



**Standards and Quality Report  
Achieving Excellence and Equity**

**Session 2021-2022**

Context				
<b>Setting/School Roll (including ELC/ASC)</b>	School: 76 ELC: 20			
<b>FME</b>	16			
<b>Attendance (%)</b>	<b>Authorised</b>	4.3%	<b>Unauthorised</b>	4.2%
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£17,330			

Crail Primary School is a village school in the historic Royal Burgh of Crail in the East Neuk.

The original school building is connected via a corridor to two large hatted open-plan classrooms. There are four composite classes and a Nursery/ELC. There are two classrooms used for Expressive Arts; the playground has a trim trail and painted activities on the ground for creative play. The pupils also use the local park, woods and beach for PE and Outdoor Learning.

Our vision is of a school where everyone works together to ensure all our children have the right to learn and play in a safe and happy environment continues to underpin all of our work.

Our values: Respect, Friendship, Kindness, Helpfulness, Inclusion (letting everyone join in), Effort (trying our best) and Honesty

All our stakeholders work together to:

- Make everyone welcome and included.
- Give opportunities for our children to be involved in decision making.
- Provide opportunities for friendships to grow.
- Provide learning experiences which are interesting and which take place in different settings and cater for different learning styles.
- Provide good resources and to care for them and use them well.
- Provide a safe learning environment.
- Respect privacy.
- Encourage our children to try their best and to recognise their achievements and attainment.
- Build links with the local and wider community.

**Improvement for Recovery Priority Work  
Session 2020 - 2021**

<p><u>NIF Priority (1)</u> Improvement in Attainment:</p> <p>To provide opportunities to plan for Personalisation and Choice To ensure pupils experience breadth across the curriculum To develop a Curriculum Rationale</p> <p><u>NIF Driver</u> School Leadership Teacher Professionalism</p>	<p><u>HGIOS 4 Quality Indicators</u> 1.3 Leadership of Change 2.2 Curriculum</p>
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## Progress:

**Diversity and Sustainability** – During this session staff ensured there was the capacity to support all children in experiencing personalisation and choice. There were opportunities for all pupils to share their thoughts and engage in Diversity learning. P1/2 focused on World Religions and shared their learning of the festival of Sukkot with the school. P3/4 and P4/5 completed IDL to develop an understanding of the country and culture of Africa. They completed the topic with a performance of African drumming, singing and dancing. P6/7 used an inclusion calendar to look at specific topics such as LGBTQ+ to raise awareness in the school. P4/5 have been working with GTC and Intercultural Youth and Children in Scotland group as part of the Diversity and Anti-Racism programme. All classes engaged in focused learning on Diversity during Black History month. In Term 2 all pupils listened to stories at assembly with a diversity focus and had a task for the following week based on the message from the book, such as welcoming and respecting others.

All pupils participated in learning related to COP26 in Term 1. P3/4 and P4/5 have also engaged in learning about ocean pollution. P6/7 participated in the Climate Smarter Challenge organised by Scottish Council for Development & Industry and Young Engineers & Science Clubs Scotland. Led by the class teacher, the pupils followed the STEM programme, investigating and experimenting through a variety of tasks to come up with solutions to tackle climate change.

**Expressive Arts and Digital Literacy** - In Term 1 all class teachers began using the Fife Expressive Arts Pathway and Fife PICT Digital Learning Pathway.

**Curriculum Rationale** – Almost all teachers engaged in CAT sessions to discuss the school's current vision and values. An updated list of values was generated and a plan to share this with the pupils to begin work on the curriculum rationale was created.

## Impact:

**Diversity and Sustainability** - All pupils have had opportunities to become more aware and discuss Diversity. Class and school displays have exhibited the various topics covered throughout the year. All teaching staff have contributed to a Diversity Awareness Calendar and resource list which can be used when IDL planning next session. P4/5 class teacher has led all pupils in the class in developing and understanding racism; they have been effective contributors as their thoughts were shared with the programme leaders to support the next step in creating a national policy. They have researched children's books looking at Diversity to purchase them for further assembly stories and to include in the school library.

P6/7 pupils were confident individuals as they used their learning from the Climate Smarter project to present and speak about their ECO future school model and won first prize. The group also showed their learning journey with photographs displayed in school and shared on twitter; they shared their learning to all the classes and almost all their parents. The class highlighted the need to look at our own actions to help with climate change showing their understanding of how to be a responsible citizen.

Pupil focus groups were able to discuss and answer questions about the Diversity and Climate Smarter projects as part of the Learning Partnership.

**Expressive Arts and Digital Literacy** – All teachers are able to discuss forward planning in Expressive Arts. Class and School displays show a variety of artwork by all pupils. All pupils have had the opportunity to learn songs through the use of Charanga. Almost all, including the nursery, sang for the Nativity recording. Almost of the pupils in the school developed their creativity, teamwork and performance skills through Expressive Arts experiences as the P1/2 class performed the nativity story, P6/7 created mini dramatisations using their class novel and the P3/4 and P4/5 class shared an African performance.

In Term 1 all teachers began using the Fife PICT Digital Learning Pathway to support planning, teaching and learning. The majority of pupils have developed knowledge, understanding and skills through using PICT, Microsoft Office, GLOW, coding and other programmes, such as audacity and scratch. The P6/7 class have had experiences using digital components and micro-bits. Their personal development has transferred into other areas of the curriculum, supporting most of them in raising their own attainment.

**Curriculum Rationale** - Due to the long-term absence and Covid related absences in Term 3 and 4, the plan to work with all pupils was not done. Also due to the low numbers of attendance at Parent Council meetings and Covid restrictions, there was a real challenge in forming relationships with the school community to get a sense of 'what is unique to Crail Primary School and Nursery?' Although we have made some progress, we were unable to complete this priority.

**Next Steps:**

**Diversity and Sustainability** – All staff to continue to update calendar with events and resource list. All P4/5 and class teacher to continue to liaise with Intercultural Youth and Children group. All staff to create a Diversity and Equality school policy. Embed learning about sustainability across the whole school through House Huddles to make changes to our actions.

**Expressive Arts and Digital Literacy** – All staff to continue current form of planning for Expressive Arts and Digital Literacy to embed learning. ICT resources need to be purchased, especially as iPads are no longer supported by the service. P1/2 should continue to use iPads and Seesaw to share their learning.

**Curriculum Rationale** - With Covid restrictions no longer in place, there have been more face-to-face interactions between school and families. All members of the school, nursery and community will engage to continue and complete this priority next session.

NIF Priority (2)

Improvement in Attainment:

Implement assessment pedagogy to increase attainment

NIF Driver

School Improvement

Teacher Professionalism

HGIOS 4 Quality Indicators

1.2 Leadership of Learning

2.3 Learning, Teaching and Assessment

3.2 Raising Attainment and Achievement

**Progress:**

**Staff professional learning** – All teaching staff undertook professional learning as part of an enquiry project in relation to Questioning. All teaching staff participated in CAT sessions to discuss and look at relevant literature; all information was saved to a Teams file to support CPD development. All teachers decided to focus on Bloom's Taxonomy–Higher Order Questioning. All teaching staff planned collaboratively and evaluated their teaching and assessment.

**Pupil Support Assistants** - All PSAs tried to use the language of questioning most of the time when working with reading groups.

**Assessment Approaches** – Through staff dialogue it became clear our focus in Term 1 needed to begin with planning, rather than assessment. All teaching staff looked at various examples of forward planning in Literacy and Numeracy. All teaching staff agreed to use the Fife Records of Understanding together with the pyramids for Numeracy, Fife Literacy plans and BGE poster, showing all areas of the curriculum, to be trialled throughout the year.

Literacy assessments were discussed, and all staff agreed to continue to use the SWST and current reading and writing forms of assessment. Feedback from QAMSO meetings was shared by the teacher who attended, and a Teams file of information and resources was created to be used as CPD to support teacher assessment.

**Impact:**

**Staff professional learning** - All teaching staff have implemented changes to their teaching and assessment and use questioning in their daily planning. All classrooms have a questioning area for pupil interaction. All focus groups at the Learning Partnership were able to explain what and how questioning is used in their classes.

**Pupil Support Assistants** - All PSAs have become familiar with aspects of Higher Order Questioning.

**Assessment Approaches** – All teachers used the new planning and developed confidence in recording pupil knowledge and understanding to plan next steps. All teachers are familiar with and use a variety of formative assessments. All teachers were able to discuss forward plans and pupil progress at tracking meetings.

**Children** – All pupils were able to give examples of how questioning is used as part of their learning. Almost all pupils were able to explain how they had developed their skills and learning through their work on questioning with their teacher. Almost all pupils were able to give examples of resources available to use in class to support learning.

**Next Steps:**

**Staff professional learning** – All staff to continue to use Bloom’s Taxonomy and questioning techniques learned. All staff to continue to develop their own and pupils questioning skills.

**Pupil Support Assistants** - All PSAs to continue to use questioning to extend/scaffold pupils learning.

**Assessment Approaches** - Include opportunities for all teachers to moderate with stage partners in the cluster. Look at resources to use for assessing Listening and Talking. As a staff identify what will be used for Numeracy assessment to ensure consistency.

**Children** – Continue to have planned opportunities for pupils to experience using familiar and other questioning techniques. Encourage engagement in learning where pupils can further develop their own questioning skills during independent, group and class work.

NIF Priority (3-This is a cluster identified priority.)  
Improvement in children and young people's health and wellbeing:

Responding effectively to P7 and S1-4 young peoples' Health & Wellbeing needs

NIF Driver  
School Leadership  
School Improvement

HGIOELC Quality Indicators

3.1 Ensuring wellbeing, Equality and Inclusion – themes 1, & 3

1.1 Self-evaluation for Self-improvement – theme 2

1.2 Leadership of Learning – theme 2    1.3

Leadership of Change – theme 3

**Progress:**

**Listening Service** – PSA attended August In-Service. PSA and newly appointed PSA attended November and February In-Service. Training was with Our Minds Matter Team focusing on Understanding and Managing Anxiety and setting up a Listening Service in school. After each training session all PSAs shared information with staff. In Term 1 all P6/7 pupils shared thoughts on what would make a safe, calm environment for a Listening Service and resources were gathered (fabric for a tent, colour changing lights, body bean bags). The P1/2 pupils asked for the option to bring Camembert, the French teddy, along with them. In Term 2 how the Listening Service was going to run was introduced to all pupils at assembly and it began. The PSAs ran sessions twice a day to begin with for P3-7 pupils and one session for P1/2. Once it was established, the sessions were reduced to a more manageable programme and all pupils knew they could request Listening Service time. The PSAs successfully evaluated and shared the school’s experience at the February In-Service.

**Glasgow Motivation and Wellbeing Profile** - The GMWP tool is used to assess, monitor and track all pupils’ health and wellbeing progress. It is linked to UNCRC, GIRFEC and the Wellbeing Indicators. The tool was introduced to all staff in August by the LS Teacher. All pupils answered an online questionnaire and data was collated at the start of the year; this was used to target groups of children in P1/2, P3/4 and P6/7 for Kit Bag and LEGO Therapy sessions. P4/5 were continuing Kit Bag as part of class learning from the previous year. At the end of Term 2 or the beginning of Term 3 data was gathered from all pupils and then again in Term 4.

**Impact:**

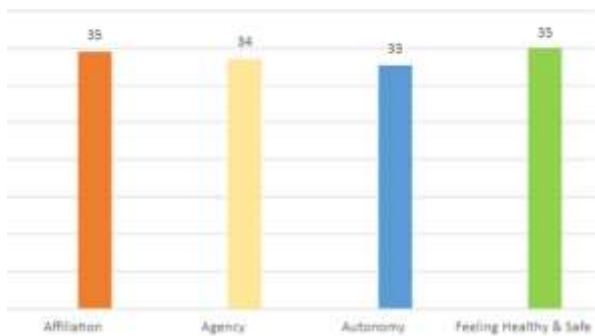
**Listening Service** –None of the three P7 pupils used the service but 27% of the P6 pupils did. The majority of P3/4, less than half of P4/5 and almost all of P1/2 used the service. The PSAs kept a record of who attended and any Child Protection or worrying situations were discussed. For the pupils who attended, there was an increase as the service supported them in feeling they had someone to talk to about any worries, especially with family and friendship issues. There was a lack of time to offer the service due to challenges within school and the PSAs timetable during some weeks in Term 3 and 4. PSAs improved their nurturing strategies and techniques to support pupil wellbeing. The newly appointed PSA also developed confidence and skills in working with pupils.

**GMWP** – The overall findings saw an increase across the whole school at each point of gathering evidence (see graphs below). All P3/4 and P4/5 pupils made the most improvement. Almost all P1/2 pupils showed an increase in their wellbeing as only 9% (2 children) chose low numbers in their answers. Most pupils in P6/7 also exhibited an increase with 18 out of 21 children selecting answers rated between 4 – 10. Through staff observations and Headteacher discussions with pupils, an increase was noted in pupil enjoyment as they felt safe in school and exhibited better Health and Wellbeing. This increased their engagement with teaching and learning resulting in developing their own personal attainment. Some parents commented and discussed the positive change in their child’s Health and Wellbeing and views on being in school without any lockdown interruptions.

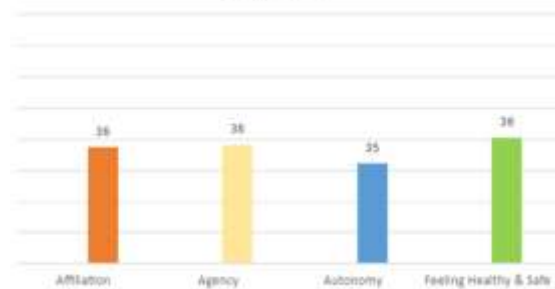
August 2021

May 2022

Average Score at Point 'A' for all responses



Average Score at Point 'B' for all responses



**Next steps:**

**Listening Service** – Continue to offer the Listening Service twice a week, with the option for pupils to ask to speak with the PSA when necessary.

**GMWP** – Continue to use a whole school nurturing approach and engage pupils in daily Health and Wellbeing tasks, such as Mindful Monday and Thinking Thursday. Engage parent/carer in giving views on their child’s Health and Wellbeing in relation to feeling safe and happy at school. Compare feedback to gauge if there has been further improvement.

NIF Priority (4)

Improvement in Attainment:

To increase parent/carer participation and involvement in the life of Nursery and child’s learning.  
To increase children’s participation and involvement in the life of our Nursery

NIF Driver

Parental Engagement  
School Leadership

HGIOELC Quality Indicators

- 1.1 Self Evaluation
- 1.2 Leadership of Change
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.2 Securing Children’s Progress

**Progress:**

**Parental Engagement** – Questionnaires were sent to all nursery parents/carers in September, February and April to gather feedback on transition. Another in Term 1, regarding parent/carer skill set to be involved in learning, related to Developing the Young Workforce and groups that they would be interested in attending online was sent. Almost all parents/carers participated. Personal Learning Journal meetings were conducted with all parents/carers. Seesaw is used for regular communication with all parents/carers and sharing the Weekly Round-Up, which is also tweeted on Crail Twitter account. The Nursery contribute to all termly newsletters. Almost all parents/carers communicate via Seesaw.

**Improvement of setting** – Fortnightly discussions occur with Nursery Teacher and all staff to develop and improve areas in the nursery. All staff also have opportunities to meet with the Development Officer to discuss improvements to the setting and changes in policy and procedures (ie: Care Inspectorate). All staff engage in observations, planning, PLJ and regular meetings followed by professional dialogue as part of the self-evaluation process. SEYO meets with cluster SEYOs to share ideas and discuss good practice.

**Children’s Voice** – The use of floor books and learning walls are used by all children to access and reflect on previous learning and to decide next steps. All children participated in a pupil questionnaire using emotion faces to share their feelings about their nursery experience.

Impact:

**Parental Engagement** – The collated responses from all questionnaires showed parents were happy with how they were being informed and the experience had by children, especially how individualised it is for each child.

**Improvement of setting** – All areas regularly changed and developed. All children’s interests are acted upon. Crail Nursery was highlighted in ELC termly magazine for creating a warm and welcoming environment.

**Children’s Voice** - All children have developed a sense of ownership of the nursery setting. The responsive planning of Nursery staff fully reflects the interests of the children. This is exhibited in children participating in wider learning opportunities. For specific children, there has been an increase to full time engagement in the nursery setting.

**Next Steps:**

**Parental Engagement** -Continue to communicate via Seesaw, create more opportunities for parental involvement within the setting now that Covid restrictions are no longer in place

**Improvement of setting** – continue to engage in professional engagement with Nursery teacher, SEYO to continue to meet termly with cluster SEYOs

**Children’s Voice** -involve children in responsive planning (daily/weekly) to give them the opportunity to express how to take learning forward, create vision, values and aims for nursery.

NIF Priority (5)

Improvement in employability skills and sustained, positive school-leaver destinations for all young people:

Develop and embed Digital Literacy through STEAM

NIF Driver

School Improvement

HGIOELC Quality Indicators

1.2 Leadership of Learning

1.5 Management of Resources

2.3 Learning, Teaching and Assessment

3.3 Developing creativity and skills for life and learning

**Progress:**

**Developing children’s skills** - All nursery staff became familiar with Digital Literacy. Collectively all staff decided to do this through STEAM. All staff attended the November In-Service to develop their knowledge and understanding. All staff took on the responsibility for an area of STEAM as part of a professional enquiry project. They engaged in personal reading and shared ideas during nursery planning meetings. Each staff member then created new opportunities for engagement and led on the development of each STEAM area. All staff were able to explain the activities for their area and PLJ observations showed pupil engagement.

**Play and learning opportunities**- All staff implementing Fife Council’s PICT Pathway. As part of STEAM, in the Science area, the children engaged in regular experiments, such as making tornados in bottles and playing with static electricity. The EYO leading Digital Technology created a list of resources, such as flashlights and remote-

control cars, which were bought for the Nursery to encourage opportunities for learning both indoors and outdoors. The children were engaged in more investigative play through the development of the Technology area. A variety of loose parts and resources were also brought into the setting for the children to problem solve and develop their Engineering skills while building new structures independently and together. The Art area changed regularly to introduce the children to different artists and highlight the various styles of making art. In the Maths area the children engaged in active tasks using numbers, shapes and measuring tools to develop their understanding of mathematical and numerical concepts.

**Impact:**

**Developing children’s skills** – All staff became familiar with Digital Literacy and a particular area of STEAM. All staff used forward and responsive planning to create opportunities for learning; they tracked and recorded all pupil progress in PLJs. All staff shared the impact of the area of STEAM they were developed in meetings and recorded their professional learning.

**Play and learning opportunities** - PLJ observations and comments, evidence in the Floor Books and Learning Walls highlight children following the PICT pathway and their technological skill development. Almost all children engaged with the new resources bought for developing Digital Technologies. All children are beginning to show confidence by playing and exploring with a variety of technologies such as landline telephone and CD player, at the Tinkering Table. The children have also developed skills in using the IPad, learning from experiences using the computer and SmartBoard games and understanding about Technology in the workplace as featured in our Emergency Services topic. Most children understand the sequence of instructions to control the new camera and can charge and work different applications to produce a variety of photos and media.

**Next steps:**

**Developing children’s skills-** embed the use of Digital Technology and develop skills using the skills progression document as guidance

**Play and learning opportunities-** support children in making connections of how technology is used in a variety of careers. Look for opportunities for parents/carers to visit and discuss how technology is used in their career.

**Attainment of Children and Young People**

Achievement of Curriculum for Excellence Level Session 2020-2021											
P1				P4				P7			
Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy	Listening and Talking	Reading	Writing	Numeracy
67%	42%	42%	72%	75%	58%	67%	75%	100%	100%	100%	100%

We have used a variety of formative and summative assessments; they include BASE (P1), SNSA (P4 and P7), AfE assessments, Single Word Spelling Tests, PM reading assessments, SumDog assessments and moderation tasks. Teaching staff are able to use the results and evidence to make informed judgements about pupil progress. The percentages for P1 and P4 are low due to the small number of pupils in each cohort and individual pupils who have not achieved CfE milestones. However, these pupils are making progress. Reading attainment levels highlight a decrease; plans to focus on Workshop for Literacy and to purchase Lexia will focus on supporting pupils to further develop their reading skills. For pupils in the early years, missing out on nursery experiences will have affected their readiness to learning. The P1/2 class also had a disrupted year of learning due to the teacher being on long-term absence and a combination of the headteacher, another schoolteacher and supply staff covering. Plans to close the gap are included in the PEF plan. Phonic resources will be purchased and small targeted groups for phonics and writing will be led by a newly appointed PSA.

**Evidence of significant wider achievements**

- All pupils participated in the Daily Mile to complete the London Marathon and were awarded a badge.
- Pupil donations to the Poppy Appeal raised £51.60 *Perseverance/Effort*
- All pupils worked together to create Christmas Goodie bags for members of the community who would be spending Christmas alone. These included a card, decoration and joke. *Teamwork*
- All children (nursery and school) created a decoration for the Craig Community Christmas tree. *Creativity*
- All children (nursery and school) participated in our school Christmas Nativity recording. Almost all P1/2 pupils had a role in the performance of the Nativity story. *Teamwork*

- All P4/5 pupils engaged in learning how to do African Drumming with Youth Music Initiative. *Communication*
- All P3/4 and P4/5 pupils learned an African dance and songs to perform to the school; a recording was shared with families. *Teamwork*
- All P4/5 pupils participated in the Diversity and Anti-Racism in Education Schools Programme with GTC and Intercultural Youth and Children in Scotland group. *Leadership*
- All pupils created a piece of artwork for the Crail Community Spring Fayre Art Competition; a P7 pupil won first prize. *Creativity*
- All P6/7 pupils engaged in the Climate Smarter project. 4 pupils attended a competition day at the Dundee Science Centre and won first prize for the regional primary school section. *Leadership*
- Almost all pupils enjoyed an outdoor experience at Tentsmuir Forest for a day. *Responsibility*
- Almost all pupils (P7 were not involved) learned about the RNLI Anstruther and water safety. Most pupils supported the charity by bringing in a donation on the day. *Knowledge/Understanding*
- P7 pupils took part in a 4-day residential experience in Broomlee. *Teamwork*
- Four P6 pupils attended a 2-day Peer Mediator training course. *Leadership*
- All nursery children worked together to make soup packs to sell to family and friends in their shop at the end of a session. *Teamwork*
- All nursery children took part in a Teddy Toddle to raise funds for a new playhouse. *Teamwork*
- All P7 pupils have had the opportunity to learn a woodwind instrument. *Perseverance/Effort*
- Most pupils have shared an out of school wider achievement at assembly this year. *Perseverance/Effort*

Groups of pupils were *Effective Contributors and Responsible Citizens* when they worked together in the Diversity and Anti-Racism Programme, participated in the Climate Smarter Project and created the Christmas Goodie Bags, and when the Nursery children completed the Teddy Toddle and prepared Soup Packs. The whole school were *Effective Contributors* when they performed the Christmas Nativity. They were also *Responsible Citizens* on our Outdoor Learning Day at Tenstmuir Forest. The P6/7s were *Successful Learners and Confident Individuals* as they engaged with the Climate Smarter Project and presented their learning. The P4/5s were also *Successful Learners and Confident Individuals* through their participation with Youth Music Initiative; they exhibited their learning by performing on the African drums and presenting an African Dance.

#### Impact of Local/National resources to support recovery within your setting (additionality of staffing)

Additionality in staffing (teaching/support)

0.3FTE

The additionality money from the Scottish Government was used to appoint a 0.3FTE teacher to close the attainment gap for Reading and Writing within our P2 cohort. This was conducted by using the data to identify target intervention groups. These groups engaged in phonic, reading and writing tasks for Term 1 and 2. However due to significant staff absences, long-term absence of 156 days and Covid related absences in Term 3, the additionality teacher became class committed. In Term 4 there was an opportunity for the additionality teacher to have one day to support small groups in P1/2 and work with pupils who were making slow progress in phonics and remembering initial sounds. Using the school's phonic checklist, almost all P1s can identify and are familiar with all initial sounds and most vowel diagraphs. Almost all P2 pupils have achieved CfE milestones for Reading and Writing.

#### Scottish Attainment Challenge Funding

##### Progress:

A 0.3 FTE teacher worked with targeted groups to raise attainment, close the attainment gap and ensure continued progress. P4 Literacy and P6 Numeracy were to increase by 5%.

**Writing** – A target group from P4/5 used Clicker to develop independent writing skills. Their identified needs were to use ambitious vocabulary, connectives, openers, correct punctuation and spelling, descriptive phrases, correct sentence structure and increase the quantity of sentences written.

**Reading** – A target group from P3/4 had support to develop reading skills. The focus was to identify and use diagraphs, blends and common words. They had regular opportunities to read aloud and to develop inference skills through discussion work.

A group of P6 pupils used a new resource for reading books, Connectors, to improve their focus, understanding, predicting, questioning and summarising skills.



**Numeracy** – Two groups were identified in P3/4 and P6 and given support using the SEAL programme.

**Impact:**

The 0.3 FTE teacher went on maternity leave at the beginning of February which created a challenge for the targeted groups to continue to be supported. Due to long-term and Covid absences, the groups were not supported from February – Easter holiday. In Term 4 support continued by another teacher.

All of the targeted groups were given a baseline assessment, progress was evaluated and recorded weekly. Planning was responsive to the needs of the pupils. Overall, there was not a 5% increase in P4s Literacy. P6 Numeracy attainment was increased by 16%.

**Writing** – All of the group have made progress. Two of the four pupils are able to work independently using Clicker to complete class writing tasks and no longer need targeted support.

**Reading** – Almost all of the P3/4 group have made progress. Out of the group of 4 one pupil has progressed through a whole stage of the reading scheme and another has moved up within a CfE level. All of the P6 group have improved their focus and are able to predict, summarise and pick out facts from the text.

**Numeracy** – Almost all of the P3/4 group have grown in confidence and are able to recognise and count numbers. Most are able to tell how to make specific numbers without material. All in the P6 group have developed confidence.

**Next Steps**

**Writing** – The P4/5 pupils will continue to use Clicker to aid writing tasks.

**Reading** – The P3/4 pupils will continue to be supported through the school phonics and spelling programme. The P6 group will continue to use Connector books.

**Numeracy** – These pupils should continue to use the SEAL programme.

School Name: Crail Primary School

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>2021-2022</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Raising attainment and achievement</b>	Satisfactory	Satisfactory	Good	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>2021-2022</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Securing children's progress</b>	Good	Good	Good	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	N/A	N/A	N/A
<b>Quality of environment</b>	N/A	N/A	N/A
<b>Quality of staffing</b>	N/A	N/A	N/A
<b>Quality of leadership and management</b>	N/A	N/A	N/A

Session 2022 -2023 Improvement Plan

<b>National Improvement Framework Priority 1: Improve Attainment</b>				
<b>Focused Priority:</b> To develop a Curriculum Rationale				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.3 Leadership of Change 2.2 Curriculum 2.7 Partnerships			1.3 Leadership of change 2.2 Curriculum 2.7 Partnerships	
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
<p>All staff to develop a shared knowledge and understanding of what a Curriculum Rationale is</p> <p>All stakeholders (staff, children, families and partners) will have had their voices heard and contributed to the rationale, design and on-going development of the curriculum</p> <p>A clear framework about what we want for our children and how we plan to achieve this</p> <p>All children (N-P7) have a sense of ownership, ensuring a consistent approach throughout their learning journey</p>	<p><u>Rationale and Design:</u> All staff to build familiarity with a range of examples of curriculum rationales (Education Scotland sketch notes)</p> <p>Professional Reading and Dialogue sessions: Building the Curriculum 3, Education Scotland Challenge questions from HGIOS4? Realising the Ambition Refreshed Curriculum for Excellence narrative</p> <p><a href="https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/">https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/</a></p> <p><a href="https://education.gov.scot/improvement/self-evaluation/primary-curriculum-improvement-toolkit/">https://education.gov.scot/improvement/self-evaluation/primary-curriculum-improvement-toolkit/</a></p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>How do we engage our children, families and</li> </ul>	<p>Acting Head Teacher with all staff</p> <p>Acting Head Teacher, all staff (including nursery and PSAs) with pupils, families and partners</p> <p>All staff (including nursery and PSAs)</p> <p>All children</p> <p>Acting Head Teacher</p>	<p>Continue to implement the current Curriculum Rationale which supports the learning journey for all.</p> <p>Views of staff to be gathered and recorded.</p> <p>All children will have had their views and opinions listened to.</p> <p>Minutes of Parent Council meetings</p> <p>Questionnaire results</p> <p>Pupil Focus Groups</p> <p>House Huddles and Class discussions</p>	<p>Term 2: SDS as identified in annual calendar/WTA</p> <p>Term 2 and 3</p>





National Improvement Framework Priority: Improvement in Attainment (continued)				
Focused Priority: To ensure pupils experience breadth across the curriculum				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.3 Leadership of Change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability		1.3 Leadership of Change 1.5 Management of resources to promote equity 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
All pupils will have access to high quality learning in Digital Literacy ensuring an increase in attainment in Digital Literacy and Computer Science	Purchase more resources	Acting Headteacher		Term 1
	All staff to continue to develop and embed Digital Literacy learning using PICT.	All teaching (LM/LOD) and nursery staff	Forward planning and tracking meetings	Term 1-4: as identified in annual calendar/WTA
All pupils will have an understanding of Technology Development in Society	All staff to plan Design and STEM learning/challenges	All teaching and nursery staff	Nursery and class observations Pupil focus group feedback	Term 1-4 Teaching staff to decide when appropriate to include in learning.
	Introduce new resources to stimulate interest, using 'What Digital Literacy Might Look Like' and further develop Tinkering table	Nursery EYO (LA) and staff	Nursery observations Personal Learning Journal observations/photos	Term 1-4
All pupils will have an understanding of Technology Development in Society	All staff to plan opportunities for learners to understand the impact of technology on the environment.	All teaching and nursery staff	Forward planning meetings Class and nursery observations Pupil focus group feedback	Term 1-4; as identified in annual calendar/WTA Teaching staff to decide when appropriate to include in learning

<p>All pupils will have engaged in learning for sustainability and agree changes to our actions to help care for the environment</p>	<p>All P7 pupils will work together to lead learning from Climate Smarter project to all pupils through House Huddles</p> <p>All staff and pupils to use Eco School Green Flag programme as a guide to make changes to current practise.</p> <p>All nursery pupils to engage via online Thomas the Tank Engine resource looking at daily routines and continue to use natural light in the nursery space.</p> <p>Nursery to purchase or source water butt and continue to develop the nursery garden.</p>	<p>Class teacher (LM) and class</p> <p>All staff</p>	<p>House Huddle feedback</p> <p>Pupil focus group feedback</p> <p>School and class displays Nursery Learning Walls and Floor Books</p> <p>Observations of: Whole school will Reduce, Reuse and Recycle to create less waste. Whole school will reduce electricity and water waste.</p>	<p>Term 1 – create Action Plan – SDS: as identified in annual calendar/WTA</p> <p>Term 2 – implement changes</p> <p>Term 3 – evaluated action plan - February In-Service</p> <p>June 2024 – been awarded Eco School Green Flag</p>
<p>All stakeholders will have an opportunity to share views and contribute to development of changes.</p>	<p>A group of pupils will present action plan to parents.</p>	<p>Acting Headteacher and pupils</p>	<p>Questionnaires</p> <p>Parent Council Minutes</p>	<p>Term 1-4</p>
<p>All pupils will have engaged in learning about Diversity to further</p>	<p>All staff to continue to develop and embed understanding of Diversity</p> <p>All staff to continue to add resources to the Diversity and Equalities calendar.</p> <p>Intercultural Youth and Children in Scotland to continue to liaise and visit P5/6 to support work on Anti-Racism</p>	<p>Acting Headteacher and all teaching staff</p> <p>All teaching staff</p> <p>Class teacher (SF) and pupils</p>	<p>Forward planning and tracking meetings</p> <p>Class observations</p> <p>School and class displays</p>	<p>Term 1-4 as identified in annual calendar/WTA</p> <p>Term1-4 Term 2 – look at documents- SDS: as identified in annual calendar/WTA</p>

	<p>All staff to become familiar with Fife RME Skills Progression and LGBTQ+ documents</p> <p>All staff and pupils to write Diversity and Equality policy using Global Citizen Equality as a guide</p>	<p>Class teacher (SF), Acting Headteacher and teaching staff</p> <p>Class teacher (SF), Acting Headteacher and teaching staff</p>	<p>Teaching staff professional dialogue</p> <p>Pupil focus group feedback</p> <p>Teaching staff</p>	<p>Term 3 - as identified in annual calendar/WTA</p>
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**Ongoing Evaluation**



<b>National Improvement Framework Priority 2: Raise attainment</b>				
<b>Focused Priority:</b> To implement assessment pedagogy to increase attainment in Numeracy and Literacy				
<b>HGIOS4 Quality Indicators</b>		<b>HGIOELC Quality Indicators</b>		
1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement		1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.2 Securing Children's Progress		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
<p>All teaching staff will have a shared understanding of high-quality assessment.</p> <p>All teaching staff will ensure consistency in assessment to increase attainment.</p> <p>All Pupil Support Assistants will encourage and extend learning.</p> <p>All children will experience pace and challenge in their learning and be able to identify their next steps independently or in discussion with staff.</p>	<p><b>Numeracy:</b></p> <p>All teaching staff and PSAs will use the language of learning to continue to develop questioning skills</p> <p>All teaching staff will create opportunities for pupils to engage more creatively in asking and giving feedback with peers</p> <p>All teaching staff will evaluate a variety of summative and formative resources to agree and create an assessment file for Numeracy</p>	<p>Acting Headteacher and all teaching staff</p> <p>All teaching staff and PSAs</p>	<p>BASE/SNSA and CfE data</p> <p>Forward planning and tracking meetings</p> <p>Professional dialogue with all staff</p> <p>Class observations</p> <p>Pupil assessment samples</p>	<p>Term 1 – 4 SDS: as identified in annual calendar/WTA</p> <p>Term 1 – August In-Service</p> <p>Term 2 - November In-Service</p>
	<p><b>Literacy:</b></p> <p>All teaching staff and PSAs will use the language of learning to continue to develop questioning skills.</p> <p>All teaching staff will implement Fife's Workshop for Literacy Pathway</p> <p>Feedback from QAMSO to inform and review current practice/use of assessment</p>	<p>Acting Headteacher, all teaching staff and PSAs</p> <p>All teaching staff</p> <p>Class teacher (AT), Acting Headteacher and all teaching staff</p>	<p>BASE/SNSA and CfE data</p> <p>Forward planning and tracking meetings</p> <p>Professional dialogue with all staff</p> <p>Class observations</p> <p>Pupil assessment samples</p>	<p>Term 1 – 4 SDS as identified in annual calendar/WTA:</p> <p>Term 1 – August</p> <p>Term1-4</p>

	<p><b>Nursery:</b></p> <p>All nursery staff will encourage questioning in the context of play.</p> <p>All nursery staff will undertake professional learning in relation to questioning.</p>	<p>SEYO (KH) and EYOs</p> <p>Nursery Teacher (HR) and all nursery staff</p>	<p>Nursery observations</p> <p>Weekly planning, forward planning and tracking meetings</p> <p>Professional dialogue</p> <p>Observation of class teachers</p>	<p>Term 1 – 4</p> <p>T 2 - November In-Service</p>
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**Ongoing Evaluation**

National Improvement Framework Priority 3: Child Protection				
Focused Priority: To have robust arrangements in place for safeguarding and child protection				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.4 Leadership and Management 2.1 Safeguarding and Child Protection 3.1 Ensuring Wellbeing and Equality and Inclusion			1.4 Leadership and Management of Practitioners 2.1 Safeguarding and Child Protection 3.1 Ensuring Wellbeing and Equality and Inclusion	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
All staff to continue to be familiar with Child Protection guidance and procedures	Child Protection updates to be included in annual calendar	Acting Headteacher (NY) and CPDO/Class teacher (LM)	Attendance in August and February In-Service training	Term 1 - August
	All staff to be given opportunities for Child Protection updates and training	All staff	Child Protection E-Learning Child Protection Calendar	Term 1 – 4 SDS: as identified in annual calendar/WTA
	All PPRs of pupils with Child Protection Chronology to have a red sticker put in the top right corner for quick identification for transition.	CPOD/Class teacher (LM)	Child Protection priorities and actions from school audit Stickers on PPRs to highlight vulnerable pupils	Term 3 – 4
	All teaching staff to ensure Internet Safety is included in Digital Literacy forward planning.	All teaching and nursery staff	Planning and Tracking meetings	Term1-4: as identified in annual calendar/WTA
	Whole school community to engage in internet safety activities to raise awareness on Internet Safety Day	Acting Headteacher, all teaching and nursery staff, pupils and parents/carers	School Event Share information via school Twitter page	Term 3 - February 8 <sup>th</sup> 2023
	Continue to use data (Power Bi) to rigorously monitor lateness and absences	Acting Headteacher	Power Bi information	Term 1- 4

## Ongoing Evaluation

Attainment Fund Rationale	Amount of Fund: £13,475		
<p>We are using the majority of our allocation to buy a PSA to support raising attainment in Literacy and children’s Health and Wellbeing.</p> <p><b>Literacy:</b></p> <p>The PSA will work with the 0.3 FTE teacher and class teachers to support pupil learning.</p> <p>P1/2 - identified a group of pupils, some FME and EAL not achieved CfE Early Level</p> <p>Writing attainment for P4 is currently at 67%. Reading attainment for P4 is currently at 58%. P3/4 and P4/5 – identified a group of pupils who have not achieved CfE in Reading and Writing attainment</p> <p><b>Health and Wellbeing</b></p> <p>A group of P6 pupils participated in Our Minds Matter Peer Mediator Training in May 2022. All P7 pupils will support all children during playtimes guided by the PSA. A group of identified pupils are exhibiting demand avoidance tactics and deregulated behaviours. This is influencing their achievement as they need support to complete tasks and with emotional self-regulation.</p>			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence)</i>	Impact on learners Ongoing evaluation
<p><b>Intervention 1</b></p> <p>By June 2023, to raise attainment in P3/4 Reading.</p>	<p>Purchase Lexia, a personalised literacy skills programme</p>	<p>In August complete baseline assessment. Halfway and at the end of each term check online reports to monitor progress</p>	
<p><b>Intervention 2</b></p> <p>By June 2023, all identified pupils will have improved their wellbeing.</p> <p>Those with specific needs will have begun to engage more in their learning.</p>	<p>PSAs to organise Kit Bag and LEGO Therapy groups, offer Listening Service and support P7 with implementing Peer Mediating.</p> <p>Follow individualised visual timetables, including quiet and active breaks between tasks.</p>	<p>Record and monitor pupils attendance at Listening Service and need for Peer Mediator support at the end of each term – look for improvement.</p> <p>Termly planning and tracking, observations and meetings to monitor improvement.</p>	

<p><b>Intervention 3</b></p> <p>By December 2022, almost all identified pupils in current P1/2 will have achieved CfE Early Level in Reading and by June 2022 have made progress in Writing at CfE First Initial Engagement</p>	<p>Purchase resources for teaching phonics and support early reading development.</p> <p>Short interactive multi-sensory and digital tasks to recognise and identify initial sounds and diagraphs.</p> <p>Short interactive multi-sensory tasks to recognise and identify common words and ORT vocabulary.</p> <p>Supported daily writing tasks and topic related tasks, encouraging emergent writing using phonics learned. Tuft Tray activities using common words and simple vocabulary cards to make sentences.</p>	<p>Term 1</p> <p>Term1 - Baseline in August and reassess in October</p> <p>Term 2 – Baseline in October and reassess in December, use ORT checklist to monitor progress</p> <p>Term 3 – Baseline in January and reassess in April, mark writing against Benchmarks</p>	
<p><b>Intervention 4</b></p> <p>By June 2023, all identified pupils will have developed writing skills and made progress within their CfE level.</p>	<p>Daily writing opportunities</p> <p>Introduce and use Clicker to support writing.</p> <p>Support to extend writing ideas.</p> <p>Differentiate tasks for success</p>	<p>Term 1</p> <p>August - Baseline assessment</p> <p>October - End of term assessment</p> <p>Term 2</p> <p>February – Further assessment: What has been achieved? What areas need to become the focus to achieve?</p> <p>Mark writing against Benchmarks</p>	



