



Context of the School

We work hard to ensure our children feel safe, valued and ready to learn by building relationships with them and their families so that everyone is a valued member of our school community. We strive to build the children’s capacity to manage their emotions and develop resilience, so they are better prepared to deal with challenges throughout their lives. We offer our children a rich and engaging curriculum, developing creative thinking and encouraging them to consider life beyond Linkwood and the role they have in respecting and protecting their immediate and wider world. Ultimately, we want to ‘Prepare for the Future’ ensuring all our children go on to meet their potential and find success and happiness in their chosen careers as responsible citizens, confident individuals, effective contributors and successful learners.

Our Vision:

Our vision at Linkwood Primary is to foster a love of learning and equip children with the skills and abilities to succeed in learning, life and work.

Our Values: Kind, Responsible, Positive, Creative

Our Aims:

- To create a happy and welcoming environment where everyone feels cared for and valued
- To ensure that our pupils experience high quality, purposeful and relevant learning and teaching
- To develop a school community which relates to, and respects, the immediate environment, the wider community and the world beyond
- To fully involve pupils, parents and staff as partners to continually develop a forward thinking and improving school

Our Learning Space:

Currently the school roll stands at 305 pupils. Our brand new building with open plan classrooms opened in January 2021. The internal space allows for easy transitions to break out spaces, multi-use dining area, Early Years Play area as well as designated areas for library, STEM. Our well equipped Life Skills room offers a fantastic facility to explore basic life skills such as cooking and baking as well as art and design.

The Enhanced Provision, known as The Woodlands, offers a warm welcome to ASN pupils and is fully equipped to support severe and complex needs as well as being accessible for ASN learners across the school. Linkwood Nursery is a Moray Council run facility and shares the same campus and the school.

From the school site there is easy access to fantastic opportunities for outdoor learning with Birkenhill woods and the Linkie Burn close by as well as our playground which includes an enclosed pond area.

School Profile:

Pupil Profile SIMD Profile Decile 4 & below- 40 pupils Free School Meals 57 pupils, 18% Armed Forces 17%, 53 pupils Exclusions 1 Attendance level 92%	ASN Profile <u>ASN Pupils</u> Stage 3= 7 pupils Stage 2= 28 pupils Stage 1= 108 pupils EAL Pupils= 25, 8% LAC 1	Staff Profile 1HT, 2DHT, 1 PT ASN (jobshare) 12 FTE CT (2 job-share, 2 NQT), 1.4 FTE NCCT 2.2 FTE SFL Teachers, 0.4 FTE SFL teacher PEF funded 28 part time PSAs 1 FTE Class Assist, 0.6 FTE CA PEF funded
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Priority 1

Developing Linkwood's Curriculum

Key links to Moray Education Priority Area(s):

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|------------------------------------------------------------------------|---------------------------------------------------------------|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Leadership at all Levels |

NIF Priorities:

- Improvements in attainment, particularly in Literacy and Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

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|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input checked="" type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 2.5 | <input checked="" type="checkbox"/> 3.3 |
| | <input checked="" type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

- Our focus on high attainment in literacy has yielded strong results across the key stages. 87% of P1 pupils attained Early level, 70% of P4s achieved First Level and 50% of P7s achieved 2nd level in Reading, Writing, Listening and Talking.
- The Talk for writing approach has greatly enhanced our learners' oral language, narrative writing and critical thinking abilities. This approach alongside the use of 'Wraparound Spelling' and spelling interventions in place this year have supported learners across the school to build confidence in narrative and functional writing. Almost all year groups have improved their predicted attainment outcomes from last session. In P4 and P5 there has been a noticeable increase in predicted outcome with P4 rising from 64% on track at the end of P3 to 73% achieving 1st level in P4. P5 have similarly increased from 64% attaining First level writing at the end of P4 to 73% now being on track to achieve 2nd level at the end of P7.
- The expansion of reading materials to include a wider range of individual readers, whole class reading material and support material for those not on track has greatly supported reading development across the school. 'PM Benchmark' assessment material alongside planned moderation opportunities has greatly supported Teachers confidence in ensuring appropriate challenge and pace. Our reading tool kits for each primary stage has ensured broad coverage of all aspects of reading and supported transition to next class with clear coverage identified.
- Whole school baseline assessments in spelling, reading, maths used throughout the session, has supported tracking and monitoring of progress and supported professional judgement of achievement of a level at key stages.
- We have introduced 'Big Maths' across P4-7 and this has had a significant impact on our learners' retrieval abilities, enabling them to recall and apply mathematical concepts with confidence and accuracy. Attainment across the school is a positive picture with 80% of P1 pupils attaining Early Level, 70% of P4 pupils attaining First Level and 63% of pupils attaining 2nd Level. This reflects the influx of pupils we have seen coming into the middle and upper stages from schools across the UK and beyond who have had varied input in mathematical instruction.

Next Steps

- The completion of digitally cataloguing the school library and rolling out ebooks online facility for all families.
- Embedding Talk for Reading approach and developing Reading Spine resources for all classes.
- Maths- ensure continuity of approaches across classes; scaffold learners with consistent use of strategies and concrete materials; develop our approach to teaching with the concrete, pictorial, abstract approach.
- Review and refresh our IDL overview and develop a consistent, project based approach to cross curricular learning.
- Build on pupil voice with floorbook planning and pupil led use of SeeSaw online learning tool and World of Work profiles.



Priority 2

High Quality Learning and Teaching.

Key links to Moray Education Priority Area(s):

- Raising Attainment and Achievement
- Learning, Teaching and Assessment
- Curriculum
- Self-evaluation for Self-improvement
- Supporting All Learners
- Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

- With our focus on high quality teaching and learning through professional reading of The Learning Rainforest, staff understand that effective instruction is at the cornerstone of learner success and growth. Staff have collaborated to create the outline of our Learning and teaching policy based on evidence based research. Through regular observations, almost all learners in most classes are eager and active participants who are engaged, resilient and motivated to learn.
- We have reviewed and further developed our curriculum mapping to ensure coherent programmes of study across the curriculum and have begun to create knowledge maps for social subjects to support learners building on prior knowledge. Teaching staff have participated in professional development focussing on IDL, project based learning and cross curricular topics using the 4 context and refreshed narrative as a planning structure. This has widened the scope of learning opportunities for most classes since November. These topic experiences have been shared with parents at Shared Learning sessions and through Sway newsletters.
- The 4 capacities are explored in assemblies with a monthly focus on 'Successful Learners' celebrating success out with school. Sways illustrating these successes' are shared with Families and individual stories are added to Seesaw Learning Profiles- wider achievements.
- Skills for work are also a focus for Term 3 assemblies and 'My World of Work' is used to support P5-7 with understanding skills development. Skills starts are planned for all classes each day, practising key skills and retrieval practice. P4-7 pupils reflect on their confidence of using the 8 Moray Skills for Work and P1-3 reflect on how well they are using their 8 Learning Powers supporting their Growth Mindset at the end of term 3 and this was shared with parents as part of our reporting suite.
- STEM week this year has been a great opportunity to invite our partners in to share with pupils the skills needed for work. All classes have related their topic to the world of work and have had employees in to discuss their roles throughout the session.

Next Steps

- Professional Enquiry led practice through exploration of 'Power Up Your Pedagogy' and Developing Assessment Capable Visible Learners to ensure the highest quality of teaching and learning.
- Continue to build on understanding of play and exploration at all stages, especially in P1 using the Moray Play Strategy to further develop free play- bring in technologies to enhance this for older pupils. Observations and levels of engagement trackers to support next steps. Build on learners wider achievements through Seesaw online profile.
- Further develop project based learning and interdisciplinary learning using the outdoors.



Priority 3

Health and Wellbeing of All at Linkwood Primary

Key links to Moray Education Priority Area(s):

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|------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input checked="" type="checkbox"/> Self-evaluation for Self-improvement |
| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Leadership at all Levels |

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| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input checked="" type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

- Emphasising the importance of positive and healthy relationships, our school adopts relational approaches to behaviour management. As our school continues to grow this remains our priority. 27 new pupils joined us during this session across P2-7 which changed the dynamics of some of our class groups. Alongside high levels of staff absence across the school this had significant impact on these positive relationships and has made it challenging to implement consistent behaviour management strategies.
- High quality staff training was undertaken throughout the session to ensure consistency of approach and adherence to our evidence based Positive Behaviour policy including introduction of the Circle Resource, Staged Intervention, Moray Education Nurturing Principles for all. 6 members of staff underwent Level 1 Makaton training and 4 have completed Level 2. The whole school are using Makaton at assembly and learning key signs in class. 22 members of staff have attended Behaviour Support Strategies training to support with de-escalation and developing understanding of behaviours which cause concern. In-Service days in November and May were focussed on ensuring effective support for all learners. Moray's Social and Emotional Behavioural Needs team alongside Moray Autism Service and our multi agency partners have worked closely with the Linkwood team to ensure all staff understand their role in supporting all learners and adapting practice to suit the needs of our learners. The Circle Resource was introduced to all teaching staff during May In-Service and teachers reflected on ensuring inclusive learning environments are available to all. This has had a positive impact on our learners with all learning spaces using visual supports more effectively.
- Whole school tracking of attainment and support needs using Class Profiles have supported the identification of need and planning of interventions by class teachers. Additional Support for Learning referral system has begun to support teachers to reflect on the Universal level of support they are providing and support discussions about next steps of support.
- Reporting to parents has been further enhanced with 'Additional Support for Learning overviews' so they can see supports in school and further develop these strategies at home, these are shared and discussed at Parent Meetings.
- From the wellbeing questionnaires completed in term 3, we saw a rise of 30% more P7 and P5 Pupils and 38% more P4 pupils feel more able to self-regulate than at the start of session, and an increase of 42% of P7 and 46% of P4 pupils feeling more equipped to cope with transitions than at the start of session

Next Steps

- Embrace Glasgow Wellbeing Questionnaire in place of the Class Wellbeing kit to monitor learners wellbeing
- Further develop understanding of ACES and train 4 key members of staff in Nurture Training. Use Compassionate and Connected Classrooms resource to support learners.
- Support school community to better understand neurodiversity and developmental needs using the LEANS resource.
- Embed the Learning hubs set up in 2 locations in school to support needs. The Elm room supports P1-3 and The Rowan Room P4-7.
- Embed mindfulness approaches supported by our agreed 'Noise Policy' to ensure a calm, quiet environment.
- Explore equalities and diversity awareness. Ensure inclusive communication practise is used to include all learners.



Priority 4

Leadership and Empowerment

Key links to Moray Education Priority Area(s):

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|------------------------------------------------------------------------|---------------------------------------------------------------|
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| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

- Learners across the school have had increased opportunities to become involved in the life and work of the school. The P7 pupils through their Linkwood Leadership Award have gained experience of planning, organising and leading events for younger pupils through their work with Rota kids and Active Schools Playmakers as well as whole school responsibilities and leading our Anti Bullying campaign.
- The whole school has worked hard to develop understanding of the UNCRC and has made very good progress towards gaining our Silver Award of the Rights Respecting Schools Award. Teachers are planning for awareness by incorporating the rights into daily lessons, assembly focus highlights the rights being covered and pupils are fully involved in the creation and implementation of their class, playground and play charters.
- We are delighted to have received recognition of our hard work in embedding learning and understanding of the world around us by achieving our first Eco Schools Green flag. Each class works on an area of sustainable learning and P6 lead us in auditing our progress and planning our next steps. Focussing on Active Travel to school has seen an increase in the numbers of children actively travelling to school through the use of 'Travel Tracker'. P1 have raised awareness of active travel and we have steady numbers of approx. 20 children using the Walking Bus facility in mornings. The P3 healthy eating group helped promote Fruity Fridays by encouraging a fruit snack. This saw increased healthy choices across P4-7. P6 pupils monitored litter in the playground and helped us understand mental wellbeing through their assembly input. P4 worked hard to develop our 'Growing Zone' with tree planting, developing the allotment space and minibeast hotels. P5 highlighted the need to preserve our water reserves through their assembly focus and P3 helped run our pre-loved uniform bank. 'Healthy Fridays in May' were a great success and gave children opportunities to try new activities and support mental and emotional wellbeing.
- Our newly formed School Ambassadors group demonstrated their knowledge of how Linkwood works by hosting tours of our school last term. CEO of Moray Council and key elected members enjoyed their tour and chat with our ambassadors as well as a number of new families and visitors to the school.
- Military Fun lunchtime group was set up last term with P7 leaders helping to plan and lead active sessions for pupils of military families.
- Our Pupil Council led the review of what was going well at Linkwood and gathered views for our Playground Development plans.

Next Steps

- Continue to work towards Silver RRS Awards
- Re-establish Digital Leaders and begin to work towards the school's 'Digital Leaders Award'
- Begin to focus on becoming a Reading School with the opening of our new library and working towards the Reading School Award.
- Create a tour of school video with School Ambassadors