



## Anstruther Primary School

### **Standards and Quality Report Achieving Excellence and Equity**

#### **Context**

Vision (currently under review)

- At Anstruther Primary School and Nursery we show mutual respect and care for one another and work to develop positive and supportive relationships with everyone. We want to have a friendly welcoming 'family' ethos where everyone feels safe, happy and looked after.
- In our school we are mindful of the fact that children and their families have different needs, and we will work to provide the excellent teaching, help and support that enables everyone to learn and exceed their potential.
- Staff children and parents recognise that in different ways, everyone has a contribution to make to the life of the school and their learning. We will support young people to be confident, independent and willing to engage with new ideas to become creative thinkers and problem-solvers.
- We know how important it is to have a Growth Mindset and develop resilience so that we see mistakes not as failures but as opportunities for learning. We are aware that, with effort, and perseverance, everyone can learn and improve

Values

#### **Care Contribute Succeed**

Aims

- To maintain positive, respectful and supportive relationships between staff children and parents
- To aspire to excellence in all that we do
- To continuously raise attainment in our school so that every pupil makes the best possible progress with their learning
- To enable children to make informed choices about keeping themselves healthy and safe
- To support everyone in school to have a growth mindset in all they do
- To remove inequity in our school and support all families and learners to be the best that they can be
- To enable children to succeed in the world of work and make positive contributions to the lives of those around them and the wider community

<b>Setting/School Roll</b>	<i>School 325 ELC 56</i>			
<b>FME</b>	<i>19.8%</i>			
<b>Attendance (%)</b>	<b>Authorised</b>	<b>4.67%</b>	<b>Unauthorised</b>	<b>2.87%</b>
<b>Exclusion (%)</b>	<i>0%</i>			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	<i>£52684</i>			

The school and ELC serves the town of Anstruther and outlying area of Kilrenny and Cellardyke. The community take pride in its fishing heritage and traditions. These are reflected in the school's context for example with the school house names reflecting the fishing heritage. Employment locally is diverse, with a range of business; many providing for tourism in the area. There are still some businesses directly involved in or connected to the fishing industry.

The staffing comprises an Acting Headteacher (from 24 Jan 2022), Depute Headteacher for Early Years, Acting Depute Headteacher for the upper school, 17 Teachers, 8 Pupil Support Assistants, 9 Early Years Officers, Peripatetic ELC Teacher, 2 Support for Learning Teachers and 2 Admin/Clerical Assistants.

The children and staff enjoy a well-equipped learning environment provided by the modern facilities within our building. There are 14 classrooms and well-resourced ELC complex with indoor and outdoor provision. We have a large multipurpose hall with changing facilities and also have full access to the extensive playing fields and the use of the large sports hall that we share with Waid Academy and the local community (now in use after Covid restrictions)

In addition, there is a purpose-built music room (now in use after Covid restrictions). A few children have weekly input from an instrumental instructor who currently offers tuition in violin to children from P5 to P7.

The school provides some outdoor learning experiences within the context of children's learning in school. In addition, there are the opportunities P6 and P7 to experience a residential excursion to Ardroy OEC and Broomlee OEC respectively.

Our opportunities for out of school learning were impacted by Covid, however, there have been some opportunities: Active schools, Glee, Gymnastics, Running, and Netball clubs. The Catering Service have reinstated the 8am-8.45am Breakfast Club.

The school maintains close links with its associated primary schools and with Waid Academy. As a cluster we provide an effective transition programme for P7 into S1.

The school sits within an average SIMD of 6 and have the full range of SIMDs within the school, making a very diverse demographic. As a community there are social, health and financial challenges that can impact on lives or create barriers to learning. We work with a range of services to support children and their families, such as Social Work, Health, Family Support, Young Carers, and DAPL.

### Improvement for Recovery Priority Work Session 2021 – 2022

**Focus:**  
**Develop systematic pedagogical approaches**  
**Improve attainment for writing from initial baseline**

NIF Priority:

To improve attainment for all, especially in numeracy and literacy

To improve the learning progress of every child, by reducing inequality in education

NIF Driver:

School improvement

HGIOS 4 Quality Indicators

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.7 Family partnerships

3.2 Raising attainment and achievement

HGIOELC Quality Indicators

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

3.2 Securing children's progress

**Progress:**

Teachers were introduced to Talk for Writing. All teachers trialled a story mapping approach in classes. The plan was for cooperative teaching however, due to absence, more focused support was given to a few teachers. All children completed a base line assessment which has been used by a few teachers to evidence writing improvement throughout the year. There has been a more focused approach to writing. The planned support for teachers and delivery of lessons was interrupted due to significant staffing issues so there is a need to reinvigorate the approach across the school next session.

**Impact:**

Most children have demonstrated increased and motivation confidence observed by teachers and SLT through pupil conversations.

Less than half have increased in confidence in writing planning observed by teachers and evidenced through writing assessments

Of those of P4-7 surveyed the majority stated they like writing.

Through the Learning Partnership most pupils were able to talk about writing progress and the feedback that they received.

Writing attainment at P1 has been maintained and increased at P4 and P7. Overall writing attainment is satisfactory.

**Next Steps:**

- More opportunities to write should be planned within the week to transfer skills and act on feedback given. An agreed writing strategy should be in place across all stages.
- The school's correction code should be evident in every class and made use of by all pupils and teachers at an appropriate level for age and stage.
- Development & clarity of expectations of literacy learning evidence at early level, within playful pedagogy.
- For P4-7 the use of planning in a motivational and engaging way is required to support children's writing progress
- The teaching, learning and assessment of literacy of will remain a focus for next session's improvement plan

Make learning explicit and visible for all our pupils so they are clear of their progress and their next steps

<p><b>Focus:</b>  <b>Raise attainment in reading by promoting and increasing engagement for all pupils and develop a coherent to teaching reading and responding to text</b></p>		
<p><u>NIF Priority:</u>  To improve attainment for all, especially in numeracy and literacy  To improve the learning progress of every child, by reducing inequality in education</p> <p><u>NIF Driver:</u>  School improvement</p>	<p><u>HGIOS 4 Quality Indicators</u>  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.7 Family partnerships  3.2 Raising attainment and achievement</p>	<p><u>HGIOELC Quality Indicators</u>  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.7 Partnerships  3.2 Securing children's progress</p>
<p><b>Progress</b>  Most teachers received training in the digital programme Lexia. Around 50 pupils, who have shown barriers to learning to read, have followed the individualised digital programme at points over the course of the year. Teachers liaise with our learning support teachers and our Pupil Equity funded teacher to identify pupils who would benefit from the programme.  Teachers looked at closing the gap and were tasked on focusing on a group in their class, making use of their professional knowledge and reading over time.</p>		
<p><b>Impact</b>  A minority of children in Lexia groups have made gains from prior levels of attainment and abilities based on Lexia data.  A minority children are able to access and respond to texts for information in a range of contexts based on Lexia data and evident in teachers' assessment of reading.  Our SNSA data for P4 &amp; P7 showed that most were on track. A consistent use of Lexia and effective assessment of reading will help to marry the data with CfE declarations next session.  From teacher's feedback during our collegiate sessions, most children engage in a range of reading, however a culture of reading is lacking. Of those pupils who took part in the annual survey most stated they liked reading. In a February open feedback survey it was noted that parents like to use real books and did not want to rely solely on digital technology for reading practice.  Overall, reading attainment is satisfactory and good specifically at P1.</p>		
<p><b>Next step</b></p> <ul style="list-style-type: none"> <li>• How we use Lexia will be reviewed under the development of our Learning Support team.</li> <li>• Development &amp; clarity of expectations of literacy learning evidence at early level, within playful pedagogy.</li> <li>• Learning and teaching at First level should be reviewed to maintain the gains made at P1 attainment.</li> <li>• For P4-7 the use of planning in a motivational and engaging way to develop a culture of reading</li> <li>• The teaching, learning and assessment of literacy of literacy will remain a focus for next session's improvement plan, including opportunities to read and assess reading in a variety of ways</li> </ul> <p><u>Make learning explicit and visible for all our pupils so they are clear of their progress and their next steps</u></p>		
<p><b>Focus:</b>  <b>Establish a shared understanding and consistent approach to relationships and getting it right at Anstruther</b></p>		
<p><u>NIF Priority:</u>  To improve attainment for all, especially in numeracy and literacy  To improve the learning progress of every child, by reducing inequality in education</p> <p><u>NIF Driver:</u>  School improvement</p>	<p><u>HGIOS 4 Quality Indicators</u>  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.7 Family partnerships  3.2 Raising attainment and achievement</p>	<p><u>HGIOELC Quality Indicators</u>  1.2 Leadership of learning  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.7 Partnerships  3.2 Securing children's progress</p>

## **Progress**

All primary staff have worked with the school's Educational Psychologist to gain further understanding of children's wellbeing, relationships and regulation.

Teachers and Pupil Support Assistants had an input on staff wellbeing at the February in-service. A wellbeing charter was introduced, highlighting how we look after ourselves and each other.

Teachers were given an input on a trauma informed approach based on the work of Louise Bomber, Know Me to Teach Me. Teachers were tasked with considering how they can support the 4 R's - Regulate, relate, reason and repair. This work is ongoing. Teachers are exploring a nurturing approach dependent on the needs of their class. Staff, families and pupils all recognise there is a need to develop relationships and regulation further.

It was aimed that there were less low-level disruptive behaviours; this will continue into next sessions plan to due to the impact of staff absence, retention and recruitment. Targeted work had to be put on hold to ensure classes were covered.

Staff engaged in the bi-annual child protection training and completed a follow up survey. The Fife audit of child protection was completed and a plan of action drawn up which was started this session and will continue into next. The SLT responsible as named persons now meet on a weekly basis to review current cases, act on staff feedback from the survey and to action the CP plan.

As part of Fife's plan, staff were given the opportunity to complete the Staffwise survey during the February in-service. Half the team completed the survey, despite time being allocated to this.

## **Impact**

There is more of a shared understanding of nurture and relationships amongst the team. This is evident in the approaches used by almost all, evident in direct observations, daily practice, professional dialogue, planning meetings and conversations with children and families.

Through our staff training and professional dialogue work still needs to be done on our consistent approach, building on the shared understanding and knowledge of this session.

Most children feel secure, respected, supported and able to learn shown through pupil feedback, learning partnership and parental feedback.

Pupil engagement during planned observations was good. Developing our learning and teaching strategy next session will help to increase pupil engagement beyond this.

Children, during our Learning Partnership, spoke positively about celebrating diversity and supporting needs. Most, in the pupil survey, feel they are treated fairly and with respect. However, most felt either they did not know or did not agree that bullying is dealt with well in school.

Our parent survey showed that most felt that their children were known as individuals and treated fairly and with respect.

Attainment is rising at a satisfactory level. To capitalise on this further work nurture approaches can be developed further now that C19 restrictions are fully lifted in a bid to help all children feel happy, safe and secure in their learning environment.

The Staffwise survey has shown slight increases of improvement in: ethos, relationships and understanding of one's role. Where there is a need for improvement: managing change and demand, control over way we work, and the physical environment. The majority of the team, from the survey, see these as areas where they would like there to be improvement.

Staff are making use of the local authority reporting system for health safety more consistently. Reports have increased due to this. Over next session, this will be monitored and acted upon to reduce the number of escalated incidents.

## **Next steps**

- All pupils need to know more about the school's priorities and be included in developing them.
- Establish a shared practical strategy that supports the wellbeing of everyone
- Continue to address the Child Protection action plan and staff feedback
- Agree with the new team a staffwise plan of action to address demand, change, control and physical environment.

**Focus: Improve the skills in speech, language and communication of pre-school of target group from 47% to 85%**

<p><u>NIF Priority:</u> To improve attainment for all, especially in numeracy and literacy To improve the learning progress of every child, by reducing inequality in education</p> <p><u>NIF Driver:</u> School improvement</p>	<p><u>HGIOELC Quality Indicators</u></p> <p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Securing children’s progress</p>
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**Progress**

All nursery staff engaged in professional reading have developed their understanding of strategies and interventions to support children with their speech, language and communication. All staff analysed the elips assessment information at the beginning of the session to identify children who were more than 6 months behind track. Using a combination of the data, professional judgement and the staff’s knowledge of the children and families, a target group was created. All children in the setting benefited from the increased focus on speech, language and communication and from staff embedding the SALT handbook and communication high 5 strategies universally throughout the setting. The target group benefited from a more focused and targeted approach and the impact of the intervention was measured through a combination of data, observations and people’s views.

All children within the target group completed speech sound assessments and this baseline was used as a focus for intervention work. The children in the group benefited from planned quality interactions and focused support over the session. There was a focus on specific speech sounds with certain children, using the speech, language and communication guidance. The elips intervention toolkit was also used to support all children in the setting with a more targeted approach for the identified group of children.

Each EYO linked their personal action plan to speech, language and communication wherever natural links could be made. Each member of staff has embraced and worked on an area of personal leadership over the session and within this, they have given consideration to different way of improving outcomes for children in relation to their language and communication skills within their action plan. This has been evaluated at regular intervals through the session to ensure the pace of change is sustained.

Bookbug sessions and PEEP sessions have supported children with developing their language skills, as well as upskilling parents on how to support and extend children’s learning at home and in different contexts. We have also used Peep sessions to target specific families and offer the support they need, signposting to different services, such as speech and language or paediatrics, when needed. Nursery planning meetings have enabled staff to regularly engage in professional dialogue, analyse progress and plan next steps for children within the target group. Staff identified the importance of quality learning environments and the invaluable role this plays in enriching the quality of the children’s experiences and opportunities to develop the language skills. Core provision audits, for example, were carried to ensure the environment offered quality opportunities to develop language and communication skills both indoors and outdoors. Within a busy setting, engagement levels are consistently high. This has been regularly observed during visits from our visiting nursery teacher, area PT, EYDO, EYLO’s, learning partnership visits etc.

Robust and consistent quality assurance of PLJ’s has taken place throughout the setting. The work from the last 2 years on quality interactions and observations is evident in the quality of the PLJ’s. This session we have focused on literacy to link with the work of the nursery on speech, language and communication.

During the pandemic, direct support from partner agencies could not be delivered in the same way as previous years. Some children who may have benefited from a more intensive support have had an extended wait. During this period, staff have been creative with the ways that support has been offered.

**Impact**

All staff have increased knowledge, understanding and skills in supporting children who face challenges with speech, language and communication. This is evident during planning meetings and professional dialogue with staff during planning and tracking meetings. All staff know their key children very well and can talk confidently about their next steps.

All children identified in the target group have improved communication skills and have made good progress with their speech and language throughout the session. This has been evident through observations and both planned and natural interactions. The progress is also reflected in the gains

made in the elips data for almost all children over the session. Elips data improved from 47% in the entry baseline to 80% in the follow up for the Expressive (Saying) element of the assessment. An increase of 33%.

The most significant gains made were very clearly with our target group of lower achieving children. While re-assuring, the elips data also highlighted that the gains for the higher achieving children weren't quite as substantial. This will continue to be a focus to ensure that our higher achieving children are challenged and have opportunities to exceed their potential. An audit led by our SEYO has already noted progress in this area.

All children in the setting are consistently observed to be happy, safe, engaged and settled. This was evident when children's views were gathered throughout the session via a child friendly questionnaire as well as through the positive feedback received throughout the session from visitors to the setting. Almost all children are consistently engaged in quality learning experiences. A few children with additional support needs are very well supported to engage and strategies are in place to ensure they have positive and successful experiences. Our educational psychologist and support for learning teacher supports on a consultative basis to ensure that strategies are in place to support these children to communicate their wants and needs effectively. Count me in' plans are included for all children identified as having additional support needs. This helps to ensure all staff have a shared understanding of how to support and extend learning. For a few children, a 'Child's Plan' is in place and reviewed regularly as a more intensive level of support and planning is needed.

Throughout the session, staff and children's interactions have been observed to be of a consistently high quality. Regular feedback from EYDO's as well as less regular visitors such as EYLO's has been overwhelmingly positive, highlighting interactions within the setting a being of very high quality, nurturing and challenge thinking. The ethos and culture of the nursery is indicative of the positive interactions throughout the setting and quality of the staff team.

Feedback from parents and carers in parental questionnaires has also been very positive, demonstrating that feel their children are safe, happy and almost all enjoy their nursery experience. The feedback also indicated that our parents are aware of the focus areas of nursery improvement. Bookbug and Peep sessions have been well received and have focused on speech, language and communication, however we will continue to seek improved ways to engage families who would benefit from attending.

Monitoring and moderation of PLJ's and seesaw observations highlight that most children are making very good progress through early level. This is evident in the quality and consistency of observations and the use of the language of learning and progressive language in the observations. A few children continue to experience difficulties and plans are in place to support these children.

The pandemic has impacted on the quality of support for some children who need a more intensive plan around them. For example, direct intervention from speech and language therapy. This is something that we will now work on throughout the coming session to re-establish links with partners and strengthen partnerships as restrictions reduce.

#### Next steps

- Continue our improvement journey of improving the quality, consistency and frequency of **outdoor experiences**
- **Strengthen our partnerships** to continue to support our most vulnerable children and families
- Sustain the **systematic approach** used this session to identifying **target groups** to continue to identify areas for nursery improvement (Upskill staff to do this with more of a distributive leadership approach)
- Ensure **pace and challenge for higher achieving children**

#### Attainment of Children and Young People

2021/22

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	85%	85%	87%	87.2%
P4	73.5%	71.4%	77.5%	71.4%
P7	88.2%	70.6%	88.2%	76.5%

2020/21

Stage	Reading	Writing	Listening and Talking	Numeracy
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<b>P1</b>	<b>81%</b>	<b>84%</b>	<b>84%</b>	<b>86%</b>
<b>P4</b>	<b>61%</b>	<b>57%</b>	<b>66%</b>	<b>78%</b>
<b>P7</b>	<b>67%</b>	<b>62%</b>	<b>80%</b>	<b>64%</b>

2019/20

<b>Stage</b>	<b>Reading</b>	<b>Writing</b>	<b>Listening and Talking</b>	<b>Numeracy</b>
<b>P1</b>	<b>91%</b>	<b>91%</b>	<b>93%</b>	<b>98%</b>
<b>P4</b>	<b>75%</b>	<b>50%</b>	<b>86%</b>	<b>82%</b>
<b>P7</b>	<b>75%</b>	<b>64%</b>	<b>82%</b>	<b>68%</b>

### **Evaluative statement of attainment over time.**

Overall attainment is satisfactory. The stretch target for literacy, 71.2%, has been met this session. Gains are being made across literacy and numeracy at all stages to bring levels up from the impact of Covid. The school benefits from the good baseline shown in the ELC Elips and initial Base assessment. The aim for next session is to maintain the levels at P1 and to have P4 & P7 at a minimum of 77%, our stretch target for 2022/23. The focus will remain on literacy through quality learning and teaching for next session, especially at early into first level, where typically attainments drops. Targeted work through our use of our pupil equity fund will concentrate on groups at second level. The teachers have identified the need to review planning and resourcing; next session this will be addressed for literacy and maths and generally across the BGE.

In numeracy the stretch target of 76.5% has been met for this session. Our SNSA data has supported teacher's CfE declarations and shown that teaching and learning at first level would benefit from review to ensure the gains made at early level follow through.

### **Evidence of significant wider achievements**

- All pupils had the opportunity to read, learn and perform a Scottish Poem for the school's annual competition, building literacy skills and raising awareness of our Scottish culture
- P4-P6 took part in the Youth Music Initiative, learning songs, rhythms, Gaelic and Scots to perform.
- A small group of upper group children took part in a cross-country event – all demonstrated resilience and motivation in a challenging race
- A group of P6 children took part in a football festival – they demonstrated good teamwork and enjoyed being able to mix with other schools again
- All classes held a Christmas craft enterprise where they could develop their creativity skills.
- P2 extended their learning about reducing waste and recycling. They shared their learning with the wider school by sharing information video to support others to care for the environment
- P3 received a letter of thanks from the local elderly people they had gifted. They also made cards for First Responders helping them to become effective contributors.
- P2 have had opportunities to perform improving their presentation skills, developing growth mindset and building on being confident individuals
- The upper school pupils had the opportunity to take part in Heart Start, learning how to save a life and be responsible citizens
- P4, P5 and P6 used the context of COP26 to enhance their understanding of the environment and sustainability
- P5 and P6 received an input from the Police Scotland to raise awareness of internet safety and being respectful
- P5 took part in a Diabetic Challenge to learn more about the condition
- Groups of children have led on; Pupil Council, Eco and Rights Respecting Groups which has developed them in the four capacities and supported the wider life of the school.
- P6 pupils had the opportunity to take part in Ardroy Outdoor Education as residential excursion, focusing on DYW skills. They learned about themselves and their peers, personally challenging themselves through a range of physical and mental activities.
- P7 pupils took part in the John Muir award, learning about our environment, building teamwork and independence.
- All P7 pupils have the opportunity to take part in a cluster transition residential to Broomlee to build relationships with new people ready for moving onto Waid Academy
- P7 have considered DYW through the project; What would you do if you were an engineer?
- Our house and vice captains provide a daily announcement to the whole school demonstrating confidence and leadership
- The upper school pupils have the opportunity to be a Playground Pal, supporting the younger pupils at play. For many this develops positive relationships across the school and help build confidence in both the older and younger pupils.

- Active Schools have given the upper school a variety of taster sessions to try out different sports and make longer lasting links in the community
- Nursery children extended their interest in water safety resulting in a fundraiser for RNLI. They also benefited from a visit to the setting from RNLI representatives
- A target group of 20 early years children and their families engaged in a 6 week block of weekly literacy workshops to develop their phonological awareness. This involved weekly parent meetings, additional support in school as well as reading and phonics home learning activities.

**Impact of Local/National resources to support recovery within your setting (additionality of staffing)**

Additionality in staffing (teaching/support)	0.4FTE
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The school was unable to establish consistent staffing for the year. The school was heavily impacted by covid absence and both long and short term absence throughout the year but especially in terms 2 and 3. Any additionality that was available was used to cover classes. Where possible support has been given to pupils who require co-regulation and to support readiness to learn. When the additional staffing has been used for this support it is evident that there is greater emotional regulation and ability to focus on learning, shown through professional conversations and targeted pupil views. Almost all who have had the chance for co-regulation have benefited but not in a sustainable way. Next session, it is hoped that more nurture groups and targeted learning groups can be established to support pupils more effectively.

**Scottish Attainment Challenge Funding**

**Progress:**

An experienced teacher was released to from class commitment from the beginning of the session to support teachers in the delivery of writing and target groups of pupils in P4-6 in learning to write, helping them to become back on track for their stage. However, the school was adversely affected by staff absence early in the session and throughout the year. As supply staff and recruitment was extremely challenging any additional teachers, including the SLT were used to cover classes for both long and short term absence. A small scale project was then implemented as an alternative to our original plan. The DHT and PEF Teacher worked with a targeted group of pupils and their parents at P1-3 to develop the foundations of literacy through family engagements. Lexia, a digital programme to support reading was purchased and used for those off track. Pupils can work through this independently and is accessible both at home and school. Our Pupil Support Team had additional hours provided through PEF to support the most vulnerable pupils. They have been supported through co-regulation and planned activities at points of transition. Almost all of this group have formed positive and trusted relationships with key members of staff.

**Impact:**

Attainment is improving overall in writing, compared to last session (see table above), however for those off track there is a need for a targeted approach. Just over half of pupils have shared that they like writing. Creative approaches and the use of technology should be explored to engage learners in writing and increase motivation. Of the children accessing Lexia, most have shown an overall progress, while a few have met predicted benchmarks shown through the Lexia reporting. How Lexi is used will be reviewed next session. Almost all the group of children supported by PSAs have formed positive and trusted relationships with key members of staff, evident in pupil conversations and feedback from staff. For a minority there has been an improvement in their readiness to learn evident in observations and feedback from staff.

**Next Steps:**

- Target literacy groups, particularly at those not quite at second level or off track at second level.
- Build on nurturing approaches in next session's plan around co-regulation and supporting readiness to learn.

**School/Setting Name: Anstruther Primary School**

**NIF Quality Indicators (HGios 4) School Self- Evaluation**



<b>Quality Indicator</b>	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>	<b>Inspection Evaluation</b> <i>(within last 3 years)</i>
<b>1.3 Leadership of change</b>	Good	Good	Satisfactory	
<b>2.3 Learning, teaching and assessment</b>	Satisfactory	Good	Satisfactory	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Satisfactory	
<b>3.2 Raising attainment and achievement</b>	Satisfactory	Satisfactory	Satisfactory	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>	<b>Inspection Evaluation</b> <i>(within last 3 years)</i>
<b>1.3 Leadership of change</b>	Good	Very good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Very good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Securing children’s progress</b>	Good	Good	Good	

## Session 2022 -2023 Improvement Plan

<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.				
<b>1. Focused Priority: Improve the quality and effectiveness of learning and teaching through the context of literacy across P1-7</b>				
<b>HGIOS4 Quality Indicators</b>				
<u>HGIOS 4 Quality Indicators</u> 1.2 Leadership of learning 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales





**National Improvement Framework Priority:**  
 Improvement in children's and young people's health and wellbeing.  
 Improvement in employability skills and sustained positive school leaver destinations for all young people.

**2. Focused Priority: Wellbeing for all:**  
**Relationships & Regulation Strategy – An inclusive approach to managing distressed behaviour and supporting children to regulate emotions. We know that while children are in a state of stress the executive functioning skills are inhibited. By creating calm and safe learning environments children are in a better place to improve these EF skills therefore making them ready to learn.**

**HGIOS4 Quality Indicators**

- HGIOS 4 Quality Indicators  
 1.3 Leadership of change  
 1.4 Leadership and management of staff  
 2.1 Safeguarding and child protection  
 2.4 Personalised support  
 3.1 Ensuring wellbeing, equality and inclusion  
 3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b>For all learners: almost all feel they are supported in their wellbeing and feel safe in school. From 60% to 90% by May 2023.</b></p> <p>Pupils benefit from a strong team who are resilient and supported to carry out their role:</p>	<p>Working party</p> <ul style="list-style-type: none"> <li>Follow Fife Behaviour Policy checklist</li> <li>Create practical strategy to enhance the school's overarching policy.</li> <li>Plan for teaching of emotional regulation and executive functions</li> <li>Revisit of P Dix: WTACEC and L Bomber: KMTTM</li> <li>Create mini guide for an inclusive and nurturing classroom</li> </ul> <p>SLT to organise</p> <ul style="list-style-type: none"> <li>Purchase and introduce Emotion Works programme</li> <li>Purchase and introduction to kitbag</li> </ul> <p>Parent wellbeing group:</p> <ul style="list-style-type: none"> <li>Agree wellbeing outcomes to focus on, including anti-bullying strategy, gender stereotypes, DWY, emotional regulation</li> </ul>	<p>Working party of teachers: TBC</p> <p>SLT monitoring calendar</p> <p>SLT with support from SfLT</p> <p>Parent group and L Manton</p>	<p>Baseline gathering of data of targeted children's wellbeing needs/executive functions.</p> <p>Follow data as planned by working party</p> <p>Pupil feedback at regular learning conversations – planned monitoring</p> <p>Monitoring of H&amp;S data</p> <p>Record of action plan/QI method led by working party</p> <p>Learning Partnership – pupil and parent views</p>	<p><b><u>Planned in WTA</u></b>  <b>August in-service – Finalisation of working party groups, draft plan of action and distribute tasks</b></p> <p><b>4 sessions for working party over the year – Sept, Oct, Jan, Apr</b></p> <p><b>2 sessions for reporting to school and review – Nov &amp; Feb Inservice</b></p> <p><b>Kitbag training – 1hr</b>  <b>Emotion Works training – 2 hrs+</b></p> <p><b>Term 1 &amp; February in-service: Staff wellbeing strategy</b></p>

<p><b>Almost all staff feel they are supported in their wellbeing and know the pastoral support available to them.</b></p>	<ul style="list-style-type: none"> <li>Plan activities for parents and carers to engage and support focused wellbeing strategies</li> </ul> <p>Whole staff</p> <ul style="list-style-type: none"> <li>Identify the 'big rocks' around management of change, demands, control and physical environment</li> <li>Begin strategy for staff wellbeing and pastoral support</li> </ul>	<p>All: PSAs, Teachers and SLT</p>		
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Ongoing Evaluation

**National Improvement Framework Priority:**  
Improvement in attainment, particularly in literacy and numeracy.  
Closing the attainment gap between the most and least disadvantaged children.

**3. Focused Priority: Curriculum pathways and planning**  
**We have a significantly different team for this session. This is an opportunity to revisit our curriculum, what we plan for and what we need to deliver high quality learning experiences across the curriculum**

**HGIOS4 Quality Indicators**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
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			<b>(Triangulation of Evidence/QI Methodology)</b>	
<p><b>We will have a clear vision and rationale shaped by our well-established values by end of August 2022</b></p> <p><b>Our learning pathways will support children to build on prior learning and support progression by Feb 2023</b></p> <p><b>Most learners demonstrate skills in literacy, numeracy, health and wellbeing and digital literacy at a high level in a variety of meaningful contexts by May 2023</b></p> <p><b>Almost all children experience increasing levels of challenge as they develop skills for learning, life and work by May 2023</b></p>	<ul style="list-style-type: none"> <li>• Redefine vision statement for the school</li> <li>• Revisit and revise the Curriculum Rationale (linked with work of curriculum working party)</li> <li>• Early years teachers to develop PPP appropriate planning</li> </ul> <p>Working Party</p> <ul style="list-style-type: none"> <li>• Development of planning/pathways at first and second/third level - Streamlined, digital, shared, focus on learning progression, learning across the curriculum, WAGOLL</li> <li>• In establishing pathways the design principles are taken into account</li> <li>• Homework review – consultation with parents and pupils</li> <li>• Highlight opportunities for DYW (link to LTA plan above), outdoor learning, digital literacy, IDL, meaningful contexts and working with partners</li> </ul>	<p>L Manton (Started June 22) Rationale – led by SLT. Include consultation with pupils, parents and staff</p> <p>P1 Teachers and DHT</p> <p>Working party of teachers: TBC</p> <p>Digital literacy - D Noble</p>	<p>Monitoring of planning</p> <p>Tracking and attainment meetings</p> <p>Pupil views – learning conversations</p> <p>Record of action plan led by working party</p> <p>Annual survey</p>	<p>Vision reviewed and in place by August 22</p> <p><u>Planned for in the WTA</u> <b>August in-service – Finalisation of working party groups, draft plan of action and distribute tasks</b></p> <p><b>4 sessions for working party over the year – Sept, Oct, Jan, Apr</b></p> <p><b>2 sessions for reporting to school and review – Nov &amp; Feb Inservice</b></p> <p><b>Audit of maths resources – Nov in-service</b></p>
<b>Ongoing Evaluation</b>				



**4. Focused Priority:** Continue our improvement journey of improving the quality, consistency and frequency of **outdoor experiences**

**HGIOELC Quality Indicators:**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life and learning

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By June 2023, all children will have increased opportunities to participate in a diverse range of outdoor learning experiences</p> <p>Improvement in gross motor skills, speed and agility of target group 1</p> <p>Improvement in self-help skills and initiative in target group 2</p> <p>Improvement in ability to identify risk and engage in risky play safely of target group 3</p>	<ul style="list-style-type: none"> <li>• Looking inward – Self-evaluation of where we are now/strengths and where we want to be by June 2023</li> <li>• Identify target groups as a focus for observations</li> <li>• Looking outward – Learning visits to other outdoor settings highlighting good practice in similar size nurseries</li> <li>• Review of out and about calendar</li> </ul>	<p>DHT/SEYO's/ EYO's/NT</p> <p>DHT/SEYO's/EYO's</p> <p>SEYO's/EYO's</p> <p>SEYO's/EYO's</p>	<p>Self-evaluation</p> <p>Observation of target group</p> <p>Responsive planning and evaluations</p> <p>Increase in opportunities evident in out and about calendar</p> <p>Improvement journey floorbook</p>	<p>August (Initial nursery meeting) 2022</p> <p>September 2022</p> <p>Plan visits between September 2022-December 2022</p> <p>September 2022</p> <p>September 2022 – will develop throughout session</p>

<p>Outdoor provision, including core provision will reflect the quality indoors. We will build on the work started last session to enhance the quality of our outdoor experiences in our nursery garden as well as wider outdoor experiences</p>	<ul style="list-style-type: none"> <li>• Children's voice – gather views (improvement journey floorbook?)</li> <li>• Parents views previously gathered – now work on strengthening links with families and community partners who can support our improvement journey</li> <li>• Plan opportunities throughout the session to engage in the refreshed quality assurance framework and ensure this is reflected in our outdoor learning provision</li> <li>• Inviting outdoor spaces</li> <li>• Audit of core provision outdoors</li> <li>• Audit of opportunities to develop literacy and numeracy skills outdoors – missed opportunities?</li> </ul>	<p>SEYO's/EYO's</p> <p>DHT/SEYO's/NT/EYDO</p> <p>DHT/SEYO's/Nursery Team/EYDO/NT</p>	<p>Feedback/views</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Parents</li> <li>• Staff</li> </ul> <p>ELIPs data</p> <p>Professional dialogue/ Upskilled staff</p> <p>Learning partnership visits</p> <p>Observations</p> <p>PLJ monitoring/observations</p>	<p>Parents views – Sept 2022 &amp; follow up May 2023</p> <p>Aug 2022 –June 2023</p> <p>Audits between Sept-Dec'22</p> <p>Aug 2022 – June 2023</p>
<p><b>Ongoing Evaluation</b></p>				



## 5. Focused Priority: Strengthen partnerships and improve community and family links to improve outcomes for children

### HGIOELC Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life and learning

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Re-establish a consistent approach to linking with partner agencies improve outcomes for all children but with a focus on children experiencing disadvantage</p> <p><b>Intervention 1 (Health Visitor/Parents)</b> By 2023 all identified children will have improved attendance and any barriers to attendance will be reduced</p> <p>All children will be protected by robust and thorough safeguarding procedures</p> <p>All identified families experiencing disadvantage will feel supported and know who to reach out to for appropriate support (Nursery/HV)</p>	<ul style="list-style-type: none"> <li>• Identify target group: Families experiencing potential disadvantage at home including poverty/mental health/child protection (use SIMD/FME data, information from partnerships with parents and other agencies)</li> <li>• Support and Safeguarding -</li> <li>• Include monthly meeting with Health Visitor (planned into strategic calendar)</li> <li>• Review policies and protocols for incident reporting/child protection</li> <li>• Liaise with HV to support families in need of</li> </ul>	<p>DHT SEYO's EYO's NT HV</p> <p>DHT/SEYO's/HV</p> <p>DHT/SEYO's</p>	<p>Attendance records Clarity and consistency of policies Feedback from parents Increase in families accessing appropriate supports Observations Attendance and engagement at PEEP/Bookbug sessions by target families</p>	<p>Att records: Aug '22, Dec '22, June '23</p> <p>Review of policies Sept '22 Dec '22</p> <p>Jan '23-June '23</p> <p>A</p>

<p>Cost of the nursery day will be reduced for all</p> <p>Intervention 2 (SALT) By 2023, all children in target group will improve speech, language and communication skills</p> <p>Intervention 3 (Community Partnerships) <b>Almost all nursery children will experience and develop understanding of skills for learning, life and work by May 2023</b></p>	<p>signposting for financial support/food/health</p> <ul style="list-style-type: none"> <li>EYDO to refresh SALT folder and re-visit this with all nursery staff:</li> <li>Academic disadvantage (use elips to identify learners 6+ behind track)</li> <li>Social/emotional disadvantage – children experiencing difficulties with communication/social interactions/self-regulation (Use observations, professional judgements/SFL information)</li> <li>ELIPS Intervention toolkit</li> <li>Within personal action plans, link with parents and community partners in relation to developing the young workforce</li> <li>Visits to local businesses</li> <li>Meaningful links to DYW in response to children's interests</li> </ul>	<p>DHT SEYO's EYO's NT HV EYDO</p> <p>DHT SEYO's EYO's NT HV EYDO</p>	<p>Self-evaluation Staff views Parent views Elips data Actions plan evaluations Professional dialogue Consistency in links/recording</p> <p>Personal action plans and evaluations Responsive planning Feedback from partners</p>	<p>August 2022 – Dec 2022 – self evaluations and AP's</p> <p>Dec 2022 –June 2023 Measure of success using triangulation of evidence – impact on target groups</p> <p>Sept/Oct '22</p> <p>Aug '22 - Dec '22</p> <p>March '23</p>
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<b>Ongoing Evaluation</b>

<b>Attainment Fund Rationale</b> Raise attainment in literacy	<b>Amount of Fund £47962</b>		
We have identified x amount of pupils who are below track in reading and writing			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>

<p><u>Intervention 1.</u>  <b>By June 2023, Almost all of those 46 pupils will achieve a full phase, fast tracking from 18 months to 12 months to move on a phase.</b></p>	<ul style="list-style-type: none"> <li>• Baseline writing assessment to identify 80% of the focused outcomes</li> <li>• Baseline reading age for each individual pupil</li> <li>• Involve children in Wildly Important Goals – 4 Disciplines of Execution</li> <li>• Provide focused parent groups to target foundations of literacy (based on success of last session’s intervention)</li> <li>• Use of rich contexts and quality texts to motivate and inspire writing</li> <li>• Specific targeted LI based on 80% of outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• 6 sessions of reading assessment – Burt’s reading age through the year</li> <li>• Daily/weekly charting through 4DX</li> <li>• Views of pupils through 4DX – cadence of accountability</li> <li>• Baseline writing, then weekly charting of benchmarks</li> <li>• Feedback from parents in workshop groups</li> </ul>	
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<b>Attainment Fund Rationale</b> Improve attendance	<b>Amount of Fund £ 16805 + £600</b>		
<p>Although our attainment is rising since the impact of Covid attendance is still of significant concern for x amount of pupils. Attendance of these pupils sits below x%</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> <b>Ongoing evaluation</b> <b>Dec/June</b>

<p><b>Intervention 2</b> By June 2023, almost all of the 22 (below 83% attendance) identified learners across P2-7 will have attendance of 85% or above from on average 72.7%</p> <p>Aim to have overall attendance from 92.5% to 94.6% (stretch target)</p>	<ul style="list-style-type: none"> <li>• Pupil Support Assistant to support the identification of barriers for children, through play and nurture activities.</li> <li>• 3 sessions per week of nurture activities, including kitbag, by Pupil Support Assistant to address wellbeing, connection and feedback</li> <li>• Parental communication for identified learners will include attendance discussions</li> <li>• Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole.</li> <li>• Use of stretch target attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Support Assistant will identify and gather potential barriers to attendance.</li> <li>• SLT to collate and monitor identified barriers</li> <li>• Parents views on attendance barriers sought.</li> <li>• Attendance records will identify trends and improvements.</li> <li>• Attendance x% for identified learners will be monitored weekly</li> </ul>	
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<b>Attainment Fund Rationale</b> Improve readiness to learn	<b>Amount of Fund</b> £8000 + 22413		
We have identified a group of x pupils who are displaying increased distressed and deregulated behaviours. This inhibits their executive function skills and therefore impacts on their ability to learn. Attainment across literacy and numeracy is low for this group of children.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> Ongoing evaluation Dec/June

<p><b><u>Intervention 3</u></b>  By June 2023, all identified pupils for nurture intervention (13 pupils) will have improved wellbeing; their barriers to learning will have been reduced.</p>	<ol style="list-style-type: none"> <li>1. Daily nurture sessions for identified pupils (3 age and stage appropriate groups) planned for by DHTs &amp; PSAs. Delivered by PSAs</li> <li>2. Executive function skills analysis completed for all pupils.</li> <li>3. Strengths and difficulties and individual plans adapted.</li> </ol>	<ol style="list-style-type: none"> <li>1. GMWP survey</li> <li>2. Attendance and engagement data will be gathered daily.</li> <li>3. Individual pupil targets will be created and monitored based on a range of data sources including emotion works.</li> </ol>	
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