



***Benarty Primary School, Additional Support Need Classes,
Benarty Nursery Classes***

**Standards and Quality Report 2022/23
*Achieving Excellence and Equity***

Setting/School Roll (including ELC/ASC)	<p>Across campus/school roll 423/280 Mainstream roll = 252 children 28 children who attend ASC on our roll Total P1-7 roll = 280 children 12 mainstream classes 4 ASC classes staffed 3.6 FTE</p> <p>EAL – Less than 6 children 46% of P1-7 mainstream children with Child Protection chronology</p> <p>Benarty Nursery Classes: 9am - 3pm, term time Dunmore Nursery School: 8am -12.40 pm or 1.20 - 6pm (49 weeks) Benarty: 27% with Child Protection chronologies Dunmore: 39% with Child Protection chronologies CP register</p>				
FME	Declared at 55%,				
SIMD Profile for establishment	SIMD data available for 179 of P1-7 pupils SIMD 1= 49.7% SIMD2= 14.5% SIMD3=21.22% SIMD4=13.4% SIMD 7= 0.005% SIMD8 =0.005%				
Attendance (%) 87.08	<table border="1"> <tr> <td>Authorised</td> <td>6.25</td> <td>Unauthorised</td> <td>6.67</td> </tr> </table>	Authorised	6.25	Unauthorised	6.67
Authorised	6.25	Unauthorised	6.67		
Exclusion (%)	0.01				
Attainment Scotland Fund Allocation (PEF)	PEF £171, 500				

The school values were introduced in August 2019 to compliment the vision statement of **'Our Children, Our School, Our Community, Our Future'**.

The values are included as part of our curriculum forward planning and are referred to throughout the school to support the learning journey of every pupil academically, socially and emotionally.

School values are discussed daily in class and across the school and our ELCs. Our values are depicted within an image of a tree, symbolic of personal growth.

ASPIRE = Ambition, Success, Perseverance, Inclusion, Respect, Empower

Children from Primary 1 to 7 can link the school values to their success in school and can relate experiences of others to the relevant value.

The children are recognised for their achievement of demonstrating a value and these are shared across the whole school community.

Weekly School Gatherings always have a focus of a particular school value. During these opportunities, the children demonstrate a high level of understanding of all school values and can relate this to both their own experiences and those depicted within fictional events, stories, and video clips.

As a school, our values are embedded in all aspects of school life and will continue to be our focus not only for the children but the whole school community as we move forward.

ELC Benarty roll = 41
ELC Dunmore roll – 3-5yrs =64
under 3yrs =38
Total ELC across campus = 143

Improvement Priority Session 2022 – 2023

Priority 1 – Improve every child’s attendance and raise attainment and engagement by daily school/ELC attendance

NIF Priority
Improvement in children and young people's health and wellbeing.
Improvement in attainment, particularly literacy and numeracy.

NIF Driver
Parental/carers involvement and engagement
School improvement
Performance information

HGIOS 4 Quality Indicators 2.1, 2.4, 3.1, 3.2
HGIOELC Quality Indicators 2.1, 2.4, 3.1, 3.2

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

Data was gathered weekly for the children across the school to identify those that required an intervention/school support the following day/week. Using the RAG system, enabled staff responsible to clearly identify individual children and trends that were a cause for concern. Using this data, SLT met weekly to discuss findings, plan actions, download Seemis records to interrogate absence reasons recorded and identify trends.

From August 2022, SLT contacted families to look at plans and further supportive measures for children with low attendance returning to school. Home visits were carried out for those with lowest attendance and for a few families, outside agencies were contacted to support. Five new enrolments with previous chronic non-attendance, are now attending less than half the week.

Impact:

Whole school attendance for session 2022/23 is currently recorded at 87.08% which is a slight decrease on last session's 90.8%. Which created a stretch aim for the session of 92%. During school session, the new housing development completion, saw us welcome more new families. Within this new cohort of families, 5 of the children enrolled with existing significant non- attendance from previous schools. This has had a significant impact on our overall attainment.

Almost all of the children identified in August 2022, have improved attendance. This was due to regular monitoring, planning and engaging even more closely with this cohort of families. Increased attendance equates to increased attainment for all children. Teachers have skilfully engaged to support identification and addressing of gaps within learning due to absences. The majority of this group of children have also received additional targeted support through our raising attainment teacher.

ELC refreshed letter and communication re attendance has been responded to positively by families and enabled conversations around attendance at nursery, leading to increased attendance for nursery children.

Next Steps:

Revisit coding and recording of pupil absences with all relevant staff in August InService. Due to inconsistency in coding/recording of pupil absence renders inaccurate data.

Continue our current approach of intervention and support for all.

With targeted interventions for those below 80% attendance, use of pareto charts to identify reasons for absence/time of absences which will allow a test of change to be planned and carried out.

Improvement Priority Session 2022 – 2023

Priority 2 – Meeting learners needs to ensure each child can fulfil their potential

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education.

Improvement in skills and sustained, positive school leaver destinations for all young people.

Improvement in attainment, particularly in literacy and numeracy.

Closing the attainment gap between the most

and least disadvantaged children and young people.

NIF Driver

School and ELC leadership

Teacher and practitioner professionalism

Parental/carer involvement and engagement

HGIOS 4 Quality Indicators 3.1, 3.2, 3.3

HGIOELC Quality Indicators 3.1, 3.2, 3.3

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

Almost all of the peer visits took place. All teachers were visited during the extended learning partnership (ext.LP). Collation of all ext. LP feedback within a QI 2.3 matrix showed a consistency of strengths across classes. Next steps within L,T & A were also identified and shared with the teaching team.

Work to implement CIRCLE toolkit has been slower than anticipated, to ensure this is understood fully and implemented consistently, to benefit of all children. We will continue this into next session and build upon the early progress this session.

Almost all staff have increased their understanding of progression, pace and challenge and achievement of a level. The disparity between increased knowledge and little gain within attainment percentages is noteworthy.

The continued use of force field analysis as a means of facilitating impactful professional dialogue pertaining to next steps in curriculum planning for all children has allowed the teaching team to fully discuss planning and progression in a confident approach to assessment.

The teaching team in collaboration with Pupil Support Assistants and the Support for Learning Teacher have created meaningful Attainment Narratives, these have been added to throughout the academic session.

Introduction of Summary of Support for any child with additional support needs. The format ensures all relevant information is recorded, tracked and updated for each child.

HNiOS group started well then key personnel left the group, due to changes of role/job. This will be addressed next session as part of our collegiate activity. This will link with the new physical space we plan to create as a Nurture Hub, for a small number of children.

Planned regular after school activities were well attended by 111 children. The number of activities available directly related to staff volunteers. 8 staff gave of their time. The suggestion to incorporate into WTA to be equitable to all staff and fairer on those that attend the majority of after school events was rejected by the majority.

Our Care Experienced and Young Carers have participated in a host of activities outlined with the significant wider achievements section of report.

Locality schools were hosted here to undertake P6 Peer Mediator training.

Impact:

All teachers found classroom visits feedback helpful, almost all agreed with identified strengths and next steps. The majority of teachers acted upon feedback and this was apparent in direct observations and subsequent professional dialogue, all children experiencing a curriculum to meet their needs and ensure progression.

All teachers have created attainment narratives that fully detail the attainment journey for each child, this has been fully discussed with the receiving teacher for session 2023/24. This will support curriculum planning for week one of term one and beyond, ensuring every child's attainment profile is understood and planned from.

Summary of Support one page document ensures all staff around each child and are informed on how best to meet that child's needs day to day. Document is also central to review meetings, tracking meetings and reporting on their progress. This ensures all relevant information is captured and central to decision making around every child.

Next Steps:

Aspects of plan that have only been partially undertaken will be fully addressed next session.

What's in a Level? Collegiate activity planned to ensure an in-depth look at this, to impact positively on attainment.

Summary of Support will become a key document in class-to-class transition, or if a child were to transition to another school.

Improvement Priority Session 2022 – 2023

Priority 3 – Focus on Professional Learning across the team to raise attainment

NIF Priority

Improvement in attainment, particularly in

HGIOS 4 Quality Indicators 1.1 1.2 1.3 1.4 2.2

2.3 3.1 3.2

literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. <u>NIF Driver</u> Teacher and practitioner professionalism School and ELC improvement		<u>HGIOELC Quality Indicators</u> Main focus: 1.2 3.2 Additional: 1.4 2.2 2.3 2.4			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session
<p>Progress: Early Phase Teacher group started well but did not continue into term 2. Almost all staff participated in their professional reading group of choice. Summaries of professional dialogue were shared with whole teaching team, to identify researched approaches and how well they matched with our school approaches. Overall next steps from professional reading informed our plan for future professional learning.</p> <p>Opportunities for staff to self-evaluate against standards, we facilitated this twice throughout the year.</p>					
<p>Impact: Early phase teacher group benefited from asking questions relevant to their current class, L. T & A opposed to group topics as we had initially planned. Workload and planning time required as an early phase teacher was such that our change of plan was a more impactful approach for all. They reported that this type of support supported them develop their practice, to benefit their learners, as individual learners were discussed with peers and SLT.</p> <p>All staff reported professional reading groups and discussion enabled them protected time to discuss their reading and explore relevance to our context. A whole school agreement of our approach at each stage/level towards home learning came from professional reading groups as did the agreement of what/ when assessment activities should take place throughout the academic session. Staff commented on the opportunity of working with colleagues that they may not have worked with before and impacting on all stages of learners across the school, not just their own class.</p> <p>All staff engaged in self-evaluation against national standards which showed that there were inconsistencies in what was expected for children to achieve a level. For those who were applying national standards consistently this was improving pace and challenge for the learners in individual classes.</p>					
<p>Next Steps:</p> <p>PSAs are signing up for the Local Authority PL offers for November and May In service Days. Along with SfL colleague as the establish member this network, another teaching colleagues will join Fife's Assessment and Moderation Network.</p> <p>Staff to self-evaluate against professional standards on a regular planned basis to inform ongoing gathering of impact evidence to ensure all children are being assessed consistently against national standards.</p> <p>In consultation with staff, next session we will plan for professional reading/learning around the following dyslexia, dysgraphia and dyscalculia.</p>					

Attainment of Children

Mainstream School Data including ASC Learners from ASC classes

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	66.7%	66.7%	64.1%	64.1%
P4	48.7%	41.0%	51.3%	53.8%
P7	48.7%	43.6%	48.7%	41.0%

Mainstream School Data

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	72.2%	72.2%	69.4%	69.4%
P4	51.4%	45.8%	54.3%	62.9%
P7	52.9%	47.0%	52.9%	47.0%

	Literacy Mainstream Only	Literacy Including ASC learners	Numeracy Mainstream Only	Numeracy Including ASC learners
P1	71.3%	65.8%	64.1%	69.4%
P4	50.5%	47.0%	51.3%	62.9%
P7	50.9%	47.0%	48.7%	47.0%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
66.1%	54.7% (incl ASC) 58.5% (without ASC)	71%	54.7% (incl ASC) 59.8% (without ASC)

Evaluative statement of attainment over time.

- The majority of our children by the end of in Primary 1 achieved early level in Literacy and Maths and Numeracy.
- Not including the children in our ASC, the majority of Primary 5 children achieved First Level across all aspects of Literacy and Numeracy and Maths.
- Less than half of Primary 7 children achieved Second Level in both Literacy and Maths and Numeracy by the end of the school session.
- Overall attainment in Literacy and English and Maths and Numeracy is good with the majority achieving CfE levels at national expected levels.
- The school attainment for P1, P4 and P7 includes 14 (11.8%) children that are part of our Additional Support Class, a provision for the local catchment and surrounding areas
- We are achieving across Primary 1, 4 and 7 as a majority in reading and writing.
- Children have been diagnosed with dyslexia and requiring additional support.
- Identified children in Primary 1, 4 and 7 are receiving targeted Support for Learning
- Identified Children in Primary 1, 4 and 7 are receiving additional support through a raising attainment teacher with a focus mainly on Literacy and English.
- 34% children across (P1, 4 and 7) are SIMD 1.

- 25% of Primary 7 children had an absence of below 80% with a couple less than 50%.
- Primary 7 children have been impacted by staff absences over the past 3 years.
- We were below our stretch target for Literacy (11.4%) and Numeracy (16.3%). This includes all children in our ASC.
- Through the continuation of the successful planning and assessment model, almost all staff are developing an increased understanding of progression, pace & challenge and achievement of a level. The use of Fife planners to support around progression have been looked at collectively and discussed.
- All staff have been provided with more ownership of their Forward Planning and this has received positive feedback from all staff members during professional dialogue. More time is available now to directly plan and prepare for all of their learners.
- The continued use of force field analysis as a means of facilitating impactful discussion of next steps in curriculum planning for all children has allowed for the teaching team to fully discuss planning and progression and allow for confident approach to assessment.
- To ensure we are meeting the needs of every learner, the teaching team in collaboration with Pupil Support Assistants and Support for Learning have been able to use data to complete attainment narratives for all classes that also support planning for individual children.

Evidence of significant wider achievement

Care experienced children in Primary 5, 6 and 7 took part in a 3 week sailing course at Lochore Meadows. These sessions allowed participants to gain their Royal Yachting Association Introduction to Sailing certificates, introducing the basic skillset to man a sailing yacht. At the same time, it allowed this group of children to develop their confidence, team-working skills and perseverance by providing them with a new challenge to overcome.

A group of children, including care experienced children and our identified young carers went on a full day visit to Edinburgh Zoo. They were guided around by a Royal Zoological Society of Scotland zookeeper and learnt a variety of science-focused skills, including how to identify animals, how animals used adaptation, why the zoo captive breeding programme was important and what animals needed to keep healthy. Most children on the trip attended with a sibling which allowed for health and wellbeing opportunities, and almost all had never visited a zoo before.

Care experienced children and young carers had then opportunity to take part in two workshops during a whole day outdoor learning visit to RSPB Loch Leven. Children were able to improve their science skills, learning about habitats and identifying insects during a minibeast hunt and pond-dipping session. They were also required to work as teams, so they developed their team working skills across age ranges, became more confident and developed listening and talking skills throughout both sessions.

All children in Primary 2 took part in a family visit to Loch Leven's spooky Halloween trail. Parents and carers of children were invited and it provided a significant opportunity for parents to engage in their child's learning and for children to develop communication skills as they shared their learning with the adults. Whilst on the trail, children also learnt map reading skills to find points in the trail and also learnt facts about wildlife.

Primary 5 and Primary 6/7 took part in a workshop by the Royal Highland Education Trust which explored where our food came from. Classes heard from a real farmer and develop a greater understanding of the food creation process as part of their health and wellbeing learning. All children had the opportunity to milk a life-sized fibreglass cow, to enable them to experience the skills used to make food.

P5, P6 and P6/7 learnt all about the climate impact of food production during a workshop led by Climate Action Fife. As part of this, they developed skills in identifying which foods produced the most airmiles, how to buy locally produced food and why it's important and how to persuade others to buy locally. These skills have helped develop them as responsible citizens as they learn how to make sustainable choices.

Primary 4, 4/5, 5, 6, 6/7 and 7 welcomed Josh from Fife Young Carers for a workshop in each of their classes. During the workshop, children developed their knowledge and awareness of what it means to be a young carer, what help can be accessed and how it might feel to be a young carer. They developed their understanding and empathy, learnt how to access support, and developed confidence to know where to turn should they need help.

P1a, P1b, P2, P2/3, P3, P4 and P4/5 all welcomed the Dogs Trust for a workshop on how to be safe around dogs. They were introduced to the Happy Dog Rules which used role play, repetition and action to teach the children 5 safety rules about their own behaviour to ensure the dogs in their lives are relaxed and happy. Children developed greater confidence around dogs and learnt techniques for staying safe.

A small cohort from Primary 1-4 took part in an afternoon with a therapy pony. As part of their experience they were able to groom and walk the pony and learn how to take care of it. Children developed empathy, care and confidence around the animal, as well as learning how to be responsible citizens and act safely around animals.

Ten primary seven children took part in the summit to sea mountain biking challenge, led by instructors from Lochore Meadows outdoor education team. They took part in a full day of mountain biking advanced skills, following on from their Bikeability training in P5 and P6. They then took a full day to complete the off-site summit to sea challenge, cycling from East Lomond down to Wemyss. Children developed their bike riding skills, but also vastly improved their confidence and perseverance to get to the end of the challenge. They worked as a team, waiting for others, giving each other advice and developing listening and talking skills.

Ten children from P6 and P7 took part in a cycling programme called Rock Up and Ride, hosted by the Lochore Meadows outdoor education team. This programme required participants who did not own a bike and who were from SIMD 1 and 2, as they were given a new bike at the end of the programme. Some children learnt how to ride a bike for the first time, whilst some developed their bike confidence or learnt how to cycle on roads or on mountain bike trails. All children were successful learners and were able to develop as confident citizens.

Identified children took part in a weekly session with Olivers Army Assistance and Therapy Dogs over the course of two terms. Children successfully completed their Bronze Dog Handler training awards as they have learnt how to teach a dog basic commands. Children are benefitting from learning personal skills such as patience, perseverance, empathy and confidence.

Our weekly breakfast club enables children to have a relaxed start to a Friday before a weekend, ensures they have had a good breakfast and helps to teach them important life skills, like cooking and cleaning skills. Children have learnt how to prepare a variety of breakfasts from scratch, such as pancakes and have the responsibility of clearing away after themselves and have tried a variety of new foods, such as fresh mango and Danish pastries. Children feel breakfast club is a safe space for them to come to and leave feeling confident and prepared to learn.

25 children in Primary 4 and 5 took part as the choir for the school show We Will Rock You. Children learnt a full show's worth of songs, learnt to experience performing for an audience, developed performance confidence and experienced all elements of a live performance.

Both P6, P4 and P4/5 took part in a full day visit to RSPB Loch Leven, taking part in two different workshops. Children participated in a variety of hands-on outdoor learning experiences which supported science Curriculum for Excellence outcomes.

Our Green ASC class participated in 3 sailing lessons provided by Fife Sailability. This allowed children to have a basic grasp of skills required for sailing, in adapted boats. Most children experienced an activity they may not otherwise have the opportunity to try, developed their confidence and team working skills and enhanced their communication skills as a result of the sessions.

Junior Leaders training was provided to 22 children in Primary 4-7 as they were trained to be new playground buddies by our Active Schools Coordinator. Children were awarded their Junior Leaders certificate which showed that they had learnt a variety of skills, including mediating in playground arguments, organising games, ensuring everyone is included and helping others out.

The National Galleries of Scotland invited an artist along to lead an art workshop as part of their Your Art World programme. 10 participants in Primary 3-7 took part in the creation of their own art, inspired by the facilitator and famous artists. This helped ignite creativity, gave children an outlet and linked to expressive arts curricular outcomes.

Our Pupil Voice group allowed one child per month an opportunity to have their views represented at a weekly meeting. The group developed their skills in organising events like bake sales, developing advertising campaigns, became confident at presenting to their peers and sharing their opinions with a wider audience. The pupil voice group worked closely with the Parent Council to gain the views of the entire school regarding spending funds for improving outdoor spaces in school, increasing their ability to communicate with a wide audience. The Pupil Voice group developed skills in expressing opinions about what mattered to them in school and building confidence to be proactive steps to implementing changes.

A group of nine Primary 7 children were elected as Pupil Leaders to lead on aspects of school improvement related to a school value. All Primary 7 children had the opportunity to develop important skills for life as they applied for a 'job', developing skills in formal speech writing, persuasive writing and interpreting a job description. They also developed their public speaking skills as a result of presenting the speech to a wide audience of peers and school staff. Each pupil leader took on a role and carried out school improvement tasks related to that role. Pupil leaders had the opportunity to develop their skills in event planning, research, marketing events, arranging training days for younger pupils, fundraising, writing articles for the local press and leading their peers.

Extended Learning Partnership 28 October 2022 Strengths and Areas for Improvement

Strengths identified:

1.3 Leadership of change

- Triangulation of evidence from every focus group demonstrated that there is shared values, relevant to the school and our community embedded across school and nursery.
- Almost all staff are aware of the needs of the local community and social and cultural themes, they use this knowledge to support the children.
- All children are supported to understand how our vision, values and aims link to their learning.
- Almost all staff are committed to change which impacts positively on the attainment and achievement.
- Leadership at all levels is evident across the school, this commitment ensures improvement for all through their daily actions.
- Evident through feedback back from every staff group, families and children stated that SLT carefully guide the strategic direction and pace of change.

2.3 Learning, teaching and assessment

- Almost all classes have a strong nurturing ethos that enables positive relationships.
- Children are encouraged to take an active leadership role.
- Opinions are sought and acted upon.
- Strong interactions between almost all staff and pupils in ELC
- In almost all ASC classrooms show an accessible learning environment which allows children to lead with their learning.

3.1 Ensuring wellbeing, equality and inclusion

- All children within focus groups spoke confidently about feeling safe and being safe in school.
- There is a culture of being listened to and children feel like they are supported to talk about worries and anything of concern.
- Peer Mediators were recognised by their peers a great support when you need to “fix a fall out”.
- There is a sharing of data, resulting in a shared understanding of children in particular cohorts.
- Effective strategies are in place to ensure attainment and achievement for all children.
- Purposeful learning environment in ELC provision that children knew where to access resources, learning opportunities and could encourage each other to follow the rule and routines of the nursery.
- In almost all ASC classes there are positive, professional relationships.

3.2 Raising attainment and achievement

- SLT and teaching team know the attainment narrative of every class/child. This data is interrogated to ensure progress for every child.
- Attainment data demonstrates improvement over time and staff know the “story” of each child not attaining and the why, along with plans to support each of these children.
- Collegiate assessment calendar is providing a planned approach to whole school assessment and moderation.
- In ELC staff know and understand the needs of learners and adapting to situations to meet learner’s needs

Next Steps:

1.3 Leadership of change

- Ensure that all members of SLT are visible and responsive to all members of the school community.
- For those staff less committed to professional development, further opportunities planned to support and refresh their pedagogical practice.

2.3 Learning, teaching and assessment

- Professional discussion required to audit BGE offer across the school.
- Wider achievements to be recognised further to support child build skills for life and work
- Opportunities for more children to take on leadership roles.
- Track learners' engagement and adapt nursery day
- All ASC children to experience appropriately differentiated learning and skills.

3.1 Ensuring wellbeing, equality and inclusion

- Recent Childrens Rights work will ensure that all children are provided with planned opportunities to understand their rights and feel confident to articulate them.
- Young Carers awareness session will support our children who we identify as YCs.
- Introduced of *The Promise* and work related to this legislation.
- Focus on provocations on offer and how learning can meet all children’s needs through tracking progress
- All ASC classes to support independence in children’s skills for learning, life and work

3.2 Raising attainment and achievement

- Raising Attainment Teachers evidencing progression for each of the child selected to be in their cohorts.
- Increase print in the ELC environment

Care Inspectorate - Strengths and Areas for Improvement

Staff worked very well together as a team, creating a warm and welcoming environment.

- Relationships between staff and children were very nurturing and supportive and strong attachments had been formed between children and staff.
 - Parents had regular opportunities to come into the setting and be part of their children's learning.
 - Children benefited from a reflective staff team who were dedicated to continuous professional learning.
 - The service should continue to develop the lunch time to ensure opportunities for children to develop independence skills.
- Children experienced very warm, caring and nurturing support from staff who knew them very well.
- Strong leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential.

PEF Evaluation/Impact

Targeted Interventions

1. Increase attendance across school
2. Support our most distressed children by offering a supported and safe nurture setting
3. Raise attainment in Literacy and Numeracy
4. Outdoor Learning and Inclusion
5. Enhance the learning provision in P1

Progress:

Due to difficulties recruiting staff to implement targeted interventions, lack of staffing resulted in limited progress being made. School was creative and diligent in their response to make progress without planned staffing resources.

Targeted Intervention 1: Cluster plan to recruit a PSO and PSA was unsuccessful, no recruitment possible. Despite that support and interventions were implemented.

Targeted Intervention 2: School plan to recruit a PT and PSA was unsuccessful, no recruitment possible. However, core school staff changed hours as a creative solution to staffing a breakfast facility.

Targeted Intervention 3: Deploying an existing 0.4 teacher within the team with a remit to raise attainment was successful across P1-3.

Targeted Intervention 4: Planned and progressive Outdoor Learning is evident across school now.

Targeted Intervention 5: Funding was allocated to resource P1 learning environment. EYO deployed for full academic session.

Impact:

Targeted Intervention 1: Our recently enrolled historical non-attenders are all attending part of the week. Our existing cohort's attendance has been positively impacted by core school interventions.

Targeted Intervention 2: All classes, all children can help themselves from the daily morning "toast trays" All of the children enjoy this offer as do staff from a social aspect of eating together and settling children for the day ahead.

Targeted Intervention 3: All identified learners made progress in core areas of literacy and numeracy.

Targeted Intervention 4: Children experienced planned and progressive outdoor learning experiences, which benefit all.

Targeted Intervention 5: EYO deployed full time to support around play based learning, this had a positive impact around engagement and learning for all P1 children.

Benarty Primary School, Additional Support Need Classes, Benarty Nursery Classes and Dunmore Nursery School

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

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	5	4	5	
2.3 Learning, teaching and assessment	4	4	5	
3.1 Ensuring wellbeing, equity and inclusion	5	4	5	
3.2 Securing children’s progress	4	4	5	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			5
Quality of environment			5
Quality of staffing			5
Quality of leadership and management			5

Headteacher: Lynn Dyas

Session 2023 -2024 Benarty School Improvement Plan

National Improvement Framework Priority: Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority 1: To raise attainment in numeracy through a focus on professional learning for all staff on Conceptual Understanding of Numeracy and development of pedagogical practices in numeracy				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement		2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Record an attainment increase for every child across the school	<p>Looking outwards/working collaboratively with others through staff engagement with Local Authority Professional Learning Offer <i>Conceptual Understanding in Numeracy (CUiN) Fife.</i></p> <p>Each teaching and non-teaching staff member will further develop their knowledge through engagement in planned professional learning, to raise attainment for all.</p> <p>Every practitioner's will plan teach and assess numeracy, informed by data from their own audit and their learners' audits</p>	<p>Jeannie Finnigan, Raising Attainment Teacher and CUiN Champion</p> <p>All staff engagement with PL offer</p> <p>SLT link Lynn Dyas</p>	<p>All children will have a recorded increase in attainment over time with added value being evident for all children</p> <p>Direct observation of learners by teachers, SfL & SLT</p> <p>What children say, write and do</p> <p>Professional dialogue with all staff</p> <p>Tracking of attainment data throughout session</p>	<p>Planned into our whole school collegiate calendar, linked to Working Time Agreement.</p> <p>All PSAs participating in professional Learning on Nov. and May Inservice Days</p> <p>Force field analysis meetings with CTs with SLT Dates: last week of each term</p> <p>Raising Attainment Teachers and SfL meetings with SLT Dates: 12/9/23 3/10/23 Rest tbc</p>

<p>Increased staff confidence and knowledge of pre-early numeracy skills leading to increased accuracy in professional judgement, and therefore increased accuracy with tracking of progress.</p>	<p>Cooperative teaching with Raising Attainment Teacher</p> <p>All staff will further develop their knowledge through engagement in planned professional learning, to raise attainment for all.</p> <p>Informal professional discussions, and planning and tracking meetings, with DHT and PNT will centre on using observational data to discuss current stage of learning and appropriate next step(s). DHT to evaluate data from BASE and share common areas for improvement as a focus for skill development (as part of next steps discussion).</p> <p>Professional learning on schematic play to support staff to identify numeracy skills being developed through schemas – Realising the Ambition/Cathy Nutbrown?</p>	<p>EYO's EYLO Acting DHT</p> <p>EYO's EYLO PNT Acting DHT</p> <p>EYO's EYLO Acting DHT</p>	<p>Tracking of raising attainment data</p> <p>Termly Force field analysis discussions with class teachers and raising attainment teachers</p> <p>Most children will have an increase in reported attainment over time with value added being evident for most children.</p> <p>Direct observations of learners by EYO's, EYLO, PNT and DHT. Increased observations within Numeracy in most children's PLJ's, identified through PLJ sampling.</p> <p>Professional dialogue with staff.</p> <p>Tracking data throughout session, inc. that from EYLO's targeted interventions.</p>	<p>Planning and tracking meetings, planned into each term (see QA calendar)</p> <p>Ongoing. Termly planning and tracking meetings (see QA calendar)</p> <p>Ongoing.</p> <p>Termly discussions – ongoing dialogue.</p> <p>Professional learning sessions within weekly timetable/inset days.</p>
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<p>Numeracy rich spaces will be embedded within the Nursery environment (indoors and outdoors).</p>	<p>Engagement with <i>Realising the Ambition</i> to revise key features of an excellent EY provision and Playful Numeracy, and through professional discussions create <i>key elements to a Numeracy rich provision</i> to ensure a co-created, shared vision for the spaces and experiences on offer.</p>	<p>Identified EYO's EYLO PNT Acting DHT</p>	<p>Self-evaluation against Playful Numeracy within <i>Realising the Ambition</i> (baseline and post). Direct observations of learners by EYO's, EYLO, PNT and DHT with focus on mathematical skill application and use of mathematical language.</p>	<p>During development time on weekly timetable</p>
	<p>Environment walk by SLT to review how inclusive the environment is and the extent to which numeracy rich opportunities are on offer (baseline). Revisit after implementation of feedback as measure of impact.</p>	<p>HT? + Acting DHT EYO's EYLO</p>	<p>Observations of learners, spaces and experiences by SLT. Observations of quality interactions by SLT. Professional dialogue while sharing feedback.</p>	<p>Term 2 – wk 1 (24.10.23 and 25.10.23)</p>
	<p>Audit of resources.</p>	<p>EYO's EYLO</p>		<p>Term 2 – Term 4 – weeks to be identified</p>
	<p>Professional reading of extracts from <i>Messy Maths</i> to support embedding numeracy rich opportunities outdoors.</p>	<p>Identified EYO's EYLO</p>	<p>Direct observations of learners by EYO's, EYLO and PNT. Observe number of children accessing outdoor provision.</p>	<p>During development time on weekly timetable</p>
<p>Ongoing Evaluation</p>				



National Improvement Framework Priority: Placing human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy				
Focused Priority 2: Continue to develop our curriculum to meet all learners needs				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.2 Curriculum 2.4 Personalised Support 3.2 Raising attainment and achievement		2.2 Curriculum 2.4 Personalised support 3.2 Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>All teachers confident and knowledgeable “What’s in a Level?” Every child’s attainment levels will be declared with confidence to impact on their attainment journey through Nursery and primary.</p> <p>Collaborating with Cluster primaries to engage in moderation activity, to facilitate cross Cluster professional dialogue.</p> <p>Refresh our current Curriculum Rationale (CR) To enable every child to experience BGE taking into consideration uniqueness setting of their school and community. Recognising the needs of our children. as Benarty Learners.</p>	<p>Collegiate learning for all teaching team. Presentation of information, followed by professional dialogue.</p> <p>Moderation of declarations to ensure shared understanding and robust evidencing of every child’s learning. Nursery – as above and this will occur through PLJ sampling, and termly planning and tracking meetings.</p> <p>Looking outwards/working collaboratively with others Cluster moderation of writing</p> <ul style="list-style-type: none"> ➤ Narrative/persuasive Planning ➤ 3 pieces of writing moderation – upload to Team page ➤ 3 jotters -jotter moderation <p>In consultation with all stakeholders, planned professional dialogue with identified groups</p> <p>Whole staff discussion then collation by HT Teachers seek views of children</p>	<p>Gordon Anderson and all class committed teachers</p> <p>EYO's EYLO Acting DHT</p> <p>HT Redraft from collated data Teachers seek views of children</p>	<p>Direct observations of staff confidence and accuracy when discussing attainment at formal tracking meetings (termly)and informally with staff throughout session</p> <p>Views and data gathered through professional dialogue</p> <p>Direct observations within every class and professional dialogue at tracking & attainment meetings</p>	<p>Collegiate activity input 23 Aug and 30 Aug 2023 Nursery staff development session (date tbc) End of each term within tracking meetings with SLT</p> <p>29 November – Benarty PS 7 Feb – Denend PS 15 May – Cardenden PS All 3:30pm -4:45pm</p> <p>27/9/23 revisit current CR HT present on framework of CR 28/9/23 All teaching professional reading BtC3</p>
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<p>All staff understanding and working within the framework of our CR to benefit all of our children</p> <p>Tracking and assessing all areas of our curriculum across the broad general education</p> <p>Raise attainment in P5 writing and provide participants a deeper understanding of teaching and assessing writing that will enhance the work</p>	<p>DHTs seek views of stakeholders</p> <p>Staff planning and tracking within school devised curriculum planning formats. Plan and support all staff to create a whole school consistency in the layout and organisation within every learning environment. Reference Ed. Scotland's <i>Assessment within the BGE: a thematic inspection</i> Nursery staff to develop spaces within learning environment (to support transfer and applications of skills across various contexts). Engage in professional dialogue through planning meetings to review and reflect in curriculum being offered.</p> <p>Looking outwards/working collaboratively with others P5 teacher and DHT participating in Fife QI Improving Writing Programme (Wave 9).</p>	<p>DHTs seek views of stakeholders</p> <p>Teacher responsibility with support and advice from SLT All of teaching team, audited by SLT</p> <p>All Nursery staff Acting DHT</p> <p>Taylor Baldwin P5 Teacher and Alison Pratt DHT</p>	<p>QI methodology used to evidence improvement</p> <p>Direct observations of playrooms by SLT. PLJ sampling to inform coverage of curriculum ensuring BGE being delivered.</p>	<p>Throughout term with WTA protected time on first week back of every term</p> <p>Termly planning and tracking meetings (see QA calendar)</p> <p>Tuesday 15 August 9am-3pm, Benarty Primary School hosting Further 1 full day training, Thursday 7 September 9am-4pm Series of 6 twilights</p>
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<p>undertaken through the QI programme.</p> <p>Sharing of information form Fife Assessment and Moderation Network to support and enhance school moderation practices. To fully establish supporting high quality, impactful approaches to assessment and moderation.</p> <p>Professional learning for all teaching: dyslexia, dysgraphia and dyscalculia. To improve practitioner knowledge and confidence to identify and refer for SfL consultation/support. To ensure any barriers to</p>	<p>Looking outwards/working collaboratively with others Two members of the team participating in Fife's A&M Network, in the network meetings and then sharing with staff team</p> <p>Professional Learning</p>	<p>Ryan King P6/7 Teacher and Jackie Lockhart SfL Teacher</p> <p>Alison Pratt DHT and Jackie Lockhart SfL</p>	<p>Identified individual's attainment and achievement progress evidenced</p> <p>Distressed children "de-escalated" successfully and children feeling supported and understood</p>	<p>3.30-5.30pm hosted on Microsoft Glow Teams: Thursdays 21 Sept, 5 Oct, 2 Nov In Person (Venue TBC) 16 Nov, 30 Nov and 7 Dec</p> <p>Feedback from A&M Network members within collegiate time, following network meetings the week before. 6 Sept, 4 Oct, 6 Dec, Feb InService 14 Feb and 1 May</p> <p>Dates tbc</p>
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<p>learner are understood and minimised for every child.</p> <p>De-escalation training for all staff to ensure consistent and informed approaches to support our most distressed learners. Every child feeling understood and responded too in a trained manner, when they are most distressed</p> <p>Increased understanding of the impact of being born pre-maturely has on development for most staff. Increased knowledge of the pre-early milestones leading to increased accuracy in professional judgment, thus tracking.</p> <p>All staff to begin to develop knowledge around The</p>	<p>Use of Fife's De-escalation pack content, as a basis for collegiate activity and guided reading for all staff</p> <p>Professional learning through <i>Small Things</i> project. The progress of any individuals identified as being born pre-maturely will be closely monitored and tracked within Nursery and throughout their time at Benarty PS.</p> <p>Consultations with SfL teacher to inform targeted support strategies (?)</p> <p>Engage in collaboration, professional learning and reading opportunities.</p>	<p>Lousie Eccles Class Teacher and Lynn Dyas HT Link Educational Psychologist, Kelly Roberston</p> <p>Acting DHT All Nursery staff Andrea Henderson (educational home visitor)</p> <p>SfL Nursery staff</p> <p>EYLO Identified EYO's</p>	<p>Robust planning utilised by all staff to support identified learners</p> <p>Professional dialogue (informal) PLJ sampling for identified individuals (if any) to track progress within observations from EYOs – increase in achievement and pace of learning reported (desired outcome)</p> <p>Professional dialogue</p>	<p>Pack shared with all staff 13/9/23 Meeting with EP, Kelly 4/10/23 to frame school's approach First collegiate activity end of term I Fife Input for Louise and Lynn Nov In Service Collegiate dates tbc</p> <p>CC Meeting AH early term 2 to agree a time scale.</p> <p>Term 2 onwards</p>
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<p>Decider Life Skills (Benarty has been selected as 1 of 3 pilot schools in Fife) to support de-escalation and self-regulation.</p> <p>All Nursery staff to co-create a shared vision for "What play means to Benarty" to inform Curriculum Rationale.</p>	<p>Professional reading of key documentation – <i>Realising the Ambition</i> – and engagement with research.</p>	<p>Link with school staff and SLT</p> <p>Nursery staff Acting DHT</p>	<p>Monitoring of planning (where appropriate – this may occur in following academic session)</p> <p>Direct observations of playroom. Professional dialogue.</p>	<p>TBC (Term 3 onwards?)</p>
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<p>National Improvement Framework Priority: Improvement in skills and sustained, positive school-leaver destinations for all children and young people. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.</p>				
<p>Focused Priority 3: Develop digital learning and literacy progressive pathways</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>3.3 Increasing creativity and employability 2.2 Curriculum 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised Support</p>			<p>3.3 Developing creativity and skills for life and learning 2.2 Curriculum 3.2 Securing children's progress 2.3 Learning, teaching and assessment</p>	
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Timescales</p>

<p>Teachers to understand, plan and implement Fife's Digital Learning and Literacy Progression Pathway to increase skills and knowledge of every children within discrete digital skills and implementation across BGE</p>	<p>Non class committed teacher to lead on implementation of progression pathway through planned cooperative teaching</p> <p>Class teachers to plan for children to implement skills across curriculum to enhance learning. Through professional reading/learning and dialogue.</p>	<p>Gregor Murray Raising Attainment Teacher and lead on Digital Learning and literacy</p> <p>All class teachers, tracked by SLT</p>	<p>Direct observations of children Planning and Assessment data for every class Use of QI methodology to measure impact</p>	<p>Cooperative teaching from week one of term 1</p>
<p>Learners build their skills, knowledge and application. To raise attainment for all</p>	<p>Cohort of identified children from SfL caseload, start their day in the Digital Hub. 9am – 9:45am</p>	<p>Alison Pratt, Jackie Lockhart & Gregor Murray</p>		<p>Start of term 2</p>
<p>Assess our long-term requirements to make sustained change in how digital tools are used throughout the school. To create a digital culture across all playrooms and classes</p>	<p>Participate as a staff team, Fife's offer Digital Cultures Program</p> <p>Staff to join Fife Digital Learning on Glow Teams with the join code f6zev31 - to find resources, share and ask questions.</p> <p>Engage in Education Scotland offer of webinars throughout the year and have recordings of previous ones on their site:</p>	<p>Gordon Anderson DHT with class teachers Gregor Murray and Marianne Sankey</p> <p>Identified EYO's Acting DHT</p>	<p>Informal professional dialogue and direct observations within playroom (highlight in environmental walk)</p>	<p>Starting January 2024 Course Dates all twilights Q&A session 16/1/24 Session 1 1 Feb 2024 Session 2 14 March 2024 Session 3 18 April 2024 Session 4 23 May 2024 Session 5 6 June 2024</p> <p>Development sessions – term and date tbc</p>

<p>Nursery playroom to raise profile of digital experiences to allow most children to become more involved in digital learning.</p>	<p>https://blogs.glowscotland.org.uk/glowblogs/digilearn/</p> <p>Register for the Digital Schools Award https://www.digitalschoolsawards.co.uk/ to support with initial self-evaluations</p> <p>Conduct an audit of resources within the playroom.</p> <p>Collaborate with Primary 7 and non-class committed teacher (taking lead on this). P7 to support children to access digital experiences in Nursery playroom</p> <p>Collaboration between Nursery and school staff to allow from training information to be shared.</p>	<p>Identified EYO's</p> <p>Primary 7 Gregor Murray ? Nursery staff Acting DHT</p> <p>Identified EYO's SLT / Acting DHT Gregor Murray</p>	<p>Direct observation of learners by EYO's. Increase in recording/reporting of TCH identified through PLJ sampling.</p> <p>Direct observations within playroom Monitoring of planned experiences</p> <p>Informal professional dialogue</p>	<p>Term 2</p> <p>End of each term (see QA calendar)</p> <p>Term tbc (once P7 confident to share knowledge)</p>
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Session 2023- 2024 Improvement Plan – PEF Plan

Attainment Fund Rationale Improve attendance, attainment and participation		Amount of Fund: See attached PEF plan re staffing costs	
Attendance has become a cause for concern for a significant number of children throughout the previous academic year.			
Expected Impact	Interventions Planned	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, to increase attendance across the school for an identified cohort of children to above 84%</p> <p><u>Intervention 2</u> To increase average attendance to above 90% across the school community</p> <p><u>Intervention 3</u> To support latecomers and reduce lateness by 10%</p>	<ul style="list-style-type: none"> • PSA employed to facilitate a Walking Bus in our catchment area • Nurture hub to be staffed in the morning by PSA staff to encourage a positive start to the school day for some of our more vulnerable and distressed children. • Supporting Learner team (2.4) to enable SLT to engage with families and provide/establish a clear link between home and school • Use of Pareto/Run charts to track improvements and highlight next steps. • Attendance meetings organised to support families accordingly. • Attendance, attainment and participation policy to be shared and implemented across the school. 	<p>Pupil Support Assistant will support SLT to identify and collate potential barriers to attendance at Nurture Hub.</p> <p>Use of Seemis attendance summary to identify progress daily/termly and weekly.</p> <p>Parents and pupils’ views on attendance barriers sought.</p> <p>Data captured through daily/weekly and termly run charts. This will be collected around attendance, number of children accessing walking bus</p>	

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Attainment Fund Rationale Support some of our distressed children by offering a supported and safe nurture setting.		Amount of Fund: See attached PEF plan re staffing cost	
We have identified a group of pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on them and their peers attainment and achievement especially in reading, writing and numeracy.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.</p> <p><u>Intervention 2</u> There will be a reduction in disruptions in the mainstream class settings.</p>	<ol style="list-style-type: none"> 1. Daily nurture sessions for identified pupils 2. Breakfast club to encourage a positive start to the school day 3. Pupil profiling, Summary of Supports, Child Plans and positive behaviour support scales completed and reviewed regularly. 4. Outdoor Learning environment used to offer an alternative curriculum 5. Use of the circle document to promote an inclusive environment 6. Staff to engage in the Decider Programme 7. Support offered by Wellbeing teacher to release Class Teacher to build relationships on a more one to one/small group environment. 8. PSA 2 available to support children requiring support to reengage 	<ol style="list-style-type: none"> 1. Class attendance and engagement data will be gathered daily to track progress. 2. Individual pupil targets will be created and monitored 3. Fewer children will be out of class with PSA who can support other children requiring targeted support. 	

Attainment Fund Rationale Raise attainment in Literacy and Numeracy	Amount of Fund: See attached PEF plan re staffing costs		
<p>We have identified _ children across the school who are currently 3-6 months behind CfE National Expectation in Literacy and Numeracy.</p> <p>We have identified _ children across the school who are currently 6-12 months behind CfE National Expectation in Literacy and Numeracy.</p> <p>We have also identified _ children across the school who are currently 12 months + behind CfE National Expectation in Literacy and Numeracy.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, almost all children who are currently 3-6 months behind expectation will be within their expected level within the curriculum for Excellence</p> <p><u>Intervention 1</u> By June 2024, almost all children who are currently 6 to 12 months behind expectation will have made progress across literacy and numeracy</p> <p><u>Intervention 2</u> By June 2024 most children who are currently 12+</p>	<ol style="list-style-type: none"> 1. Supporting Learning Teachers (2.4) to offer additional support and additional learning time around Maths and Numeracy and Literacy. 2. Support for Learning teacher to focus on the children requiring Targeted support 3. Regular consultations for SfL and 2.4 teachers with SLT, Raising Attainment teachers and Class Teachers 4. All pupils to complete Teejay Maths and Numeracy diagnostic Assessments. 5. Active Literacy strategies to be timetabled 4 times a week. 6. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 7. Success to be shared through collegiate sessions 8. PSA will support individuals as identified. 9. Regular attainment meetings will identify the progress for the identified children. 	<ol style="list-style-type: none"> 1. TRAMS in June 2023 to be used as baseline (appropriate to age and stage). Further assessment in December 2023 and again in May 2024. 2. Ongoing assessment/Catch-Up assessments. 3. Pupils' engagement in learning and confidence to work individually will be tracked. 4. Jotter monitoring 5. 2.3 classroom observation data 6. Pupil Voice gathered 	

<p>months behind expectation will be more confident in their approach to both Literacy and Numeracy and engage with increased independence.</p>	<p>10. Jotter monitoring and Shared Classroom experiences to gather evidence of impact. 11. CPD/Professional Learning base for teaching team to be accessed to allow for professional reading and dialogue around Learning and Teaching. 12. Early phase teacher professional group/ASC Professional group</p>		
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<p>Attainment Fund Rationale Develop digital learning culture across the school</p>	<p>Amount of Fund</p>	<p>See attached PEF plan re staffing costs (£8,700 for devices)</p>
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Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> To provide a digital rich environment for all children in mainstream and ASC</p> <p><u>Intervention 2</u> Staff to plan and deliver a progressive digital literacy pathway where children build skills, knowledge and application to raise attainment for all.</p>	<ol style="list-style-type: none"> 1. Deployment of a Class teacher to allow for a member of the teaching team to have a specialist focus on the delivery of digital literacy and linking with the Supporting Learning team (2.4) to ensure equity of opportunities 2. Staff to engage and participate in the Digital Cultures Programme 3. Staff participating in the programme cascade the important information to ensure all children receive the necessary skills. 4. Creation of a secure digital environment that all children can access for specialist support and staff can use a borrowing library. 5. Links with Supporting Learning team (2.4) to provide ASN children with additional and targeted opportunities. 6. Link with the children requiring nurture support to provide an ICT opportunity in the morning and PM. 	<p>All children provided with time in the Digital literacy environment</p> <p>All classroom environments will become digitally enriched.</p> <p>Teaching staff can plan, teach and assess skills and progression with increased confidence.</p> <p>All children from Primary 3 to 7 can independently access GLOW.</p>	

Session 2023 -2024 Improvement Plan

National Improvement Framework Priority: Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority 1: To raise attainment in numeracy through a focus on professional learning for all staff on Conceptual Understanding of Numeracy and development of pedagogical practices in numeracy				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement		2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Securing Children's Progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Record an attainment increase for every child across the school	Looking outwards/working collaboratively with others through staff engagement with Local Authority Professional Learning Offer <i>Conceptual Understanding in Numeracy (CUiN) Fife</i> . Each teaching and non-teaching staff member will further develop their knowledge through engagement in planned professional learning, to raise attainment for all. Every practitioner's will plan teach and assess numeracy, informed by data from their own audit and their learners' audits	Jeannie Finnigan, Raising Attainment Teacher and CUiN Champion All staff engagement with PL offer SLT link Candice Cooper	All children will have a recorded increase in attainment over time with added value being evident for all children Direct observation of learners by teachers, SfL & SLT What children say, write and do Professional dialogue with all staff Tracking of attainment data throughout session	Planned into our whole school collegiate calendar, linked to Working Time Agreement. All PSAs participating in professional Learning on Nov. and May Inservice Days Force field analysis meetings with CTs with SLT Dates: last week of each term Raising Attainment Teachers and SfL meetings with SLT Dates: 12/9/23 3/10/23 Rest tbc

	Cooperative teaching with Raising Attainment Teacher		Tracking of raising attainment data Termly Force field analysis discussions with class teachers and raising attainment teachers	
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Session 2023 -2024 Improvement Plan

National Improvement Framework Priority: Placing human rights and needs of every child and young person at the centre of education. Improvement in attainment, particularly in literacy and numeracy				
Focused Priority 2: Continue to develop our curriculum to meet all learners needs				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.2 Curriculum 2.4 Personalised Support 3.2 Raising attainment and achievement			2.2 Curriculum 2.4 Personalised support 3.2 Securing children's progress	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All teachers confident and knowledgeable “What’s in a Level?” Every child's attainment levels will be declared with confidence to impact on their attainment journey through primary.</p> <p>Collaborating with Cluster primaries to engage in moderation activity, to facilitate cross Cluster professional dialogue.</p>	<p>Collegiate learning for all teaching team. Presentation of information, followed by professional dialogue.</p> <p>Moderation of declarations to ensure shared understanding and robust evidencing of every child's learning</p> <p>Looking outwards/working collaboratively with others Cluster moderation of writing</p> <ul style="list-style-type: none"> ➤ Narrative/persuasive Planning ➤ 3 pieces of writing moderation – upload to Team page 	<p>Gordon Anderson and all class committed teachers</p>	<p>Direct observations of staff confidence and accuracy when discussing attainment at formal tracking meetings (termly)and informally with staff throughout session</p> <p>Views and data gathered through professional dialogue</p>	<p>Collegiate activity input 23 Aug and 30 Aug 2023</p> <p>End of each term within tracking meetings with SLT</p> <p>29 November – Benarty PS 7 Feb – Denend PS 15 May – Cardenden PS All 3:30pm -4:45pm</p>

<p>Refresh our current Curriculum Rationale (CR) To enable every child to experience BGE taking into consideration uniqueness setting of their school and community. Recognising the needs of our children. as Benarty Learners. All staff understanding and working within the framework of our CR to benefit all of our children</p>	<p>➤ 3 jotters -jotter moderation</p> <p>In consultation with all stakeholders, planned professional dialogue with identified groups</p> <p>Whole staff discussion then collation by HT Teachers seek views of children DHTs seek views of stakeholders</p>	<p>HT Redraft from collated data Teachers seek views of children DHTs seek views of stakeholders</p>		<p>27/9/23 revisit current CR HT present on framework of CR 28/9/23 All teaching professional reading BtC3</p>
<p>Tracking and assessing all areas of our curriculum across the broad general education</p>	<p>Staff planning and tracking within school devised curriculum planning formats. Plan and support all staff to create a whole school consistency in the layout and organisation within every learning environment. Reference Ed. Scotland's <i>Assessment within the BGE: a thematic inspection</i></p>	<p>Teacher responsibility with support and advice from SLT All of teaching team, audited by SLT</p>	<p>Direct observations within every class and professional dialogue at tracking & attainment meetings</p>	<p>Throughout term with WTA protected time on first week back of every term</p>
<p>Raise attainment in P5 writing and provide participants a deeper understanding of teaching and assessing writing that will enhance the work</p>	<p>Looking outwards/working collaboratively with others P5 teacher and DHT participating in Fife QI Improving Writing Programme (Wave 9).</p>	<p>Taylor Baldwin P5 Teacher and Alison Pratt DHT</p>	<p>QI methodology used to evidence improvement</p>	<p>Tuesday 15 August 9am-3pm, Benarty Primary School hosting Further 1 full day training, Thursday 7 September 9am-4pm Series of 6 twilights</p>

<p>undertaken through the QI programme.</p> <p>Sharing of information from Fife Assessment and Moderation Network to support and enhance school moderation practices. To fully establish supporting high quality, impactful approaches to assessment and moderation.</p> <p>Professional learning for all teaching: dyslexia, dysgraphia and dyscalculia. To improve practitioner knowledge and confidence to identify and refer for SfL consultation/support. To ensure any barriers to learner are understood and minimised for every child.</p>	<p>Looking outwards/working collaboratively with others Two members of the team participating in Fife's A&M Network, in the network meetings and then sharing with staff team</p> <p>Professional Learning</p>	<p>Ryan King P6/7 Teacher and Jackie Lockhart SfL Teacher Link SLT Gordon Anderson</p> <p>Alison Pratt DHT and Jackie Lockhart SfL</p>	<p>Identified individual's attainment and achievement progress evidenced</p>	<p>3.30-5.30pm hosted on Microsoft Glow Teams: Thursdays 21 Sept, 5 Oct, 2 Nov In Person (Venue TBC) 16 Nov, 30 Nov and 7 Dec</p> <p>Feedback from A&M Network members within collegiate time, following network meetings the week before. 6 Sept, 4 Oct, 6 Dec, Feb In Service 14 Feb and 1 May</p> <p>Dates tbc</p>
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<p>De-escalation training for all staff to ensure consistent and informed approaches to support our most distressed learners. Every child feeling understood and responded too in a trained manner, when they are most distressed</p>	<p>Use of Fife's De-escalation pack content, as a basis for collegiate activity and guided reading for all staff</p> <p>Selected as 1 of 3 Pilot schools in Fife Decider Skills Need to write up out with IPs Incorporate into HWB curriculum</p> <p>Targeted interventions</p> <p>How the environment supports application with skills</p>	<p>Caitlin McFarlane Class Teacher and Lynn Dyas HT Link Educational Psychologist, Kelly Roberston</p>	<p>Distressed children “de-escalated” successfully and children feeling supported and understood Robust planning utilised by all staff to support identified learners</p>	<p>Pack shared with all staff 13/9/23 Meeting with EP, Kelly 4/10/23 to frame school's approach First collegiate activity end of term I Fife Input Caitlin & Claire Nov In Service Collegiate dates tbc</p>
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Session 2023 -2024 Improvement Plan

National Improvement Framework Priority: Improvement in skills and sustained, positive school-leaver destinations for all children and young people. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in attainment, particularly in literacy and numeracy.				
Focused Priority 3: Develop digital learning and literacy progressive pathways				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
3.3 Increasing creativity and employability 2.2 Curriculum 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised Support			3.3 Developing creativity and skills for life and learning 2.2 Curriculum 3.2 Securing children's progress 2.3 Learning, teaching and assessment	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales

<p>Teachers to understand, plan and implement Fife's Digital Learning and Literacy Progression Pathway to increase skills and knowledge of every children within discrete digital skills and implementation across BGE</p> <p>Learners build their skills, knowledge and application. To raise attainment for all</p> <p>Assess our long-term requirements to make sustained change in how digital tools are used throughout the school. To create a digital culture across all playrooms and classes</p>	<p>Non class committed teacher to lead on implementation of progression pathway through planned cooperative teaching</p> <p>Class teachers to plan for children to implement skills across curriculum to enhance learning. Through professional reading/learning and dialogue.</p> <p>Cohort of identified children from SfL caseload, start their day in the Digital Hub. 9am – 9:45am</p> <p>Participate as a staff team, Fife's offer Digital Cultures Program</p> <p>Staff to to join Fife Digital Learning on Glow Teams with the join code f6zev31 - to find resources, share and ask questions.</p> <p>Engage in Education Scotland offer of webinars throughout the year and have recordings of previous ones on their site: https://blogs.glowscotland.org.uk/glowblogs/digilearn/</p>	<p>Gregor Murray Raising Attainment Teacher and lead on Digital Learning and literacy</p> <p>All class teachers, tracked by SLT</p> <p>Alison Pratt, Jackie Lockhart & Gregor Murray</p> <p>Gordon Anderson DHT with class teachers Gregor Murray and Marianne Sankey</p>	<p>Direct observations of children Planning and Assessment data for every class Use of QI methodology to measure impact</p>	<p>Cooperative teaching from week one of term 1</p> <p>Start of term 2</p> <p>Starting January 2024 Course Dates all twilights Q&A session 16/1/24 Session 1 1 Feb 2024 Session 2 14 March 2024 Session 3 18 April 2024 Session 4 23 May 2024 Session 5 6 June 2024</p>
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	<p>Register for the Digital Schools Award https://www.digitalschoolsawards.co.uk/ to support with initial self-evaluations</p> <p>Nursery children more involved in digital experiences Nursery P7s supporting Nursery children School staff linking with ELC teams to cascade learning</p>			
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Session 2023- 2024 Improvement Plan – PEF Plan

Attainment Fund Rationale Improve attendance, attainment and participation		Amount of Fund: See attached PEF plan re staffing costs	
Attendance has become a cause for concern for a significant number of children throughout the previous academic year.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, to increase attendance across the school for an identified cohort of children to above 84%</p> <p><u>Intervention 2</u> To increase average attendance to above 90% across the school community</p> <p><u>Intervention 3</u> To support latecomers and reduce lateness by 10%</p>	<ul style="list-style-type: none"> • PSA employed to facilitate a Walking Bus in our catchment area • Nurture hub to be staffed in the morning by PSA staff to encourage a positive start to the school day for some of our more vulnerable and distressed children. • Supporting Learner team (2.4) to enable SLT to engage with families and provide/establish a clear link between home and school • Use of Pareto/Run charts to track improvements and highlight next steps. • Attendance meetings organised to support families accordingly. • Attendance, attainment and participation policy to be shared and implemented across the school. 	<p>Pupil Support Assistant will support SLT to identify and collate potential barriers to attendance at Nurture Hub.</p> <p>Use of Seemis attendance summary to identify progress daily/termly and weekly.</p> <p>Parents and pupils’ views on attendance barriers sought.</p> <p>Data captured through daily/weekly and termly run charts. This will be collected around attendance, number of children accessing walking bus</p>	

Attainment Fund Rationale Support some of our distressed children by offering a supported and safe nurture setting.		Amount of Fund: See attached PEF plan re staffing cost	
We have identified a group of pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on them and their peers attainment and achievement especially in reading, writing and numeracy.			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June

<p>Intervention 1 By June 2024, all identified pupils for nurture intervention will have improved wellbeing, their barriers to learning will have been reduced.</p> <p>Intervention 2 There will be a reduction in disruptions in the mainstream class settings.</p>	<ol style="list-style-type: none"> 1. Daily nurture sessions for identified pupils 2. Breakfast club to encourage a positive start to the school day 3. Pupil profiling, Summary of Supports, Child Plans and positive behaviour support scales completed and reviewed regularly. 4. Outdoor Learning environment used to offer an alternative curriculum 5. Use of the circle document to promote an inclusive environment 6. Staff to engage in the Decider Programme 7. Support offered by Wellbeing teacher to release Class Teacher to build relationships on a more one to one/small group environment. 8. PSA 2 available to support children requiring support to reengage 	<ol style="list-style-type: none"> 1. Class attendance and engagement data will be gathered daily to track progress. 2. Individual pupil targets will be created and monitored 3. Fewer children will be out of class with PSA who can support other children requiring targeted support. 	
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Attainment Fund Rationale	Raise attainment in Literacy and Numeracy	Amount of Fund: See attached PEF plan re staffing costs
<p>We have identified children across the school who are currently 3-6 months behind CfE National Expectation in Literacy and Numeracy.</p> <p>We have identified children across the school who are currently 6-12 months behind CfE National Expectation in Literacy and Numeracy.</p>		

We have also identified children across the school who are currently 12 months + behind CfE National Expectation in Literacy and Numeracy.

Expected Impact	Interventions Planned	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, almost all children who are currently 3-6 months behind expectation will be within their expected level within the curriculum for Excellence</p> <p><u>Intervention 1</u> By June 2024, almost all children who are currently 6 to 12 months behind expectation will have made progress across literacy and numeracy</p> <p><u>Intervention 2</u> By June 2024 most children who are currently 12+ months behind expectation will be more confident in their approach to both Literacy and Numeracy and engage with increased independence.</p>	<ol style="list-style-type: none"> 1. Supporting Learning Teachers (2.4) to offer additional support and additional learning time around Maths and Numeracy and Literacy. 2. Support for Learning teacher to focus on the children requiring Targeted support 3. Regular consultations for SfL and 2.4 teachers with SLT, Raising Attainment teachers and Class Teachers 4. All pupils to complete Teejay Maths and Numeracy diagnostic Assessments. 5. Active Literacy strategies to be timetabled 4 times a week. 6. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria. 7. Success to be shared through collegiate sessions 8. PSA will support individuals as identified. 9. Regular attainment meetings will identify the progress for the identified children. 10. Jotter monitoring and Shared Classroom experiences to gather evidence of impact. 11. CPD/Professional Learning base for teaching team to be accessed to allow for professional reading and dialogue around Learning and Teaching. 12. Early phase teacher professional group/ASC Professional group 	<ol style="list-style-type: none"> 1. TRAMS in June 2023 to be used as baseline (appropriate to age and stage). Further assessment in December 2023 and again in May 2024. 2. Ongoing assessment/Catch-Up assessments. 3. Pupils' engagement in learning and confidence to work individually will be tracked. 4. Jotter monitoring 5. 2.3 classroom observation data 6. Pupil Voice gathered 	

Attainment Fund Rationale Develop digital learning culture across the school		Amount of Fund	See attached PEF plan re staffing costs (£8,700 for devices)	
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June	

<p><u>Intervention 1</u> To provide a digital rich environment for all children in mainstream and ASC</p> <p><u>Intervention 2</u> Staff to plan and deliver a progressive digital literacy pathway where children build skills, knowledge and application to raise attainment for all.</p>	<ol style="list-style-type: none"> 1. Deployment of a Class teacher to allow for a member of the teaching team to have a specialist focus on the delivery of digital literacy and linking with the Supporting Learning team (2.4) to ensure equity of opportunities 2. Staff to engage and participate in the Digital Cultures Programme 3. Staff participating in the programme cascade the important information to ensure all children receive the necessary skills. 4. Creation of a secure digital environment that all children can access for specialist support and staff can use a borrowing library. 5. Links with Supporting Learning team (2.4) to provide ASN children with additional and targeted opportunities. 6. Link with the children requiring nurture support to provide an ICT opportunity in the morning and PM. 	<p>All children provided with time in the Digital literacy environment</p> <p>All classroom environments will become digitally enriched.</p> <p>Teaching staff can plan, teach and assess skills and progression with increased confidence.</p> <p>All children from Primary 3 to 7 can independently access GLOW.</p>	
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