primary

Our **values**guide the way we work.Together we will:* Respect all by using manners, kindness, understanding and integrity
* Look after each other and the world around us
* Create a learning environment that embraces all

**School Website Link -** [Rimbleton Primary School | Safe, Kind and Respectful (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fi/rimbletonprimaryschool/)**Profile of Primary 1, 4 and 7**

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|  | **P1** | **P4** | **P7** |
| **FSM** | **30%** | **17%** | **16%** |
| **Support for Learning** | **41%** | **55%** | **60%** |
| **ACEs** | **7%** | **7%** | **4%** |

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| **Improvement Priority Session 2022 – 2023**  |
| **Priority 1 – All staff to participate in enquiry or improvement methodology, to raise attainment for pupils in P1, P4 and P.7 to 70.9% in literacy and 75.6% in numeracy.** |
| National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracyHGIOS 4 Quality Indicators | National Improvement framework DriverTeacher and practitioner professionalismSchool and ELC improvementHGIOELC Quality Indicators |
| 1.1 – Self-evaluation for self-improvement1.2 – Leadership of Learning* 1. – Leadership of Change

2.3 – Learning Teaching and Assessment | 1.1 – Self-evaluation for self-improvement* 1. – Leadership of Learning

1.3 – Leadership of Change2.3 – Learning Teaching and Assessment |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  |  Continued into next session |  |
| **Progress:*** All staff (including ASC teachers) were empowered to conduct collaborative research and enquiry into areas of pedagogy, curriculum design, or Literacy development, resulting from the interrogation of attainment data 21/22
* All teaching staff and few support staff were supported in a whole school approach to critical enquiry to impact upon learning and teaching, thus improving outcomes for learners
* All teachers undertook professional reading to support their practitioner enquiry
* All participating staff had the opportunity to consult with colleagues from SEIC through a series of TEAMS drop in sessions
* All teaching staff participated in professional learning around moderation in writing, using the Fife Writing Assessment Pack
* Within the Nursery all staff participated in robust self-evaluation, around core provision and planning.
* Nursery planning has been reviewed, adapted, and updated.
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| **Impact:*** Our school has a collegiate learning culture demonstrated through collaborative practitioner enquiry and professional dialogue. This was recognised during the recent learning partnership (staff focus groups and classroom observations), the values are embedded across the nursery and school. The HT along with the SLT skilfully promote and model the values for all, thereby all stakeholders are aware of Rimbleton’s expectations.
* At a recent sharing and celebration event held at The University of Edinburgh, Rimbleton were recognised as a Research School and awarded the digital emblem by SEIC associates. The children at Rimbleton understand that learning is life long and that we all learn together. Additionally, all teachers understand the value of professional learning and the impact for children within the classroom.
* Most participants across Nursery, ASC and Mainstream felt that they were a more confident practitioner following their engagement with the Research School process, consequently the teaching and learning cycle became more focussed for the children.
* Most practitioners reported that their research and enquiry had improved outcomes for learners this was based upon teacher assessment and triangulated through pupil focus groups.
* Below is feedback from a pupil in P4 with the enquiry being:

***‘How do different self-assessment methods improve writing attainment for learners on track in the middle part of the school?’*****Pupil Voice:** ‘The Rubric helps me to become more creative as the pink texts makes me add more description’ **Pupil Voice:** ‘The rubric helps me a lot, I know what I must work on, and the Rubric helps me to keep in my mind- it’s like a little teacher’. * The majority of staff believe being a Research School has supported school improvement this academic year. All staff are empowered to take lead role across the nursery and school, this ensures that improvement activity is leading to improved outcomes for children.
* All staff shared their learning with pupils, parents, and the wider community at a showcase in June empowering families to understand the Teachers’ learning and the ongoing impact that this had upon the teaching and learning of pupils within Rimbleton.
* All staff developed a shared understanding of how to moderate writing against the national benchmarks resulting in a more robust assessment of a level – this had a positive impact upon the TRAMS assessments for the children, as teachers became more confident in their professional assessments.
* All staff have begun using the Writing Assessment Moderation Pack produced by the Professional Learning Team. During the LP it was recognised that less than half of the lessons observed demonstrated assessment approaches being used throughout the lesson, within the lessons where assessment strategies were observed, the pupils were confident in engaging with verbal feedback along with written. All staff can talk confidently about the impact of professional learning on their practice. The LP highlighted that this was particularly evident in their use of practitioner enquiry and improvement methodology.

**‘The school is making the best use of effective partnerships to enhance pedagogical practises this is ensuring that pedagogy is tailored to meet the needs of all children’.*** All staff in a focus group, agreed that their teaching of the writing skills had improved and that they had observed an increase in motivation in all learners, when writing.
* More collaboration across the nursery rooms resulting in moderated progression between the rooms.
* The ‘golden thread’ is now evident and triangulated through observations/planning, core provision and PLJs providing the children with opportunities for relevant play opportunities which provide depth and progression within learning.
* The use of pupil voice within self-evaluation cycle of the nursery, has resulted in children having an increased personalisation and choice within daily play opportunities.
* Following the collaboration with SEIC nursery staff have closer links with SLT resulting more frequent use of tier 2 vocabulary within the core provision.

 <https://sway.office.com/d9b9RHFpQ4qnT5iq?ref=email> |
| **Next Steps:*** Teaching staff collaboratively design a planning, moderation and assessment cycle for 23/24
* Consolidating learning taken from the Research School programme. Rimbleton will be within the first cohort of schools to engage with a quality improvement programme, alongside the professional learning team, SLS and Education Scotland. This programme aims to ensure that young people and children across Fife thrive regardless of their social circumstances or additional support needs
* To further develop the teams understanding of effective feedback strategies
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| **Priority 2:** **Improved wellbeing of young people and families through safeguarding and attendance.** |
| National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing | National Improvement framework DriverSchool Leadership Teacher Professionalism Parental Engagement |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.1 – Self-evaluation for self-improvement2.1 – Safeguarding and child protection2.4 – Personalised support2.5 – Family learning3.1 – Ensuring wellbeing, equality and inclusion. How good is OUR school – a resource to support learner participation in self-evaluation and school improvement. (Theme – wellbeing) | 1.1 – Self-evaluation for self-improvement2.1 – Safeguarding and child protection2.4 – Personalised support2.5 – Family learning3.1 – Ensuring wellbeing, equality and inclusion. |
| Has this priority been: | FullyAchieved |  | Partially achieved |  | Continue next session |  |
| **Progress*** Actions from the initial Child Protection self-evaluation exercise (June 2022) were completed as follows:
1. Accessible and up to date Safeguarding display, informing the community of National and local Child Protection procedures was put in place.
2. Arrangements for safeguarding and child protection concerns was well – publicised
3. Child Protection Policy was understood by all staff (website and staff handbook)
* Consultations with all stake holders from across all areas of the school took place in January 2023 to establish a shared understanding of QI 2.1. This was followed by a Quality Assurance visit for Q.I 2.1 in April 2023, triangulating the evidence of impact.
* Throughout this year there has been an increase in the professional learning that has occurred throughout the school, with a selection of staff, from each department, participating in professional Learning around trauma informed practise, de-escalation facilitated by the EP service whilst the DHT engaged in CEOP training.
* As part of the self-evaluation process for QI 2.1, emphasised above, the SLT looked inwards at the HWB curriculum, specifically arrangements to ensure wellbeing, this process highlighted the need to look outwards to find out more about what is working well for others.
* Collectively, the 4-cluster primary schools funded a PSO through PEF to work in collaboration with school staff – tracking and monitoring attendance and punctuality on an individual and school level. This was data was collated in departments – mainstream and ASC. Nursery data wasn’t collated at this time.
* A PSA is empowered to organise the GMWP - Glasgow Motivation and Wellbeing profile, these have been completed with all children in P2 – P7 at the beginning and end of the year.
 |
| **Impact:*** Due to the sharing of the SIP via QR code keyrings and increased availability of information, all the families that responded to the questionnaire, are now aware of the terms: Safeguarding and Child Protection, are cognisant of how to proceed if they have a child protection concern
* Almost all families can identify the Child Protection and Depute Child Protection Officers in the school and are satisfied with the systems in place for sharing information.
* Increased awareness of child protection roles and associated expectations have led to improved relationships and confidence between staff and families when supporting safeguarding.
* Recognition from the QIO for CP of robust safeguarding procedures in place, ensuring all children are protected from harm.
* Shared understanding of attendance expectations at Rimbleton for all stakeholders
* An increase in attendance from 90.67% in August to 91.93%. Interventions have included, daily phonecalls, garden visits and personalised pupil planning.
* Twelve pupils, within the mainstream, that attended for less than 70% of the school month in November, now have an increased attendance of between 3.1% and 17.87% resulting. There has been an increased attendance to 90% since Nov for a P2 pupil!
 |
| **Next Steps**: * To adapt the GMWP to reflect the needs of P1 pupils more accurately.
* Pupils to review their own wellbeing profile from GMWP
* Professional Learning based upon – Latest Pastoral Notes, the Bullying module on SEEMIS, The Promise and UNCRC articles.
* Embed the child protection and safeguarding practices into the curriculum rationale.
* Refresh the relationship policy
* Refresh of the HWB curriculum in alignment with work on the Curriculum Rationale for 23-24.
* DHT to continue to drive collaboration with cluster representatives, through wellbeing cluster group and to engage with Education Scotland’s pilot HWB curriculum review
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| **Attainment of Children and Young People (Primary and Secondary)** |
| **A table to compare stretch targets – Fife / Rimbleton and achieved.**

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| **Literacy** | **Numeracy** |
| Stretch Target for Rimbleton  | Stretch target for Fife  | Actual | Stretch Target- for Rimbleton  | Stretch target for Fife | Actual |
| 70.9% | 74.6% | 62% | 75.6% | 78.9% | 65% |

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| **Overall Attainment for 2023 – 2024**  |
| **Year Group** | **Literacy** | **Numeracy** |
| P1 | 79% | 82% |
| P4 | 41% | 55% |
| P7 | 65% | 57% |

**A table to illustrate the percentage of pupils achieving expected CfE levels in May 2023.**

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| --- | --- | --- | --- | --- |
| **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** |
| **P1** | **82%** | **82%** | **86%** | **82%** |
| **P4** | **76%** | **45%** | **76%** | **55%** |
| **P7** | **77%** | **70%** | **80%** | **57%** |
| **With ASC**  |
| **P1** | **79%** | **79%** | **83%** | **79%** |
| **P4** | **65%** | **38%** | **62%** | **47%** |
| **P7** | **67%** | **53%** | **68%** | **43%** |

Listening and talking:* Most children achieve national expected levels of attainment at early, first and second levels.
* There has been an increase in attainment of **14%** in P7 and **7%** in P4 since the beginning of the year.

Reading:* Most children in P1 and 4 achieve expected levels of attainment in reading at early and first level,

Whilst the majority of P7 pupils achieved second * There has been an increase in attainment of **34%** in P1 and **35%** in P4, the staff and pupils attributed this increase to the ‘moderation of a level’. This increase is accompanied by a modest increase of **2%** in P7 since the beginning of the year.

Writing:* Most children in Primary 1 achieved the national expected levels of attainment at early level of the CfE and the majority at second level. However, less than half of the pupils in P4 achieved the national expected levels.
* There has been an increase in attainment in **P1 of 34%, 11% in P4 and 18% in P7** since the beginning of the year.

Numeracy:* Most pupils achieved the expected national level for Primary 1, whilst the majority of pupils in P4 and P7 achieved the expected level in the Numeracy curriculum.
* In P1 attainment has risen by 34% since December. P4 and P7 have remained constant

The introduction of focused attainment groups (whereby teachers identified children who were between 6-11 months off track) has contributed to the rise in attainment. Continuous review, ongoing assessment and regular feedback have contributed to this process.**Primary 4 Tracked attainment of focus groups.****Writing*** Six pupils within the P4 writing focus group are expected to achieve first level six months earlier than at the beginning of 2022-23

**Reading** * The majority of identified pupils in P4, are either now on track or have made significant progress towards achieving 1st level of the CfE

**Numeracy** * The majority of the attainment group in P4, made significant gains, ranging from 1 month to 14 months.

Recent NSA scores triangulated these assessments. Pupils highlighted above will continue to be included in focus groups.**Primary 7 tracked attainment of focus groups.****Writing** * All children within this group made significant progress within the expected levels of writing attainment this year.

**Reading*** All children within this group made significant progress within the expected levels of reading attainment this year.

**Numeracy** * Some progress was made. Numeracy will become a focus for the upper school next academic year with two teachers participating in a Practitioner Enquiry using MfI, along with becoming a CUiN Champion within strand 4 of the support package from the Professional Learning Team.
 |
| **Evidence of significant wider achievements** |
| * Staff continue to have high expectations for children and there is a strong emphasis on promoting & celebrating success and achievement for all. There are a range of opportunities for successes and achievements to be celebrated in school and with Parents/Carers including, the highlighting of the safest, kindest and most respectful class each week, Hot Chocolate Friday acknowledging pupils that have achieved in one of the 5 Ways to Wellbeing, displays, Seesaw, School Facebook Page etc. (3.2 Raising Attainment & Achievement/Securing Children’s Progress HGIOS 4/ELC) all of which support our children to develop the 4 capacities of CfE.
* Our children are encouraged to share their achievements from home and again, these are shared through our School & Nursery Facebook pages and PLJs. Across the school all stakeholders’ wider achievements are celebrated in a central display where the skills cross refenced to the 4 capacities.
* All teachers across the school committed to running an after school or lunch time club, providing huge variety of experiences for the pupils. The clubs available included Knitting, kit bag, dance, yoga, games club, netball and football. Next term there will be a coding club added to this list. All clubs are advertised across the school and skills linked.
* Rimbleton staff work collegiately with Active Schools to promote inclusion in physical activities:

***In 2022-2023 110 Rimbleton pupils (47.6% of total school roll) have experienced the pride in 'pulling on the school colours' and representing their school at various sports events across this academic year - athletics, dance, football, netball, rugby - these pupils will have gained valuable experience in participating as part of a team, working towards shared goals and achieving objectives together. The interpersonal skills they will have developed as a result and the 'feel-good' factor derived from taking part in something bigger will serve each child well in the future.  The success the school has had is reflected in them winning the Future Stars Cup, which is awarded for the accumulated points they have earned through their performances across all the events this year. The school also received first place merits in athletics (P5), football (P5/P6 & P6/P7) and netball (P6/P7) and participated in the Fife, 6, 7, 8 Dance Showcase.******(Quote from Active School Coordinator* – M.Clunie)*** Pupils within P5 had the opportunity this academic year to work with The Children’s Parliament around Food Wealth and Equity as well as BeatBox.
* The majority of the children within the additional support classes have participated in events organised by Disability Sport Fife, these have included the Football Festival and Boccia Championships. The skills that have been developed during these experiences include leadership, independence, working in partnership and teams allowing the children to achieve success in different areas of activity. For the children involved this was a significant achievement and opportunity to join the wider community in competition.
* Primary 6 pupils have worked with Active Schools coordinator over a period of weeks to complete the Playground Leaders programme, these skills will be transferred on to the playground next term to facilitate safe and respectful play.
 |
| **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement** |
| Staff felt treated as humans not employees, all the SLT promote values towards staff. People want to be at workFrom staff focus groups and classroom observations, the values are embedded across the nursery and school. The HT along with the SLT skilfully promote and model the values for all. All staff know the children well and are attuned to their individual needs, this was evident in classroom observations. From pupil focus groups there is scope to further promote the school values as part of everyday language of learning. All staff are empowered to take lead role across the nursery and school, this is ensuring that improvement activity is leading to improved outcomes for children. All staff in focus groups were able to talk confidently about the impact of professional learning on their practice, this was particularly evident in their use of practitioner enquiry and improvement methodologies to gather evidence which shows what works and what doesn’t and to impact upon the pedagogical practice across the school. In all classes there was evidence of children being given opportunities to lead their own learning in most classes children could confidently talk about their strengths and next steps, there is scope to further develop the teams understanding of effective feedback strategies. The school are making the best use of effective partnerships to enhance pedagogical practises this is ensuring that pedagogy is tailored to meet the needs of all children. From observations in almost all classes effective and high-quality learning and teaching was observed, including the effective us of digital technologies to enhance learning. The senior LT work with all classroom practitioners to ensure that they all have a sound knowledge of quantitative data. Classroom practitioners at all levels are using this data to identify strengths and areas for intervention, this is ensuring that children’s needs are met.**Next steps:** The important work done on learning by enquiry should be evaluated to identify how to use this learning to impact on attainment across literacy and numeracy. Building on the successful work already completed in relation to the use of digital technologies the school should further develop the use of these so that all children’s learning is enhanced.  |
| **PEF Evaluation/Impact**  |
| **Targeted Intervention 1-** Flexibility within staffing to allow for PT to lead on the professional collaboration with the Inclusive Practice Team (IPT) **Targeted Intervention 2 –** Flexibility within staffing to allow a member of staff to develop the use of digital literacy across the school to enhance learning. |
| **Progress:****Targeted Intervention 1:*** Intensive work with the Inclusive Practice Team to identify areas for development using the CIRCLE framework.
* Support focused on 4 key areas: Physical Environment, Social Environment, Structures & Routines and Child Participation
* Baseline assessments were used based on the CIRCLE inclusive classrooms scale.
* [Rimbleton Primary School - Engagement Information (office.com)](https://sway.office.com/UuHi9QgKOvBBjUAD?ref=Link)

**Targeted Intervention 2:*** Increased professional dialogue for all staff engaging with the technology curriculum
* Audit of resources within the school – redistribution of equipment to support pupils’ needs.
* CPD opportunities organised for the wider staff – ipads, Micro bits and coding
* Register for the Digital Cultures Award
* Grant application and looking out to SSERC for professional learning
* [Go to this Sway](https://sway.office.com/obheepVQWQPp084f?ref=email)
 |
| **Impact:****Targeted Intervention 1 (IPT)*** All ASC staff undertook professional learning and dialogue to increase their knowledge and understanding of the CIRCLE framework and how this can be used to impact positively on practice and therefore the outcomes of young people.
* All Additional Support Needs Classes were subject to external scrutiny from a range of professionals within the IPT ensuring a shared understanding for all stakeholders on the ‘Vision’ of the ASC.
* Self-evaluation, moderation and professional collaboration (reflective conversations) produced action plans for each room based on the Circle Framework, creating focussed improvements for the children’s learning.
* Resources were created to enhance and support the teaching and learning for the children in each room.
* Increased CPD opportunities offered to all ASC staff e.g. Attention Autism, Playboxes, Using motivators to increase engagement, has raised staff confidence and increased their ‘toolbox’ of strategies to support individual learning journeys.

**Targeted Intervention 2 – Digital Literacy*** Most pupils from our pupil focus group felt they now have greater access to the Digital Literacy and Computing Science curriculum.
* The majority of pupils (65%) felt that their learning experiences were made better as a result of new resources and having their own device in the ICT suite.
* The majority of pupils asked felt that moving to a new space for Digital Learning improves their learning experience.
* The majority of pupils assessed they had become more confident in the following skills, as a result of having an ICT space and new resources.

Coding (70%)Animation (60%)Researching (60%)Logging into computer and accessing Glow (50%)* 70% of pupil felt that the learning and teaching in class is enhanced with the use of technology each week

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**School/Setting Name Rimbleton**

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

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** |
| **Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **Inspection Evaluation***(since August 2022)* |
| **1.3 Leadership of change** | Good | Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Very Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2020 -2021** | **2021- 2022** | **2022-2023** |
| **Quality of care and support** | **Covid inspection****5.1 very good****5.2 good****5.3 very good** |  |  |
| **Quality of environment** |  |  |
| **Quality of staffing** |  |  |
| **Quality of leadership and management**  |  |  |

**Headteacher**: Andrea Gordon