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| A black and orange logo  AI-generated content may be incorrect.Coaltown of Balgonie Primary School  Standards and Quality Report  Achieving Excellence and Equity | |
| **Context of the School** | |
| Demographic | * Small rural school opened in 1889 over a split site comprising of a main building and an annex building (classroom and hall space) * Joint headship with Star PS * 5 classes over 4 teaching spaces – P1/2, P2/3/4, P4/5 and P6/7 * Roll – 101 * FME 20 % * SIMD Profile Average 6.3 * ASN 39.6% * LAC 4% |
| Vision, values and aims | 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 |
| Attendance & Exclusions | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Attendance (%)** | **Overall** | **94.97%** | **Authorised** | **3.72%** | **Unauthorised** | **1.31%** | | **Exclusion (%)** | 0% | | | | | | |
| Summary of consultation with stakeholders | All parents and pupils had the opportunity to feedback on improvement priority work for session 2024/2025 and to identify priorities for session 2025/2026 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 and also sent via Seesaw.  During Parent Council discussions (termly) the school improvement priorities are discussed and progress and impact is identified. Minutes of these meeting are shared with the school community via Groupcall.  Display within school for all visitors – updated throughout year with evidence and staff leads identified.  Termly newsletters shared with parents/carers identifying progress throughout the session.  New websites in use from session 2024/2025 which identifies Improvement Priorities and progress made throughout the session. |
| Attainment Scotland Fund Allocation (PEF and SAC) | *Combined with Star PS*  £22,765.80 including a carry forward of £4,390.80 |
| 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. |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | |
| Summary of **Progress** and **Impact** from last session’s Improvement Plan and **Next Steps.** |  |
| **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. |
| **Impact:**  All staff have enhanced their assessment skills through moderation activities in Health and Wellbeing and Social Subjects ensuring all children are making progress in these areas and that staff are becoming more familiar with benchmark use in these curricular areas.  All children have their progress tracked in the Broad General Education (BGE). Staff have used a variety of assessment evidence to support their professional judgements ensuring that all children have experienced their entitlement to a BGE with teacher planning folders evidencing this.  All staff have used the Progress reporting format to report to parents on their child’s progress in all curricular areas ensuring parents and pupils are aware of progress made.  Planned parent/carer workshops and open classroom sessions focused on Literacy/Numeracy, HWB and Expressive Arts in order to share progression of learning across these identified curricular areas. These sessions were very well attended and 100% of parents (who completed the evaluation questionnaire) felt that they have been kept up to date with Improvement priorities and their child’s progress this session.  Breadth of learning for all children has been enhanced, evidenced through planning meetings and planning folder reviews. |
| **Next Steps:**  Focus on moderation activities and use of benchmarks in Modern languages and Expressive Arts next session.  Review High Quality Assessment procedures next session with a new teaching team, ensuring all staff are confident planning for assessment. |
| **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 relevant to their learning |
| **Impact:**  Glow website has been created for the school which shares news, dates, staff information, Improvement Priorities, staff information as well as relevant procedures and policies. Almost all children (82%) are benefitting from better informed parents due to the use of this platform. During our Learning Partnership visit, the parent focus group expressed that they felt listened to  The school continues to have a small but consistent parent council which utilise social media to share the outcomes of the meetings and to feed back views of families who are unable to attend in person meetings. This has been successful this year with plans to increase attendance at meetings a focus for next session.  A small group of interested pupils (4 pupils) have been supported by a parent to plan and host a lunchtime craft club developing their entrepreneurial skills . All pupils have been invited to attend this club over this session with a regular attendance of 9-10 children per week.  Pupil council (12 pupils) have had a voice during parent council meetings by sharing their achievements in Reading schools and have received support from the parent council for the opening of their outdoor reading library in May 2025.  91% of families (who completed the questionnaire) reported that they find the schools’ current methods of communication effective.  Parents report that childcare, work commitments and after school activities are the main barriers to attending Parent Council meetings. |
| **Next Steps:**  Continue to offer hybrid and/or online opportunities to increase attendance at Parent Council meetings  Explore barriers for parents/carers joining the parent council |
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| **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%. |
| **Impact:**  Reading attainment across first level has increased from 87% to 96% in Coaltown of Balgonie, thus meeting and exceeding target for the session.  Almost all pupils in P4 and P7 have met or exceeded their stretch targets in reading. An increase from 53% to 88.8% in P4 and an increase from 71% to 80.9% in P7, thus closing the gap for identified pupils. Interventions implemented included greater focus on reading across whole school (Reading Schools), PSA interventions for P4 reading and spelling. New reading scheme introduced ‘BigCat Books’ for P1-4 which has increased enthusiasm and relevance of reading for children.  Primary 7 teachers attended Quality Improvement methodology training and carried out a practitioner enquiry around the impact of the new reading approach and reading assessment pack. All pupils in the P7 cohort (21 pupils) reported an improvement in their literacy skills this session. This view was reflected in the assessment data, the P7 cohort have increased their reading attainment from 71% last session to 80.9% this session.  Due to the Cluster PT being redeployed within other cluster schools, the impact from this SIP was not as great as initially anticipated although all teachers report becoming more engaged with the reading assessment pack and are now using this more consistently to plan and assess reading within their classes, ensuring all children are developing a wide range of reading skills over a variety of genres. |
| **Next Steps (if appropriate):**  P6/7 staff from session 2024/2025 to present impact of QI programme and upskill peers in this approach. Moderation of these activities will take place throughout the year. |
| **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. |
| **Impact:**  A reading culture across the school has been developed ensuring all children have opportunities and incentives to read for enjoyment. 91% of families returning their questionnaire stated that they were aware of the Reading School Initiative and 100% state their child discusses their reading with them at home.  All pupils have been exposed to a carefully considered selection of core text, ensuing balance, breadth and consistency across the school.  Reading for pleasure has become a routine activity in the school (in and out of the classrooms). Most 82% of families reported that their child has shown an increase in reading for enjoyment over the past year.  All pupils have had the opportunity to join the local library, following an engaging visit from the local librarian, encouraging their love for books and reading for pleasure benefits. The pupils’ memberships include an audiobook library, ensuring reading is inclusive for all pupils  The pupil council (12 pupils) led the Reading school initiative, gaining Core award and working towards Silver award (see Achievements). This group of pupils have ensured that all pupils have the opportunity to have their voice heard on this initiative.  Overall school attainment in reading is 86.4% an increase from 83.1% last session. |
| **Next Steps:**  Increase accessibility to audiobooks and multi-sensory reading activities through ICT devices.  Working towards Silver award in session 2025/2026 |

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| **Improving Outcomes** | | | | |
| Quality of Learning Experiences | * **Over the last 4 years Improvement Plan priorities have focused on improving aspects of learning, teaching and assessment. As a result, almost all children experience high quality teaching and learning experiences and we have ensured there are consistent approaches across the school** * **Almost all of our children are engaged in learning and take an active part during lessons and learning experiences** * **Our learning opportunities are enriched by effective use of digital technologies across almost all areas of the curriculum** * **In all classes, children are fully involved in the learning process through a developed four-part model lesson approach which includes learning intentions, co-creation of success criteria, feedback and plenary sessions. this is ensuring children are aware of what they are learning, how to be successful and what they need to do to improve** | | | |
| Attainment and Achievement  Include impact of PEF, improvement in health and wellbeing and employability. | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | **86.6%** | **86.6%** | **86.6%** | **86.6%** | | **P4** | **100%** | **88.8%** | **66.7%** | **78%** | | **P7** | **90.4%** | **80.9%** | **71.4%** | **73%** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2024 - 2025** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | **80%** | **86.6%** | **86.7%** | **86.6%** | | **P4** | **61.1%** | **66.7%** | **72.2%** | **78%** | | **P7** | **63.6%** | **71.4%** | **63.6%** | **88.9%** |   Attainment in all stages and across the curriculum has increased this session, evidencing Improvement Priioirty work has been successful. All stretch targets met across all stages indicating most pupils are making good/very good progress in their learning.  **Impact of PEF**  **Intervention 1 - Reading**   * PEF funded probationary teacher has released class teacher (0.6FTE) to work with targeted groups in both schools to support reading skills * PEF PSA has worked closely with released class teacher in order that they can continue to support groups in both schools at other times during the week * Targeted groups have engaged well with interventions. Reading attainment has improved in all pupils within these groups, resulting in 88.8% of P4 pupils (exceeding our expected impact) and 80.9% (0.1% away from expected impact) of P7 pupils now on track in reading. Our P7 cohort changed in term 4 this session which has impacted our results   **Intervention 2 – Nurture Intervention**   * PEF funded PSA has worked alongside targeted groups of pupils in both schools to offer wellbeing sessions and to help bridge any academic gap for these pupils. All targeted pupils have engaged well during their weekly sessions and teachers have reported an increase in class engagement from all of these pupils in both schools * Glasgow wellbeing questionnaire identifies that 97.6% of these pupils report that they have friends in school (an increase from 86% at the beginning of the session). 69.4% of these targeted pupils report that they now feel listened to in school (an increase from 58% at the beginning of the session). 81.2% of these pupils now report that they feel good about themselves in school (an increase from 71% at the beginning of the session) * 92% of the targeted group report that they now know how to access the wellbeing supports they require in school * 81.8% of parental questionnaires returned agreed with the use of PEF money in the school. * We received a few alternative suggestions from families on how better to spend the PEF budget eg sensory room, more permanent SLT staff, more PSA’s | | | |
| Achievements | * All Primary 1 pupils demonstrated they were responsible citizens taking part in a community litter pick * All Primary 1 and 2 pupils demonstrated that they were confident individuals performing a Nativity play in December 2024 * 11 Primary 5/6 pupils participated in the Fife Schools Cross Country Championship. Their participation demonstrated integrity as they committed to training and to the physical challenge of running. All children were responsible citizens, representing the school with pride and confidence. * Collectively, as responsible citizens, all Primary 2/3/4 pupils (24) achieved the RSPB Wild Challenge bronze certificate for the school. This achievement recognised their commitment to helping and experiencing nature, raising awareness and leading change. * All P2/3/4 children (24) completed Glasgow Science Centre's Learning Lab "The Air We Breath". Showing curiosity, and with opportunities to work collaboratively, the children learned about how we breathe and gained an understanding of how our bodies defend us against air pollution. * All Primary 4/5 pupils (23) took part in 'The Primary Engineer Awards', demonstrating creativity and innovation as they designed their own inventions. All pupil inventions were graded by engineers and celebrated both as a whole school and as a class, highlighting successful learning. One Primary 5 pupil was selected to receive an award at Dundee University, for her innovative and creative invention, a fantastic personal achievement. * The pupil council (a group of 12 pupils from all stages) have led the school to receive a Core Reading School Award. Through excellent communication, collaboration and creativity they have developed the schools reading areas and resources. As a group they have gained funding to purchase books and beanbags to open an outdoor library, they have shared their progress with pupils and wider school community, and also taken part in filming with Reading Schools to create a promotional video. Throughout the journey they have demonstrated that they are Effective Contributors and Confident Individuals. Their journey has been captured by Education Scotland in a case study * All pupils (22 pupils) in Primary 7 have taken part in enhanced transition visits to the Auchmuty High School in addition to the universal 3 day transition. They developed their confidence and reduced their anxiety, demonstrating self-management skills. * A group of P6's and P7's (9) won the Auchmuty Cluster League football and went on to represent Auchmuty cluster in the Fife Finals Shield competition. They won the shield and developed their teamwork skills and resilience as Effective Contributors and Confident Individuals. * One pupil in Primary 7 won the Scottish Burn's Society Primary Piping Competition, coming 1st place for piping in the P4-7 age group and winning the Overall Best Piper Award. They demonstrated confidence, performing in front of a large audience as both a Confident Individual and a Successful Learner. | | | |
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| **Evaluations** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (since August 2024) |
| 1.3 Leadership of Change | Good | Very Good | Very Good |  |
| 2.3 Learning, teaching and assessment | Very Good | Very Good | Very Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good | Very Good |  |
| 3.2 Raising attainment and achievement | Very Good | Very Good | Very Good |  |

**APPENDIX C - Session 2025-2026 Improvement Plan**

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| **Education Directorate Improvement Plan:** Achievement | | | | | |
| **Focused Priority 1: Curriculum**   * 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  All children will have a deeper understanding of metaskills and how they support learning for life and work | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum e.g. modern languages and Expressive Arts. * All staff will take part in professional learning around Camembear and Power of language resources to familiarise themselves with these resources and to become more aware of progression framework in Modern Languages across the school * All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to eg modern languages and Expressive Arts * All staff will develop knowledge of meta skills to support reporting and recording progression of skills * Develop CoB/Star meta skills progression framework   **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 identified 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 further develop their working knowledge 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 * All P6 and P7 pupils will use My World of Work online profile of skills * Working party to develop tracking and monitoring procedures for meta skills, refreshing curriculum rational as an ongoing priority   **Learning, teaching and assessment**   * Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas of Modern languages and Expressive Arts   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE | All staff within working parties identified August 2025  **Curricular Development**  **Maura Lee** – Modern Language  **Mary Waterhouse & Kirstyn Drummond -** EXA  Led by HT  All staff  Through Quality Assurance activities  Meta skills – **Lee Lowe, Zoe Breen & Lorna Mill**  All class teachers  P6/7 teachers - **Mary Waterhouse & Kirstyn Drummond**  Meta skills – **Lee Lowe, Zoe Breen & Lorna Mill** | | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum  Analysis of CFE and BASE/NSA/eLIPS data  Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc  **People’s Views**  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, RME, modern languages and sciences  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 | October 2025  December 2025  October 2025  September 2025  November 2025  January 2026  April 2026  February 2026  September 2025  September 2025  November 2025  February 2026  May 2026 |
| **Ongoing Evaluation** | | | | | |
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| **Education Directorate Improvement Plan:** Achievement | | | | | |
| **Focused Priority 2: Transforming Learning**   * Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology * To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people. | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.6 Transition  3.2 Raising Attainment and achievement  3.3 Increasing creativity and employability | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools, promoting collaboration and developing peer and self- assessment strategies.  Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment, focusing specifically on differentiation and adaptive teaching, leading to improved outcomes for all children.  Children/young people In P6/7 will become more proficient in using digital tools to support them in their learning, being offered opportunities to develop Meta-skills, preparing them for learning, life and work.  All staff will increase their knowledge of adaptive teaching, using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.  Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum. | **Professional Learning Activity**   * As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. * All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills. * 30mins will be allocated to the beginning of each staff meeting to allow staff to share examples of good practice in the use of the iPads. * Optional twilight options will be made available for staff to attend to develop their skills. * Team teaching opportunities to develop teacher confidence in the use of iPads and the associated software.   **Enhancing learners’ experiences**   * Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. * Enable all staff to use digital tools to make learning and teaching more engaging. * Enable staff to use technology to promote collaborative working within classes allowing opportunities for self/ peer assessment. * Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. * Staff will ensure they are able to always demonstrate safe and responsible use of digital tools.   **Learning, Teaching and Assessment**   * Teachers will use their digital skills to plan appropriate learning based on Fife’s curriculum progression pathways.- * Teachers will use the available digital tools to evidence pupil attainment and progression through meta skills. * Teachers will use a range of digital tools to create and share explanations and to model learning processes. * Planning for key learning to be shared via digital platforms to support P6/7 children to access/ revisit during and outside of lessons. * Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. * Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria.   **Assessment and Feedback**   * All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. * Pupils will develop digital skills to aid in their ability to provide constructive peer/ self-assessment * Development of Digital Portfolios to showcase learning over time using Showbie. * Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning.   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the use of digital technology.   **Parent Carers**   * One of our open mornings/ afternoons will be used to showcase the use of technology in the classroom. * Information event to allow parents the opportunity to gain insight into the uses of the iPads to improve engagement and attainment. | Led by ESO’s, Digital PT’s  All staff  Transforming Learning Ambassador- **Kirsty Garden -PT**  Led by ESO’s  Digital PT’s  **Kirsty Garden** - PT  Led by SLT  All staff  Self/Peer Assessment – **Hayley Neilson**  Led by SLT  All staff  **Mary Waterhouse & Kirstyn Drummond** – P6/7 focus  Self/Peer Assessment – **Hayley Neilson, Bethan Davidson & Kirsty Garden** (digital element)  Led by SLT  All staff  **Kirsty Garden** -PT | | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/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  Analysis of Leuvans, GWMT, SDQ  Team Teaching Feedback Data  **People’s Views**  Staff views on use of digital technology to enhance learning.  Self-evaluation (2.3) on strengths and next steps.  Staff professional dialogue with school/cluster colleagues.  Feeback from Professional Learning activity.  Parent/carer views on children’s experiences.  Children’s views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.  SIP Baseline/ Endline  Minutes from ASN Meetings  **Observations**  Forward planning documentation.  Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.  Jotter/ Work Moderation  Focus for LP – analysis of learning experiences through the use of technology. | September 2025  November 2025  April 2026  Ongoing  November 2025  September 2025  August 2025  Oct 2025- ongoing  Feb 2026 |
| **Ongoing Evaluation** | | | | | |
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| **Education Directorate Improvement Plan:**  Equality & Equity, Health & Wellbeing and Engagement | | | | | |
| **Focused Priority 3: Wellbeing, Equality and Inclusion** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self Evaluation for Self Improvement  1.3 Leadership of Change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.1 Wellbeing, Equality and Inclusion | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience a consistent environment throughout the school which will be adaptive to their needs, ensuring all children feel safe and included. Over 90% of pupils will report they feel safe and included within their class.  All children will experience adaptive teaching which caters for their personal learning style, ensuring almost all pupils meet their expected targets  All target pupils (1 or 2 from each class) will access the classroom environment in a more productive way, aiding their engagement with learning. Engagement in learning in these pupils will increase by 15% by end of session | **Professional Learning**  All teaching staff will undergo professional learning opportunities alongside Educational Psychologist and ASIST team to introduce the Circle document with particular focus on the environment section of this  All teaching staff and support staff to self-evaluate the classroom environment using the ‘Circle’ Document - identifying areas of development within their current practice, logging these and creating plans to make changes in the classroom environment  All staff will take part in professional reading and dialogue around ‘The Ultimate Guide to Adaptive Teaching’ by Sue Cowley – considering how to adapt their own teaching to cater for the diverse individuals pupils in their classroom  Links with SIP Priority 2 – Transforming Learning  Staff team will link with wider agencies to ensure that we are providing spaces which meet the variety of needs of children across our classrooms and learning spaces   * Educational Psychologist * ASIST * Pupil Support Service * Outreach from ASC/Special School   Update curriculum rationale to identify our offering of universal support within the classroom environments  Alongside the SfL teacher, each class teacher will conduct a small test of change following the identification and assessment of 1 or 2 pupils to improve the access to the classroom environment for them and others.  Pupil voice to be sought during this process, using a ‘talking mat’ type resource | **Sarah Paterson** – ASIST  **Kerry Mitchell** – Educational Psychologist  **Kirsty Woodhouse** – HT  **Kirsty Garden** - PT  All staff  **Abigail King** – SfL teacher  **Abigail King** -SfL teacher  All teachers | | Baseline self- evaluation of classroom environment  Mid-year self-evaluation of classroom environment  Individual pupil assessment (pre and post interventions)  Action Plans and record of Development needs form individual teachers  LP/ELP evidence of consistency of environment  Feedback from wider agencies  Staff feedback/professional dialogue  Observation of children  Pupil Voice evidence – talking mat style resource  Leuvens scale of engagement for 1-2 targeted pupils each class | Term 4 – session 2024/2025  Term 1  Term 2  Term 3 |
| **Ongoing Evaluation** | | | | | |
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**APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan**

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| **Pupil Equity Fund allocation for session 2025/26** | | **£** 22,765.80 including a carry forward of £4,390.80 - joint for both schools |
| **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 building (classroom and hall space) * Joint headship with Star PS * 5 classes over 4 teaching spaces – P1/2, P2/3/4, P4/5 and P6/7 * Roll – 101 pupils * FME 20 % * SIMD Profile Average 6.3 * ASN 39.6% * LAC 4%   **Star PS**   * 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 * Roll – 27 Pupils * 2 classes – P1-3 and P4-7 * FME % - 0% * SIMD Profile – Average 6.2 * ASN – 66.7% | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| 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.   * 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 where possible, reducing costs * Fundraising efforts within the community are ongoing throughout the school year (Duck Race, Dance-a-thon, cake sale etc) which helps to mitigate any costs of school outings * School application submitted to Fernie Trust (Star only) to support ongoing costs for trips and resources for learning and teaching (outdoor learning resources, microphones, headsets etc) * 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?) | |
| * Targeted 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 * School Website has a link to the PEF plan | No | |

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| **Rationale**  (what poverty-related attainment gap are you trying to address?)  **This does not all have to have a PEF cost** | | | **Amount of Fund allocated (if appropriate) £** | |
| We have a very high percentage of identified ASN needs in both school – Cob 39.6% and Star 66.7%. We have identified a group of ASN pupils (7 in CoB and 2 in Star) who are displaying an increase in distressed behaviours which is having a negative impact on their attainment, attendance and achievement in the BGE.  With the increase of ICT use next session (see SIP priority 2) we have identified the P6/7 class in CoB in which to use ICT to support Neurodivergent pupils (53% of the class) in order to increase their engagement in and attainment in literacy and numeracy | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| **Intervention 1 (links with SIP priority 2)**  By June 2026 all pupils will have an opportunity to work in both small groups and whole class with extra CT to explore some new ICT programmes to enhance BGE lessons  All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools, promoting collaboration and developing peer and self- assessment strategies. - From SIP priority 2  **Intervention 2 (links with SIP priority 3) - CoB only**  Our neurodivergent leaners in P6/7 (CoB – 9 pupils) will demonstrate an increase in their engagement in classroom learning from August 2025 to June 2026.  In this targeted group, attainment in literacy and numeracy will be evident based on baseline and endline assessments. An improvement will be evident in all targeted pupils in 4/6 areas of literacy and numeracy  **Intervention 3 (links with SIP priority 3) - Star PS only**  All pupils will experience daily sensory activities built into their timetable in order to build their resilience and self-regulation skills  A targeted group (2 pupils) will access sensory circuits on a regular basis throughout the week aiding their self-regulation and engagement in learning | Probationer to take the P3/4 class in CoB in order to release Mrs Garden (0.6FTE) to support ICT roll out acrosss both schools in all classes– see SIP Priority 2  Mrs Garden will model, support and lead ICT developments across both schools  Mrs Garden will lead the first 30 mins of every collegiate session where staff will be encouraged to showcase some of the ICT developments they have been exploring  Mrs Garden to work on a weekly basis with P6/7 class in CoB in order to explore how ICT can support Neurodivergent learners to become more engaged in learning and to increase their attainment in literacy and numeracy          PEF funded PSA to oversee sensory circuits on a planned basis for targeted pupils  PEF funded PSA/CT to support class teachers to resource appropriate sensory activities for each class | * As SIP priority 2 * 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 and engagement tracked across the year for targeted pupils * Leuven scale of engagement pre and post intervention for targeted group * Glasgow Wellbeing Questionnaire at beginning and end of interventions to gather data on impact | |  |

**APPENDIX E – Pupil Equity Financial Plan Session 2025-2026**

[Cob Star PEF Planned and Actual Spend 2025 2026.xlsx](https://fifecloud-my.sharepoint.com/personal/kirsty_woodhouse_fife_gov_uk/Documents/Attachments/Cob%20Star%20PEF%20Planned%20and%20Actual%20Spend%202025%202026.xlsx)

