

Summarised inspection findings

Southwood Primary School and Nursery Class

Fife Council

21 January 2020

Key contextual information

Southwood Primary School and Nursery are part of the Glenwood Cluster and serve the areas of Macedonia and part of Tanshall in the west of Glenrothes. The current primary school roll is 242. Southwood Primary is currently one of six primary schools in Fife included in the Scottish Attainment Challenge with approximately 93% of children residing in the targeted SIMD deciles 1 and 2, and 65% of families entitled to Free School Meals. Tanshall school closed in June 2015 and Southwood was a receiving school for children.

The nursery class includes provision for 40 morning and 40 afternoon places. Currently there are 21 children in the morning session and 23 in the afternoon.

1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The senior leadership team (SLT) works together effectively to provide a clear direction for the school in working towards a shared vision. Within the SLT, there is a strong sense of teamwork and support, with remits and responsibilities skillfully managed by the headteacher to make best use of strengths. All staff have a well-developed understanding of the context of the school. The headteacher has a well-considered and strategic approach to empowering all stakeholders. This is resulting in a strong sense of community and shared purpose. Individuals have a clear sense of their role and how it contributes to realizing shared aims and improvement priorities.
- The school has an established vision and set of values and aims. These were recently reviewed by staff and children, with children gathering parents' views on these informally at parents' evenings. The school's vision of 'Belong, Believe, Be Happy' is displayed in classes and most children can talk about what this means to them. Children speak confidently about how these values and habits inform their learning and relationships. Weekly assemblies underpin the work on vision, values and aims through recognizing children who are exemplifying the school values. As a result, there is a purposeful and happy ethos in Southwood Primary School where children, staff and most parents feel included and part of the school. Senior leaders are aware of the need to continue to work to support parents and partners to develop a sense of ownership of the vision and aims. This can help to engage them more effectively in evaluating the work of the school.
- The school improvement plan (SIP) is well-aligned to the National Improvement Framework. Effective self-evaluation ensures that priorities are clearly focused on improving attainment for all and closing the attainment gap. A detailed collegiate calendar sets out the improvement activities planned to achieve these priorities. There is evidence emerging that these improvement activities are showing early signs of success.

- Teachers undertake a range of relevant career long professional learning (CLPL). This professional learning is agreed during annual Professional Review and Development (PRD) discussions. As a result, it is well aligned with improvement priorities and with self-evaluation activities. Agreed CLPL supports pedagogy, curriculum development and the school's approaches to supporting children with potential barriers to their learning. For example, all staff participated in learning sessions on 'Twilight Time' and attachment theory. Empowerment of staff through professional learning is supporting the sustainability of school improvements.
- All teachers have enthusiastically embraced a leadership role within the school. They provide useful support and guidance to their colleagues to ensure consistency in practice across the team. All staff feel empowered to lead on aspects of school improvement. This includes playful pedagogy, outdoor learning, after school clubs, as well as curriculum areas. Support staff provide valuable support for children and take on leadership roles linked to their responsibilities. They are empowered to lead on nurture referrals, discussing how best to provide appropriate support for individual children. They are creative in the use of the environment to best support children's learning. The school's approach to wellbeing is increasingly empowering children, parents and staff through the development of confidence and emotional literacy.
- Commendably, older children are involved in evaluating aspects of learning and teaching by participating in joint observations with the headteacher. Children who access nurture support presented to school staff, and senior leaders from the local authority, to share what strategies work well for them in a class situation. This is leading to improved experiences for them in the classroom. A group of children recently spoke at an international conference on leadership, detailing their leadership journey. Older children are sharing their leadership experience with another local authority primary school in order to share practice. These opportunities are effective in building the confidence of the children involved and beginning to engage them more meaningfully in school improvement.
- Children take responsibility for aspects of school life through their House Captain roles and involvement in pupil voice groups such as Eco Group, Rights Respecting School Group and Pupil Council. Older children take on a range of playground responsibilities. All children participate in a leadership programme which is closely aligned to the '7 Habits of Happy Kids'. As planned, senior leaders should continue to develop the use of 'How good is OUR school?' to ensure that more children have a more effective voice in self-evaluation and school improvement.
- The school has benefitted from additional funding from the Attainment Scotland Fund through the Challenge Schools Programme and Pupil Equity Funding (PEF). There is a clear rationale for the identified interventions chosen to support children who may face barriers to their learning. In the current session, Attainment Scotland funding and PEF have been focused on raising attainment in literacy, increasing parental engagement, outdoor learning and monitoring and tracking of children's wellbeing. Plans include an appropriate range of proposed interventions and impact measurements. The school has evidence of early impact. For example, improvements in children's understanding and application of vocabulary, parents providing positive feedback on wellbeing and teachers reporting more children settled and ready to learn when in class. The school should continue to develop the engagement of stakeholders in evidence-based approaches to identify gaps, plan interventions and evaluate their impact on closing the attainment gap.
- Senior school leaders use a variety of ways, such as the annual Standards and Quality report, to share the school's successes with parents. To date, electronic means of communication have met with varying success and these are currently under review. Staff should continue

with plans to develop ways to engage more parents, children and partners more fully in evaluating the work of the school and setting improvement priorities.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The ethos and culture of Southwood Primary School underpins very positive relationships between staff and children across the school. Children are confident and happy, and most interact well with each other, staff and visitors. Most children feel that they are treated with equality, fairness and respect. Most children are motivated and engaged in their learning. This is particularly evident during learning opportunities that happen outdoors. They enjoy their learning at school and most learning experiences are matched appropriately to the needs of the children and linked to real life experiences. In most classes, the purpose of learning is clear and relevant to their local context.
- Children are beginning to have the opportunity to contribute meaningfully to the life of the school through a range of activities. For example, older children take on House Captain responsibilities and children from a range of classes contribute to pupil voice groups. Children work with the headteacher observing learning and teaching across the school to identify what a motivating learning experience looks like. This is helping to establish a shared understanding between staff and children of the characteristics of effective practice in learning, teaching and assessment. Teachers should now build on this to ensure consistently high-quality teaching across the school.
- Across the school children are encouraged to reflect on their learning, for example through 'Leadership Notebooks'. At present, these do not have a clear enough purpose to support children to effectively reflect on their learning and plan next steps. Teachers should review their use to ensure that children can take responsibility for their learning and engage in meaningful dialogue about it.
- The headteacher, along with the depute heads, recently led an Extended Learning Partnership review of learning and teaching across the school. This work was supported by the cluster headteachers and provided useful feedback to teachers on the progress they are making with improvements to learning and teaching. This also provided reassurance, evidencing important strengths in classroom practice and the learning experiences of children. Areas such as further work on moderation and increased opportunities for pupil voice were usefully identified for further improvement and teachers have worked well together to ensure that progress has been made on all action points.
- Overall the quality of teaching is good. In almost all lessons observed, teachers share the purpose of learning effectively with children to provide a focus for their learning. Effective use is made of 'Southwood Success Boards' in all classes to provide children with a clear purpose for learning and build on prior learning. In a few classes, teachers refer to these throughout lessons to good effect in improving the quality of learning. In a minority of classes, children are involved in co-constructing 'steps to success' and agreeing how they will achieve in their

learning. Teachers should continue with planned work to ensure greater consistency across the school in ensuring that children know what they are learning and how they can improve.

- Most teachers provide clear explanations and instructions which build on previous learning. They build on children's responses and value their contributions. In most lessons, teachers are using effective questioning to stimulate learners' interests, reflect on their learning and support the development of higher order thinking skills.
- Teachers use a range of learning and teaching approaches to engage children in learning tasks. While differentiation is evident in most classes, it is not always effective in ensuring that all children experience appropriate pace and challenge in their learning. A few lessons are overly teacher directed, which impacts negatively on pace and challenge for some children. A few classes are using mild, spicy and hot chilli tasks to challenge children in their learning. Such approaches should be further developed to ensure all children experience an appropriate level of challenge in their learning across all stages and curriculum areas.
- In the majority of classes learning environments are stimulating, organised and well-resourced to support and motivate children to engage successfully in learning and recognise their success. Greater use of children's work in learning displays, appropriately annotated and signposted, would help to exemplify expectations and support self- and peer-assessment. Teachers could review their classroom displays to ensure their effectiveness in supporting learning.
- Through collaborative work, including with children, the school has developed a shared and agreed model of high-quality practice in learning, teaching and assessment. The 'Four Part Lesson Model' supports teachers to plan structured learning experiences and is resulting in a more consistent approach to pedagogy across the school. To evaluate the success of this approach teachers should engage all staff and children. This should help to ensure greater consistency in high-quality practice across all classes.
- There is effective collaborative working with colleagues from across the cluster to improve professional practice in learning, teaching, assessment and curriculum development. This is supporting the sharing of classroom practice and providing valuable opportunities for moderation activities. As a result, teachers are developing greater confidence in understanding national standards and making judgements about when these are achieved by children in their learning.
- Summative and standardised assessments are used by teachers to support their professional judgement of Curriculum for Excellence levels. There is evidence of formative assessment strategies being used across the school. Staff now need to ensure that these are used more consistently to inform children's progress in their learning.
- There are a few examples of effective written feedback given to pupils, for example, in writing jotters. These are helping to ensure children are confident and clear around their learning and can plan their next steps. Teachers should consider the development of a whole school approach to written feedback across all areas of the curriculum. This could also help to inform parents about children's progress in learning and enable them to provide appropriate support.
- As planned, the school should continue to develop work around assessment to ensure it is integrated into planning learning. Information from assessment should be used more rigorously to inform next steps in learning across the curriculum. This should help to ensure that all children experience appropriate challenge in their learning.

- Teachers plan learning over different time periods using a range of contexts for learning. Learning is planned using Fife Progression Pyramids in Literacy and Numeracy. This approach can provide a helpful basis on which to plan for progression in learning across all curriculum areas.
- The local authority tracking system is used by class teachers to track achievement of a level. This is the basis of the tracking meeting with the headteacher or depute headteacher, support for learning teacher and class teacher to discuss children who are at risk of not achieving expected levels and allocate appropriate additional support. This is effective in ensuring that children are kept on track in their learning. Teachers should continue to explore ways to engage children and parents more fully in this system.
- Senior leaders analyse tracking data to monitor the progress of groups and cohorts of children across the school, for example, young carers and care-experienced children. This is helping to ensure that children who may face additional barriers in their learning receive appropriate support to stay on track and achieve.

2.2 Curriculum: Learning pathways

- Southwood Primary School has clear progression pathways with a clear skills focus in literacy and numeracy and maths. The effectiveness of learning across the school in mental and emotional wellbeing is a strength of the school. Children experience good quality learning in these areas. The quality of learning in other curricular areas, and some aspects of health and wellbeing, is less consistent. As part of its curricular review, the school should develop all curriculum areas further, as well as aspects of the health and wellbeing curriculum.
- Children receive a weekly digital technologies lesson which has a clear focus on skills progression. They would now benefit from more regular opportunities to embed these skills across the curriculum. Identified children have access to digital technology to support and enhance their learning. Teachers should make more effective use of digital technology to enhance learning experiences for all children across the curriculum.
- Current planning in all areas of the curriculum focuses on experiences and outcomes. As senior leaders continue to develop their overview of how the curriculum works together as a whole, it would be helpful to review the curriculum provision to ensure that all children receive their full entitlement to a broad general education as a more coherent set of experiences.
- Outdoor learning is used across the school to support curriculum subjects. The school has adopted Fife Council's 'Natural Connections' programme which aims to support skills development through interdisciplinary and cross curricular learning. This is having a positive impact on children's engagement in learning.
- Class teachers set skills-based targets for groups and individuals in literacy, numeracy and health and wellbeing. This approach could helpfully be extended to support children to apply these skills across all curriculum areas.
- All children receive two hours of Physical Education (PE) every week. Further professional learning opportunities would help teachers to build their confidence in delivering high-quality PE.
- The science focus during the inspection week was well received by children, staff and parents. This provided an engaging context for learning which children found motivating. A variety of focused weeks are planned throughout the session to provide rich contexts for learning. French and German are taught in the school, although there is scope to develop language learning more fully.
- The school is providing appropriate opportunities for Religious Observance (RO) in line with national guidance. The school chaplains are engaged regularly and effectively in the life of the school. Learning in Religious and Moral Education (RME) is well planned to address inclusion and diversity. Teachers should explore further how RME can help to develop children's understanding of their rights and the rights of others, particularly across different cultural contexts.

2.7 Partnerships: Impact on learners – parental engagement

- See school choice QI below

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The school's focus on developing children's mental and emotional wellbeing is ensuring a strong foundation is in place for improving outcomes for children. All staff have a shared understanding of the importance of wellbeing and the impact this has on each child. Across the school, children have opportunities to develop an understanding of the wellbeing indicators and are beginning to talk about how these impact on their lives. Staff should continue to work with children to support them to take increasing ownership of their own health and wellbeing and to deepen their understanding of how this can enhance their lives. They should develop further the use of wellbeing indicators with children to help to support this.
- Positive, caring and respectful relationships are evident across the school. All staff know children and families well and have a good understanding of the local community. Most children know who they can talk to if they are worried or upset. Well-planned approaches and interventions are developing children's skills in managing their own emotions leading to improved engagement in learning for almost all children. Children are becoming more reflective as they participate in discussions and decisions which affect their lives.
- Staff across the school are aware of their statutory duties. There is a staged intervention process to identify children who require individual plans. These are child-centred with the pupil's voice represented strongly. Targeted plans for individual children with the greatest needs are focused clearly on the wellbeing indicators. Staff work in a solution-focused way with parents and partners to strive to get the best outcomes for each child. However, not all parents agree they are best informed and engaged in creating and evaluating such plans. Senior leaders should continue to explore ways to ensure that all parents understand the progress their children are making in their learning and how this is evaluated.
- Teachers are working effectively with the Educational Psychologist to develop a detailed understanding of the impact of interventions for targeted children. Interventions are reviewed and effective use is made of information and data to inform decisions about next steps. This is helping to build teachers' confidence in making more regular use of evidence-based approaches to planning and evaluating school improvement.
- Effective targeted support is provided for children whose health and wellbeing potentially presents barriers to them accessing all curriculum areas. Staff should continue to develop plans which more clearly identify learning targets with defined outcomes specific to individual children. These targets should be reviewed regularly to measure progress and agree next steps with children and their parents.
- A new positive behaviour policy has been introduced in consultation with parents, staff and children. It clarifies a step-by-step approach to managing behaviour. Positive behaviour support is further developed through class mission statements and work around the wellbeing

indicators. Children report that the new policy is fairer and focuses on learning. Senior leaders acknowledge that further work is needed to ensure that all parents and stakeholders understand the policy and approach that underpins it.

- A good start has been made to developing children's understanding of the United Nations Convention on the Rights of the Child. The newly formed Rights Respecting Schools (RRS) group plan to develop this awareness through assemblies throughout the year. This work needs to be developed further to ensure that children establish a practical understanding of rights which is meaningful in relation to their own experience. This can also help to extend their awareness of rights in national and global contexts. Staff should revisit their own understanding of rights, for example to ensure that rights are not conditionally attached to responsibilities.
- Increased levels of participation in physical activity and extra-curricular opportunities have been noted as a result of an effective joint approach by the Family Support Worker and Active Schools coordinator. Outdoor spaces are used well to support aspects of health and wellbeing, in particular promoting positive relationships and physical activity. All classes learn outdoors at least once every week.
- Over the past three years Attainment Scotland and PEF funding have been used effectively to support a whole school focus on increasing resilience, self-esteem and improving emotional wellbeing. Parents comment that children are enjoying school more and staff say they have a better work-life balance. Staff, parents and children are able to make referrals for support which is planned in consultation with parents, pupils and staff. Interventions include the development of class environments, emotional education, mindfulness, nurture, coaching, positive behaviour approaches and the introduction of a calm classroom. Commendably, staff empowerment through professional learning is supporting the sustainability of the project.
- The family support worker's knowledge of the school community and her role in the school ensures resources are prioritised to best meet individual children's needs. She has facilitated a range of programmes which support parents and families. For example 15 parents completed a programme designed to strengthen children's social skills and develop their ability to manage emotions. Parents learned to use appropriate praise and positive discipline. All parents who completed an evaluation of the training reported that they gained confidence and learned new parenting skills. This continues to have a positive impact on family relationships.
- Young carers across the school are identified and planned weekly support is provided through 'Fife Young Carers'. Children are given opportunities to participate in activities focused on improving their health and wellbeing. This is helping to develop children's resilience. There are strong links with the secondary school where planned transition ensures children continue to receive this support.
- Staff are aware of the need to support children to address issues of equality, diversity and inclusion. There are strong examples of this being done effectively in some classes. As part of the curriculum review, staff should ensure there are well planned and progressive opportunities for all children to explore diversity and multi-faith issues across the school.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Data presented by the school in 2018-2019 indicates that the majority of children in P1 and P7 are achieving appropriate Curriculum for Excellence (CfE) levels in reading, in writing at P4 and P7 and in numeracy at P7. Most children are achieving appropriate CfE levels in reading at P4, writing at P1, listening and talking in P1 and P7 and numeracy at P1 and P4. Almost all children in P4 are achieving appropriate CfE levels in listening and talking. This has resulted from focused work by staff to improve children's vocabulary. Figures for children achieving appropriate levels in numeracy have increased at all levels over the past two years. Staff recognise the need to ensure that this work now impacts positively on children's attainment in reading and writing. The headteacher is confident that the school's attainment figures have become more accurate in recent years as a result of the improved understanding of the moderation cycle.

Literacy and English language

Listening and talking

- Children at early level listen well to their teacher and almost all take turns when working with a partner. At first level, most children can express a preference and justify their choice. Most listen to instructions from an adult. They are less skilled in taking turns to speak when working with one another. Children at first level are beginning to create their own questions to ask others. At second level, children talk proudly of their contributions to school events, including presenting workshops to staff and colleagues. Most listen respectfully to one another in group discussions and build upon one another's answers.

Reading

- Children at early level are beginning to recognise sounds and letters. They enjoy listening to stories and are beginning to think about how characters might be feeling. At first level, most children say that they enjoy reading and confidently name main characters in stories. Most children can identify a favourite author. Most children read fluently and with expression. They make predictions with increasing confidence. A few children answer inferential questions. At second level, the majority of children identify favourite authors and discuss why they enjoy a particular genre. The majority of children read aloud fluently, using punctuation to aid understanding. The majority of children answer literal questions about a text. Children would benefit from more opportunities to develop their ability to respond to inferential questions. Across the school, children are provided with regular opportunities to read in class. All children report that they enjoy reading.

Writing

- Children at early level are developing their letter formation and, with support, are beginning to construct a sentence. They have opportunities to develop their writing through play. For example, writing shopping lists and party invitations. At first level, children label pictures

accurately and write diary entries and letters. The majority of children at first level write in sentences. Children would benefit from more regular opportunities to write across curriculum areas to provide further practice in using punctuation accurately. At second level, children write for a range of purposes and audiences. The majority of children write in paragraphs and are developing their skills in identifying the features of different types of texts. For example, older children are learning about the features of a science report. At second level, a minority of children are not using punctuation consistently in extended pieces of writing. Across the school, presentation of written work could be improved.

Numeracy and mathematics

Number money and measure

- At early level children engage with practical materials to use one-to-one correspondence to count to 20. Most children who have achieved first level can round whole numbers to the nearest ten but are less confident at rounding to the nearest 100. Children would benefit from further work to calculate the correct change within £10. At second level all children can round whole numbers to the nearest 1,000, 10,000 and 100,000. Almost all children can explain the link between a digit, its place and its value. Almost all children multiply decimal fractions to two decimal places by ten, 100 and 1,000 but are less confident in dividing decimal fractions. Almost all children can calculate simple fractions of a quantity. Most children calculate durations of activities and events bridging across several hours and parts of hours.

Shape position and movement

- At early level children recognise and match 2D shapes and are developing their knowledge of 3D objects through play. At first level the majority of children identify a range of 2D shapes and describe their properties. Children are given the opportunity to apply their learning of 2D shapes with natural material outdoors. A few children recognise a right angle. Children would benefit from more opportunities to further develop their understanding of angles. At second level, most children describe circles using radius, diameter and circumference. Most children know that the radius is half the diameter. Children are less confident in describing and classifying angles using appropriate mathematical language.

Information handling

- At the early stages children match and sort objects through play. Children at first level can answer simple questions about information displayed on bar graphs. At second level children are developing their knowledge of mathematical language linked to analysing, interpreting and drawing conclusions from a variety of data. They would benefit from more regular opportunities to do this across a range of contexts.

Attainment over time

- Over the last three years, school tracking data demonstrates a varied picture in children's progress over time. There has been a steady improvement in numeracy at all stages and a marked improvement in literacy at first level last session. Attainment in literacy across other stages is more variable. The headteacher reports that teachers are improving their understanding of the moderation cycle through collegiate work within the school and cluster. Moderation standards are being discussed and agreed now with colleagues across the school's local learning community. The headteacher is confident that teachers are developing a more systematic and accurate overview of attainment. The local authority tracking system and data analysis provides a clear picture of the progress and needs of different groups of children. Senior leaders should ensure that all staff have an appropriate level of skill in data analysis so that they can plan to support best progress in learning for all children.

Overall quality of learners' achievement

- The majority of children demonstrate confidence in social interactions with peers, staff and visitors. They show qualities relating to positive citizenship, interacting well with other children, sharing resources willingly and showing concern for others' welfare. There are four councils to which children are elected by their peers: Pupil, Eco, Learning and charities, RRS. These are providing good opportunities for the children involved to develop leadership skills. Children's achievements in and outwith school are recognised by staff in a range of ways. These include wall displays, assemblies, newsletters and creative and rewarding experiences such as the 'Famous Five', 'Golden Table', 'Huddle with the Heidis'. Children enjoy celebrating their success at school assemblies where they are awarded 'Over and Above' certificates. These support an ethos of equity and inclusion in relation to children's achievement. Figures from Sport Scotland confirm an increase in participation in activities promoted through the Active Schools Co-ordinator.
- An improved system is being developed to track children's participation in sporting, non-sporting activities and curricular projects. As planned, the school should develop an approach to monitoring and tracking children's achievements, which will allow staff to identify where opportunities can be planned to address gaps where necessary. Opportunities for pupil voice and pupil leadership should continue to be developed as part of the school's work to raise attainment and achievement.

Equity for all learners

- Most children in the school experience some barriers to their learning at some point. Staff, including support for learning staff, know the children well. They have a strong understanding of the impact of barriers to learning, including stress/anxiety, trauma, family engagement and attachment issues. A variety of creative arrangements ensure that all children have equity of access to the full range of school activities. Staff provide selected learners with individualised support including the development of health and wellbeing skills to support children's resilience. Senior leaders and staff use Attainment Scotland Fund and PEF with the aim of improving learning through supporting the wellbeing of all members of the school community. The headteacher monitors and evaluates the impact of PEF on individual learners and there have been small improvements in their attainment. The use of additional digital resources is supporting selected children to extend their reading, writing and numeracy skills.
- The headteacher understands that strong attendance supports improvement for those who face additional challenges. Attendance has shown a small decline in recent years. The headteacher agrees that she needs to monitor attendance closely and take appropriate action to ensure all children receive their full entitlement to education. This includes continuing with the good work done over the past year to reduce exclusions.

Choice of QI: Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- The school has a range of supportive and effective partnerships, based on the vision of 'Belong, Believe, Be Happy'. The aim of partnership working is to support emotional wellbeing, build a sense of community and reinforce high aspirations for all. All staff are committed to developing and sustaining these partnerships and they can identify the positive impact on their own practice and on the children's learning experiences.
- A wide range of establishments, agencies, services and stakeholders contribute to the life of the school and make important contributions to the curriculum. There is evidence that partnership working is having a positive impact on children's learning experiences. For example, an input from staff at a local engineering company stimulated discussion and engagement around the range of careers available in this sector. The majority of partners who responded to the pre-inspection questionnaire are positive about the school's approach to partnership working and believe that their contributions are valued and recognised by staff.
- Staff have also benefitted from professional learning opportunities facilitated by many of the partnerships. These have included training on Robust Vocabulary and the development of behaviour management strategies. This has led to consistent approaches being used across the school which is resulting in clear expectations of children and staff.
- There are effective links with the Chaplaincy team, Family Learning, Community Learning and Development (CLD), Fife Young Carers and local businesses. In addition to this, collaborative work with the Speech and Language service, Educational Psychology, Active Schools, the Library Service and schools in the cluster and beyond has also been successful in improving outcomes for children. The school has produced a yearly planner to identify the input from these existing partnerships. This helps to ensure that all stages are benefitting from the expertise and knowledge that these partners can provide. However, there is scope to develop more integrated approaches and embed partnership working across the curriculum, rather than stand-alone projects or events. This can help to shift the focus for evaluation beyond inputs to take account of outcomes for children.
- The majority of parents feel that they are kept informed about the work of the Parent Council and that they are encouraged to get involved. However, the headteacher acknowledges that there is a need to work with the Parent Council to develop its role more fully and communicate more regularly with the wider parent body. This can help it to be more proactive in influencing decisions and representing parental views.
- Parents are provided with regular opportunities to participate in decision making in the school and support their child's learning, but there is scope to increase this involvement. The majority of parents who responded to the pre-inspection questionnaires and attended the focus groups felt that they would welcome more helpful and timely information about their child's learning. The school should now consider strategies that would help to increase parental engagement, particularly to support children's learning.

- Most staff report that they receive encouragement and support to share practice with colleagues from other schools. Curriculum development is planned, led and evaluated by practitioners in partnership with colleagues in the cluster and beyond.
- Previous work has included the collaborative creation of learning pathways for key skills linked to 'Developing the Young Workforce'. This session, a cluster steering group is leading collegiate work on the development of a consistent approach to planning a writing lesson. Professional learning focusing on the moderation cycle has also evolved from this partnership with cluster colleagues, leading to increased teacher confidence when making professional judgement. Staff from partner agencies have led training on areas such as vocabulary development and strategies for managing behaviour effectively. The professional learning facilitated by partnership working within the cluster has led to increased confidence and skill amongst practitioners and is helping to build leadership capacity within the school.
- Collaboration with cluster schools supports consistency and aids a smooth transition for learners in Primary six and Primary seven as they move on to secondary school. The school should explore opportunities to extend and develop further links with staff from the local secondary school. Sharing expertise, expectations and approaches across the curriculum would be of benefit to practitioners and all learners, including the younger children.
- The impact of the school's partnership with Family Learning has been significantly positive. Staff, children and parents can identify the impact this work has had on improving relationships, wellbeing, engagement and outcomes for families. It is supporting greater equity and inclusion across the school and wider community.
- Staff from local businesses and Fife College led workshops as part of a Developing the Young Workforce week and Enterprise project. These have contributed to the children's understanding of employability skills and broadened their awareness of job opportunities.
- The local library service visits the school fortnightly and there have been visits from children's authors. Staff report that this has had a positive influence on learners' views on reading for enjoyment and their levels of engagement. School leaders should review access arrangements to ensure that all children who want to are able to take advantage of this helpful resource.
- The school should now look for ways to track and monitor the impact of partnerships in a consistent manner. This will help staff to identify gaps, individual and collective progress and areas for further improvements, which will help to inform future planning in collaboration with their partners.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.