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| **Castlehill PS** **Image result for castlehill badge****Standards and Quality Report****Achieving Excellence and Equity****2023-24** |

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| **Context**

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| **Setting/School Roll (including ELC/ASC)*** School Role: 429
* ASC Role: 28
 | Castlehill Primary is a non-denominational school in the town of Cupar. Castlehill is part of the Bell Baxter Cluster and almost all pupils transition to Bell Baxter after P7 and from around 9 early years settings that included Westfield Nursery. Our school community is becoming more diverse every year with pupils from all over the world although most are still white uk. Our average SIMD is 6.5 but we know that SIMD is not always an accurate measure of deprivation for our community. Many of our children travel by school bus and around half of our ASC arrive at school via taxi. **Vision, values and aims:** At Castlehill Primary School we aim to provide all children with the highest quality learning experiences within a safe and nurturing environment. **Community Respect Resilience** **At Castlehill We Aim high** |
| **FME**  | 17.4% (this is a reduction from last year as the figure only includes P6 and 7, the estimated FME is just under 25%) |
| **SIMD Profile for establishment** |

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| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **Average SIMD** |
| 1 | 44 | 0 | 59 | 49 | 7 | 84 | 83 | 101 | 1 | 6.5 |

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| **Attendance (%)**  | **Overall** | *93%* | **Authorised** | 4% | **Unauthorised** | 3% |
| **Exclusion (%)** | 0% |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £72,000.00 |
| **Cost of the school day statement**  | At Castlehill we do our best to ensure that every child can participate in the wider life of the school. We provide new uniform for those who cannot buy it. We offer second had uniform at a central point in the school for free. We donate uniform to the local charity shop where parents can access it at a reduced cost. We plan school activities to minimise cost, for example, celebration days, such as Comic Relief are carefully managed to avoid the need for any pupils to dress up. Wider achievement days have a curriculum focus and fundraising activities are kept to a minimum. Our school trips are capped at affordable amounts, subsidised and we look for ways to reduce costs by considering timings and locations. This year we have used public transport where possible. P7 residential is supported by grant funding for those who need it. We walk to sports and other events locally wherever possible.We have snacks available and discreetly offer free breakfast.We work closely with the foodbank. These are a selection of the ways we reduce the cost of the school day for families.  |

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| **Improvement Priority Session 2022 – 2023** (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan) |
| **Priority 1 –** Continue to develop a Castlehill standard in order that all children in all classes will experience consistently high levels of learning, teaching and assessment that improve outcomes for all. |
| Directorate Improvement Plan (delete as necessary)Equality & Equity Achievement Health & Wellbeing Positive Destinations Attendance & Engagement | HGIOS 4 Quality IndicatorsHGIOELC Quality Indicators |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:**All teaching staff have engaged in professional learning and the subsequent development of learning intention and success criteria visuals which are visible and used in almost all classrooms.   All staff have engaged in professional learning around questioning. The question matrix has been shared and used in almost all classrooms.   All teachers have access to high quality plenary examples and evidence of this is used in the majority of classrooms.   All teachers have engaged in professional dialogues and used data analysis to provide an understanding of attainment across the school which in turn informs next steps at a pupil, class, stage and whole school level.  Within ASC, teachers have been working on a new planning tracker with the wider ASC network. Almost all teaching staff practised using this with an identified child in Term 4.  SCERTS training has been undertaken by all ASC teaching staff with the Education Psychologist and almost half of PSA2 staff.    Collegiate work on how we share feedback has started to develop our shared understanding of the purpose and practice of feedback. Professional reading on feedback has been undertaken by almost all teachers in mainstream.  All teachers have engaged with termly planning and tracking meetings with senior leadership team with a focus on in-depth professional dialogue tracking of attainment across literacy and numeracy.  |
| **Impact:** Most children are now confidently able to articulate what they are learning and how to be successful.  As a result, the impact of this is that children are more aware of the purpose of their learning and majority can articulate their next steps. Almost all children across P1-5 can use visual success criteria to understand what they must do to be successful.  As a result, the impact of this is observable improvement in the number of engaged learners. Almost all learners in P1-5 are engaged at all times. More robust termly planning and tracking has resulted in more consistent groupings across year groups.  Almost all staff have a deeper and more informed understanding of TRAMs data and how to use attainment data to plan children’s next steps.  As a result, children are accessing more targeted and specific learning, using PSA resource effectively, to close gaps and move their learning on. The majority of teachers are feeling more confident in their predictions and planning approaches.   Teacher confidence is greater when developing questioning resources to encourage higher order thinking. Under half of children across the school can now create higher order questions and this is a continuing skill that is developing.  ASC teachers are growing in confidence in using new tracker and SCERTS for informing targets and progression. Children are experiencing more individualised learning experiences as a result and speedier interventions that are bespoke.    |
| **Next Steps:**Whilst the majority of children can identify next steps in parts of their learning, this needs to be developed and encouraged across all areas of the curriculum.  Teacher involvement in targeted professional dialogue to track across the Broad General Education through Fife’s new tracking processes will support this development. The school are going to continue to focus on Literacy and Numeracy as planned and will also have a specific focus on HWB, Technology and Social Studies. Moderation activities planned will support professional dialogue in tracking of attainment across these areas.  In ASC, consistent use of tracker and SCERTS for all children to be implemented. (Additional teacher to support this development work).  Further development on establishing the four-part model is required to embed a culture of feedback and assessment.    Continue to develop ways to visualise feedback and assessment strategies consistently across classes.    |

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| **Improvement Priority Session 2022 – 2023** (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan) |
| **Priority 2 –** Continue to ensure that all pupils are equipped with the strategies, skills and environment to enable them to access and participate in learning. |
| Directorate Improvement Plan (delete as necessary)Equality & Equity Achievement Health & Wellbeing Positive Destinations Attendance & Engagement | HGIOS 4 Quality IndicatorsHGIOELC Quality Indicators |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:**All staff used Circles Framework at the outset of the year and participated in a learning walk/audit.  A universal visual support pack has been made available to all staff.  Universal supports were made available to children across all classrooms and targeted supports were created and shared with all pupils who needed them.  Play based approaches to learning have been developed across P1-5 and this approach is accessible to all pupils in those classes and is inclusive.   All classes have explored regulation strategies through Emotion Works and there is a consistent language available to all through this approach. Summaries of support have been created and used as part of transition information, for those with identified needs.   De-escalation training was shared with all staff. Planned access to nurture spaces away from the mainstream class has been used consistently for a few identified children. A few staff attended training for specific learning differences and additional need. Other schools have come to share in our school’s good practice in relation to specific support for additional need in mainstream and play pedagogy. Proactive planning is in place for the few children who need it. All staff are now reporting any incidents of violence or aggression across the school. |
| **Impact:**Playful, pedagogical approaches across P1-5 have promoted engagement for almost all learners almost all of the time. This includes pupils with additional need. The majority of pupils with identified needs across all stages are making progress at a level that is appropriate for them. Enhanced planning, use of universal and targeted supports and the creative use of playful or active approaches to the curriculum and its delivery have promoted sustained access to mainstream for specific pupils.  The majority of classes are using consistent inclusive classroom visuals and this is supporting most identified pupils in the majority of classes.  Almost all children are independently accessing the resources they need and are confident to access a wide range of supports and strategies independently.  Almost all children can use regulation strategies in line with individualised planning, supports or universal school strategies such as emotion works.  Summaries of support has enabled continuity in provision of targeted supports to pupils with identified needs when transitioning from one stage to the next and in most classes.  Calm corners/ nurture spaces have given children a safe space to help regulate and manage emotions. Staff attending specific professional learning related to the needs of pupils in their classes have implemented strategies successfully to improve the experiences of pupils and as a result, specific pupils are now able to sustain engagement in independent tasks for longer and with less adult prompting or support.  |
| **Next Steps:**All classes need to display and use universal visual supports as a core resource towards a Castlehill standard expectation.  GIRFEC meetings that were planned but had to be put on hold this year now need to be developed to promote targeted approaches to enable participation for all pupils. Staff to be provided with a consistent printed pack of inclusive classroom resources at the start of the year.  Summaries of support to be updated, where appropriate, in preparation for transition to next stages. Quality assurance processes to focus on pupil and families views ongoing.  Refreshed sensory boxes for each area in preparation for next year to be created by LS teachers. P6 & P7 areas to be enhanced in line with developing school expectations of inclusive and playful environments and use of Circle.  |

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| **Improvement Priority Session 2022 – 2023** (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan) |
| **Priority 3 –** Curriculum- Development of our core curriculum and curriculum rational bespoke to Castlehill (This is year 1 of a 2 year plan)  |
| Directorate Improvement Plan (delete as necessary)Equality & Equity Achievement Health & Wellbeing Positive Destinations Attendance & Engagement | HGIOS 4 Quality IndicatorsHGIOELC Quality Indicators |
| Has this priority been:(please highlight) | FullyAchieved |  | Partially achieved |  |  |  |
| **Progress:**Conceptual numeracy and Workshop for Literacy refreshers were delivered to all teaching staff and made available to all PSA staff. Just under half of the teaching staff engaged with professional learning in conceptual numeracy and Workshop for Literacy, online or face to face sessions.  Almost all teaching staff have participated in enhanced planning and tracking meetings.  SeeSaw used weekly for the provision of homework, shared learning and parental communication.   All teacher and a few PSA2 staff attended digital literacy training delivered in school and by Fife’s digital team.  A survey has been carried out regarding outdoor learning to review the outdoor learning pathway.  Castlehill has enrolled in a digital cultures programme which will be rolled out next year. Planning for this has been developed this year. Just under half of teaching staff have engaged with digital CPD.   ASC are experiencing daily outdoor learning. ASC collegiate planning is undertaken weekly.  Reading resources and PM writing resources purchased. Some targets were stalled to be carried out this coming session. |
| **Impact:** Almost all teachers have a shared basic understanding of conceptual numeracy and as a result, most children are on track with learning in numeracy.  Almost all teachers consistently use Fife pathways or agreed school pathways to plan learning and as a result almost all children experience a broad and balanced curriculum. All teaching staff have participated in an audit that has now given a clear Indication of gaps in knowledge and resource. In a few classes children have enjoyed using a range of technology to enhance their curriculum learning or to develop digital skills.  All ASC children engaged and motivated in outdoor learning. This is relevant to their current experiences.   |
| **Next Steps:**All staff to receive training on PM Writing approach and a consistent approach to planning and teaching writing to be implemented across all year groups.  New reading progression to be implemented.  All children to experience outdoor learning/ learning outdoors as per Castlehill progression pathway from August. This is the equivalent of 1 day per week organised to suit the needs of the class and particular interest and IDL opportunities. Planned professional learning to work with third party providers, e.g. Alba Explorers. Including ASC classes.  All children to experience consistent and annually planned opportunities for leadership, wider achievement and to develop performance and collaborative skills. All curriculum topic planners to be updated to include opportunities for learning for sustainability and enhanced health and wellbeing.    |
| **Attainment of Children and Young People (Primary and Secondary)** |
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| **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** |
|  | **Actual** | **Actual** | **Actual** | **Actual** |
| **P1** | **100%** | **69%** | **82%** | **84%** |
| **P4 (-ASC)**  | **81%**  | **67%**  | **66%**  | **72%**  |
| **P7** | **80%** | **81%** | **&4%** | **77%** |

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| **Overall Attainment for 2023 – 2024** |
|  | **Literacy** | **Numeracy** |
|  | **Stretch** | **Actual** | **Stretch** | **Actual** |
| **P1** | **84%** | **84%** | **91%** | **84%** |
| **P4 (-ASC)**  | **70%** | **71% (78%)** | **77%** | **72% (79%)** |
| **P7 (-ASC)**  | **72%** | **78% (84%)** | **76%** | **77% (83%)** |

**Evaluative statement of attainment over time**We have met all our stretch aims for literacy at all key stages. In numeracy we have met our stretch aims in P7. In P1 and P4 our cohort has changed. This has negatively impacted on attainment. In P1 the gap between meeting the stretch aim for numeracy is the equivalent of 3 pupils off track. There are 4 children in our ASC in P4. In P7 the gap between stetch targets in numeracy is 3 children. There are 6 children in P7 in our ASC in P7. The number of pupils with significant or complex additional needs who attend our ASC classes is part of attainment story and we are pleased with the progress these children are making across the milestones of early stages of CfE. This attainment and progress is difficult to see on whole school measures. A small number of children who have multi-layered barriers to learning including, ASN, FSM, LAC and those living with poverty are the groups that achieve less well at Castlehill and continue to be the planned focus for PEF next session (see PEF plan).  |
| **Evidence of significant wider achievements** |
| There has been a wide variety of wider achievement opportunities across the school this year. These are summarised below in the ‘Performance and Leadership Skills Development Opportunities’ Table. All opportunities support children to develop a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These opportunities sit alongside our wider achievement tracking) that is linked to our school values, UNCRC and 4 contexts for learning. * We have strengthened community links and these links have allowed us to increase opportunities for wider achievement across our community. For example, pupils from P4-7 participated in a choir performing across the community. Pupils across the whole school shared a fundraising opportunity with the Rotary Club and raised £3500 for our school whilst learning about our local town and countryside and finding out about the global projects of the Rotary. P4 ran Toy Drive, developing communication skills.
* This year our library ladies (school association) have established a pupil library. This has involved pupil voice and decision making.
* We have been awarded our Rights Respecting Schools Bronze award.
* We have participated in a range of Active Schools events, demonstrating teamwork, cooperation, and resilience. We have also won awards for Football and Girls Rugby.
* This year our Glee Club won spirit of Glee for demonstrating high levels of camaraderie and support for other performers.
* Our P7 show and P1, 2 Nativity, Burns competition and whole school Scottish events allow children to develop increased confidence and performance skills.
* Development and organisation of charity and community events such as the Cupar Gala allowed pupils across stages to develop organisational and budgeting skills.
* Our pupil leaders not only demonstrated leadership capacity but also drive our school values.

Wider achievements are shared weekly in assembly and have been shared throughout the session through newsletters and SeeSaw. Every class also has a wider achievement wall. **Performance & Leadership Skills Development Opportunities Performance Arts / Wider Achievement / Sports Festivals / Community Partners**

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| **August / September** | **October** | **November**  | **December** | **January** |
| * Passion Learning
* P5 Music (VT)
* P5-7 Strings
* P2 Harvest
* Teddybear’s Hospital (P1-2)
* Learning Council (P3-7)
* Pupil Council (P1-7)
* House Captains (P7)
* Junior Leaders (P6)
* Bus Buddies (P6-7)
* Peer Mediators (P6-7)
* Playground Pals (P7)
* Librarians (P4-5)
* Eco Committee (P1-7)
* RRSA (P5) *P5 Teachers*
* Travel Action Group (P3-4)
* Rotary Sponsored Walk
* Shoebox (P3)
* Digital Award (P6) *AH*
* ASC Swimming
* P3 Football (5 weeks)
 | * Passion Learning
* P5 Music (VT)
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* Tesco – farm to fork
* Kettle Produce – Farming topic
* ASC Swimming
* P3/4 Football
* P7 Rugby
* Choir

 | * Passion Learning
* P5 Music (VT)
* Choir
* Toy Drive – P2
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* Employability fairs
* ASC Swimming
* Parasports Festival
* P5-7 Cluster Basketball
 | * P1 & 2 Nativity
* Passion Learning
* P5 Music (VT)
* Choir
* Choir to community events
* Christmas community concert
* Christmas lights on
* Christmas Fair (P1-7)
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* Santa’s Sleigh – P6
* Tesco – choir
* ASC Swimming
* P5-7 Cluster Basketball
 | * Burns Poetry – P1-7
* P1, P3, P5 and P7 Scottish Country Dancing
* P5 Music (VT)
* GLEE (P5-7)
* Passion Learning
* Learning Council
* Pupil Council
* Junior Leaders (P6)
* House Captains
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* Tesco healthy eating
* ASC Swimming
 |
| **February** | **March** | **April** | **May** | **June** |
| * Passion Learning
* P5 Music (VT)
* P7 Dalguise
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* ASC Swimming
* P5-7 Cluster Netball
 | * P2, P4 and P6 Creative Dance
* P5 Music (VT)
* Glee
* Passion Learning
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Rotary Quiz
* ASC Swimming
* P5-7 Cluster Netball
* Travel Action Group
 | * Passion Learning
* P5 Music (VT)
* Glee
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Travel Action Group
* Rotary Quiz
* ASC Swimming
* P5-7 Cluster Football
 | * Passion Learning
* P5 Music (VT)
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Gala Committee (P5)
* Rotary Quiz
* ASC Swimming
* P3-6 Tennis
* P5-7 Cluster Football
* Travel Action Group
 | * P7 Show
* P6 Gala
* Passion Learning
* P5 Music (VT)
* Learning Council
* Pupil Council
* House Captains
* Junior Leaders (P6)
* Bus Buddies
* Peer Mediators
* Playground Pals
* Librarians
* Eco Committee
* RRSA
* Rotary Quiz
* ASC Swimming
* P4-7 Cricket
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Our wider achievement tracker (right) shows the progession of skills through 3 levels. These are linked to our school values and the 4 capacities and draw on a range of leadership and other skills related to the world of work. An explanation of how this fits together is summarised below.  |
| **Learning Partnership** |
| **Strengths identified:** Evidence gathered demonstrated that the school continues to improve and that planned opportunities for collegiate work and professional learning are impacting positively. Strengths including the following were identified, * Relationships and ethos across the school are positive and nurturing.
* In almost all classes there were consistent high expectations of behaviour and participation.
* In the classes where there were clear expectations almost all children were engaged in all observed lessons.
* The physical environment in the majority of classes supports the learning, independence and inclusion.
* In almost all classes Learning Intentions were shared with pupils. In most cases these were set by the class teacher and in all classes, these were shared in the agreed Castlehill format.
* Where visuals were used to support Learning Intentions, Success Criteria and skills, almost all pupils asked could make connections and talk about their learning.
* The majority of pupils were able to talk about their learning.
* Staff focus groups confirmed a shared Castlehill expectation and use of Learning Intentions and Success Criteria.
* Staff spoken to felt they had ownership of decisions about the work the school is undertaking in learning, teaching and assessment.
* Pupil focus groups know about pupil leadership roles in the school and can link these to the values and school expectations.
* Staff spoke about how they used the circle framework to ensure their classroom is inclusive.
* Pupil discussion confirmed the view of staff that Castlehill is inclusive.
* Playful pedagogy has now been developed across more of the school leading to increased participation, inclusion and best use of shared spaces. Where the physical environment has been established to include playful approaches, pupils are almost all engaged in purposeful learning.
* The nurture room and learning hub were identified by staff as supportive spaces for learners to be engaged in learning and be included.
* There is strong communication and teamwork amongst staff and between most stage partners.
* There were good opportunities for pupil voice observed and talked about across almost all classes and areas of the school.
* PSA staff supported children well and are skilled.

**Areas for Improvement/Planned Next Steps**  * Planned decisions for continuing to develop the 4-part model including a focus on assessment and questioning has been identified and agreed with teaching and SLT staff. The Learning Partnership team agree this is the right focus.
* The Pupil Focus Group identified a need to experience more regular outdoor learning and learning outdoors. All staff across the school should be engaging in regular learning outdoors and outdoor learning as per progression planning.
* Digital literacy will be a focus for next session and the Learning Partnership team agreed that this is a positive focus.
* Peer mediation opportunities would help create opportunities for responsibility and leadership in the playground and support further embedding of school values.
* Consistent use of visuals across the whole school should be continued and developed with a particular emphasis on the ASC.
* Development of the physical environment in a few areas of the school now needs to happen to ensure consistent and quality experiences for all children.
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| **Consultation with Stakeholders**  |
| We have an active parent body who contribute to planning for improvement via the parent council and parent forum. Parents feedback their views via self-evaluation forms at points in the year and at open events in school. Parents contributed to button box feedback and via parentwise survey. Parents have contributed to decisions about the way type and frequency of communication and there is still work to do to improve this. Parents have contributed to work on ways to improve literacy and how their engagement could support this. * Almost all parents are happy that the school knows their child well and their child is well supported.
* There has been less frequent communication directly with parents as we have moved to encourage use of our website. This has meant that parents feel less informed about priorities and curriculum work.
* Parents have enjoyed opportunities to be in school and would like even more time to join their child’s learning.
* Parents appreciate the opportunities to engage with activities such as sports days, special assemblies and would like more time to do these things.
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| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| School improvement plan and summery plan are shared with all parents/carers through our group call email, newsletter, SeeSaw and via the school website. A display at the front of the school is updated throughout the year. Updates to progress are shared via newsletters and at Parent Council meetings. The minutes of these meetings are hosted on the school website. The Standards and Qualities Report is hosted on the school website.  |
| **PEF Evaluation/Impact**  |
| **Targeted Interventions** **Literacy****Raised attainment in writing at P4 and P7**- Most pupils in P4 (81%, an increase of 21%/12 pupils) will achieve first level. - Most pupils in P7 (82%, an increase of 10%/10 pupils) will achieve second level.**Improved attendance** By December 2023 we plan to have increased attendance of pupils in these categories in P7 from 86.2% by 6.54% (12 pupils) to 92.74% and in P3 from 89.50% by 7% to 96.5% (2 pupils).**Raise engagement in learning**6 named pupils to increase (double) time in class and participating successfully in learning across every school day by Christmas and engaging almost all the time in class by the summer term. |
| **Progress:****Literacy:** * SfL/ SLT/ CT/ PSA to provide additional input to targeted intervention groups that sit alongside work carried out by the PT across the cluster.
* Baseline assessment carried out in August and January using Fife Moderation of Writing pack and share with key contact/HT.
* Analysis of writing assessment to identify gaps for additional writing inputs on identified areas for improvement.
* Cluster primaries to provide data to CA for analysis.
	+ *NSA data*
	+ *Previous writing jotters*
	+ *Attendance*
	+ *CfE predictions*
	+ *BASE*
* SfL/ CT/ SLT/ PSA to create an action plan for group to identify interventions, data analysis and evaluations.
* Moderation Activities planned for November INSET (pm) across cluster
* January Cluster meeting to focus on analysis of impact data from December uplift to prepare action plan for Feb – June 2024.
* November Inset delivery of model to all PSAs
* Buy writing resources to use across each of these classes.

Supplement literacy resources- reading.**Improved attendance** SLT, Class teacher and SfL teacher to consider the range of data to available to target engagement in learning for identified pupils and to plan individualised support. SfLClass teacher and PSA support to be plan morning transition activities as required and SLt to communicate daily or weekly with parents. **Raise engagement in learning**Daily nurture delivered by PSA staff. Weekly contact with women’s aid. Seasons for growth sessions across the term. Enhanced planning with PSS  |
| **Impact:**Almost all targets were met. **Literacy, Writing:** Work with DHT early years, PT raising attainment focused on writing of identified pupils led to almost all children identified meeting targets. The group of children identified changed slightly due to movement in or out of school. **Improved attendance** Initial increase in attendance by December 2023 was on track. By June 3 of the identified children’s attendance then decreased again. We met stretch aims. **Raise engagement in learning**4/ 6 named pupils increased time in class and are successfully participating in learning every day by Christmas and are now full time in class. |

**School/Setting Name : Castlehill PS**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | Good  | Good  | Good  | NA  |
| **2.3 Learning, teaching and assessment** | Good  | Good  | Good  | NA |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good  | Good  | Good  | NA |
| **3.2 Raising attainment and achievement** | Good  | Good  | Good  | NA  |

**Headteacher** Lisa Gilroy (Headteacher)

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| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement |
| **Focused Priority: Attainment in Literacy: Writing**  |
| **HGIOS4 Quality Indicators: 2.3, 3.2, 2.4** |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Improved teacher confidence in writing practice leading to increased consistency of writing experiences for children. By the end of session 2024-25, writing attainment to meet stretch targets for writing and/or increase from, P1: - no data (meet stretch aim) P2: 82% to 87% (2 pupils) P3: 69% to 71% (1 pupil) P4: 53% to 70% (7 pupils) P5: 66% to 78% (7 pupils) P6: 71% to 86.3% (10 pupils) P7: 67% to 78% (6 pupils) Data includes ASN and pupils in ASC on early milestones.(e,g., in P4 30% of pupils have significant additional need.) Literacy and social communication developed across all 3 ASC classes. ASC – all children meeting planned targets in literacy and social communication (see PLJs) | 1. Steven Graham writing Training for teachers at key stages.
2. These teachers to share learning from PL with teaching and PSA staff.
3. PM writing resource, PL for all teaching and PSA staff across the whole school P1-7 and ASC.
4. Use of PM writing resource across all classes.
5. Development of a writing strategy for Castlehill that drawn on and links approaches across WfL, Steven Graham and uses PM resources to support pedagogy. Shared across school and wider school community incl. parents.
6. Use of 9 text types.
7. Use of writing assessment framework.
8. Intensive recovery group of P4 and P7 pupils with PT and identified targeted group.
9. Continued use of SCERTS in ASC for targeted children.
10. Moderation of all approaches and activities planned as part of QA work across the year. Including peer observations and sharing good practice.
 | P1, 4 and 7 teachers All teaching staffPSA staff Working group: AM, TB, DV, KC (TBC)DHT- LSPT Raising attainment. ABEP, ASC teachers and identified PSAs HT  | * Tracking attainment conversations.
* Clear evidence of skills progression in planning meetings.
* Moderation of children’s writing, teacher planning, teaching and assessment.
* Moderation of achievement of a level- jotter monitoring and pupil focus groups.
* Self-evaluation of PL.
* QI methodology for targeted groups including PEF and raising attainment groups.
* Observation and tracking of SCERTs.
 | See WTA, QA and Collegiate calendar for detail. 1. August – January 2024
2. August – January 2024
3. November 2024
4. Ongoing as training happens.
5. February – March 2024
6. Ongoing (4 this session, next 5 next session)
7. By January 2025
8. From August 2024 (group reviewed ongoing)
9. Ongoing from term 2
10. Ongoing
 |
| **Ongoing Evaluation** |
|  |

|  |
| --- |
| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement |
| **Focused Priority: LTA:** Continue to develop a Castlehill standard in order that all children in all classes will experience consistently high levels of learning, teaching and assessment that improve outcomes for all- focus on assessment, including moderation and tracking of the BGE.  |
| **HGIOS4 Quality Indicators** |
| 2.3, 3,2  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Almost all children will be able to identify next steps in learning. All teachers will feel confident to assess and track progress in learning across the BGE by May 2025 and as a result pupils learning will be planned to ensure increased pace and progress in learning for all curriculum areas. All parents will have clear information shared about progress in learning across all curriculum areas via the end of year report.  | This works forms year 3/3. 1. All teaching staff will continue to develop the school’s 4-part model with a focus on **Assessment and Feedback**
2. All staff engaged in PL and development of agreed assessment processes.
3. Professional reading, learning collegiate sessions linked to above.
4. Moderation activities carried out by all teaching staff linked to the above.
5. Enhanced planning and tracking meetings to focus in depth discussion of assessment and tracking progress – main focus for professional dialogue to be writing, ICT and HWB.
6. Parent Council to be introduced to Progress +
7. End of year reports to be shared with parents.
8. All staff to use the range of data available to them to plan next steps.
9. Girfec meetings.
10. Progress + PL sessions for all
 | All teachersSLT and teachersHTAll Teachers All staff All staff, (LS, SLT facilitate) All teaching and SLT | * Tracking Attainment Data (QA Calendar)/ Progress +
* Pupil Focus Groups / Pupil Conversations
* Learning Council Feedback
* Learning Walks
* Observations (Peer, SLT, Pupil)
* Learning partnership- visits and feedback
* Use of wide range of data discussed planning/ tracking meetings/ GIRFEC discussions

Teachers Own Learning Logs and Reflection | See WTA, QA and Collegiate calendar for detail. 1. Ongoing from August 2024 and focused work on assessment from February 2025
2. February – May 2025
3. Ongoing
4. November- December 2024 and again March 2025
5. Termly
6. November 2024
7. June 2025
8. Ongoing
9. Termly from term 2
10. October 2024
 |
| **Ongoing Evaluation** |
|  |
| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement |
| **Focused Priority:** Curriculum, developing Castlehill’s curriculum offer with a focus on Digital Cultures.  |
| **HGIOS4 Quality Indicators: 2.2**  |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children receiving progressive and relevant curriculum that covers the entirety of the BGE across a year. All children to have opportunities to develop leadership skills in and beyond the class every term. All children to have planned opportunities across the week to share and have their voice heard using a range of tools as appropriate. Almost all children able to select a range of ways to present and support their daily learning across the curriculum using a range of resources that include digital resources. Almost all children can articulate how they should use digital technologies at school and at home.Fife Digital Progression skills and benchmarks met by almost all children appropriate to their stage of development by May 2025.  | Curriculum Development: 1. Topic planners refreshed to include learning for sustainability and address HWB …..
2. Leadership activities planned for every pupil, in class activities, passion learning and 4 weekly leadership activities.
3. Development of Digital Curriculum
* Consistent approach and use of Fife Digital Progression.
* Focus on benchmarks outlined by the Fife Digital Progression to ensure core skills are developed in a way that improves attainment.
1. Create Digital Policy based on school values.
* Equitable distribution of resources around the school. Staff and pupils taught how to…store.
* Implement training in First Contact so devices are maintained.
1. PL to develop teacher skills from audit
2. Allocate budget for procurement and maintenance of hardware.
 | All staff in working groups for early first and second level. All staffLeads AH and AB All staff HT and BM  | * Planning and tracking meetings.
* Tracking of wider achievement and leadership on the school’s wider achievement tracker. Pupil focus groups.
* Staff meetings.
* Observed lessons.
* Planning and tracking meetings.
* Ongoing audit/ staff feedback.
* Digital skills assessment.
* Pupil/ staff feedback (parental feedback via parent council, open afternoons and button tallies)
* Feedback from staff.
* Audit of devices.
 | See WTA, QA and Collegiate calendar for detail. 1. **Staff meeting dates to be selected termly by working groups**
2. **From October 2024**
3. **Ongoing**
4. **Complete by March 2025**
5. **Ongoing**
6. **November 2024**
 |
| **Ongoing Evaluation** |
|  |

**Appendix C Session 2024-2025 Improvement Plan – PEF Plan Examples**

|  |  |
| --- | --- |
| **Pupil Equity Fund allocation for session 2024/25**  | **£72, 000.00** |
| **School Context (copied from SIP)**  |
| Castlehill Primary is a non-denominational school in the town of Cupar. Castlehill is part of the Bell Baxter Cluster and almost all pupils transition to Bell Baxter after P7 and from around 9 early years settings that included Westfield Nursery. Our school community is becoming more diverse every year with pupils from all over the world although most are still white uk. Our average SIMD is 6.5 but we know that SIMD is not always an accurate measure of deprivation for our community. Many of our children travel by school bus and around half of our ASC arrive at school via taxi.**Vision, values and aims:** At Castlehill Primary School we aim to provide all children with the highest quality learning experiences within a safe and nurturing environment. **Community Respect Resilience** **At Castlehill We Aim high** |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day)  |
| At Castlehill we do our best to ensure that every child can participate in the wider life of the school. We provide new uniform for those who cannot buy it. We offer second had uniform at a central point in the school for free. We donate uniform to the local charity shop where parents can access it at a reduced cost. We plan school activities to minimise cost, for example, celebration days, such as Comic Relief are carefully managed to avoid the need for any pupils to dress up. Wider achievement days have a curriculum focus and fundraising activities are kept to a minimum. Our school trips are capped at affordable amounts, subsidised and we look for ways to reduce costs by considering timings and locations. This year we have used public transport where possible. P7 residential is supported by grant funding for those who need it. We walk to sports and other events locally wherever possible.We have snacks available and discreetly offer free breakfast.We work closely with the foodbank. These are a selection of the ways we reduce the cost of the school day for families. |
| **Stakeholder engagement** (in what ways have you engaged with your stakeholders – learners/parents/community etc.)  | **Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)  |
| * Parent council were involved in collaborative planning activities and participatory budgeting (they actively sought the views of the wider parent forum).
* Parent Council also carried out work to consider reduction of cost of the school day.
* Pupils were involved in pupil focus groups to identify areas of focus for PEF
* Staff were involved in working group activities interrogating data and planning for PEF.
 |

|  |  |
| --- | --- |
| **Rationale**  | **Amount of Fund allocated (if appropriate) £** 72,000.00 |
| We have a population of pupils with multi layered barriers to their learning. We also have a number of pupils with ASN who also live in poverty. These pupils are at risk of exclusion or disengagement in learning. These pupils also face barriers due to transport as a few live out with the Cupar area.  |
| **Expected Impact** (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference  | **Interventions Planned** (What is the intervention? How will it be delivered? Who is responsible?)  | **Measure of Success** (Triangulation of Evidence/QI Methodology)  | **Impact on learners** **Ongoing evaluation Dec/June** **(**What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)  |
| Literacy: Writing and SCERTsSIP IP1By the end of session 2024-25, writing attainment to meet stretch targets for writing and/or increase from, P1: - 8 pupils transitioning to P1 working on pre-early milestones and 4 with no verbal communication. Targets to be set. P2: 82% to 87% (2 pupils) P3: 69% to 71% (1 pupil) P4: 53% to 70% (7 pupils) P5: 66% to 78% (7 pupils) P6: 71% to 86.3% (10 pupils) P7: 67% to 78% (6 pupils) Data includes ASN and pupils in ASC on early milestones.(e,g., in P4 30% of pupils have significant additional need.) Literacy and social communication developed across all 3 ASC classes. ASC – all children meeting planned targets in literacy and social communication (see PLJs)**Attendance and engagement:** Increase attendance of 14 identified pupils above ‘cause for concern’.To increase access to mainstream connections weekly with 1 pupil who is not accessing mainstream education. To increase access and participation for 2 children who are ‘opting out’ of class participation for parts of every day to be in class full time.  | * Steven Graham writing Training for teachers at key stages.
* These teachers to share learning from PL with **teaching and PSA staff.**
* PM writing resource, PL for all teaching and **PSA staff** across the whole school P1-7 and ASC.
* Use of PM writing resource across all classes.
* Development of a writing strategy for Castlehill that drawn on and links approaches across WfL, Steven Graham and uses PM resources to support pedagogy. Shared across school and wider school community incl. parents.
* Use of 9 text types.
* Use of writing assessment framework.
* **Intensive recovery group of P4 pupils with PT and identified targeted group.**
* **Continued use of SCERTS in ASC for targeted children.**
* Moderation of all approaches and activities planned as part of QA work across the year. Including peer observations and sharing good practice.
* QI approach for targeted pupils – PT support for teachers/ PSA delivering

Who will support this work: * PSA support
* PT raising attainment
* LS
* Additional teacher ASC

SLT monitoring – daily Collaborative working with PSSDevelopment of P6 and P7 areas to be more inclusiveTo work with PSA staff to develop nurturing approaches across all classes and the playground. To reduce bullying incidents by 50%. |   How will evidence be gathered – data, views, direct observations?Observation Writing assessment QI methodology Jotter monitoring Class visits Staff reflection  Tracking of attendanceTracking of bullying and equalities appTracking of HS1s, NOCC, CW  |   What has been the impact? Have you met your original expected impact?    |

**Appendix D – Pupil Equity Financial Plan Session 2024-2025 (Business manager has this template)**

 [PEF Planned and Actual Spend Template 2024\_\_\_25 - Castlehill PS.xlsx](https://fifecloud-my.sharepoint.com/%3Ax%3A/r/personal/lisa_gilroy_fife_gov_uk/Documents/Attachments/PEF%20Planned%20and%20Actual%20Spend%20Template%202024___25%20-%20Castlehill%20PS.xlsx?d=w956ebb37332f4831b7cfefbb36f2081d&csf=1&web=1&e=dnPzo5)



**Appendix E**

**Name of Establishment**

**Name of Headteacher**

**Education Manager**

**Standards and Quality Report Session 2023-2024**

|  |  |
| --- | --- |
|  | **Comments** |
| Agreed format for SQR 2023-2024 has been used |  |
| Cost of the School Day statement included |  |
| Context table completed Shared vision and values shared |  |
| **Improvement Work 2023-24****Priority 1** | **Fully Achieved** |  | **Partially Achieved** |  | **Continued next session** |  |
| **Progress****Clear progress been made with planned strategic actions** |  |
| **Clear impact shown for children and young people*** Quantitative or qualitative data to support this impact
* Written evaluatively
 |  |
| Limited number of next steps identified |  |
| **Improvement Work 2023-2024****Priority 2** | **Fully Achieved** |  | **Partially Achieved** |  | **Continued next session** |  |
| **Progress****Clear progress been made with planned strategic actions** |  |
| **Clear impact shown for children and young people*** Quantitative or qualitative data to support this impact
* Written evaluatively
 |  |
| **Limited number of next steps identified**  |  |
| Attainment Overview Completed |  |
| Evaluative Statement about Attainment  |  |
| Attainment overview/Achievement of a Level/Outcomes for Young People* Successes and gaps identified
* Destination trends (secondary)
 |  |
| Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared |  |
| Feedback from External Scrutiny* LP/ELP
* Education Scotland
* Care Inspectorate
 |  |
| PEF Evaluation (per priority)Progress:Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  |
| Impact* Quantitative or qualitative data to support this impact
* Written evaluatively
 |  |
| Consultation with Stakeholders |  |
| How is SQR, IP and PEF shared with stakeholders |  |
| NIF quality Indicators are evaluated using six point scale (School) |  |
| NIF quality Indicators are evaluated using six point scale (ELC) |  |
| Care Inspectorate Grades included (where relevant) |  |

**Improvement Plan Session 2024-2025**

|  |  |
| --- | --- |
|  | **Comments** |
| Are priorities identified supporting recovery?* Do they cover school, ELC and ASC?
 |  |
| Are relevant QI’s identified for priority identified? (including Early years if relevant) |  |
| Expected impact* Is this focused on children and young people
* Is this written evaluatively
* Is this linked to data
 |  |
| Strategic Action/tasks identified:* High level
* Realistic
 |  |
| Responsibilities* Identified
* At all levels
 |  |
| Measure of Success (including Triangulation of evidence/QI Methodology)* Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.
 |  |
| Timescales* Realistic
 |  |
| PEF Plan (included) |  |
| PEF Financial Plan (included) |  |

***Feedback given by ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Date feedback given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Appendix F**

**Measure of Success – QI Methodology**

Quality improvement is about**giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

|  |  |  |
| --- | --- | --- |
| **Approach** | **Description** | **Visual** |
| Model for Improvement | Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.  | A visual diagram of a Plan-Do-Study-Act (PDSA) Cycle | Download Scientific  Diagram |
| Visible Learning – Impact Cycle | Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence. | Education Sciences | Free Full-Text | Implementing High-Leverage Influences  from the Visible Learning Synthesis: Six Supporting Conditions | HTML |
| Practitioner Enquiry/professional Enquiry Process |  | The Flow Inquiry of Practitioner Enquiry | Download Scientific Diagram |