|  |
| --- |
| ***Coaltown of Balgonie Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)**   * Can also include number of classes * Can also include ELC sessions offered * May include specific cohorts relevant to your context eg Care experiences, EAL etc | * Small rural school opened in 1889 over a split site comprising of a main building and an annex * Joint headship with Star PS * 95 pupils, * 13 pupils placing requests * 8 pupils Milton of Balgonie (school mothballed in 2020) * 23 Thornton pupils * 3 Care Experienced pupils * 42% ASN * 4% EAL * 4 classes P1/2, P2/3/4, P4/5/6, P6/7 | | | | | | | **FME** | 9.1% | | | | | | | **SIMD Profile for establishment** | *6.4 Average* | | | | | | | **Attendance (%) Stretch 92.7%** | **Overall** | **94.78%** | **Authorised** | **4.02%** | **Unauthorised** | **1.20%** | | **Exclusion (%)** | 0% | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *Combined with Star PS £21,615* | | | | | | | **Cost of the school day statement** | We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. | | | | | |   Coaltown of Balgonie SHARED VISION/MOTTO  ‘**Reach** for Success’  SHARED VALUES  **R**espect, **E**veryone Included, **A**chieving, **C**aring and **H**ealthy  AIMS   * to be respectful and responsible throughout the school and community * to work together to provide the best opportunities for everyone in both education and wellbeing * to be ready to learn, aspire to succeed and achieve in school and throughout life * to provide a safe, caring, trusting and nurturing environment that creates a foundation for learning |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Improvement Priority Session 2023 – 2024** | | | | | | | | | | | | | | |
| **Priority 1 – HWB: Inclusive and Nurturing Practice**  **Improve the skills of all pupils, staff and their families in order that barriers to learning are reduced and all pupils are ready to learn in an environment that meets their needs.** | | | | | | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Health & Wellbeing | | | | | | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  2.4 Personalised Support  2.5 Family Learning  3.1 Ensuring wellbeing, equality and inclusion | | | | | | | | |
| Has this priority been:  (please highlight) | | | Fully  Achieved |  | | | Partially  achieved | |  | Continued into next session | | |  | |
| **Progress:**   * Most support staff have received training in Lego Therapy and Kitbag. * All targeted P4-7 pupils are receiving Lego Therapy and Kitbag sessions weekly, led by PSA’s who are confident with this. * Calming environments and spaces have been crated in all classes and throughout the school. * All staff have received some refresh training of Emotion Works Cogs. * Most classes have received refresh lessons of the Emotion Work Cogs. * All staff are now aware of ‘The Promise’ and have a greater understanding of Care Experienced pupils. * All PSA’s hold weekly HWB groups accessible by all pupils, nominated by themselves, by observation or a member of staff. * All Planning and Tracking Meetings now identify Emotion Works across the curriculum. * HNIOS was explored by all staff leaders in this priority. On reflection, it was decided that this didn’t meet the needs for the schools at this moment in time and wouldn’t have much impact this session. * All P1-4 pupils have had the opportunity to take part in the HWB gardening group. This is now being extended to a cooking group- using the produce grown. * All parents and all pupils were surveyed as to the effectiveness of this priority through our triangulation of evidence collection with a response rate of 21% from families and 100% from pupils. * All parents were asked to identify the top 3 strengths in Coaltown of Balgonie PS through a survey. A 21% return rate was received. * All staff received Educational Psychology led training on reflective practice and collegiate thinking/ planning for additional and universal supports. * All staff received ASSIST training on neurodiversity and sensory support alongside a cluster school. * All staff received Barnardo’s training on Trauma Informed Practice with an individualised focus on complex trauma. | | | | | | | | | | | | | | |
| **Impact:**   * PSA’s have reported that most pupils are successfully using personal strategies to regulate whilst in the playground. * The majority of pupils have commented that they enjoy kitbag and can identify the impact it has had on their emotional wellbeing. * All PSA’s have reported that they are now gaining useful Health and Wellbeing (HWB) information for non-targeted pupils. * All relevant staff have reported positive relationships being built across classes through the various HWB groups, which will promote healthy transitions for the next school year. * All pupils in P1/2 and P2/3/4 took part in gardening activities with almost all of them commenting on enjoying the gardening club and feeling they have built positive relationships with pupils from other classes. * Staff have reflected on their own practice following some external training from Educational Psychologist (EP), ASIST and Barnardos. Professional discussions have taken place around classroom practices and almost all staff (90%) have stated that this input was effective and had an impact on their practice. * Senior Leadership Team (SLT) and Support for Learning (SfL) staff have noted class teacher and PSA staff’s attitudes and approaches being more inclusive, compassionate and empathetic towards individual pupils. This has influenced the additional supports on offer to these targeted pupils. * From the parent group who responded to survey, most parents (86%) said the school was effective in supporting their child's wellbeing, that their child was capable of finding strategies to support their wellbeing. * From the parent group who responded to survey, almost all parents (91%) said that they were aware of the Emotion Works cogs in the school. * Almost all pupils in P4-7 (95%) and most pupils in P1-3 (79%) were aware of the use of Emotion Works cogs within school * The majority (60%) of P4-7 pupils feel they have strategies to help with their emotional wellbeing * Most pupils in P2-7 (80%) say they are happy in school with almost all (95%) in P1 stating they were happy in school. * The majority (70%) of P1’s and 2’s report that they now know ways to support themselves when they feel sad, upset or angry. * *‘I can use the Emotion Cogs to tell people how I am feeling’ P2 pupil* * *‘If I’m angry, I can use the Emotion Cogs to show this’ P2 pupil* * *‘They help you to know and learn about emotions’ P4 pupil* * *‘The cogs are something that helps you explain how you feel and how to express yourself’ P6 pupil* * ***‘****The Emotion works cogs are all the emotions and triggers and body sensations and regulation strategies’ P4 pupil* * *‘I am happy with the school’s input with my children and the staff’s caring nature as well as facilitating additional supports for them’* * *Parent Comments received from parental survey mentioned the following key strengths; children are well nurtured, nurturing staff, inclusivity (feeling like my child is seen as an individual and listened to), recognising individuals needs and strengths and addressing them in the best way the school can with the resources they have and inclusive environments* | | | | | | | | | | | | | | |
| **Next Steps:**   * Due to time restraints, training for Clicker 8 has not been provided yet- this should be prioritised for the coming session * As new staff join the team, all staff members should ensure that the ethos and culture of the school continues to encompass the nurture, inclusivity and compassion highlighted this session | | | | | | | | | | | | | | |
| **Improvement Priority Session 2023 – 2024** | | | | | | | | | | | | | | |
| **Priority 2 – Curriculum Rationale**  Review and refresh our Curriculum Rationale in collaboration with all stakeholders. This will support us in curriculum and policy design and allow us to ensure we are focussed on making the best decisions about the learning, teaching and experiences we are providing within our specific context. | | | | | | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Achievement  Health & Wellbeing  Attendance & Engagement | | | | | | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators   * 1. Self evaluation and Self Improvement   2. Leadership of Learning   2.2 Curriculum  -Rationale and design  -Development of the Curriculum  -Learning Pathways  -Skills for learning, life and work  3.1 Ensuring Wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability | | | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | | Partially  achieved | | |  | | | Continued into next session |  | | |
| **Progress:**   * Staff leadership motto and values co-constructed and integrated into everyday school life. * Whole staff team took part in professional reading and discussions around the pros and cons of teacher leadership in small, rural schools. * Over the session, all teacher leadership trios shared their progress and impact with the wider team at collegiate working sessions and Inset days. Staff Trios focussed on Skills for Life, Learning and Work (SLLW), Emotion Works (EW), Health and Wellbeing (HWB) and The Promise. These have been well received by the team. * Tracking documents have been created for Skills for Learning, Life and Work (SLLW), with staff receiving input on how to use these. * Progressions and posters detailing the skills for Learning, Life and Work (SLLW) have been created and shared with all members of the school community. These are now displayed throughout the school. * During P1 transition events, SLLW were shared with the families * All staff were given leadership responsibilities at the start of the year, leading various aspects of SIP. * Allocated HWB slots on PSA timetables- personalised to the needs of the pupils. * Wall display has been created to showcase leadership, with pictures of staff evident for the areas they are leading. * Pupils are all aware of the staff motto/ image. * Work is ongoing in developing a robust curriculum rationale. * Our Vision, Values and Aims are evident throughout the school and can be clearly articulated by almost all pupils. * A Sway has been created and shared with parents regarding the Skills for Learning Life and Work. * All parents and pupils have had the opportunity to complete a questionnaire in relation to SIP and offer suggestions on what they feel should be the focus for next session. * Curriculum Rationale has been updated throughout the year with regular links to this provided in newsletters and displayed in a QR code at the front of the school. | | | | | | | | | | | | | | |
| **Impact:**   * All staff took on a leadership role this session. Responses through PRD meetings indicated a higher sense of achievement and ownership of school properties and development, this increase in confidence in staff is ensuring that all children receive a high quality of Broad General Education * *‘I didn’t think I wanted to lead anything but I have enjoyed having this opportunity to work alongside others’ – class teacher.* * *‘It has been really useful to work alongside other teachers. Knowing that peers have done the groundwork of priorities before I implement them in my own class gives me reassurance that this will be manageable and have a measurable impact’ – class teacher.* * Most pupils use REACH values and SLLW language without prompting. Almost all pupils across P1-7 (90%) indicate that they are aware of these values and skills and can use them at school. * *‘There are 6 different skills which can help you with your career’ -*P6/7 pupil. * *‘The skills incorporate into all of our learning. We need them to work well in groups and be set up for work’ – P6/7 pupil.* * *‘There are 6 skills with different colours’ P3 pupil.* * *‘Creativity is my favourite skill’ – P3 pupil.* * *‘We use the skills in class and at home’ – P2 pupil.* * Most pupils are now indicating which skills (SLLW) they have developed when sharing their work on SeeSaw. * Most parents (82%) indicate that they have seen evidence of the SLLW being indicated on Seesaw. * All pupils can relate the SLLW to their weekly achievements in assembly. * Almost all pupils have indicated that they feel supported with their HWB. Almost all pupils (95%) feel that staff support their HWB. * All teaching staff are confident in tracking the Skills for Life, Learning and Work allowing progression of these throughout the stages. * The majority of parents (59%) indicate that they are aware of Skills for Life, Learning and Work. * Almost all pupils (98%) feel involve in the sharing and following of the schools’ vision, values and aims. * Most pupils (84%) feel that their achievements in and out of school are celebrated by the school. * P1 transition feedback was incredibly positive. All parents (100%) taking part in the P1 transition stated that the workshops were useful to them as a parent. All parents (100%) felt that these events were extremely useful for their children. * *‘It was good to have so many visits to allow my child to become familiar with the classroom and the staff. It has really helped them feel settled.’ – New P1 parent.* * ‘*Really great sessions. Good to have the current P1’s in the sessions and their new buddies. Well thought out so the kids have an idea of what to expect so it’s less scary. Useful information for the parents too.’ -new P1 parent.* * Most pupils (85%) stated that they know what they are learning about and why. * Almost all pupils (98%) state that the school gives me advice on how to progress in my learning. * Almost all pupils (95%) know that the school is trying to progress in key areas. * Most parents (77%) suggested that teaching and learning should be the top priority focus for next session (2024/2025). | | | | | | | | | | | | | | |
| **Next Steps:**   * Endevour to make the leadership board more child friendly- perhaps symbolise- ensuring full access for all pupils. * Introduce a ‘What have the adults been learning’ section into assemblies**.** * Continue to share Curriculum Rationale on all newsletters and integrate this into a website next session. | | | | | | | | | | | | | | |
| **Improvement Priority Session 2023 – 2024** | | | | | | | | | | | | | | |
| **Priority 3 (Cluster Priority) – Improvement in attainment, particularly in literacy and numeracy**  Develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on literacy attainment in P4 and Early Years to raise the attainment of all our learners and in particular our most disadvantaged pupils and young people.  Initial focus on the moderation cycle before a focus on literacy- based on the SNA P4 data and Early Years ELIPS. | | | | | | | | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Achievement | | | | | | HGIOS 4 Quality Indicators  1.2Professional engagement and collegiate working  1.3 Strategic planning for continuous improvement  2.4 Personalised Support  3.2 Raising attainment and achievement | | | | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | | Partially  achieved | | |  | | | Continued into next session |  | | |
| **Progress:**  **Cluster Progress**   * Our cluster plan aimed to develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on attainment in P4 and Early Years, to raise the attainment of all our learners and in particular our most disadvantaged children and young people. * With the Raising Attainment Principal teacher, we have started to develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on attainment in P4, to raise the attainment of all our learners and in particular our most disadvantaged children and young people. * Through data analysis we set a target to raise attainment in reading within target cluster primaries in P4 and P7. Our core measures have been CfE data, QI data, School based assessments, Pupil Feedback, Teacher feedback, Reduction in months off track, staff confidence, observations, pupil voice, SLT feedback, NSA data and YARC data. * After investigation of professional confidence in teaching reading across all staff, a suite of professional learning was created to meet needs identified. All teaching staff from AHS associated primaries attended an Inservice training event during the November Inservice. This focussed on discussions about moderation of reading looking at the *What’s in a level* Professional learning pack as well as a focus on reading skills. * A cluster glow team has been developed to ensure that resources and professional learning being developed is cascaded and shared in a consistent way across all cluster primaries * A suite of universal supports are being created to allow for a consistent approach across the cluster eg boardmaker, NSA historical data for each cluster primary has been collated and will give a clear focus for planning next session   **Coaltown of Balgonie Progress**   * All staff attended the cluster in service morning at Carleton for input on the moderation of reading * Cluster PT worked with targeted pupils throughout the year and provided evaluations to teachers. | | | | | | | | | | | | | | |
| **Impact:**  **Cluster Impact**   * Direct pupil work completed across 4 schools in the cluster involved 45 children during term 3. Almost all pupils (43/45) attained the targets set for them after initial assessments and planning. This led to an improved level of comprehension in reading with almost all p3-7 (42/45) learners involved independently completing tasks with at least 90% accuracy. Pupil and staff voice indicate that engagement and confidence in reading have risen and evidence (reading rate and accuracy assessments) shows that pupil fluency has improved. * All schools in the cluster have engaged with some of the learning offered and support staff from all schools attended a shared professional learning session. Evidence from staff questionnaires and exit slips, suggests that, particularly for support staff, confidence and knowledge increased. This has led to changes in the way they work with learners and this is directly impacting pupil outcomes. * All schools in the cluster have engaged with some of the moderation activities offered and support was offered in using Fife and Education Scotland Moderation resources. Almost all newly qualified staff (5/7) participated in training related to Fife Pathways and Records of Understanding, leading to enhanced understanding of the Assessment and moderation cycle, achievement of a level and professional dialogue. Links were made between practitioners and quality pedagogy and practice was shared and used in class. * As a result, all cluster staff have access to a newly created Glow team which contains resources, interventions, supports and links and materials for Symbolising the Environment as an element of universal support. This allows for good practice sharing with SLT and all teachers leading to a consistent approach in teaching and learning. * As a result of PT work a shared cluster standard for literacy environments and non-negotiable universal supports have been written in draft form and will be agreed and shared across all cluster schools as of April 2024 in ensure consistency across all schools for all learners. * A Fife wide approach to moderation, assessment and pedagogical support in reading is being developed by the PT team. Evidence related to the writing pack suggests that this development would lead to enhanced pupil attainment and improved transition experiences for our learners.   **Coaltown of Balgonie impact**   * All staff reported a positive impact on their teaching practice after being given the opportunity to network with other schools and discuss approaches to reading. * All pupils in p7 focus group improved their fluency and accuracy scores on a second level non fiction recount persuasive text. * All pupils in P7 focus group can now identify 4 elements of a non fiction text. * All pupils in P7 focus group have grown in confidence when tackling comprehension tasks. * All pupils in P4-6 focus group can now skim and scan * All pupils in P4-6 focus group have improved sequencing skills in NF texts. * All pupils in P3 focus group have grown in confidence when tackling comprehension tasks and games/ worksheets related to a specific phonic sound. * All pupils within the focus groups working with cluster PT met their stretch targets. * All pupils in P3 focus group have increased their ability in rhyme. * All pupils in P3 focus group can skim and scan for key words and sounds.   Across p4-6   * As of March 2024 all p4/4 of pupils in the target group have achieved the initial stretch target of at least 90% correct when using skimming and scanning techniques in a levelled non fiction text. Further targets were created in February 2024 to develop the NF reading skills of the target group using diagrams and tables (90% correct for ¾ pupils, baseline 3) . Evidence suggests that the targets set will be met – nearly all pupils will improve their score to at least 8/10 in a mixed text/diagram/pictorial stimulus related comprehension (from a baseline of 3/10).   P3 phonics and cvc   * As of March 2024 all pupils (100%, 2/2) have met stretch targets of recognising 20+ of the first 50 common words and a personal target in targeted graphemes. Pupil voice, informal assessments and the Support Staff observations evidence steady improvement in attainment and achievement. Pupil confidence has markedly risen and the pupil engagement in a reading activity has been noted by class teacher.   P 7   * As of March 2024 all pupils (100 % 2/2) in the target group have achieved the initial stretch target of recognising text elements (orally), moving further to explore of a variety of literacy texts. Using fluency rubrics, pupil self assessment and adult response to reading aloud pupil fluence has improved while accuracy has improved. Pupil voice suggested that pupils believed that choral and intensive correction and modelling had shown them how to add expression and manage pace. | | | | | | | | | | | | | | |
| **Next Steps:**  **Cluster Next Steps**   * Across the cluster we will continue to build on the already good practice established this session with the Raising attainment Principal Teacher. The cluster wide universal supports that have been created for Literacy will now be used in practice in all cluster schools. This will allow for a consistency of approach and will allow moderation to be streamlined. * To continue our focus in Literacy, particularly reading, all schools and nurseries across the cluster will work towards achieving our core accreditation with *Reading Schools Scotland*. We aim to be the first ‘Reading Schools’ cluster in Fife. Each setting will create their own action plan and join the accreditation scheme at their own level. Our Raising Attainment PT will oversee this across the cluster and have a core action group of staff to share good practise and to moderate work across the settings. * Along side this, each setting will participate in the same professional learning across the session to support our work in developing high quality learning and teaching in reading. We will engage with Education Scotland’s *“Learning to Read in the Early Years: A professional support overview”* Using this resource will ensure all settings access the same professional learning which again will bring consistency to approach for moderation activities. * The Raising Attainment PT will work with each primary school across the cluster for blocks of targeted support. Data has been analysed to ensure that support is distributed according to greatest need therefore some schools will receive timetabled support all year with some receiving targeted support for 1 term with the additional of staff professional learning support.   **Coaltown of Balgonie Next Steps**   * Details of the resources/ work done with individuals/ groups to be shared with class teachers so this can be continued in class and with future year groups. * Data to be discussed by staff in Coaltown.​ * Consider the results from each NSA to shape future interventions .​ * Implement the Auchmuty support pack and standard.​ * Reading schools to be implemeneted next session * Use of Glow reading tools particularly for P7 accuracy. P7 also require more support in answering fully. * P3 phonics - regular input required. Again use of glow tools may be beneficial. Lots of rhyme work to do – possibly look a this in p1 and p2. * PT & CT will team teach when next in school, following the QI approach for Reading.  PT will lead first couple of lessons which will be followed up by CT planned and led lessons. Run chart used to record progress. Pre and post assessment delivered by PT. | | | | | | | | | | | | | | |
| **Attainment of Pupils and Young People (Primary and Secondary)** | | | | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | **100%** | **100%** | **100%** | **100%** | | **P4** | **78%** | **78%** | **44%** | **85%** | | **P7** | **100%** | **91%** | **91%** | **91%** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | **85% (11 pupils)** | **100%** | **92% (12 pupils)** | **100%** | | **P4** | **50% (6 pupils)** | **67%** | **58% (7 pupils)** | **85%** | | **P7** | **75% (9 pupils)** | **94%** | **75% (9 pupils)** | **91%** |   **Evaluative statement of attainment over time.**  Overall, almost all pupils are making very good progress from their prior levels of attainment in Numeracy.  Most pupils are making very good progress from their prior levels of attainment in Literacy.  By the end of P1, all pupils achieve early level in reading, writing, talking and listening and numeracy.  By the end of P4, a majority of pupils achieve first level in reading, writing, talking and listening.  By the end of P4, most pupils achieve first level in numeracy.  By the end of P7, all pupils achieve second level in talking and listening with almost all pupils achieving this level in reading, writing and numeracy.  There is a gap in attainment in P3 and P6 this session, particularly in Reading (P3 – 53% on track, P6 – 71% on track) which is why we have registered to focus on the Quality Improvement programme for reading next session (see SIP Priority 3 for session 2024/2025).  There is a drop in attainment from Early Level to 1st level within the school, most significantly in Literacy. The team are keen to continue to embed the ‘Talk for Writing’ programme (new priority from 2022/2023 session). The staff, parents and pupils have identified that reading for enjoyment, due to electronic device use, is not a pastime that our pupils engage in on a regular basis. Staff are aware that an increase in reading for enjoyment will expose the children to an increased vocabulary which, in turn, will support all literacy attainment (see Cluster priority 2024/2025).  100% of out P1/2 pupils reports that they enjoy reading. This figure drops to 74% of P2-3 pupils. This figure drops again to 68% in our P4-7 pupils. This evidences a downward trajectory in reading for enjoyment as they move through school. Our Cluster priority and Priority 3 both have a reading and literacy focus to target the gaps in this area. | | | | | | | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | | | | | | | |
| There has been a wide variety of wider achievement opportunities across the School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These have also linked to our Skills for Life, Learning and Work framework (Responsibility, Leadership, Organisation, Resilience, Communication and Creativity).  These have been shared throughout the session through newsletters, Seesaw and the local press and celebrated through assemblies, award ceremonies, individual achievement ceritficates and Skills Recognition nominations.   * All pupils in p4/5/6 visited the 'Museum on the Mound' to learn about money and how it is made. They all modelled an excellent understanding of the learning within the workshops, demonstrating that they are successful learners. While travelling and touring the museum they represented the school as responsible citizens. * All pupils in p4/5/6 successfully organised sports day. Using their previous learning from P.E lessons and working alongside Fife Active Schools, pupils were able to create and plan the potted sports afternoon, demonstrating that they are effective contributors. During sports day all pupils demonstrated they were confident individuals as they led groups around their station. * All P7 pupils who were nominated (9) graduated from the First Chances programme, showing commitment to their learning as confident individuals. They demonstrated skills in responsibility when attending the Summer School as responsible citizens, working hard as successful learners, and developing their skills in communication working with new people. * All P6/7 pupils (24) successfully developed a business that to raise money (£425) to buy their P7 leavers hoodies. They developed leadership and teamwork skills, working as Effective Contributors. As well as developing their Maths skills through budgeting, calculating their profit and loss afterwards. * All P7 pupils (11) attended a residential trip to Ardroy.  They showed support for their peers as Effective Contributors and developed perseverance to overcome challenges as Confident Individuals. * Most P6 pupils (18) completed their level 1 Bikeability training and most P7 pupils (10) completed their level 2 Bikeability training. They developed their skills to ride safely and confidently on the roads as Responsible Citizens. * All pupils in P2/3/4 experienced 3 visits from emergency services personnel (Fire and Rescue Service, Ambulance Service and RNLI). The class had opportunity to try some of the equipment and to try some workwear. Communicatioon skills were extended during question and answer times and the pupils explored what to do in an emergency situation, becoming Responsible Citizens. * All pupils in P2/3/4 were involved in a school Christmas Fayre enterprise. They demonstrated Effective Communication skills through their use of pupil voice when selecting the product to sell (fudge) and creating a name for the product (Home Alone Fudge). They also demonstrated Successful Learning in their numeracy when exploring basic costings and profit margins, bringing their classroom numeracy work into a real life example. * All P1/2 pupils (25) worked effectively together to perform the Nativity in front of their parents and careers. They all demonstrated confidence as they presented in front of a large audience with slow, loud and clear voices as Confident Individuals. * All P1/2 pupils (25) engaged in a workshop from the RNLI on identifying how to stay safe at the beach and in the water, demonstrating their knowledge on how they can be Responsible Citizens. * A few P1-3 (3) pupils represented the school as Confident Individuals as they recited their Scots poems at the Fife Schools Burns Festival and were awarded 1st, 2nd and 3rd place for their age group. * A few pupils (3) from P1-5 were invited to attend the Robert Burns World Ferderation National finals in Gourock where they proved themselves to be Confident Individuals and Successful Learners. * All pupils in P1/2 and P2/3/4 have been invovled in gardening groups, demonstrating how they can be Responsible Citizens. Gardening activities have encouraged communication, resilience, leadership and responsibility skills. The children have demonstrated how they can be Successful Learners and Effective Contributors as they explore garden to fork experiences. * All P1/2 pupils (24) demonstrated being Responsible Citizens as they represented the school on their trip to the Royal Highland Show, where they were learning how food travels from farm to fork, supporting their learning from gardening club. * Some P5s, P6s and P7s (12) won the cluster league for Netball and competed in the Fife Finals where they were representing the Auchmuty cluster. They developed their teamwork skills and their resilience as Effective Contributors and Confident Individuals. * All pupils in P6 and P7 were offtered the opportunity to become Peer Mediators. All interested pupils (11) hold these roles. They have demonstrated that they are responsible Citizens by taking part in intial training sessions. Throughout the year, they have engaged in regular feedback meetings and have engaged in sessions using kitbag and emotionworks. * All pupils in P4/5/6 have participated in kitbag sessions, encouraging Respectful Citizens and demonstrating emotional literacy. * A targeted group of pupils (12 pupils) from throughout the school (identified by pupil voice, parent concerns and class teacher referrals) have benefitted from regular Health and Wellbeing activities – focusing on resilience, communication and creativity skills supporting their development into Confident Individuals. | | | | | | | | | | | | | |
| **Learning Partnership/Extended Learning Partnership Strengths and Areas for Improvement** | | | | | | | | | | | | | |
| * All pupils were engaged in learning during all observations as learning was linked to their age and stage of development. * The four-part model was evident in all observations and the use of learning intentions and success criteria was particularly strong as pupils could then articulate how they knew they would be successful in learning. * In almost all classes observed, success criteria was linked to the skills for life, learning and work and almost all pupils could talk about how to be successful in learning. * In all classes observed, the use of digital technologies to enhance learning was evident with pupils very confident in using technologies to enhance their learning. In the best examples very good use of digital platforms was supporting pupils to extend their own learning and share learning with home. * In the best examples, questioning was used very effectively to assess and extend learning which was ensuring the pupils were learning at a fast pace. * All teaching staff in discussion were able to share their collective understanding of how self-evaluation activity had led to identified priorities and their leadership role within this. They were aware that this was leading to consistency in the use of skills language for all pupils across the school. * All teaching staff could clearly articulate their role in leading school improvement activity and how they had gathered pupil voice to inform improvements. Pupils were able to share during the pupil focus group their involvement in school improvement activity and how this impacted on their learning about not only school but the wider world.   **Areas for Improvement:**   * Continue to develop effective plenary through collegiate working and learning from others within the staff team. * The staff team had identified that a next step in relation to aspects of school improvement was to support parents to understand the consistency of skills language used across the school. * The staff team have also recognised that at the end of this term they will gather views from staff on how well improvement activity is progressing, impact on pupils and any next steps identified. | | | | | | | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | | | | | | | |
| All parents and pupils had the opporutntiy to feedback on improvement priority work and identify priorities for session 2024/2025 through questionnaires.  Pupil ongoing feedback is gathered through regular pupil focus groups, pupil leadership groups and pupil council meetings.  All pupils and parents have the opportunity to complete puplwise and parentwise questionnnaires. To encourage the completion of these, the link to these was provided at parent info sessions in March 2024.  During Parent Council discussions (termly) the school improvement priorities are discussed and progress and impact is identified. Minutes of these meeting are shared with parent body through Groupcall. | | | | | | | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | | | | | | | |
| All parents and pupils had the opportunity to feedback on improvement priority work and identify priorities for session 2024/2025 through questionnaires.  Pupil ongoing feedback is gathered through regular pupil focus groups, pupil leadership groups and pupil council meetings.  All pupils and parents have the opportunity to complete pupilwise and parentwise questionnaires. To encourage the completion of these, the link to these was provided at parent info sessions in March 2024.  During Parent Council discussions (termly) the school improvement priorities are discussed, and progress and impact is identified. Minutes of these meeting are shared with parent body through Groupcall.  Parent Council (of which we have every school stage represented) are consulted about the use of PEF money in the school.  Display within school for all visitors – updated throughout year with evidence and staff leads identified  Termly newsletters share with parents/carers progress throughout session. | | | | | | | | | | | | | |
| **PEF Evaluation/Impact** | | | | | | | | | | | | | |
| **Targeted Interventions**   * **Intervention 1** -by June 2024, all identified pupils for nurture intervention (15 pupils) will have improved wellbeing. Their barriers to learning will have been reduced and as a result, will have improved attendance, increased levels of engagement and raised attainment. * **Intervention 2** - by June 2024 all identified P2, P4 and P6 pupils( 6 Pupils) will have had frequent opportunities to work in small supportive same stage groups. These small groups will focus on literacy and numeracy outcomes and support these pupils to increase their attainment in talking/listening, reading, writing and numeracy. | | | | | | | | | | | | | |
| **Progress:**  **Intervention 1**   * PEF funded PT liaised with the families of the identified pupils to identify any obvious barriers to learning. * PEF funded PT recorded and monitored attendance, attainment and engagement of identified pupils. * PEF funded PT liaised with SfL re potential support for learning strategies for identified pupils. * PEF funded PSA worked directly with identified pupils in small group interventions to support any academic gap for these pupils. * PT worked with CT’s to ensure all pupils had access to universal supports in all classes. * Regular nurture sessions carried out for identified pupils (3 age and stage appropriate groups) – PEF funded PSA. * Support for learning teacher worked closely with PSAs and PEF funded staff to ensure regular intervention work is carried out and progress is made towards any identification of needs.   **Intervention 2**   * PEF funded probationary teacher to cover P2/3/4 class to release Miss Drummond and Miss Waterhouse to support small group working across the week for our P2’s, P4’s and P6’s. Although this was initially implemented, due to staff absence, this cold not be maintained therefore little progress was made in this area. * Split stage groups had weekly sessions working as a whole cohort, supported by PEF funded CT from August to October before staff absence halted this intervention. * Attainment in literacy and Numeracy recorded and monitored for targeted pupils from these cohorts (6 pupils) for the length of time the intervention was in place. * PEF CT’s liaised with CT’s for these classes to ensure appropriate planning, assessment and recording was in place to identify improvements in these areas. | | | | | | | | | | | | | |
| **Impact:**  **Intervention 1**   * Attendance has improved for almost all targeted pupils (93%). * Barriers to learning have been identified for all targeted pupils and signposting has been in place to support these (Barnardos, Family Engagement Team, CAMHS, Educational Psychology, DAPL, ASSIST, Family Support Service, Fife Young Carers, NSPCC). * Universal supports in all classes have been audited and supported by the Cluster PT who has worked with all cluster school to moderate these. * There has been an increase in identification of ASN needs as a direct result of this intervention, allowing us to implement appropriate support strategies using the expertise of staff in school and support agencies ensuring they are making progress in learning * *‘my children and their schooling is my priority but I didn’t know where to go for the help we needed. School have helped make this happen’ – parent* * *‘Child X is a lot more settled in class and their anxiety appears reduced. She is now closing gaps in her learning and has slmost caught up with their peers.’ – class teacher* * *‘PSA’s have been deployed to support ndividual and groups of targeted children on a daily basis this session, this has impacted on their attainment this year’ – SfL teacher*   **Intervention 2**   * For the period of time that this intervention was in place, class teachers commented on the impact on the P2, P4 and P6 cohort. They indicated that the social relationship benefits were evident for most pupils and that most of the children were positively commenting on the opportunities to work with their peers in small groups. | | | | | | | | | | | | | |

**School/Setting Name \_\_\_\_Coaltown of Balgonie Primary School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Very Good |  |
| **2.3 Learning, teaching and assessment** | Good | Very Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Very Good |  |
| **3.2 Raising attainment and achievement** | Good | Very Good | Very Good |  |

**Headteacher**: Kirsty Woodhouse

**Appendix B - Session 2024-2025 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority 1:**   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. * Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.  Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum ie Expressive Arts, Health and Wellbeing and Social Subjects * All staff will use CfE benchmarks for all curriculum areas to engage in moderation activity * All staff will engage in moderation activities linked to Expressive Arts, Health and Wellbeing and Social Subjects   **Forward Planning**   * All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgements. * Staff will develop confidence in planning for assessment.   **Tracking & Monitoring**   * All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.   **Reporting**   * All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. * All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.   **Learning, teaching and assessment**   * Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the BGE. | Led by HT  All staff  Led by SLT  All staff  Led by SLT  All staff  Led by SLT  All staff  All class teachers  Led by SLT | | **Data**  Analysis of attainment data in Literacy, Numeracy along with identified areas of the curriculum  Analysis of CFE and BASE/NSA data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc  **People’s Views**  Teacher views on new system  Teacher professional dialogue with SLT at FP & Attainment Meetings  Feeback from moderation activity  Parent/carer views on children’s experiences of BGE  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas  Classroom observations linked to identified areas of the curriculum (QA calendar)  Focus for LP – analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | **TERM1 Aug-Oct**  Admin Seemis “pull through” of all pupil data – support available  Staff should be given session 23-24 data from TRAMS to ensure progression in learning for children at all stages  Use of system, led by SLT at planning and tracking meetings – literacy and numeracy immediate focus (data by October holidays) and by Term 3 (March 2025) data should be in system for all curricular areas in preparation for reporting in Term 4  Review/update IP detail from feedback from LA link and/or this timeline – submission 26/9/24  **Term 2 Oct-Dec**  Use of in-service day November to have time to explore E’s and O’s and benchmarks linked to assessment and moderation work/IP  **TERM 3 Jan-April**  In line with improving outcomes calendar literacy and numeracy projections should be finalised  By end of this term attainment for all curricular areas should be updated  Use of in-service day February to have further time to explore E’s and O’s and benchmarks linked to assessment and moderation work/IP  **TERM4 April-June**  In line with improving outcomes calendar literacy and numeracy projections should be finalised  Time for reporting for all staff – new system (collegiate time)  Review impact IP for SQR and planning for Session 25-26 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Education Directorate Improvement Plan:**  Equality & Equity /Attendance & Engagement | | | | | |
| **Focused Priority 2: Parental Communication**  Review current methods of parental communication, streamlining, developing and implementing measures to ensure communication is clear and concise for all families to enable all children to have support from relevant to their learning | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will benefit from well informed parents following information being sent out by school relating to teaching and learning and school activities/events  All pupils’ wider achievements are monitored to support the celebration of out of school achievements through the implementation of ‘Skills for Life Learning & Work’ nomination forms  An increase of 40% of out of school achievement recognition across the school in session 24/25  All interested pupils have opportunities to develop enterprise skills throughout the year – CoB only  All pupil have their voices heard as parent council attendance will increase by 15% ensuring that parent and pupil voice from each school stage is represented  Pupil and parent voice will be represented in parent council which will offer all children personalisation within their school experiences and how monies are spent to improve learning and teaching | Training on how to create and build a wordpress site (Video Recordings on Fife Digital Learning Team)  Creation of a public Blog site using Glow Wordpress within Glow  All staff to receive training on the running of the Blog Site  Consultation with parents on what information they would like to see in the Blog Site  Staff to add a personal blurb for website  Teach champ group to lead a page of Blog/Website  Share a clear rationale for nomination forms and examples of these to families and children  Display photos on achievement wall to encourage further engagement and excitement  Small group of interested parents to hold an enterprise lunchtime club (Dragon’s Den type) – CoB only  Trail every second meeting for Parent Council as an online meeting  Offer a hybrid meeting option for in person meetings  Monitor attendance at meetings  Pupil Leadership/Pupil Council represented at Parent Council where appropriate  Creating a ‘bank’ of parents who can be called upon to come in and help with different activities throughout the school year | Kirsty Garden  Elaine Henderson  Maggie Law  Liz Boyle  Kirsty Garden  Jordan Rae  Parent Council Leads  Vicki Kidd  Elaine Lawson  Parent Council Members  Pupil Council/Pupil Leadership Members | | Parental Questionnaires  Feedback from parent council  Staff Questionnaire regarding confidence/ competency  Data collated from ‘Forms’ links to be sent to parents  Data analysis of nomination forms    Record of pupils attending club  Record of business plans for groups  Feeback from Parent Council  Feeback from pupils  Minutes of meeting  Pupil Voice SIP questionnaire  Parent SIP questionnaire  Minutes of Pupil Council  Seesaw post/Website post | **TERM1 Aug-Oct**  Create website  Info sent to parents re nomination forms  **TERM2 -Oct-Jan**  Share with staff, provide training on how to use this  Share with parent council  Staff add personal blurb  Website to go live, link sent to families  Dragon’s Den activities begin  **TERM3 Jan-April**  Website updates ongoing  Dragon’s Den ongoing  **TERM4 April-June**  Website updates ongoing  Data analysis of nomination forms  Dragon’s Den ongoing  Feedback collection from PC and pupils |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |
| **Education Directorate Improvement Plan:**  Equality & Equity/Achievement | | | | | |
| **Focused Priority 3:**  Raising attainment in Literacy with a particular focus on reading. Moderation activities will support teachers and support staff in sharing, understanding, and applying standards and expectations across all levels of learning in P4 and P7 at the expected end of level mark.  ***Although this priority will be focussed on Coaltown of Balgonie, Star P4-7 teachers will also be included in this priority. Cluster PT support for CoB (in person) and Star (virtually)***  Refresh reading learning pathway and the teaching of reading skills which will lead to better outcomes for learners. Across first level we aim to increase reading attainment from 87% to 89%. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| HGIOS 4 Quality Indicators  1.2 Leadership of learning  1.5 Management of resources to promote equity  2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 1. Refresh reading learning pathway and the teaching of reading skills which will lead to better outcomes for learners. 2. QI methodology will enhance learning and teaching through targeted interventions, pupils will develop a wide range of reading skills over a variety of genres 3. Consistent Literacy learning environment with clear progressions in display prompts and universal support materials enhancing access for pupils leading to improved attainment. 4. Data analysis for improvement model implemented, leading to focussed teaching to close knowledge/skills gaps. 5. Stretch targets for literacy 81.5% (to be confirmed in September 2024). Stretch targets for P4 & P7 met or exceeded. Gap closing for identified pupils | 1a. Literacy Learning Pathway development with a focus on the teaching of Reading skills  1b.Engagement with Fife Reading Assessment Pack  1c.Professional Learning with a focus on the teaching of Reading Skills   * *Pre Survey – Teaching of reading* * *Action Plan for Collegiate sessions based on survey* * *Professional Learning - Spotlight Papers – Skills for Reading* * *Skills for Reading Sway from Professional learning team* * *Professional Reading -* Tell Me (children, Reading & Talk) with the Reading Environment Aidan Chambers * [Closing the Reading Gap](http://fish.fife/fish/schoolsite/index.cfm?crid=SOZTBYR2V1IC&dib=eyJ2IjoiMSJ9.UQ8_5zN5R4wurJ21qAd3bKSB_x94MiKuzkMBQaSGf4uxC7PTzxnx-AjPED4ssnmRZtshHXCnP9YX5UW9S_PTX3oSKbtunVB2me8hITzj-bH1MqsZLYTfxon__MhEsiKJ1IUaTBvz6vvbrcFnsSYtmDR8YxYKLEkuMiHF5UVvxDFC6dyqO8c1mulGN-hAdnmSA2uqjB22WoACL0cAbDG1YOwuTDoiMDCQhePaQV2XiTE.sMmYLzY9wuGn8P4XsB78gLlpux52u-PCzMqUGa_Ayuw&dib_tag=se&keywords=closing+the+reading+gap&qid=1716797463&s=books&sprefix=closing+the+reading+gap%2Cstripbooks%2C90&sr=1-1) ALex Quigley   2a. Refresh planning for reading  2b. Literacy resources audit  2c. Literacy universal supports consistent and progressive across the school  3a & b. Specific monitoring of identified pupils (anomalies at first level) | Caroline McDonald (Raising attainment PT) – in person for CoB and virtually for Star  K Woodhouse (HT)  Kirstyn Drummond  Mary Waterhouse  Chantelle Ellis  Hayley Neilson  QI team  QI reading pack cohort 3 training  PTCTG as supporter | | * Stretch targets for literacy 81.5% (to be confirmed in September 2024). Stretch targets for P4 & P7 met or exceeded. Gap closing for identified pupils * SNSA reading results * Teachers evaluating impact of new reading approach through practitioner enquiry approach and Quality Improvement methodology * Pupils voice SIP evaluation * Teacher voice SIP evaluation * BASE start and end of year attainment. * Undertaking of NSA reading, as per cluster timetable. * As Benchmarks are hit across the BGE. analysis of NSA data * A Pre and Post survey with teaching staff re the teaching of reading * Pre and Post assessment with identified pupil group * Consistent shared understanding and use of reading planning * Learning Partnership feedback * HT monitoring class observation feedback * Teachers evaluating impact of new reading approach through practitioner enquiry approach and Quality Improvement methodology * Small tests of change impact with CTs and SfL | **Aug – Oct 2024**  Cluster PT to meet with P4 7 P7 teachers  Time allocated to explore Fife Reading Assessment Pack  Pre survey for P4/7 staff  Action plan for collegiate sessions  **Oct – April 2025**   * CLPL focus on Reading-spotlight papers * Professional reading * Refresh planning for reading * Literacy resources audit   **May – June 2024**   * Update universal literacy supports across school * Evaluation process * Focussed teachers present work to rest of school   Action/Impact/Next Steps |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Auchmuty High School Cluster Schools 2023-24**  [Thornton Primary School Badge](https://education.gov.scot/resources/learning-to-read-early-years-plr/?fuseaction=page.display&pageid=DC231827-0E2E-7DE2-B91188BD07DF4E69&siteid=DC231807-E256-25A9-421E933717360C54)[Pitteuchar West Primary School Badge](https://www.amazon.co.uk/Closing-Reading-Gap-Alex-Quigley/dp/0367276887/ref=sr_1_1?fuseaction=page.display&pageid=9E219F32-EB5C-67B2-40D86A8A0A484A46&siteid=9E219EA5-C07C-56AB-BDE5995720FD5C0E)[Pitteuchar East Primary School  Badge](http://fish.fife/fish/schoolsite/index.cfm?fuseaction=page.display&pageid=EFC61AE9-CEC5-4791-CE517CB91E906C9F&siteid=EFC61A1E-E62A-D7E1-1B17312AE8EB1519)[Warout Primary School Badge](http://fish.fife/fish/schoolsite/index.cfm?fuseaction=page.display&pageid=DD37E2DE-EE64-A61C-ED9EEC0E87161F31&siteid=DD37E2BF-D6DE-5CD3-C508989E3B9DF969)[Carleton Primary School Badge](https://scottishlibraries.org/media/2108/vibrant-libraries-thriving-schools.pdf?fuseaction=page.display&pageid=7A57E47D-DEF0-0CCD-369068BAC1A6D397&siteid=7A57E45E-0AF7-8B15-5D733E87F264892F)JFS Logo copy II[Markinch Primary School Badge](http://fish.fife/fish/schoolsite/index.cfm?fuseaction=page.display&pageid=9F57FCD2-950F-F10A-54E691622ECF3347&siteid=9F57FCA3-F742-5966-872474912F3F754A)A yellow star with black outline  Description automatically generatedA black and orange logo  Description automatically generated | | | | | |
| **National Improvement Framework Priority:**  **Curriculum and Assessment**  Improvement in attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Cluster Priority: Improving reading attainment**  **2.3 Learning, Teaching and Assessment**  **3.2 Raising attainment and achievement**   * To improve reading provision across our schools, with a particular focus on reading for enjoyment. All pupils will have regular opportunities to read for enjoyment, with projects to increase enthusiasm, professional reading for staff and ensure access to books for all.Children will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. * Teacher Professional Learning will focus on building a holistic knowledge of each child as a reader in order to effectively support their reading journey. | | | | | |
| **HGIOS4 Quality Indicators**  1.2Professional engagement and collegiate working  1.3 Strategic planning for continuous improvement  2.4 Personalised Support  3.2 Raising attainment and achievement | | | **HGIOELC Quality Indicators**  1.2Professional engagement and collegiate working  1.3 Strategic planning for continuous improvement  2.4 Personalised Support  3.2 Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **Universal Provision**  All Schools in the AHS cluster will become ‘Reading Schools’ with the AHS cluster becoming a ‘Reading Cluster’ with Reading Schools Scotland  Accreditation as a Reading School will help us to develop a reading culture across the school/elc and will evidence our whole school approach to ensure every child has opportunities and incentives to read for enjoyment.  All children will be exposed to a carefully considered selection of core texts, which will ensure balance, breadth and consistency across the school. Reading widely and often will increase pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading will also feed pupils’ imagination, develop curiosity and build a thirst for learning.  Reading for pleasure will become a routine activity in school/elc. Opportunities for daily independent reading across the school will increase.  The school/elc will capitalise on the intrinsic value of a good school library service and the impact this can have on children and young people’s wider school experience. Library visit rates across the school/elc will increase with library membership also increasing  **Professional Learning:**  Across all cluster settings, our staff and partners will work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.  Teacher Professional Learning will focus on building a holistic knowledge of each child as a reader in order to effectively support their reading journey.  Increased consistency across stages and settings in the moderation of Reading  **Additional & Intensive Provision**  Reading data will be analysed to identify and support core groups of pupils across P4 -P7 to raise attainment in reading | **Learning and Teaching**  All schools in Cluster to Register with *Reading Schools Scotland* and create school specific action plan.  Accreditation with [Reading Schools Framework October 2021.docx (live.com)](https://images.scholastic.co.uk/assets/a/c5/0e/creating-a-reading-spine-hand-out-2137908.pdf?src=https%3A%2F%2Fwww.readingschools.scot%2Fuploads%2Fstore%2Fmediaupload%2F258%2Ffile%2FReading%2520Schools%2520Framework%2520October%25202021.docx&wdOrigin=BROWSELINK) will provide   * A coherent structure, with focus and clear direction * Links to HGIOUS 4 to support evaluation of the process * Professional development and leadership opportunities for staff. * Inbuilt opportunities to develop pupil voice. * Pathways to engage families and the wider community. * Training and support for schools.   A staff leadership team from across the cluster will be created to support the actions required to develop a reading culture  A pupil leadership team will be created in each school/ELC to support with the actions required to develop a reading culture.  Introduction of a Reading Spine approach across the School/ELC will expose children to both modern and classic texts. This will provide an increasing complexity of language, structure and complexity and ensure texts are appropriate for the age/stage of the child. [https://images.scholastic.co.uk/assets/a/c5/0e/creating-a-reading-spine-hand-out-2137908.pdf](http://fish.fife/fish/schoolsite/index.cfm)  Build links will the local library service as well as the AHS Librarian to increase opportunities for visits, facilitate engagement with authors and broaden learners’ experiences. This is takes into account the [Vibrant Libraries, Thriving Schools strategy](http://fish.fife/fish/schoolsite/index.cfm)  Development of lending library and Book Swap Shop across the school and ELC  **Professional Learning:**  Core Text for staff – Aidan Chambers “The Reading Environment”  Education Scotland’s [Learning to read in the Early Years: A professional learning resource | Resources | Education Scotland](https://view.officeapps.live.com/op/view.aspx) will be followed to provide consistent Professional Learning across all settings. This will focus on   * Building a Literacy Rich environment * Developing Skills for Reading * Building Independent and engaged readers   School and Cluster wide Reading moderation Activities  **Additional & Intensive Provision:**  All schools, dependant on need will be allocated time with the Raising Attainment Principal Teacher to provide additional support for identified cohorts of pupils across P4-7 to raise attainment in reading | Individual HTs supported by  C. McDonald (RAPT)  Led by C. McDonald (RAPT)  Lorna Mill  Zoe Young  Literacy Lead Teacher  Community Link EYO  Literacy Lead Teacher  Community Link EYO  Literacy Lead Teacher  Community Link EYO  Led by J. Gilfillan (DHT)  All teachers  Led by J. Gilfillan (DHT)  All staff  Individual HTs supported by  C. McDonald (RAPT)  Led by C. McDonald (RAPT) | | **Quantitative Data**   * Reading ages * NSA/BASE * Library membership * Questionnaires   **People’s Views**   * Engagement * staff/children/parents * Discussion around professional reading and impact   **Direct Observation**   * Are children accessing lending library? * Are children choosing to read for enjoyment? * Can children discuss the texts they have been enjoying and why? * Are displays & library spaces rich and inviting?   **Learning Partnership**   * LP meeting with pupil focus groups   **Pupil Leadership**   * Pupil Leadership Team evidence   **Reading Schools**   * Accreditation + associated evidence   **ELC**   * Nursery PLJs, floor books, planning and learning walls should highlight children’s involvement in the four arenas of participation | **Ongoing**  **Terms 2 and 4**  **Terms 2 and 4**  **Termly**  **By May 2025**  **Termly**  **Term 2**  **Terms 2 and 3**  **Termly** |
| **Ongoing Evaluation** | | | | | |

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

|  |  |  |
| --- | --- | --- |
| **Pupil Equity Fund allocation for session 2024/25** | | **£** 21,615 (combined total for Coaltown of Balgonie and Star PS) |
| **School Context (copied from SIP)**  Coaltown of Balgonie   * Small rural school opened in 1889 over a split site comprising of a main building and an annex * Joint headship with Star PS * 95 pupils, * 13 pupils placing requests * 8 pupils Milton of Balgonie (school mothballed in 2020) * 23 Thornton pupils * 3 Care Experienced pupils * 42% ASN * 4% EAL * 4 classes P1/2, P2/3/4, P4/5/6, P6/7   Star   * Small rural school opened in 1800’s comprising of a main building with 2 classes, staffroom, office space and a hut building used for breakout space and dining area * Joint headship with Coaltown of Balgonie * 29 pupils * 4 pupils placing requests * 2 pupils FME * *62% ASN* * 2 classes P1-3, P4-7 | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| * All families are requested to apply for free bus passes (Scottish Government initiative for free travel for all under 22 year olds). * School outings/visits use public transport wher possible, reducing costs * Fundraising efforts within the community are ongoing throughout the school year (Duck Race, Activ-a thon, cake sale etc) which helps to mitigate any costs of school outings * School uniform is strongly encouraged. Although badged schoolwear is available, parents and families are reminded that this is not required | | |
| **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?) | |
| * Targetted pupils/families help to evaluate the impact of interventions throughout the year. * School community have the opportunity when evaluating the impact of the SQR/SIP/PEF plan to have their voice heard * PEF planning is discussed during Parent Council meetings throughout the year | No | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale**  (what poverty-related attainment gap are you trying to address?)  Attainment (in Reading)  Remove Barriers to learning  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated (if appropriate) £** 21,615 for staffing costs | |
| We have identified an attainment gap within P4 & P7 reading which we hope to address through Priority 3 and cluster priority. We have identified a group of 15 pupils who will benefit from small group work to support this intervention  Attainment in reading for P4 53% on track  Attainment in reading for P7 71% on track  Our interactions with pupils and families show that levels of resilience and self-regulation are low. We have identified a group of 10 pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for pupils 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?) |
| **Intervention 1**  By June 2025 all identified targeted pupils (15 in coB and 2 in Star) will have had frequent opportunities to work on reading skills in small supportive groups . These small groups will support these pupils to increase their attainment in reading and writing  Attainment will increase with this intervention to  P4 – 65% on track for reading  P7 – 81% on track for reading  **Intervention 2**  By June 2025, all identified pupils for nurture intervention (10 pupils in CoB and 3 in Star) will have improved wellbeing and know how to access the supports they require (universal and additional) | * PEF funded probationary teacher to cover P4-7 class in Star to release Mrs Garden to support literacy groups in both schools including some targeted pupils from P4 and P7 (see Priority 3) – 15 pupils * PEF PSA will work closely with Mrs Garden to support these literacy interventions * PEF PSA to work directly with identified pupils in small group interventions to support any academic gap for these pupils * Regular nurture sessions for identified pupils (3 age and stage appropriate groups) – PEF funded PSA * Resilience Toolkit completed for all identified pupils by PSA/CT/SfL * PEF PSA will link in with SfL teacher to upskill themselves in supporting nurture | * Staff, Pupil, Parent feedback from targeted group * Learning Partnership and HT/PT class observation feedback will identify small group work impact * Individual pupil targets will be created and monitored based on a range of data sources including SNSA’s, class based assessments, IDL assessments * Attainment tracked across the year for targeted pupils * Resilience toolkit data analysed alongside CT and individual tasks identified * Glasgow Wellbeing Questionnaire at beginning and end of interventions to gather data on impact | |  |

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



