



Ceres Primary & Nursery School
Standards and Quality Report
Achieving Excellence and Equity
2022-2023



Context

Ceres Primary School is situated in the village of Ceres. The school takes in children from the villages of Ceres, Kemback and Pitscottie and surrounding area. The Nursery class also takes in children from the Craigrothie catchment area. We currently have 5 classes and a 9am – 3pm term time nursery.

The village of Ceres provides a wealth of opportunities. There are many local businesses, cafes, a museum and historic buildings. Many of these engage regularly with the school. We also have the towns of Cupar and St. Andrews 15 minutes away and are continuing to develop links with the university and larger businesses. We are surrounded by a rich rural environment.

We have a proactive and supportive parent council who are highly involved in school improvement, fundraising and the wider life of the school. We normally have a wide range of opportunities to promote wider achievement through extra-curricular activities.

Vision, values & aims

Vision - 'We Care' about..... ourselves, our learning, each other, our community, Scotland, our planet and beyond!

Values – kindness, courage, respect & responsibility.

Our school aims

to work with parents, carers, families, partners and our community to:

- Promote a caring, positive, inclusive ethos where children are supported and challenged to achieve their very best, whilst ensuring they are Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected & Included.
- Encourage our pupils to develop as positive members of society who care about others and the world around them, and who make a difference.
- Provide opportunities which build confidence and resilience to navigate life's obstacles
- Provide inspiring and motivating contexts for learning, which promote enthusiasm, curiosity and creativity, and which develop skills for learning, life and work.

Our vision and values are embedded and were positively referred to in our annual self-evaluation from pupils and parents, Care Inspection and extended learning partnership visit.

Setting/School Roll (including ELC/ASC)	School 110 Nursery 24			
FME	5%			
SIMD Profile for establishment	Average SIMD profile 3.9, with 84.8% in SIMD 4			
Attendance (%) 95.8%	Authorised	3.46	Unauthorised	0.73
Exclusion (%)	0%			
Attainment Scotland Fund Allocation (PEF and SAC)	£11,880			

Improvement Priority Session 2022 – 2023

Additional Unplanned Priority – To support all stakeholders' wellbeing following a traumatic event

NIF Priority
Improvement in children and young people's health & wellbeing

NIF Driver
School leadership
Parental engagement
Teacher professionalism

HGIOS 4 Quality Indicators
3.1 Ensuring wellbeing, equality & inclusion
2.7 Partnerships

HGIOELC Quality Indicators
3.1 Ensuring wellbeing, equality & inclusion
2.7 Partnerships

Has this priority been:
(please highlight)

Fully
Achieved

✓

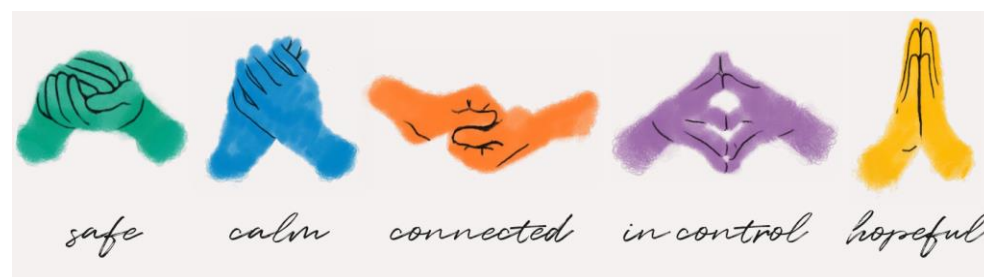
Partially
achieved

Continued into next
session

Progress:

Our whole staff team were outstanding in their response to the traumatic incident in September. They showed incredible strength, professionalism and above all love for each other and the children. The strong bond we already had within the team and with our pupils and parents, meant a high level of trust, as we navigated a way forward through the 5 stages of recovery.

Five evidence based principles that support recovery (UK Trauma Council)



Staff listened, observed and connected with our children and families to ensure we were monitoring and responding to wellbeing concerns.

We introduced:

- soft starts
- breakfast club
- Kitbag
- one to one, group and class support
- nurture groups
- Therapet
- Season for Growth groups

Above all the staff team all made themselves available for regular emotional check ins and conversations with pupils and parents.

Partners

We engaged with the following partners:

- Educational Psychology service
- NHS partners
- Support for learning service – SfL teacher, Our Minds Matter team
- **Staff team**
- **Parents**
- **Pupils**
- Cluster high schools
- Samaritans
- DAPL
- Barnardos

- Child Bereavement UK
- Cruse Bereavement Support

Professional learning

A wide variety of professional learning took place throughout the year. This included:

- Professional dialogue with partners
- INSET support from Samaritans, DAPL, CBUK and Our Minds Matter.
- Seasons for Growth training
- Barnardos webinar – Vicarious trauma, Compassion fatigue and Burnout
(Raised awareness of the importance of staff wellbeing and containment to ensure staff were able to continue supporting each other and the children)
- Bereavement Awareness Webinar - Child Bereavement UK.
(Awareness of the impact of grief and bereavement on health and wellbeing
Look at the factors affecting the grieving process
Explore grief in the family: theory to aid understanding
Look at ways to respond and what to avoid
Understand children's understanding and reactions at different developmental stages
Focus on the impact on professionals- maintaining resilience)
- Signposting – sources of support and information

Professional reading

- Fife Council Traumatic Incident Guidance, CBUK materials, Samaritan materials
- UK Trauma Council - INCIDENTS IN EDUCATIONAL COMMUNITIES Guidance on creating the best environment for recovery

Communication

Ongoing communication with all stakeholders was essential. We protected time to come together to share common responses to trauma, discussed specific pupils who were demonstrating distress and shared avenues of support.

We used the Fife Traumatic guidance templates but also signposted key websites, documents and support to staff, pupils and parents throughout the year. This included the Fife Health & Wellbeing platform, staff handbook and counselling service for staff.

Key documents and websites for pupils and parents were also regularly shared. These included: UK trauma council videos, advice from the Education Psychology service and material from NHS, Childline & Samaritan materials, Handsonscotland and the sleep foundation.

We monitored staff and pupil wellbeing and sought feedback from all stakeholders through focus groups, observations and surveys at key points throughout the year.

Impact:

- Almost all pupils felt safe, calm and connected.
- Anxieties could be reduced in almost all pupils, before developing into more serious mental health issues.
- Engaging with partners ensured we were planning and responding to the needs of all stakeholders in an informed approach.
- Professional learning helped the staff team to manage the wellbeing of themselves and others by increasing their understanding of the grieving process.
- Good communication between the team and with parents, meant we could respond more quickly to pupils showing signs of distress and put support in place.
- Protecting time to be together as a team ensured that staff were offered regular support and were reminded to look after their own wellbeing, whilst supporting others and meant staff attendance continued to be maintained.

Next Steps:

- Continue to monitor and communicate with pupils, staff and families for those who demonstrate signs of trauma
- Continue targeted support for pupils and staff
- Continue to share information at points of transition

Improvement Priority Session 2022 – 2023

Priority 1 – To increase attainment in reading and writing in P5 - 7 by 10% by May 2022 (18 identified pupils)

NIF Priority

Improvement in attainment, particularly literacy and numeracy

NIF Driver

*Teacher/nursery staff professionalism
School improvement*

HGIOS 4 Quality Indicators

2.3 Learning, teaching & assessment,
2.4 Personalised support, 2.5 Family learning 3.2
Raising Attainment and Achievement

HGIOELC Quality Indicators

2.3 Learning, teaching & assessment,
2.4 Personalised support, 2.5 Family learning 3.2
Securing Children's progress

Has this priority been:
(please highlight)

Fully
Achieved

✓

Partially
achieved

Continued into next
session

Progress:

- Staff attended 5 professional learning sessions on 'The Balanced Reader & Writer' from Stephen Graham, **Reading**
- We have introduced the PM Benchmarking toolkit initially to pupils off track, to identify reading strengths and areas for development within decoding, fluency & phrasing and comprehension. This will be used more widely with most pupils next year.
- All classes engaged with the First Minister's Reading
- PM Connectors resource is being used consistently from P 3 – P7.
- We have invested in a new reading scheme (Reading Planet) which provides a greater range of text types and which links to our writing approach.
- Rocket Phonics reading scheme has also been introduced across P 1 – 3, which is showing initial signs of improving decoding skills in almost all pupils.
- **Writing**
- PM writing has been embedded across all classes. This resource gives models of high quality writing and the key characteristics of 9 different text types are explicitly taught.
- Colourful Semantics has been used successfully in primary 3.
- We have introduced the Fife writing assessment pack, which aligns with our writing approach.
- QI improvement pedagogy was introduced in P6/7.
- Moderation of a level CPD, has increased staff understanding of wider evidence in writing.

Nursery

Promotion of lending library to parents has seen an uptake in reading for pleasure at home, increasing greater exposure to early learning outcomes.

Development of reading and writing opportunities within the core provision, including outdoors, has led to greater development of early literacy skills for almost all pupils.

There have been more opportunities for parents to engage in nursery i.e. returning to open door policy, with Stay & Play sessions, Bookbug and PEEP sessions.

Quality assurance processes in nursery has shown that the Elips toolkit has identified early gaps in learning and action plans have been developed to support targeted pupils.

Impact:

- We have met our target of increasing attainment in reading and writing and exceeded our stretch target.
- The professional learning sessions have increased staff understanding of the pedagogy of reading and writing and led to high quality learning & teaching. This has been evidenced through lesson observations, improvement in reading and writing attainment, our extended learning partnership and pupil and staff feedback.
- 18 pupils from P 5 – 7 were supported in their reading with an online intervention tool - Rapid Reader. Data showed that most (78%) pupils gained value added progress above the 10 month period, with 8 pupils gaining progress an additional 6 months or above.

Pupil focus groups comments include:

It calms me. It helps me learn words.

It has made my reading better. I enjoy reading.

It helps me read and also my vocabulary.

I want to continue with the higher levels.

I find it easier reading other books in class now and it helps me with my spelling.

Helps me with me figuring out bigger words and reading faster instead of stopping and starting.

Makes pupils feel 'happy, excited to read more independently, peaceful, confident'

I can understand words more and I feel like it's been very helpful to gain confidence and enjoy reading.

The practice each week helps my skills and a little each day is better than big reading sessions.

Teacher feedback - Rapid reading has aided pupils in increasing their overall confidence and growth mindset towards reading, the daily sessions have allowed pupils to strengthen and develop their fluency and pace when reading and their understanding of words and texts. I notice a positive impact on pupil's memory and recall of phonemes and spelling patterns due to the nature of the short, repeated sessions.

- Across all classes we have a consistent approach to teaching reading and writing.
- The PM benchmarking toolkit is ensuring all staff gather rich data on decoding, fluency & phrasing and comprehension, which is leading to more focused teaching and interventions.
- PM Connectors have improved fluency and confidence in reading in front of others. Pupils have rich reading contexts in which to develop the skills of predicting, questioning, clarifying and summarising and most pupils are now applying these skills in other reading tasks.
- Almost all pupils are showing increased confidence in leading their reading groups
- Most pupils have actively voiced their enthusiasm for wanting to take part in their Connectors group
- Most pupils have increased their engagement in reading for pleasure through the First Minister's Challenge, which has been evidenced through observations and pupil and parent feedback.
- Most pupils can articulate most text types in our new reading scheme and can link these with our PM writing resource.
- The majority of parents and most staff have indicated that the comprehension questions in our new reading books are measuring understanding, which is highlighting any need for interventions.
- Parents have commented that they like the new, current topics in the books.
- Most pupils enjoy the mixture of fiction/non-fiction texts and engage well with the content of these books.

Writing

- Focus groups in from P 4 – 7 demonstrated that most pupils can now describe the features of text types and know how to be successful, due to the improved sharing of learning intentions and success criteria, explicitly taught using the PM writing resource.
- Colourful Semantics has impacted positively on attainment in almost all pupils in P3.
- Almost all staff have seen a clear trend of improvement in assessment pieces in the majority of pupils, compared to previous writing evidence.
- The Fife Writing Assessment pack has improved teacher confidence and consistency across school.
- Moderation of a level CPD has led to greater teacher confidence in declarations of attainment and in gathering of evidence.
- The QI approach in P6/7 has led to significant improvement for most pupils.

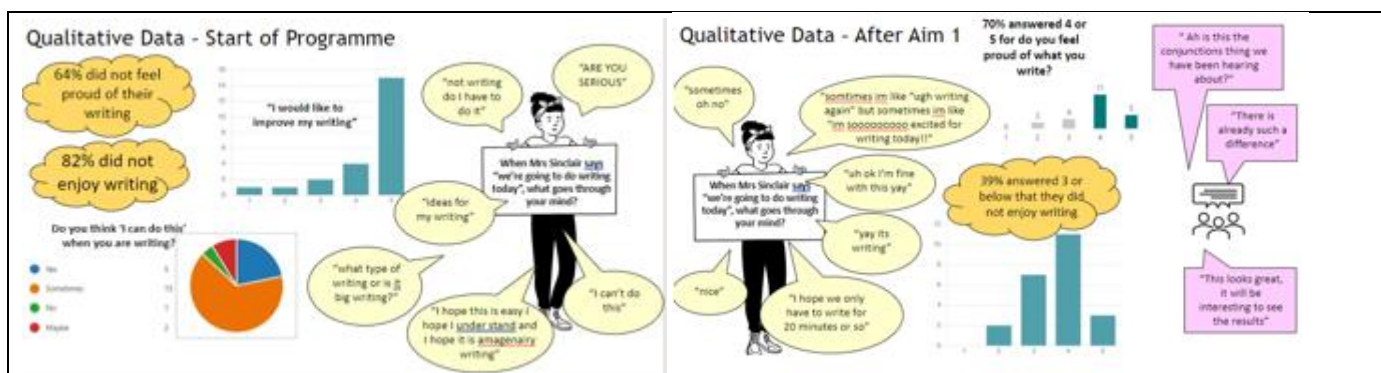
By May 2023 90% of P6 children achieved stretch aim (baseline 66%)

By May 2023 71% of P7 children achieved stretch aim (baseline 50%).

By 16th November 2023 87% of children achieved aim1 (baseline 25%).

By 16th December 2023 85% of children achieved aim2 (baseline 16%)

There was also a significant change in attitude to writing –



Nursery

The lending library has seen an uptake in reading for pleasure at home for most pupils, which has increased greater exposure to early learning outcomes.

Opportunities within the core provision and outdoors learning environment has led to greater development of early literacy skills for almost all pupils.

Observations in nursery showed that almost all learners in N4 are showing greater engagement with reading and writing opportunities through play, particularly in our outdoor provision.

There have been more opportunities for parents to engage in nursery i.e. returning to open door policy, with Stay & A minority of parents have engaged in play sessions, Bookbug and PEEP sessions. Of these parents, feedback has been very positive.

Quality assurance processes in nursery has shown that the Elips toolkit has identified early gaps in learning and action plans have been developed to support targeted pupils, which include speech and language service input.

Next Steps:

School

Develop a clear action plan for continuing to implement Stephen Graham approach to literacy.

Finalise our literacy policy.

Review other literacy interventions for those not progressing on Rapid Reader. Ensure all pupils have had a contextual assessment to establish barriers to learning.

Nursery

Purchase non fiction and multi-cultural books for library & headsets for audio books

Access Rocket Reader early level resources

Improvement Priority Session 2022 – 2023

Priority 2 – To improve digital literacy and computing skills across all classes (yr 2)

NIF Priority

Improvement in attainment, particularly literacy and numeracy

NIF Driver

*Teacher/nursery staff professionalism
School improvement*

HGIOS 4 Quality Indicators

2.4 Personalised support, 2.5 Family learning 3.2 Raising Attainment and Achievement

HGIOELC Quality Indicators

2.3 Learning, teaching & assessment,

2.4 Personalised support, 2.5 Family learning 3.2 Securing Children's progress

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

Due to the focus on priority 1 and the additional, and most important, priority of ensuring wellbeing following our traumatic incident in September, there has been less progress in this priority.

- Most staff developed an ICT/digital literacy learning wall to focus on current skills/and to show progress.
- Staff CPD did not continue this year. Staff have continued to develop their practice individually, but this has not been monitored and is not consistent across all classes.
- In all classes digital technology was observed in action at our learning partnership and in lesson observations to enhance the learning experience for children (e.g. Laptops, tablets, PCs, Smartboards, Pic Collage, Powerpoint)
- PICT progressions have been built into our rolling social studies/science programme, which is ensuring coverage and supporting staff to deliver key concepts and skills in ICT.

Nursery

Key resources have been purchased, to enhance learning throughout the core provision.

Children have access to a wide range of digital technologies (e.g. self-registering on smartboard and mark making, digital photo display in foyer, learning noted on Seesaw) as evidenced in our extended learning partnership.

Impact:

- Digital learning walls have increased learning conversations with most pupils in focus groups and has led to greater engagement in learning from most pupils, as observed in lessons.
- The PICT progressions have ensured coverage and supported staff to deliver key concepts and skills in ICT, therefore ensuring greater pace in learning for most pupils.

Nursery

New resources have increased engagement with technology of almost all pupils, which can be seen in observations and in PLJ's.

Staff confidence and engagement with planning documents has increased, which is ensuring skills progression in most pupils.

Next Steps

Continue to develop digital skills, in particular through STEAM and through a focus on 3.3 Developing creativity and skills for life and learning

3.3 Increasing creativity and employability

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

ICT learning walls to continue next session and monitoring of PICT progressions

Time protected at staff meetings to discuss good practice and barriers to progress e.g. sustainable planning for hardware, connectivity, resources, staff skillset and development.

Learning leaders established next session to support in house CPD and support.

Attainment of Children and Young People

Cohort numbers have been included to illustrate the high numbers of pupils attaining at P1, P4 and P7.

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	89% 8/9 pupils	89% 8/9 pupils	89% 8/9 pupils	89% 8/9 pupils
P4	89% 8/9 pupils	78% 7/9 pupils	89% 8/9 pupils	89% 8/9 pupils
P7	71% 10/14 pupils	71% 10/14 pupils	86% 12/14 pupils	86% 12/14 pupils

Overall Attainment for 2022 - 2023

	Literacy	Numeracy
P1	89% 8/9 pupils	89% 8/9 pupils
P4	78% 7/9 pupils	89% 8/9 pupils
P7	71% 10/14 pupils	86% 12/14 pupils

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
77.4%	78%	81.8%	87.5%

		Reading	Writing	Listening & Talking	Numeracy
P1	2018-19	91%	74%	87%	96%
	2019 - 20	89%	89%	89%	89%
	2020 - 21	69%	69%	69%	69%
	2021 - 22	92%	92%	89%	92%
	2022-23	89%	89%	89%	89%
P4	2018-19	100%	56%	100%	67%
	2019 - 20	67%	53%	87%	60%
	2020 - 21	55%	70%	60%	60%
	2021 - 22	65%	61%	91%	70%
	2022-23	89%	78%	89%	89%
P7	2018-19	22%	22%	33%	22%
	2019 - 20	75%	55%	85%	55%
	2020 - 21	68%	63%	63%	68%
	2021 - 22	78%	55%	89%	78%
	2022-23	71%	71%	86%	86%

Current P7 cohort – increased in attainment across all organisers

Stage	Reading	Writing	Listening & Talking	Numeracy
P7 22/23	71% 10/14 pupils	71% 10/14 pupils	86% 12/14 pupils	86% 12/14 pupils
P4 19/20 Covid	67% 10/15	53% 8/15	87% 13/15	60% 9/15

Current P4 cohort – decrease in writing due to identified ASN

Stage	Reading	Writing	Listening & Talking	Numeracy
P4 22/23	89% 8/9 pupils	78% 7/9 pupils	89% 8/9 pupils	89% 8/9 pupils
P1 19/20 Covid	89% 8/9 pupils	89% 8/9 pupils	89% 8/9 pupils	89% 8/9 pupils

Evaluative statement of attainment over time.

We met our overall stretch targets in literacy and numeracy.

Literacy

Across P 1, 4 & 7 most children (78%) are making good progress from their prior levels of attainment in literacy and English, with only 6 pupils not on track in reading, 7 pupils not on track in writing and 4 not on track in listening & talking.

By the end of P1 and P4, most children achieved the appropriate level in reading, writing, talking and listening.

By the end of P7, the majority of children achieved second level in reading and talking and listening.

Since Covid, our improvement priorities have focussed on literacy. We are confident that our investment in time, resources and professional learning for staff will support continued improvement.

Although writing remains a focus, the use of quality resources, which include examples of writing is producing more confidence in the teaching of writing. Pupil understanding of the characteristics of different text types, is impacting positively on writing attainment for the majority of children.

Professional learning in reading has also led to greater understanding of how to create a balanced reader, and how to assess and plan for targeted intervention.

Numeracy

Overall attainment in numeracy is good, with only 4 pupils from P 1, 4 and 7 not on track this year. Most learners (87.5%) across P 1, P4 & P7 achieved the appropriate level.

Despite this, we have 20 pupils from other cohorts who are not on track to reach their next benchmark. These children have been identified for focussed numeracy intervention and support for learning next session. We are also focusing on early intervention for pupils at early and 1st level to reduce the likelihood of them not achieving 2nd level by the end of P7.

Analysis of attainment over the last 3 years, shows a steady increase or standards maintained. Although differences in size of cohorts and children moving in to classes from other schools, can cause discrepancies.

Analysis of cohort data at P 4 & P7 shows there has been an increase in attainment since Covid across all organisers from previous CfE level.

Our stretch targets for next session are as follows:

For Ceres Primary School the **targets** set for P4 and P7 are:

Stage	Number of Pupils	Literacy Target	Numeracy Target
P4	19	79% , 15 pupils	79% , 15 pupils
P7	23	87% , 20 pupils	83% , 19 pupils

Evidence of significant wider achievements

Literacy – reading, writing, listening and talking skills – Successful Learners & Confident Individuals

Scottish Book Week – All classes took part in celebrating Scottish texts, with presentations from authors and illustrators. This week also encouraged creativity in writing and art.

First Ministers' Challenge – Almost all classes took part in celebrations throughout the year, which included, author events and theme weeks, which increased engagement in reading for pleasure in most pupils.

Rotary Quiz – our P7 team came 4th. This event gave the children the opportunity to apply learning and increase their confidence.

Burns competitions and celebration – all pupils took part in our school poetry competition and parent presentation, where all classes presented Scottish dances, poetry and songs. Pupil and parent feedback was very positive.

8 pupils went forward to the Cupar poetry competition, where we gained 1st, 2nd and 3rd place in the P4/5 category. 6 pupils also took part in the instrumental and singing categories.

Health & Wellbeing – mental, emotional, social and physical wellbeing – Confident Individuals, Effective Contributors

Health week – all pupils took part in our annual health week. In partnership with our parents and other partners, this included yoga, Zumba, pilates, mindset, smoothie making, singing and Mindful Art and our sports day. We also took part in the Childhood Mile sponsored event to raise money for NSPCC.

Dalguise – Our P7's took part in an outward bound week. All pupils learned new skills, interests, resilience and confidence and feedback from pupils, staff and parents was very positive.

St Leonards swimming – All p6 children took part in free lessons. We had 5 non-swimmers who all learned to swim through these sessions. The other children enjoyed being active and building their relationships through a shared activity.

P6 outdoor learning activity day – our P6's travelled to East Neuk Watersports Centre, where they learned new skills in paddle boarding, canoeing and archery. Due to the swimming lessons at St. Leonards, all pupils took part confidently.

P6 Sports leader and peer mediation training – all our p6 pupils took part in this training, which has enabled them to lead lunchtime clubs and take on 'Fix it Friends' roles in the playground.

Cross country – 32 children from P 4 – 7 pupils took part in this Fife wide event, which also included training, building resilience and confidence representing the school.

Talent show – we held a Talent Show, where 25 pupils showed their creativity and confidence, and which was enjoyed by parents, pupils and staff.

Extra curricular clubs – Successful learners, Confident Individuals, Effective contributors.

Football lunchtime club - initially this targeted inactive pupils from P 1 – 6, but as the club continued throughout the year this was opened up to 43 pupils from P 1 - 7

After school hockey – 15 pupils from P 4 – 7 took part in 20 sessions of hockey.

After school boxing – PEF funding was used to fund this club for two terms and included 20 children from P 5 -7. This club was particularly enjoyed by pupils, which included 2 girls.

After school golf – P3/4 – 8 pupils took part in a six week block of golf.

Multi sport after school club – 19 children from P 1 – 3 took part in a 6 week block of team games, building teamwork skills, as well as building confidence and activity.

Bikeability – all pupils in P7 achieved their level 2 award.

Seasons for Growth – 4 groups took part in this programme which supported them with loss and bereavement YMI sessions and BIG SING - P5/6 took part in a Fife Wide performance, which was enjoyed by almost all pupils.

Brass – 8 pupils from p6/7 – our pupils performed at our Christmas and end of year service.

After school art club – 12 pupils p6/7 took part in 10 sessions and developed their creativity skills.

Lego club – this lunchtime club supported children who were having difficulties in the playground or who preferred socialising with peers inside.

Gardening club – 15 pupils developed our garden by planting vegetables and flowers. They also made plans for a wildflower garden.

Leadership roles – taking responsibility, influencing others, leading & collaborating, social leadership, experiencing leadership

Effective contributors, Responsible Citizens

Pupil council teams – Our Global goals team continued to work on our Eco Flag application, the School Spirit team organised and led activities for all pupils during Red Nose Day, Children in Need, Food bank, NSPCC sponsored mile event and led an. Our H & WB group organised an anti-bullying assembly for all pupils and our School improvement team organised peer learning for ICT.

Active schools P6 sports leaders ran lunchtime clubs for younger pupils.

Peer mediation training – selected pupils from P6 took on roles of 'Fix it Friends' to support conflict resolution in the playground, with the support of our playground supervisors.

Feedback from External Scrutiny – 1/2/23

Learning Partnership/Extended Learning Partnership - Strengths and Areas for Improvement

Whole School

- Polite, friendly and highly motivated children
- Welcoming, nurturing, supportive and stimulating environment was observed. This is echoed from feedback gathered by the most recent Parent/Carer questionnaire.
- Almost all children were able to talk confidently about their learning.
- Parents in focus groups highlighted strengths as sense of community, partnership with parents which kept them well informed with new developments.

2.3 Learning, teaching and assessment

Nursery

- Daily responsive planners used very effectively.
- Planning cycle very good.
- The children were happy and well engaged.
- Vision and values are clearly displayed and examples are provided in photos of these in action.
- Writing opportunities – promote investigation, creativity and exploration. Lots of literacy and numeracy embedded indoors and outdoors.
- Inviting story corner is inviting and easily accessible, ties well to digital literacy.
- Risky play is planned well, promoting good skills of risk assessment from children.
- High quality interactions - adults are responsive to the children, with all children well engaged.
- Nursery Parents feel confident to speak to their child's key worker, that their child is known well and that there is strong partnership between the team and parents in supporting children's needs.

Primary

- There is an agreed and consistent approach to learning walls and classroom environments
- All classroom environments are well-organised, designed to motivate/support/engage learners and to enable them to work independently at times.
- All children experience teaching which is clearly structured by a four-part model.
- In all classes digital technology was observed in action to enhance the learning experience for children (e.g. Laptops, tablets, PCs, Smartboards, Pic Collage, Powerpoint)
- Examples were observed of excellent practice in the teaching of writing.
- Teachers report that they feel empowered, supported and enabled to develop their practices.

2.4 Personalised Support

- A wide range of universal supports are available in all classrooms and children have good access to additional supports when needed.
- Almost all children feel clear and secure in where they are at with their learning and are open and comfortable talking about their needs.
- Staff are enthusiastic and committed to their roles in school and feel strongly centred on working to meet the needs of all children.
- Children in focus groups reported that the nurture space is well used and helpful.

3.1 Ensuring wellbeing, equality and inclusion

- Wellbeing learning and supports are on display around the school, with many examples of interactive content from children.
- All staff know all children very well; they know where they need support and challenge as individuals.
- All children sampled were able to talk about what they would do if they have a worry and felt confident in the supports they experience from the school. This was echoed by comments from almost all parents in the focus groups.
- Staff speak confidently about inclusive practices within the school and feel they have a suitable, wide range of resources to effectively support the children.

Areas for Improvement:

2.3 Learning, teaching and assessment

Primary:

- Consider how to keep moving forward with evaluation and record keeping from play-based learning.
- Consider progression and development of play-based learning across the school
- Consider further professional development opportunities for staff around use of ICT to enhance learning to build confidence across all classes.

Nursery:

- Review the planning cycle of the learning wall in order to make sure the curricular sheet is brought in (if useful), reviewing mid-term planning and how that links in.
- Look at how often Es and Os are being covered on tracker e.g. through tally marks

2.4 Personalised Support

- For the next year in particular the school recognises the need to design customised programme of supports for the P6/7 cohort on a universal basis, with targeted and more intensive supports for a few individual children.

3.1 Ensuring wellbeing, equality and inclusion

- Consider opportunities to a) build communication between teachers and PSAs in connection to updates about aspects of individual children's learning needs and supports and b) bring LS teacher, Teacher and PSA together to reflect on individual children's needs.
- Consider opportunities for whole class use of Kitbag within some classes.

Care Inspectorate – 1/6/23 Strengths and Areas for Improvement

Strengths

- Staff were kind and caring towards the children and they had built loving and nurturing relationships with them.
- Children's interests and voice were meaningfully listened to and respected by staff.
- Children's interests and learning from home were valued by the staff and were used to plan for meaningful experiences in the setting.
- Children benefitted from meaningful links with the local community.
- The outside and inside environment supported children to lead their own learning.
- Children benefitted from a staff team that were passionate, motivated and driven to continually improve experiences.
- Quality assurance approaches were improving outcomes for children.

Areas for improvement

There were no areas for improvement identified in the report. However, staff were encouraged to develop a rolling lunch to ensure similar quality experience as the children had during snack. Staff should develop a regular audit of storage of medication.

PEF Evaluation

Targeted Interventions

PSA support for literacy/numeracy, wellbeing and ASN pupils.

Progress/Impact:

- Our PSAs supported pupils in nurture groups, breakfast club, Kit Bag sessions, Seasons for Growth enabling them to maintain school attendance and inclusion in class and with learning. Feedback from staff, parents and pupils indicated how important this was in containing the children's emotions and anxiety, following our traumatic incident in September.

- PSAs also supported pupils in classes to ensure pupils engaged with learning by providing co-regulation of emotions and behaviours. This was effective for most targeted pupils.
- PSAs supported a few children outside in play and social situations, which enabled almost all of this group to transition back into class after breaks successfully.
- 18 pupils from P 5 – 7 were supported by PSAs in their reading with an online intervention tool - Rapid Reader. Data showed that most pupils (78%) gained value added progress in the 10 month period, with 8 pupils gaining progress above 6 months.
- Pupil feedback included:
It calms me. It helps me learn words.
It has made my reading better. I enjoy reading.
It helps me read and also my vocabulary.
I want to continue with the higher levels.
I find it easier reading other books in class now and it helps me with my spelling.
Helps me with me figuring out bigger words and reading faster instead of stopping and starting.
Makes pupils feel 'happy, excited to read more independently, peaceful, confident'
I can understand words more and I feel like it's been very helpful to gain confidence and enjoy reading.
The practice each week helps my skills and a little each day is better than big reading sessions.
Teacher feedback - Rapid reading has aided pupils in increasing their overall confidence and growth mindset towards reading, the daily sessions have allowed pupils to strengthen and develop their fluency and pace when reading and their understanding of words and texts. I notice a positive impact on pupil's memory and recall of phonemes and spelling patterns due to the nature of the short, repeated sessions.

School/Setting Name _____ Ceres primary _____

NIF Quality Indicators (HG IOS 4) School Self- Evaluation

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

NIF Quality Indicators (HG IOS ELC) Early Years Self- Evaluation (Nursery)

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Good	Good	Very good	N/A
2.3 Learning, teaching and assessment	Good	Good	Very good	N/A

3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good	N/A
3.2 Securing children's progress	Good	Good	Very good	N/A

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

Headteacher ____Fiona Hynes____

Ceres Primary and Nursery Improvement Plan

Session 2023 -2024



National Improvement Framework Priority: Improvement in attainment (numeracy)				
Focused Priority: To increase attainment in numeracy of 15 identified pupils by May 2024 .				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.3 Learning, teaching & assessment, 2.4 Personalised support, 2.5 Family learning 3.2 Raising Attainment and Achievement			2.3 Learning, teaching & assessment, 2.4 Personalised support, 2.5 Family learning 3.2 Raising Attainment and Achievement	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will have increased confidence and skill in delivering conceptual numeracy lessons, therefore raising attainment for the majority of identified pupils (15/22).	Professional learning – Conceptual numeracy training/refresh Familiarisation and training for new resources Opportunities for team teaching/lesson observations/professional dialogue	(Lead learners – Lynda Martin, Linsey Wilson) Alicia Green George Neilson CG PSA's EYO's	PL staff & pupil surveys Attainment data will show raised attainment and progress Lesson observations Learning Partnership feedback	Sept/May Termly September, Dec, April December
The majority of identified pupils will be able to discuss maths skills and strategies in lessons, which will improve learning conversations about progress and next steps. Pupils will demonstrate greater independence, responsibility towards learning and growth mindset.	Lessons will include a clear focus on numeracy skills and problem solving strategies.	All teaching staff	Lesson observations Pupil focus group Teacher feedback Jotter monitoring	Sept, Dec, April
	Audit of core resources to evaluate their effectiveness: HAM	Numeracy working group All teachers	Circles participation scale Leuven scale (early years) Staff focus group	Sept /April

Using a wide variety of effective teaching resources to support learning & teaching, will ensure pupil engagement and learning needs are met in all children.	Teejay Loose parts Number Talks BIG maths Pie Corbett Maths White Rose Maths Sumdog Mathletics		Pupil focus group	
More rigorous assessment which will identify misconceptions and will lead to better differentiation and focussed teaching. Pupils identified for targeted interventions. Assessment rationale in place and effectively used by all staff to ensure that all children experience differentiated learning	ASSESSMENT Use of Highland numeracy assessments to identify areas of misconceptions. SEAL resource boxes used to support assessment tasks Malt assessments used to identify numeracy ages Dyscalculia toolkit to identify learning gaps Training of PSA's to support targeted groups Compile and share assessment rationale for application across the school	Teaching staff Support staff Kirsty Stewart SfL SEAL trainer Numeracy group	BASE 2, NSA P4 & 7 Highland numeracy conceptual assessments Classroom assessment Classroom observations Records of understanding Numeracy ages measured throughout year Classroom observations Planning & tracking discussions	Ongoing throughout year Sept/Dec/April Termly Sept/Jan/April Sept/Dec/April
Increased attainment of the majority of the targeted group.	Increase interventions to use with targeted group/s: Plus one Catch up maths Mathletics Sumdog 5 minute box SEAL resources	Kirsty Stewart SfL Teaching staff Support staff	Raising attainment meetings QI methodology used to measure progress throughout 6 weekly blocks Pupil focus groups	Termly Every 6 weeks from October October, Dec LP, April
Increase parental awareness of conceptual numeracy strategies to build their confidence in supporting children at home for	Parental engagement Parent workshop – How to support your child with numeracy (conceptual numeracy and common strategies)		Parental attendance figures Entry/Exit pass following workshop with a particular	February '24

<p>P 1- 3 and targeted groups are well supported at home</p>	<p>Share numeracy SWAY following workshop Focus for open afternoon Conceptual numeracy games sent home with targeted pupils</p>		<p>focus on P 1 – 3 and targeted groups Parental questionnaire</p>	<p>May '24</p>
<p>All pupils will have the opportunity to engage with mathematical learning activities throughout the setting, which will lead to greater pace and challenge in learning.</p> <p>Staff confidence and skillset will increase and a wider range of numeracy opportunities will be available for all children</p>	<p>Nursery Complete Maths audit of core provision (EYDO to support with baseline) Development of numeracy skills across Core Provision.</p> <p>Supporting Early Mathematical Development (Ed Scotland) Professional learning – Conceptual numeracy & early numeracy skills Collaborative development of numeracy policy. Use Early level progressions to identify skills progression. Numeracy e-learning module. Learning visits across other nurseries. (EYDO to identify suitable setting) Collaborative project/ topic with P1/2(Block Play) EYDO & PT to deliver training.</p>	<p>All nursery staff</p> <p>Ross Balsillie Sonia McPhail EYDO Lisa Beattie PT</p> <p>All EYO's</p> <p>Sonia McPhail Ross Balsillie Lorna Semple</p>	<p>Pre-post audit of core provision</p> <p>Observation of interactions with pupils Leuven Scale to measure engagement with numeracy resources/activities</p>	<p>August inset November inset</p> <p>Sept/Jan/April</p> <p>Sept/Jan/April</p> <p>When available.</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				

National Improvement Framework Priority: Improvement in employability skills and sustained positive school leaver destinations for all people. Improvement in attainment (numeracy)				
Focused Priority: To increase engagement in learning and skills development by developing creativity in STEM and expressive arts.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
3.2 Raising attainment and achievement 3.3 Increasing creativity and employability			3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Almost all pupils will increase their understanding of what creativity skills are and why they are important, which will impact future opportunities.	Focus on creativity and core skills in learning & teaching Develop the core skills of creativity - Curiosity • Open-Mindedness • Imagination • Problem Solving through STEM & expressive arts and link to the Meta skills toolkit.	Learning Leads – L Sinclair, Lucy Scott All teaching staff	Pre-post pupil focus group to gather evidence of pupil knowledge of skills. Learning partnership feedback	Sept, April December

<p>Improved staff capacity to teach a wider range of skills and to provide creative opportunities for pupils.</p> <p>Raised awareness of the world of work and relevant skills in most pupils.</p>	<p>In-house professional learning Meta Skills Toolkit Skills Development Scotland Engage with the Culture of Enterprise Team and Creativity Portal Staff and pupil engagement with the Career Education Standard Learning Resource 5 – Introduction to Creativity skills.</p>	<p>All teaching staff</p>	<p>Pre-post staff questionnaire Lesson observations</p> <p>Pupil focus group</p>	<p>Sept/April Sept/ Nov/ May Collegiate sessions throughout year</p> <p>Sept/April</p>
<p>Increased understanding and achievement of skills in most pupils.</p>	<p>Develop a skills profile for pupils from p 4 – 7, with the support of My World of Work and the meta skills toolkit. Embedding skills Skills profiling using My World of Work</p>	<p>Working group</p>	<p>Profile being used successfully by pupils</p>	<p>Nov inset</p>

<p>Almost all pupils will have improved engagement in STEM and expressive arts, leading to increased motivation and attainment.</p> <p>Greater opportunities for wider achievement in a targeted group of pupils e.g. ensure attendance at extra curricular clubs.</p>	<p>Develop play pedagogy from p 1 - 7 Staff to engage with the play pedagogy toolkit https://blogs.glowscotland.org.uk/fi/play/ Engage with Realising the Ambition and creativity portal to enhance opportunities for creativity Invest in STEM resources for all classes All classes to have a creativity area e.g. STEM, expressive arts, literacy and based on pupil voice, IDL's and interests Expressive arts lessons planned and delivered</p>	<p>All staff</p>	<p>Observation in lessons and of classroom environment</p> <p>Pupil focus group & questionnaire</p> <p>Staff focus group Circles participation scale Leuven scale in early years</p> <p>Teacher planning and observation in classes.</p>	<p>Sept, Nov, May</p> <p>Sept, Nov, May Sept, May</p> <p>August, Jan, April</p> <p>September</p> <p>August</p> <p>Termly</p>
<p>Building capacity to engage with local businesses Wider learning opportunities for most pupils.</p>	<p>Community partnerships – café/hospitality skills, Seasons of Ceres/gardening, Tidy Gardens, Cupar businesses/St Andrews University, Byre theatre</p> <p>Parent partnerships – Music, Art, Drama, World of Work</p>	<p>All staff F Hynes Parent council</p>	<p>Pre-post audit of school engagement with partners</p>	<p>September & throughout session</p>

<p>Children engaging more readily with STEM and numeracy resources and activities, leading to wider achievement and increased engagement.</p>	<p><u>Nursery</u> Music through stories- link with numeracy STEM- Link with Sunflower nursery (Education Scotland videos) STEM awards through Fife Council Developing community links- planning what we want the children get out of it and transferring them into the nursery. Audit of local businesses, parent skills. Developing creativity & skills for life & learning- EYDO & PT to deliver training.</p>	<p>Ross Balsillie Morag Steele</p> <p>Parent links</p> <p>STEM EYO lead Sonia McPhail EYDO Lisa Beattie PT</p>	<p>Observations Staff feedback Leuven Scale to measure engagement with numeracy resources/activities</p>	<p>August</p> <p>Monthly observations</p> <p>Throughout session</p>
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Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

Appendix C

Session 2023- 2024 Improvement Plan – PEF Plan

Attainment Fund Rationale Improve wellbeing	Amount of Fund £11,880		
Since Covid but particularly since the traumatic incident in school, there has been a rise in pupil anxiety and dysregulation. We have identified a group of 10 pupils who need regular emotional support.			
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 2023, 10 identified pupils will have developed a toolkit of strategies to support mental health.</p>	<p>Decider Skills programme Nurture groups – Breakfast club Kit Bag Seasons for growth Time protected for team around the child to meet monthly</p>	<p>Pre – post data collected – views, observations.</p> <p>Monthly measure of number of incidents children are involved in and in which adult support is needed.</p>	<p>What has been the impact?</p>

Appendix D – Pupil Equity Financial Plan Session 2023- 2024

Attainment Fund Rationale Raise attainment in numeracy	Amount of Fund £11, 880		
14% of pupils across P 1 – 7 are not on track to meet milestones in numeracy. Our PSA’s will support our school improvement priority to raise attainment in targeted pupils.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 2</u> To raise attainment in 15 pupils from P 1 – 7 in numeracy by 15% by June 2023.</p>	<ul style="list-style-type: none"> • Baseline numeracy assessments to be completed with identified learners. • SfL teacher to use dyscalculia toolkit within contextual assessments and to share key findings with PSA’s and class teacher. • Identified learners will focus on core skills, which will be explicitly taught for a minimum of 4 weeks using the SEAL resources, plus one and/or 5 minute box. • PSA will support individuals and groups as identified. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). 	<ol style="list-style-type: none"> 1. Baseline numeracy assessment 2. Dyscalculia toolkit and Highland numeracy used to identify gaps in learning. 3. Parents and pupils views on numeracy pre – post questionnaire 4. Attainment discussions/ records will identify trends and improvements. 5. Regular tracking meetings with SLT, Teachers and PSA as required. 	<p>What has been the impact?</p>

[Copy of PEF Planned and Actual Spend Template 2023 24 - Ceres PS.xlsx](#)

