



**Tulliallan PS & Nursery
Standards and Quality Report 2022-23
Achieving Excellence and Equity**



Context

Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • 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 	Nursery school roll: 50 Primary 1 to Primary 7 roll: 183 Total roll N-P7: 233			
FME	23%			
SIMD Profile for establishment	Average SIMD Quintile is 3			
Attendance (%) 92.08%	Authorised	5.95%	Unauthorised	1.97%
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£42,997			

Tulliallan Primary and Nursery is a non-denominational school serving the village of Kincardine. We currently have 7 classes, P1-7, and a term-time nursery that offers all-day places from 9am-3pm. Our school forms part of a Joint Headship with Blairhall Primary School and ELC. This provides both schools with opportunities to learn with and from one another. Our staff and children work collaboratively to drive improvements that capitalise upon the strengths of both school communities, but which also reflect the unique qualities and needs of each.

The vision of Tulliallan PS & Nursery is 'Tulliallan: A Place to Shine.' This is achieved through us working hard to achieve Success, Honesty, Inclusion, Nurture and Equity. We are proud of our inclusive and welcoming school community. As a school we value the strong partnerships we have developed with our local and wider community including our local Co-Op, the Scottish Police College, Tulliallan and Kincardine Church, the Social Enterprise Academy, Fife Active Schools, and Stephen's Bakery.

Improvement Priority Session 2022 – 2023

Priority 1 – Increase the number of children achieving stage-related outcomes in writing

<u>NIF Priority</u> <i>Improvement in Attainment</i>	<u>HGIOS 4 Quality Indicators</u> <u>HGIOELC Quality Indicators</u>
<u>NIF Driver</u> <i>School leadership</i> <i>Teacher & practitioner professionalism</i>	<i>Focus Quality Indicator: 2.2 Curriculum</i> <i>Other Quality Indicators:</i> <ul style="list-style-type: none"> • QI 1.2 Leadership of Learning • QI 2.3 Learning, Teaching & Assessment

• QI 3.2 Raising Attainment & Achievement

Has this priority been: (please highlight)	Fully Achieved	X	Partially achieved		Continued into next session	
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Progress:

The key actions we have taken this year to progress this focused priority include:

- Professional learning about the planning of writing, the importance of effective modelling of writing skills, and literacy-rich learning environments
- Introduction of the Fife Writing Assessment and Moderation Pack to support teacher professional judgement
- Establishing Professional Learning Communities (teams of teachers planning and moderating together within and across stages)
- Professional learning using SEIC Early Literacy resources and audits of our Early Years' provision and practice.

All staff have engaged in professional learning about effective approaches to support children's writing skills development. All Pupil Support Assistants have engaged in professional learning about writing development and tools that they can use to support children when working with individuals and small groups of children. All teaching staff engaged in professional learning about different ways to actively involve children in planning their writing, and in building their knowledge and confidence of the subject of their writing before they begin to write. As a result of this learning, planning is recognised as an important part of the writing process and children are given opportunities to talk about their writing and to plan in a variety of ways. All teaching staff have also engaged in learning about the importance of explicitly modelling writing skills to develop children's understanding of what good writers do and why.

All Early Years Practitioners, and all teachers in P1-2, have engaged in professional learning about literacy-rich environments. All Early Years Practitioners have conducted an audit using the Circle Literacy Rich environment tool and used their evaluations to enhance provision within the nursery. P1-2 teachers have moderated their classroom environments, and learning and teaching, using the Early Level Play Pedagogy Toolkit and have gained a greater understanding of the conditions that encourage and support young children to write.

Professional Learning Communities (PLCs) were established with groups of teachers, all working within the same levels. Each PLC team developed their use of a range of data to support teacher-planning and set stretch-targets for writing attainment for their group. The PLCs all adopted an-enquiry based approach to teacher professional learning, with all teachers identifying approaches to raising writing attainment for children within their classes and then evaluating the impact of these approaches using a range of evidence. A lesson-study approach was developed by the PLC teams, with all teachers engaging in shared planning of learning, teaching and assessment, and all teachers observing learning in each other's classrooms, then reflecting together to identify key learning and their next steps in improving outcomes for identified children. The Fife Writing Assessment and Moderation Pack supported the moderation of planned learning, teaching and assessment and further developed teacher's confidence in their professional judgement and knowledge of the expected standards for writing for all children.

Impact:

Through children's focus groups and surveys, almost all children express some enjoyment of writing. In all classes, children's writing is linked to a clear purpose, and all children have the opportunity to engage with a range of text types, deepening their experience of different purposes and ways of writing. In almost all classes, children have regular opportunities to write, and in almost all classes, children extend their ideas in writing, as appropriate to their age and stage.

Almost all teachers feel that their professional learning has supported them to introduce new approaches to teaching writing this year, meaning that children are supported with a wider range of approaches and experiences that provide differentiation, support and challenge. Almost all children feel

there has been some improvement with their writing this year, and a majority of children feel that they have made good progress with their writing.

Learning Intentions, Success Criteria, planned learning, and assessment, are linked to the relevant text type within the Fife Writing Assessment and Moderation Pack and moderated by all teachers within a level. This ensures consistent and progressive learning experiences are planned for all children within a level. In most classes, there is clear evidence of planning being used to support writing, which provides all children in those classes with scaffolds to support their writing.

All Early Years practitioners feel more confident in planning a literacy-rich environment so that all children have meaningful opportunities to engage in very good literacy activities, suitable to their age and stage of development.

Writing attainment for children in P1, P4, and P7 has improved from 78% to 86%. At Early and Second level there has been an increase in writing attainment for all classes. P5 had a 9% increase in attainment to 82%, P6 a 19% increase to 79%, and P7 a 9% increase to 95%.

Next Steps:

Continue to build staff's confidence in using a wide range of data to inform next steps and to evaluate the impact of new approaches introduced.

Continue to embed the use of the Fife Writing Assessment and Moderation Pack.

Priority 2 – Focused use of a range of data to support high quality learning & teaching, and raising attainment

NIF Priority

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

NIF Driver

*School leadership
Teacher & practitioner professionalism*

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

Focus Quality Indicator: 1.1 Self-Evaluation for Self-Improvement

Other Quality Indicators:

- *QI 1.2 Leadership of Learning*
- *QI 2.2 Learning, Teaching and Assessment*
- *QI 2.7 Partnerships*
- *QI 3.2 Raising Attainment & Achievement*

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

X

Continued into next
session

Progress:

The key actions we have taken this year to progress this focused priority include:

- Introducing an electronic system for recording and tracking individual targets for children with Additional Support Needs, to replace the previous paper-based system
- Staff professional learning about SMART targets
- Stretch targets for specific groups of children
- Implementation of changes to Fife's Planning formats for Additional Support Needs

All children from nursery to Primary 7 who have Additional Support Needs or Free Meal Entitlement, are supported by individual SMART targets that are recorded and tracked on a Meeting Learners' Needs spreadsheet. This spreadsheet provides an overview of support needs across Nursery and the school, allowing the tracking of progress and the monitoring of the effectiveness of interventions and supports.

All Early Years Practitioners and all teaching staff are developing their use of SMART targets. This ensures that the targets we create for individual children are more measurable, allowing more effective assessment of impact.

All class teachers have worked in PLC groups. They have discussed current attainment and assessment data for writing for the children in their classes and have used this data to create a stretch target for their cohort.

Fife's updated guidance regarding planning formats for children with Additional Support Needs is being implemented.

Impact:

The Meeting Learners' Needs spreadsheet provides a clear overview of the range of needs within the nursery and school. It allows good opportunities for moderation of the interventions that are being used to support all children with identified additional needs. All children with Additional Support Needs or , Free School Meal Entitlement are supported with clear individual targets that are regularly reviewed and adapted to best meet their needs and support them to make very good progress.

Writing stretch targets were set for all classes, which has given all teaching and support staff a clear focus on identified gaps in writing. A range of universal and targeted approaches are used in all classes. All teaching staff engage in regular, ongoing moderation of Learning, Teaching and Assessment, which means that almost all teachers say they have increased confidence in their professional judgement, and that almost all learning experiences provide appropriate pace, challenge, and differentiation.

Most teachers and Early Years practitioners analyse and use evidence very well to ensure a clear focus on those priorities which will have the greatest impact for children.

Targets used to support identified children are specific, measurable, achievable, realistic, and time-bound, meaning that children's progress can be clearly measured.

These approaches ensure that all children, Nursery to P7, are supported to make progress and improve their skills in a way suited to their age and stage of development.

Fife's updated guidance for children with Additional Support Needs has been used to support the development of streamlined ASN processes that all staff within nursery and school will use to support children. This is a new development, as the guidance was only released in March 2023, but it is resulting in children being supported with clear Smart targets.

All Early Years practitioners are more consistent in their use of strategies and supports to meet the needs of individual children. Identified children have made very good progress and all families are kept fully informed of strategies and supports being used through review meetings and children's Personal Learning Journals.

Next Steps:

Introduce new Fife ASN support sheet and develop use of this to support target setting within the Meeting Learners' Needs spreadsheet. Continue to embed use of Meeting Learners' Needs spreadsheet, monitoring and moderation to ensure quality and relevance of targets, impact, and next steps.

Set stretch targets for literacy and maths for all classes and ensure regular discussion at tracking meetings.

Priority 3 – Children’s Leadership of their learning

<p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in Attainment, particularly in literacy & numeracy Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver Parental/carer involvement and engagement School improvement</p>	<p>HGIOS 4 Quality Indicators HGIOELC Quality Indicators</p> <p><i>Focus Quality Indicator: 1.1 Self-Evaluation for Self-Improvement</i></p> <p><i>Other Quality Indicators:</i></p> <ul style="list-style-type: none"> QI 1.2 Leadership of Learning QI 2.2 Learning, Teaching and Assessment QI 2.7 Partnerships QI 3.3 Creativity & Employability
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	<u>X</u>	Continued into next session	
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Progress:
The key actions we have taken this year to progress this focused priority include:

- Digital Learning Journals introduced
- Learner Conversations used to support discussions

Due to industrial action and the time spent preparing for external scrutiny, we did not make as much progress with this priority area as intended.

There is now a clear progression outlining expectations of how Learning Journals are to be used from P1-P7. All classes introduced digital Learning Journals, and all children in these classes have an individual Learning Journal with examples of learning relevant to them included in it.

A learner conversation framework is available to all teachers, with prompts to support them in their conversations with children about learning progress and next steps.

Impact:

Class teacher observations show that almost all children in P5-7 can independently update their digital Learning Journals with examples of learning and can annotate these examples to explain what they have been learning. Most children in P1-7 can discuss their strengths and next steps, which helps them to understand the value of the skills they are acquiring. All learning journals represent a range of learning across the curriculum.

Almost all children take ownership of their own learning and thinking. Almost all teachers have increased confidence in using OneNote for digital learning journals – this helps almost all children to develop their digital skills and to access and value their learning journals.

Next Steps:
Continue to embed use of Digital Learning Journals In all classes, P1-7.

Share Learning Journals with families each term and use their feedback to improve the process.

Attainment of Children and Young People (Primary and Secondary)

Across numeracy & maths and reading and writing, we have raised attainment consistently over time. An increase from 78% to 86% for writing, and from 84% to 91% for numeracy and maths has been noted compared to the 2021/22 attainment figures.

We have exceeded our stretch targets for numeracy and maths, and for literacy, with almost all children achieving national expected levels of attainment for numeracy and maths, and for reading. Most children achieve national expected levels of attainment for listening and talking and writing. Writing across the curriculum will be a School Improvement Priority for 2023-24.

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	93%	93%	93%	100%
P4	82%	71%	75%	82%
P7	100%	95%	100%	91%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	93%	100%
P4	71%	82%
P7	95%	91%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
73.5%	86%	78.1%	91%

Evaluative statement of attainment over time.

Overall, attainment in numeracy and maths, and literacy & English is very good. The National Standardised Assessments carried out at P4 and P7 show an improvement in maths, reading and writing on the previous year. Across First Level, most children achieve national expected levels of attainment in numeracy and maths, and literacy. Almost all children at Early Level and P7 are achieving national expected levels in all areas of literacy and numeracy and maths. In P5 most children are making the expected levels of progress across all areas of numeracy and maths, and literacy.

A majority of children in P6 are achieving as expected in numeracy and maths and writing. Regular opportunities to develop maths skills in a range of real-life contexts will be included within our improvement plan for session 2023-24, along with writing across the curriculum.

Evidence of significant wider achievements

Our confident individuals within the Tulliallan Tasty Treats Committee presented two different pitches to the Social Enterprise Dragon's Den. Both groups managed to impress the dragons with their enterprising approaches and were awarded funds that will support us to buy a smoothie maker to have smoothies alongside our Toasty Treats, and to purchase a polytunnel that will help us to grow more of our own vegetables.

This year we were successful in our application to the Digital Extra Fund. This grant allowed us to purchase devices to support the running of a Code Club throughout the year. Through the club we are developing successful learners in computing science, who are showing themselves to be effective contributors as they work alongside peers and families to develop their creativity and problem-solving skills.

Our Glee Choir have experienced incredible success this session, successfully winning the Fife Regional Final to proceed to the National Final in Dundee this June. The children have shown themselves to be confident individuals, taking performing on stage to large audiences in their stride and applying drama, music and dance skills in every performance.

Successful learners in P1/2 and P2/3 took part in the UK-wide, 'If I were an engineer' competition. Each child contributed their ideas and suggestions to help solve a problem. As responsible citizens these ideas looked at ways to help others and ways to look after our planet. We were invited to attend the East of Scotland awards ceremony, where two children were overall winners and two were runners up.

This year our Responsible Citizens within the Rights Committee have been learning more about the United Nations Convention on the Rights of the Child. The children created an action plan and completed the outcomes to apply for Bronze Rights Respecting Schools status.

Nursery children and their families joined in with a literacy-based Stay and Play session where they engaged in literacy activities promoting development of early literacy skills.

Feedback from External Scrutiny

Education Scotland - Strengths and Areas for Improvement

Tulliallan PS & Nursery was inspected by His Majesty's Inspectors of Education in September 2022.

The following areas of strength were identified:

- Our school values of SHINE (Success, Honesty, Inclusion, Nurture, Equity) are not just known by the whole school community, they are embedded with all staff and children knowing and living the values
- Tulliallan has a nurturing, inclusive ethos
- There is a strong, empowered staff team, and leadership at all levels is apparent
- Our children are confident and articulate. They are making very good progress in all areas of their learning
- The curriculum at Tulliallan is relevant to our context. Strong learning pathways underpin our learning, teaching and assessment. Learning for Sustainability, Skills for Learning, Life and Work, Children's Rights and IDL are all woven together
- Digital technology is being used effectively to enhance learning
- There is consistency in our Learning, Teaching and Assessment approaches and children have agency in leading their learning. Learner participation, choice and agency are a key strength
- Self-evaluation is a key strength
- Staff have lots of opportunities for high quality professional learning
- Strong moderation practices are a strength worth sharing

Areas for improvement identified were:

- Streamlined school improvement priorities
- There is potential to build further on staff evaluative activities to ensure a clear link between self-evaluation activity and the targets agreed within the improvement plan
- Beyond number: ensure regular opportunities to revisit and apply maths concepts and skills
- Clear and trackable SMART targets for every child with Additional Support Needs. Create a central overview of targets
- Further develop tracking across all curricular areas

PEF Evaluation/Impact

Targeted Interventions

The PEF budget was used to provide additional staffing to support the development of children's communication skills from P1-3 through the development of a literacy-rich play environment. Some of

the additional staffing was also used to help raise attainment in P4-6. Writing attainment for P1-4 combined was 71%. Numeracy and maths attainment in P6 was 63%.

The funding was used to:

- Provide some additional EYO hours to give support in P1-3 classes with developing a literacy-rich play environment.
- Provide additional class teacher time to raise attainment in P4-6 with identified groups of children who were 2 months off pace with their writing and with a group of 8 P6 children who were two months off the predicted levels for numeracy and maths.

Progress

An Early Years Officer worked with teachers in the P1/2, P2/3, P3 classes to give advice about the development of their play-based learning environments. Teachers spent time in nursery and in each other's classes with the EYO to identify areas of strength and areas for further development. They used this to take targeted action within their own classrooms.

Two teachers have worked together, team-teaching, and supporting targeted groups and individual children within the P6 and P4 class with their literacy.

PSA time has been used to provide targeted support to children with literacy and maths activities.

A teacher has worked with an identified group of children from the P5, 6, and 7 classes working on developing writing skills. This has allowed for more individualised and group support to be given, with a clear focus on identified gaps in learning and targeted interventions to address these.

Impact:

Almost all children in P1 achieve national expectations for literacy. Almost all children in P2 are making the expected progress with listening and talking, and most children in P2 and P3 are working within the expected levels for writing and reading.

There has been a 2% increase in reading and writing attainment in P4, and a 3% increase in writing attainment for children in P5.

All children in P6 have maintained a consistent level of progress with their writing and reading skills and listening and talking attainment in this class has increased by 7%.

School/Setting Name Tulliallan PS & Nursery

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

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

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support	N/A	N/A	N/A
Quality of environment	N/A	N/A	N/A
Quality of staffing	N/A	N/A	N/A
Quality of leadership and management	N/A	N/A	N/A

Headteacher Nicola Bow