

Strathkinness Primary School

Standards and Quality Report 2022/23

Achieving Excellence and Equity

Context

Setting/School Roll

Strathkinness Primary school is a small school of 77 pupils, comprising of 4 composite classes within the small village of Strathkinness. The role is made up of pupils from the village and surrounding area as far as Blebo Craigs and we also have a number of placing requests. The school has a supportive parent network and an established staff team. Some families utilise the local Montessori school network prior to P1 and also request Reduced Attendance Agreements to allow their children to attend other learning experiences out of school for part of the week.

We currently only have 1 pupil in P7.

The school has a link with the Strathkinness Community Council and The Community Trust which provides support to developing the wider curriculum.

FME	• 6.75%			
SIMD Profile for establishment	• 4.6			
Attendance (%)	Authorised	94.2	Unauthorised	2.1
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	5403			

VISION

Our Vision: To create a safe, inclusive, and nurturing environment so everyone can

"Be the best version of you each day".

VALUES

Our values of '*respect, responsibility, equality, ambition and kindness*' are promoted through dialogue with pupils, visual display and weekly awards for pupils.

AIMS

We are committed to continuous improvement where stakeholders are a key part of planning and evaluation

We offer a nurturing environment that includes restorative approaches, mutual respect and understanding that is focused on ensuring the rights of the child within the UNCRC

We provide a learning community that extends beyond the realms of the school, incorporating human and physical resource to provide the totality of the curriculum.

Improvement Priority Session 2022 – 2023

Priority 1

DEVELOP APPROACHES TO TEACHING AND LEARNING IN NUMERACY

NIF Priority

Increased attainment in numeracy

Closing Attainment Gap

HGIOS 4 Quality Indicators

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning Teaching and Assessment

3.2 Raising Attainment and achievement

Has this priority been:
(please highlight)

Fully Achieved

Partially achieved

Continued into next session

Progress:

- Staff training in conceptual numeracy with three staff members attending Scottish Maths Conference and one staff member developing practice in closing attainment gap in maths.
- Pupil and staff surveys to gather feedback for audit
- Audit of current resources and approaches
- Active maths sessions in classes and engagement with parents
- Class observations and feedback on maths lessons
- Linking maths learning to enterprise activities
- Some staff engaged in moderation activities with cluster colleagues throughout session.
- SLT and staff member explored maths resources with publishers and professional dialogue with other schools around teaching and learning in maths.
- As a team agreed to engage with Maths No Problem Mastery Approach and began training and familiarisation with new resource.

Impact:

EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS AND MONITORING PROCESSES.

- Identified need for consistency of approach across school in maths delivery
- Staff gained knowledge and understanding of the MNP approach and how this consistent and structured approach across the school could deliver increased attainment.

- Delivery of maths learning through increase in active approaches
- Evidence of increased pupil engagement and application of skills across maths topics
- Numeracy surveys informing planning and approaches for future teaching and learning.
- Moderation activities provided opportunity to reflect on practice and make adaptations to planning and recording of learning

Next Steps:

- Implementation of MNP resource
- Staff training in new approach on INSET day in August and embed in collegiate calendar
- Familiarisation for pupils and parents#
- Survey of pupils, staff and parents to gather data on impact
- Enhance approaches to delivery of maths learning through further embedding of wider curricular experiences – outdoor learning, community links and developing workforce
- Developing approaches to assessment to support declarations, accurately measure attainment, identify individual pupil needs, moderate against standards.

Priority 2

ENHANCE CURRICULAR OFFER AND INCREASE PUPIL ENGAGEMENT THROUGH COMMUNITY LINKS AND OUTDOOR PEDAGOGY

NIF Priority

Improvement in skills and sustained positive destinations

Pupil Rights at the centre

HGIS 4 Quality Indicators

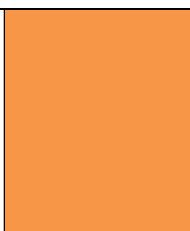
2.2 Curriculum

1.2 Leadership of Learning

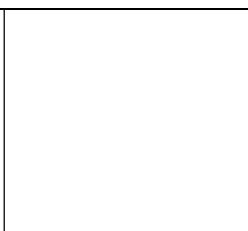
1.3 Leadership of change

Has this priority been:
(please highlight)

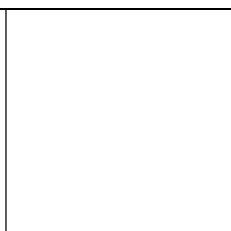
Fully Achieved



Partially achieved



Continued into next session



Progress:

- All pupils engaged in an increased range of opportunities for achievement beyond the classroom this included trips, visitors and activities within the community
- Participation in range of out of school competitions to provide challenge, motivation and resilience. This included national and international stage
- Regular opportunity were planned throughout the year for parents to engage with the life of the school to extend pupil learning experiences. This included, shared starts, promotion of literacy learning, after school and lunchtime clubs, community garden and open afternoons.
- Established a career focus to develop aspirations for pupil positive destinations through whole school approaches to pupil profiling, personal talking and exposure to a range of careers through careers week
- developed loose parts play and engaged wider community for resources
- Parent engagement in School Uniform recycling enterprise – parents working with pupils to develop initiative.

Impact:**EVIDENCE IS GATHERED THROUGH FORMS SURVEYS, KEY QUESTIONS TABLES, FOCUS GROUPS AND MONITORING PROCESSES.**

- Pupils have an increased recognition of the role of the school in the wider community
- Pupils demonstrate an increased knowledge of the career opportunities available within their locality
- Pupils talk about careers in relation to their learning and recognise the relevance of their current learning in relation to their future.
- In some classes planned learning was influenced by child's interests related to trips and visitors
- Pupils reported that they felt more positive about parental engagement within school and the inclusion of wider community experiences.
- Parents reported that they felt more involved in their child's learning and more engaged through being in school and spoke positively about the experiences offered to their children.

Next Steps:

- Increased pupil engagement in planning careers week and opportunities across the session
- Embed parental engagement approaches across the curriculum to demonstrate progression in learning in certain subjects
- Embed approaches to enhancing curriculum through wider community experiences
- Embed approaches to Developing Young Workforce – careers week, links to learning across curriculum
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Priority 3

IMPROVE PROCESSES AND APPROACHES TO ENSURING MEANINGFUL PUPIL VOICE/LEADERSHIP IS INCLUDED IN MORE AREAS ACROSS THE SCHOOL COMMUNITY AND WIDER CURRICULUM

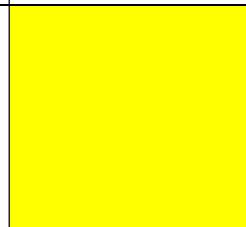
NIF Priority**HGIOS 4 Quality Indicators**

1.2 Leadership of learning

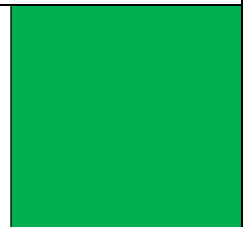
Has this priority been:
(please highlight)

Fully Achieved

Partially achieved



Continued into next session

**Progress:**

- Application process and action planning for pupil leadership roles
- Pupils developed school calendar of events and chose fund raising activities
- Identified staff members to support each committee
- Approaches such as peer mediation and Junior Leaders Programme were established using pupil committees
- Use of HGOURS toolkit to develop P6/7 Pupil Voice in Relationships Theme
- Pupil Committees were supported to deliver whole school initiatives such as Christmas Windows, Hedgehog Highway, Toy Drive, celebrations

- Pupils surveys to gather feedback including Glasgow Wellbeing Toolkit
- Pupil ownership of learning through digital approaches to share learning with home.

Impact

- Majority of pupils report high engagement and enthusiasm in the wider life of the school
- Majority of pupils report that they are listened to and have a voice
- Glasgow Wellbeing Tool evidenced that majority of pupils feel a belonging to the school and that they have a role within it.
- Staff gained insight into pupils' priorities and motivations.
- Parents reported that school activities and communications from school give them insight into and greater engagement in the wider life of the school
- More pupils demonstrate confidence to share ideas and feedback about school

Attainment of Children and Young People (Primary and Secondary)

Strathkinness				
Stage	Reading	Writing	Listening and Talking	Numeracy
P1	100	100	100	100
P4	66	58	75	66
P7	redacted	redacted	redacted	redacted

Overall Attainment for 2022 – 2023 Strathkinness		
	Literacy	Numeracy
P1	100	100
P4	80.5	83.3
P7	redacted	redacted

STRATHKINNESS			
Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
83.2	91.3	87.3	92.6

Evaluative statement of attainment over time.

Writing attainment at second level is showing improvement since 2018 following development of approaches to teaching writing across the school.

Reading attainment remains consistent with some anomalies in P4 likely related to Pandemic. Approaches to declaration in listening and talking has led to some reduction in attainment progress related to reduction of over declarations. Attainment in numeracy remains consistent.

Current session has only one Primary 7 who is on track which impacts on overall attainment significantly.

Evidence of significant wider achievements

Pupil Committees in middle and upper school developed skills in organisation and planning for whole school events and community engagement. This included Christmas Lights event, school fundraiser, Easter Parade, whole school House Events

Bikeability initiative was begun since pre-lockdown and all P6 and 7 pupils were supported to achieve Level 1.

All pupils were given the opportunity to take part in the Fife Burns competition with officials from St Andrews Burns Society attending school and judging pupils. Pupils attended the Fife-wide competition with 2 being placed.

Pupils were given opportunities to compete in a number of local and national competitions including Fife's Anti Idling Poster Competition, A local Hedgehog Highway competition, a swimming event at St Leonards, a French Twin Town poster competition and local environmental initiatives.

Learning Partnership - Strengths and Areas for Improvement

Strengths identified:

- High level of engagement in learning was evident across the school with majority of learners demonstrating positive and motivated attitudes towards learning.
- In some classes effective processes for learner feedback on learning outcomes evident.
- Strong approaches to self and peer assessment in place in some classes.
- Majority of pupils engaged in their learning and aspects of strong pedagogy identified.
- Pupils were able to talk about their support needs and a range of support strategies were evident in most classes.
- Learning intentions were shared with pupils and majority of pupils were able to talk about their next steps in most classes.
- Support staff roles were planned in order to effectively meet needs of pupils in most cases.
- The approach to pupil voice shows children are starting to explore the strengths and development areas of the school across the themes of HGI OUR S.
- With support, pupils were able to talk about pupil participation and engagement in committees and Houses.
- All staff are engaged in aspects of school improvement planning and identify some strengths and development needs of the school as a whole.
- All staff work as a cohesive team and engage positively in dialogue about the school and its stakeholders.
- All staff know their pupils well and aspire to meet their needs through professional development and collegiate working.

Areas for Improvement:

- Pedagogy and learners' experiences were inconsistent across the school, with pockets of high quality practice in place but not well established in order to ensure pupil progress.
- Purpose of writing and intended learning was not clear in all classes and differentiation by outcome was not clear to observers.
- Jotters did not provide clear evidence of progress for all learners and written feedback did not provide clear next steps for learners in most cases.
- High level of teacher input in a minority of classes showed little evidence of extending the very able as effectively as was possible.
- Pupil Voice Group required some encouragement and support but spoke about positive aspects of pupil voice in the school and shared their feedback on strengths and development needs of teaching and learning from their point of view. They felt that pupils have a clear understanding of their learning journey and that teachers provide good support to everyone in class. They indicated inconsistency in positive interactions with some staff.

PEF Evaluation/Impact**Progress and Impact**

- 15 pupils identified with social and emotional difficulties have been supported with small group interventions to regulate emotional behaviours, reduce anxiety and increase engagement in learning. All pupils report a positive impact on their levels of confidence an increased happiness in school. Staff report improved self-regulation in most pupils. Instances of challenging behaviours in playground have reduced supporting improved engagement and readiness to learn
- 2 identified pupils with ASN which reduced their engagement in learning tasks in class have received 1-1 and small group support in class using social stories,

movement breaks, social skills learning and motor skills development. Both pupils have increased readiness to learn and inclusion in class learning experiences has increased significantly.

- 1 Pupil with anxiety and reduced engagement and motivation to learn has experienced Wave Therapy and a bespoke approach to reading for enjoyment. Feedback from pupil and parent evidences improved outcomes for pupil in level of engagement in learning and positive mindset for the future.
- 5 pupils in primary 4&5 identified as not on track to achieve first level have been supported with targeted intervention and improved approaches to assessment to identify gaps in learning. Evidence shows all pupils have made improved progress towards achieving 1st level by increasing progress by 6 months. One pupil who is care experienced and significantly impacted by lockdown shows increased confidence and engagement in learning and has developed increased independence in learning which will lead to increased attainment over time.

Next Steps:

- Continue to plan targeted interventions for 2018 cohort – P5 next session – to close gaps related to lockdown and continue recovery. Focus on maths and writing in line with SIP priorities for maximum impact.
- Identify further individuals who will benefit from Wave Therapy and make referrals for August 23
- Develop approaches to tracking, assessment, data gathering and impact measures to improve targeted support and ensure highest possible impact of interventions.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Strathkinness Primary School

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Very good	good	satisfactory	
2.3 Learning, teaching and assessment	Good	satisfactory	good	
3.1 Ensuring wellbeing, equity and inclusion	Good	good	good	
3.2 Raising attainment and achievement	Good	satisfactory	good	

Headteacher ___Kate Balsillie_____ (who completed SQR)