



School Context and Overview

Linkwood Primary is a new, open plan no-denominational school with a roll of 285 pupils, set in a growing development on the outskirts of Elgin. Our catchment area consists of local authority, private and military housing. 13% of our school role live in areas identified within Scottish Index of Multiple Deprivation (SIMD) 4 and below and 38% live in SIMD 5. 19% of our families currently access Free School Meals grants. Our Pupil Equity fund reflects these figures with our current allocation allowing us to afford 2 Pupil Support Workers and a Classroom Assistant targeting Health and Wellbeing, readiness to learn and to access opportunities children might not otherwise experience. These staff work within our nurture spaces, focussing support on identified pupils and their families. Our average attendance rate is 93%.

We have a Senior Leadership team comprising Headteacher, two Depute Headteachers and one job-share Principal Teacher of Additional Support Needs. Our 12 classes are supported by 12 FTE class teachers including 2 job share and 2 Newly Qualified Teachers. Our DHTs provide 0.8 Non-class contact cover along with a further 0.4FTE currently covered by supply staff, due to illness.

Linkwood Primary has an Enhanced Provision, The Woodlands, which is fully equipped to support learners with severe and complex needs as well as being accessible for ASN learners across the school. Linkwood Nursery shares the same campus and is operated by Moray Council.

Our current role has 40% of pupils with an identified Additional Support Need. The Support for Learning team comprises 2.2 FTE Support for Learning Teachers, made up of 2 x 0.6 FTE and a current vacancy for maternity cover for the remaining 1FTE.

We have two nurture spaces where 4 x Pupil Support Workers and 1 x Inclusion Co-ordinator support our ASN pupils and offer alternative curriculum experiences within and outwith school, accessing our community and local sports facilities. We have 21 part time Pupil Support Assistants. In addition the school is supported by a school administrator and a part time clerical assistant as well as 1.5 FTE Classroom Assistants; 0.6 FTE and 6 x Playground Auxiliaries.

20% of our families come from military backgrounds and we are fortunate to currently have access to funding allowing targeted support for military children who require health and wellbeing support due to deployment and/ or movement between schools. Next session (2024/25) this support will focus on raising attainment for these pupils in addition to further outdoor learning opportunities.

As a new school in a new and growing community, we work hard to forge relationships with partner agencies, local businesses and our families. We work closely with Moray Sports Centre and local farmers, woodland owners and outdoor experience providers to extend our curriculum offer.

Our attainment data over time is not yet stable due to the irregular growth of the school, the number of placing requests being accepted in and out and our military family movement, for example only 12 of our P7 pupils began their journey at Linkwood.

Attainment Data for session 2023/24:

- **P1** 81% Literacy, 83% Numeracy **P4** 68% Literacy , 71% Numeracy **P7** 71% for Literacy and 81% Numeracy



Priority 1

Developing Linkwood's Curriculum

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- P1: Overcoming challenges – disability, neurodiversity
- P2: Tackling child poverty
- P3: Improving CYP mental wellbeing
- P4: Strengthening family support
- P5: Improving CECYP outcomes

HGIOS?4 QIs:

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

Progress and Impact

- We have continued to develop our literacy programme and all classes are following a more coherent pathway for literacy which is evident in teachers planning. Wraparound Spelling has support learners well this year with most pupils P4-7 making 1 year or more progress in their spelling age. Moderation of writing at school and ASG level has supported professional judgement of achievement of a level as well as allowed opportunities to share good practice of using Talk for Writing to support all learners attainment in writing which is clear through the progress made from 'cold tasks' at the beginning compared to the 'hot tasks' at the end of a unit of work.
- The development of our school library with online access to catalogue of books both physical and ebooks has been welcomed by all learners. This has supported our journey towards becoming a Reading School.
- Big Maths has supported learners to retrieve basic facts across 1st and 2nd Level. 88% of pupils accessing Sumdog are making good progress.
- The development of Linkwood's 'Learning Adventures' which map Experiences and Outcomes across the curriculum as well as coverage of the Sustainable Development Goals, Children's Rights and Ethos and life of the school, is already having an impact on pupil engagement with noticeably higher rates of engagement through Project Based learning activities.
- Outdoor Learning- spaces have been further developed to support learning outdoors including our field areas, allotment, raised terrace and sensory garden. All classes are accessing outdoors at least once a week. All staff who took part in Outdoor Learning training noticed an increase in confidence teaching outdoors.

Next Steps

- Follow updated Talk for Writing programme to ensure consistency of experience, pace and challenge.
- Develop access to library to foster reading for enjoyment and access high quality reading materials.
- Purchase a range of comprehension materials to support learning, teaching and assessment.
- Embed Big Maths and introduce concrete, pictorial and abstract concepts.
- Purchase concrete materials to support basic maths understanding.



Priority 2

High Quality Learning and Teaching

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input type="checkbox"/> P3: Improving CYP mental wellbeing <input type="checkbox"/> P4: Strengthening family support <input checked="" type="checkbox"/> P5: Improving CECYP outcomes	<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	<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	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

- Linkwood's Learning and Teaching Draft Policy has been created, capturing the range of teaching approaches used to support consistency of experience and an Assessment Is For Learning toolkit. Teachers have created an overview of 'What a Good Linkwood Lesson Looks Like' to support planning for high quality lessons along with an overview of key language. This is used to support observations, dialogue with pupils and feedback from class observations. Most learners questioned were able to talk confidently about their learning.
- Teachers professional learning has been well supported with professional reading of 'Power Up Your Pedagogy'. Some teachers chose aspects of this to support their Professional Enquiry, the impact of which were shared with ASG colleagues. All teachers found the Professional Enquiry process had a positive impact on their practice and subsequent experiences for learners were improved such as reading for enjoyment and developing high quality play opportunities.
- Increased Creative opportunities through play and 'Challenge and Choice' time has resulted in higher levels of engagement across most classes and a reduction of dysregulated behaviours across the school in all classes. Learning environments are supporting the variety of learning styles and needs more successfully.
- Baseline assessments have given more robust data to analyse and support tracking and monitoring. Teachers use data well to plan for interventions and next steps. Next steps are shared effectively with pupils and families through Seesaw. Additional Support for Learning overviews are shared with children who are not currently on track to achieve and these have been well received by most families. .
- Linkwood's reporting to parents process enables most families to know what their child is learning, how their child is progressing and what their next steps are. Wider Achievements are celebrated through monthly assemblies, which almost all children enjoy and most are celebrated throughout the year.

Next Steps

- Continue to embed consistent approaches to learning and teaching so that learners are clear about what they are learning about and what they need to be successful.
- Raise attainment in literacy and numeracy through engagement with CYPIC National Improving Writing programme, through a consistent approach to teaching spelling, reciprocal reading and comprehension skills and through consistent approaches to teaching numeracy.
- Continue to embed play and exploratory opportunities for pupils to apply what they have learned and talk confidently about their learning.
- Continue to use AnalyseM to scrutinise data, identify gaps and plan carefully to address these.



Priority 3

Health and wellbeing of All at Linkwood

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Curriculum
- Empowering leadership at all Levels
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy	<input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<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	<input type="checkbox"/> 2.1 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

- Staff have worked closely with Flexible Wellbeing team to further embed solution orientated approaches and restorative conversations. This along with a review of Linkwood's Building Better Relationships, Learning and Behaviour Policy and revisit of Zones of Regulation and Emotion Coaching approaches has supported learners to understand and develop strategies to manage their emotions resulting in a more consistent approach from all staff. This is evident in regular walkthroughs by SLT and Education officers, a reduction in Violence and Aggression reporting and behaviours that cause concern. Support staff given opportunities to meet regularly with their line managers to share and discuss issues and concerns and further establish consistencies.
- CIRCLE resource has been introduced and environmental audits were undertaken. This led to a review of our morning routine resulting in a more settled start for all learners.
- Glasgow Wellbeing tool used across P2-7 to measure engagement and identify learners that would benefit from interventions to support their wellbeing. Throughout the year there was a marked increase in scoring and understanding of all the questions.
- Inclusive communication tools such as Makaton and visuals are being used to support more learners to access their learning and communicate their needs. All learners have access to a class visual timetable and identified learners use individual timetables with increasing effect.
- The introduction of our two nurture spaces has greatly supported the health and wellbeing of identified pupils, increasing their readiness to learn and provide a more accessible learning space with structured support outwith class, allowing them to then access class more successfully, positively impacting on most learners.

Next Steps

- Further develop behaviour management flow chart to support all staff to address behaviours consistently.
- Use of CIRCLE resource to further support Structures and Routines in all classes and learning spaces. Explore individual profiles to ensure needs are being fully met.
- Further explore pupil understanding of Glasgow Wellbeing scale. Further develop Forms to use as baseline and a measure of impact following interventions.
- Further develop alternative curriculum opportunities to support learners, therefore allowing more children to access high quality learning and teaching experiences.



Priority 4

Leadership and Empowerment

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>P1</u>: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u>: Tackling child poverty <input checked="" type="checkbox"/> <u>P3</u>: Improving CYP mental wellbeing <input type="checkbox"/> <u>P4</u>: Strengthening family support <input type="checkbox"/> <u>P5</u>: Improving CECYP outcomes 	<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

- Teachers worked collaboratively to develop a whole school approach to teaching Interdisciplinary learning which maps coverage of all areas of the curriculum. 'Linkwood's Learning Adventures' will enable more 'project based' opportunities to applying skills and knowledge. These adventures incorporate skills for work, opportunities to learn about Sustainable Development Goals and ensure key skills and knowledge are taught throughout the 7 years. Teachers have all identified an increased understanding of planning for Interdisciplinary learning opportunities and feel this will support pace and challenge of learning.
- All teachers identified a working group developing an area of our School Improvement Plan. This alongside self-evaluation of their teaching practice and identification of areas of their pedagogy to work on shaped their Professional Development Plan. Most teachers undertook a Professional Enquiry which they planned, researched, implemented and reviewed before feeding back to their colleagues from across the Associated Schools Group. All who undertook this process found it worthwhile and could measure positive impact on pupils experience.
- Opportunities for Pupil Leadership Groups and lunchtime clubs have increased with Pupil Support Workers, Inclusion project Co-ordinator and class teachers offering a range of activities and nurturing opportunities for identified pupils. Break and lunchtimes are managed with staff designated zones to supervise and timetabled slots for each class to access key areas. Pupils identified they felt safer in the playground with better understanding of how to get support when needed.
- All staff undertook outdoor learning sessions to enhance their understanding of how to manage and plan to deliver the curriculum outdoors with all evaluating increased confidence. Our outdoor learning space is taking shape with the opening of our field spaces, development of our sensory garden for ASN pupils and a plan to develop our pond and growing areas.

Next Steps

- Embed Linkwood's Learning Adventures using Northern Alliance's Learning, Teaching and Assessment Toolkit to plan and measure impact on learners participation and ownership of their learning.
- Further develop understanding of Project Based Learning approaches and developing assessment capable learners who are able to lead their learning through identifying their own next steps.
- Undertake programme of Teacher Learning Community sessions with teachers and PSWs to support professional development
- Continue to develop outdoor learning opportunities for all learners.



Linkwood Primary

Standards and Quality Report: Review of Session 2023-2024