



## Denbeath Primary School

### Standards and Quality Report Achieving Excellence and Equity

#### Context

<b>Setting &amp; School Roll</b>	<p><b>Primary roll</b> 172 7 classes</p> <p>ASN: 33% Care Experienced: 4% EAL: 5% Young Carers: 12% Armed Forces: 1%</p> <p><b>Nursery roll</b> 24 Term time 9am-3pm 1 class</p>					
<b>FME</b>	32.8% at P6 & P7					
<b>SIMD Profile for establishment</b>	<p>Average is SIMD 2 Percentage of pupils at each SIMD</p> <p>1 – 21% 2 – 70% 3 – 7% 4-10 - 2%</p>					
<b>Attendance (%)</b>	Overall	89.73	Authorised absence	5.98	Unauthorised absence	4.27
<b>Exclusion (%)</b>	0%					
<b>Attainment Scotland Fund Allocation (PEF)</b>	£86 975					
<b>Cost of the school day statement</b>	<p>At Denbeath School 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 consider the school day through the following headings; Uniform, Travel, Learning, Community, Out of school learning, Eating and Activity (see Pupil Equity Fund for more details)</p>					

## Learning Together for a Positive Future

Honesty & Kindness

Ready Respectful Safe

**Successful Learners:**

Who want to keep learning

**Responsible Citizens:**

who respect our community

**Effective Contributors:**

with a 'have a go' attitude

**Confident Individuals**

who are happy, healthy and can make good decisions

## Improvement Priority Session 2023 – 2024

**ELC Priority 1 – Robust Planning, tracking and Assessment of Learners will demonstrate impact of pedagogy and how we progress children’s learning in Literacy and Numeracy.**

Directorate Improvement Plan  
Equality & Equity  
Achievement

HGIOELC Quality Indicators  
1.1 Self-evaluation for self-improvement  
1.2 Leadership of learning  
2.2. The Curriculum  
2.3 Learning, Teaching and assessment  
3.2 Securing children’s progress  
3.3 Developing creativity and skills for life and learning

Has this priority been: (please highlight)	Fully Achieved	Partially achieved	Continued into next session
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**Progress:**

Weekly meetings are taking place within the Early Years Team led by either our Early Years Development Officer or Early Years Lead Officer based on our planned collegiate calendar of improvement planning and professional development.

We have a consistent format for planning which everyone is using and is familiar with. We are using the evaluation tool to ensure the children’s voice is captured.

The team have engaged in a range of professional learning including, Realising the Ambition, Trauma informed practice, nurturing approaches, conceptual numeracy, Signalong and inclusive practices. We have linked with the professional helpline for SALT and now have personalised support for a child.

The team are using the Elips data to some extent to support progression of literacy and numeracy. Family engagements sessions are in place. We have three weekly opportunities for stay and play, rhyme time and drop ins for those who cannot attend, with varied engagement throughout the year. We have been supported by family to allow our children increased time out in the community. Peeps and BookBug in Term 4 have been introduced.

Seesaw is used regularly to evidence progress in learning, as well as, Personal Learning Journals. All children with ASN either have a Summary of Support or a Child’ Plan.

Fortnightly individual child planning review carried out by the team to maintain the focus on learning. The plans are reviewed regularly and shared with parent and the whole team.

We are using the Fife Quality improvement framework as part of our calendar for quality assurance. Our Play Pedagogy lead teacher has supported the nursery developing SIMOA and provision across areas of development. As well as, introducing numeracy and literacy bags to support learning at home.

All staff are demonstrating a consistent approach to strategies that support children’s learning and development. This is creating shared expectations and predictability in our setting.

**Impact:**

- **The Early Years have been severely impacted by staff absence throughout the year therefore there has been some inconsistencies across the team. Over Term 3 & 4 the team have been more established.**
- **Engagement sessions for families were revised to make purposeful and meaningful for families. Further work is required here to ensure families know the purpose of each visit and find it a valuable experience, as requested in parental feedback.**
- **Most families who responded to our annual survey felt the team knew their child as an individual.**
- **Almost all thought that the nursery pitched the learning at the right level for their child. While most families, with over half, strongly agreeing, thought their child is making good progress.**

- Our planning and evaluations are responsive and are now capturing the voice of most of our children which is influencing our learning journey, backed up by our Learning Partnership and Care Inspectorate.
- ELIPS data shows that most children are on track in their pragmatic, receptive and expressive scores while all evidenced improvement overall.
- A few of our pre-school children are working within Early Progressing across Literacy & Numeracy
- For those anti-preschool children who require support staff have liaised with other agencies and interventions are in place to support good progress.
- All children who require them have a Summary of Support that ensures their needs are met. All of those children are responding well to these strategies evident in observations of development.
- A few children and parents are using Signalong to support early communication skills, evident in observations and parental feedback.
- The majority of children are confident to show their learning through their PLJ, which was demonstrated in quality assurance visits

**Next Steps:**

- Targeted interventions and more effective use of data to ensure good progress of all our children
- Continue to develop our family learning programme based on feedback
- Further development of the curriculum to enrich children’s learning through the planning and provision

Our Nursery Playroom will be undergoing an extensive refurbishment over the summer holidays. This will give an opportunity to revise our learning environment and make improvements with our new class of children.

**School Priority 1 –**

**Overall Literacy Attainment from P1 to P7 will increase from 63% to 75.2% by June 2024**

**Overall Numeracy Attainment from P1 to P7 will increase from 66% to 77.7% by June 2024**

<u>Directorate Improvement Plan</u> Equality & Equity Achievement Attendance & Engagement	<u>HGIOS 4 Quality Indicators</u> 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability
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Has this priority been:	Fully Achieved	Partially achieved	Continued into next session
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**Progress:**

All teachers are making use of the Learning, Teaching and Assessment Policy which was noted within our Learning Partnership and class observations. Evidence of Teaching and Learning Policy evident in almost all classes visited (October-December) (classroom feedback given to individual teachers) – further work is required to ensure that this is fully embedded in all classes and consistently used by all practitioners.

Pupil voice sessions were completed in Term 2 and Term 4 with SLT, also the Learning Partnership in Term 3 gathered evidence of use of LTA policy.

Our plan for Learning and Teaching Trios, and family engagement sessions fell through due to changes in leadership and significant staff absence. This will continue into next session. All teachers and PSAs engaged in professional learning in Workshop for Literacy (WfL) and Conceptual Understanding in Numeracy (CUIN). The Learning Partnership focused on evaluating the implementation of WfL and CUIN.

Almost all teachers engaged in Quality Improvement Methodology professional learning and set goals for targeted children. A few teachers planned a small scale intervention and measured the impact which evidenced improvement for the majority of children.

Our Learning Support Teacher, LST, Barbara Gow, shared processes with the teaching team. Our process map was examined, and universal support planning road map was established as our standard practice. Referrals to Learning Support targeted those children who required additional support. Our LST presented to staff on new support materials and online programmes (IDL and Nessie) which were to be rolled across the school. 5 Minute Box Approach was introduced for pupils finding challenge with basic literacy and numeracy strategies – these were being used daily with targeted pupils and skills being transferred into classroom work

Our Digital Lead, Jennifer Scobie, identified across the school those who would benefit from further support through technology in Literacy and Numeracy. Digital devices within our resource were allocated for those pupils.

#### **Impact:**

- **Most learners received high quality learning and teaching across the school in all lessons, underpinned by the LTA policy, evidenced through observations and pupil feedback.**
- **Most learners are receiving quality teaching of literacy and numeracy supported by the professional learning undertaken, the sharing of resources and teacher peer support of pedagogy. This was observed through the Learning Partnership and from pupil feedback.**
- **The majority of P1 achieved Early Level Literacy and met the stretch target of 74%**
- **Most P2s are at First Level Literacy – 88%**
- **The majority of P3 are working within First Progressing phase in literacy – 63%**
- **The majority of P4 have achieved First Level Literacy and gone beyond the stretch target of 61% by 7%**
- **The majority of P5 are working within Second Level Literacy – 63%**
- **Less than half of P6 are on track at Second Progressing in Literacy – 44%**
- **All learners are experiencing literacy rich learning opportunities, through WfL, in a few lessons, evidenced by our Learning Partnership and pupil & teacher feedback.**
- **Most pupils in P1 achieved Early Level Numeracy, however we did not meet the stretch target of 84%**
- **Most P2s are at First Level Numeracy - 82%**
- **The majority of P3 are working within First Progressing phase in maths – 67%**
- **Most P4 pupils have achieved First Level Numeracy, and have significantly exceeded our stretch target of 56%**
- **The majority of P5 are working within Second Level Numeracy – 60%**
- **The majority of P6 are on track at Second Progressing in Maths – 63%**
- **Most P7 pupils have achieved Second Level Numeracy, and have exceeded our stretch target of 66%**
- **From our pupil survey the majority of children feel they get the right amount of support, while most feel the work has been challenging enough.**
- **While only half of parents thought the work was hard enough from our parent survey.**
- **Almost all parents surveyed thought their child was making good progress in literacy and numeracy**

**Overall Literacy Attainment from P1 to P7 has increased from 63% to 72.4% by June 2024**

**Overall Numeracy Attainment from P1 to P7 has increased from 66% to 74.7 by June**

**Next Steps:**

- Establish learning trios, including collaborative planning, to support development of learning and teaching, specifically feedback and embedding WfL & CUIN approaches
- PEF interventions for specific stages/cohorts in Literacy and Numeracy
- Ensure our approach to supporting learners led by our Learning Support Teacher is followed by the team.
- Guidance created and followed so that parents and carers know our Universal, Additional and Intensive roadmap and what to expect when seeking support.

**School Priority 2: Targeted Learners will demonstrate an increase in their readiness to learn by increasing their time in their mainstream class, as well as increase their engagement & participation scores during literacy and numeracy lessons.**

Directorate Improvement Plan (delete as necessary)  
 Equality & Equity  
 Achievement  
 Health & Wellbeing  
 Positive Destinations  
 Attendance & Engagement

HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of Change
- 1.5 Management of resources to support equity
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

Has this priority been:

Fully Achieved

Partially achieved

Continued into next session

**Progress:**

Mrs Robertson and a P7 pupil created a comprehensive social story that has been adopted by Ardroy Outdoor Centre. This supported children to reduce anxiety through predictability and routine. Over the course of the year around 60% of our children have accessed The Burrow each week for breakfast, snack, emotional support and timetabled interventions.

8 Kitbag Leaders have been trained to deliver sessions with their peers. They provide ad hoc sessions in class and offer sessions on Friday afternoons. To ensure all learners have the opportunity to participate in Kitbag sessions, leaders created discreet boxes to allow learners to make requests for a session.

All children are supported by an ever developing symbolised environment

We benefited from our very strong working relationship with East Fife Community Football Club. Tony McMinn, Head Coach at the club, came in on a daily basis to work with a group of pupils in a 'Learning Through Football' project. This has been very successful and was noted as good practice during the professional dialogue at DHT/PT Engagement Session. The rationale of starting this programme was to benefit target pupils but in turn improve the overall school experience for all. We targeted low attendance, low engagement, high instances of disruption, emotional resilience, peer relationship issues and self esteem. We also aimed to increase hours for a pupil on an Agreed Reduction in Attendance plan.

Due to leadership changes and staff absence much of the strategic activities were not followed through. This work will be included in our curriculum development and PEF interventions for next session.

(See PEF progress for additional information)

## Impact:

- **All P7 pupils were able to attend and engage in the adventure residential excursion in October**
- **Feedback from Other Schools regarding Ardroy Social Story Booklet:**  
*"We received our copy yesterday – it's Brilliant! It has already helped a few parents and kids with their decision to go next session!"* K. Lochrie, Buckhaven Primary School
- **Through our pupil survey a few children told us that they felt there was a lack of equity on who was picked for activities, trips etc.**
- **Almost all pupils engage well in restorative practice to resolve conflict observed by the school team, while a few have demonstrated this through Kitbag.**
- **Anecdotal observations by the school team show an improved calm learning environment generally around the school.**
- **Almost all of our families in our survey said their children like school sometimes or all of the time.**
- **Almost all feel their child is treated fairly and with respect.**
- **Almost all feel that the school supports my child's emotional wellbeing**
- **Of those involved in the Learning through Football Programme (LtFP):**

75% of attendees improved overall attendance after the input.

100% of attendees had improved attendance DURING the input period.

- **All pupils involved in LtFP have been able to undertake work that has helped them in different ways:**
  - Improved football skills - *"I'm so much better at passing now."* - P4 pupil
  - Increased fitness levels - *"I feel like we've been running all day"* - P7 pupil
  - Built resilience - *"This has helped me not be a sore loser..."* - P6 pupil
- **We have noted an increase in attendance in almost all pupils participating and positive engagement in class has risen. A few participants have seen attendance increase from around 38% in term 3 to almost 100% in term 4.**
- **LtFP pupil views**
  - Helped with confidence - *"I feel like I've got more confidence in the classroom now."* P5 pupil
  - Enhanced teamwork abilities - *"I've learned more on how to work better with people."* P5 pupil
  - Boosted self-esteem and self-worth - *"Doing this made me want to come to school."* P5 pupil
  - Improved communication skills - *"I loved coaching the P7's!"* P5 pupil

(See PEF impact for additional information)

## Next Steps:

- Learners will be able to verbalise their individual literacy, numeracy and wellbeing targets whilst identifying independent strategies of support shared through digital learning profiles.
- Learners will have experienced enriched learning that will develop and enhance their skills for life, learning and work through the development of the curriculum, including meta skills.
- Targeted learners will have increased Participation and Engagement Scores that demonstrate increased readiness to learn through PEF interventions.

## Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual %	Actual %	Actual %	Actual %
P1	73.68	73.68	73.68	78.95
P4	78.95	78.95	68.42	89.47
P7	76.67	60.00	60.00	70.00

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch %	Actual %	Stretch %	Actual %
P1	74	74	84	79
P4	61	68	56	89
P7	69	60	66	70

### Evaluative statement of attainment over time.

Literacy at P1, P4 & P7 is 66.18% overall  
 Numeracy at P1, P4 & P7 is 77.94% overall

The majority of children are making very good progress from their prior level of attainment in Literacy and English

By the end of P1 the majority of children achieve early level in reading, writing and listening & talking.

By the end of P1 most children achieve early level mathematics.

By the end of P4 the majority of P4 achieve second level in reading, writing and listening & talking.

By the end of P4 most children achieve first level mathematics.

By the end of the majority of children achieve second level in English and Mathematics

Overall, attainment in English and Mathematics is satisfactory. We met or went beyond all but two stretch targets. While there has been improvement in attainment at key stages this year it will be a priority to pick up those stages that will not meet our targets for future years.

### Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC & school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These may also have been linked to our values; Honesty & Kindness, our rules; Ready, Respectful, Safe, UNCR, and the 4 contexts for learning.

These have been shared throughout the session through class updates on SEESAW, Termly newsletters and monthly updates. Children have had opportunities to celebrate their success through assemblies, Hot Choc Fridays, Denbeath DUCKs and our annual award ceremony.

Successful Learners

- All P5-7 pupils developed their science knowledge through SGN Hydrogen Workshops

- All P6/7 and P4/5 pupils had the opportunity to share their Scot's language learning with author, Matthew Fitt

#### Confident Individuals

- All pupils had the opportunity to be involved in the Rookie Rockstars workshops
- Our ELC children demonstrated their physical skills in an obstacle course fund raiser
- A group presented their involvement in the Champions' Programme to the Education Minister and other VIP guests

#### Effective Contributors

- All P1/2 pupils had the opportunity to contribute to the Easter Church Service
- Six pupils were celebrated by the Provost in contributing to our School Travel Plan
- Six pupils were involved in the Goblin Car challenge

#### Responsible Citizens

- Most children were awarded for following our values and rules
- Four pupils were Peer Mediators to support our school
- P6 pupils, two P7 pupils and a P1 were all involved in celebrating the Leven Rail Link opening

Our school has been awarded the gold award from Sports Scotland

### Feedback from External Scrutiny

## Learning Partnership

### Strengths

#### 2.3 Learning Teaching and Assessment

All classes observed used the agreed 4 part model to structure the lessons and shared learning intentions.

Differentiation was evident in all lessons observed to meet the needs of the learner.

Resources were used in a variety of ways to support, scaffold and enhance learning.

Teachers demonstrated quality questioning techniques in most lessons observed.

Most lessons were engaging and/or were relevant for learning for life.

Most lessons had a good combination of individual/pair/group work and encouraged collaboration.

From the parent group most felt their child got the right amount of support and challenge.

They all appreciated the two way communication with teachers on Seesaw.

All pupil groups stated that they have access to universal strategies to help them learn, particularly in maths.

Most groups talked positively of their learning environment and ways of learning both individually and collaboratively.

All groups highlighted structure and routine as an area of strength, sighting visual class/individual timetables, rituals, assembly to help with predictability and organisation.

Most groups were able to tell ways they use digital technology in their literacy learning.

#### ELC

The nursery environment was noted as being homely and warm.

Literacy was noted in all areas of the nursery and numeracy in most areas.

Children demonstrated choice in their play and learning.

Pupil voice was seen on learning walls and in floor books.

#### 3.2 Raising Attainment and Achievement

Attainment at P4 & P7 was projected to meet stretch targets and beyond.

Our approach to nurture is supporting a good learning environment and allowing our children to have a sense of achievement.

Creative approaches in supporting children to attend are beginning to show impact and it was expected that our stretch target of 89.8% for attendance will be met.

There had been an increase from 3 to 14 Young Carers referred to Fife Young Carers helping the school understand the needs of our pupils and how we support them.

All pupil groups talked of being encouraged to do their best through assembly and Denbeath DUCKs to follow our rules; Ready Respectful Safe.

Most children interviewed said they enjoyed literacy and maths.

Most groups could talk about the importance of literacy and maths



## Areas for Improvement

### 2.3 Learning Teaching and Assessment

- Build children's confidence in talking about their learning, levels, language of learning and knowing their next steps.
- Work with families to improve how we share children's progress in learning so that parents feel informed and know how to help their learning.
- Communicate a clear procedure for learning support so parents know what to expect if they express concerns.
- While parents appreciate the opportunities to come into classes they would like to look at ways of making this more effective in understanding their children's learning and being part of the school.
- Consider ways of making inclusive practice more sustainable within school budget. What will have the biggest impact on our learners from our Pupil Equity Fund long term?
- Across all groups there were mixed views on differentiation – a few thought too easy and a few thought too challenging – our focus on assessment, pace and challenge will include our children's views in tackling this.

### ELC

- Continue to develop relevant literacy and numeracy across the whole learning environment, but especially in home corner and in areas of interest eg digging area on day of observation.
- Continue to develop our family learning and engagement programme.

### 3.2 Raising Attainment and Achievement

- While the teaching of lessons was seen as an overall strength the next steps would be to consider pace, challenge and assessment to increase attainment across all stages.
- Making use of Fife's 'What in a Level?' Guidance to develop robust professional judgements.
- Review and clarify our processes to share learning progress with parents/carers.
- Review shared finish, use of seesaw, learning journals and homework to give more purpose, opportunity to understand ongoing learning and evidence learning achievement

### ELC

- Make more effective use of data, including Elips, to ensure good progress of learners.

## **Care Inspectorate**

### Strengths:

Children enjoyed fun, well planned play and learning experiences that were based on their interests and choices.

- Staff nurtured children through warm, caring and kind interactions that helped children to feel safe and secure, most of the time.
- Mealtimes were positive, social and relaxed with children and staff spending quality time together, building relationships and enjoying each other's company.
- The current staff team had supported children very well to develop emotional resilience in a positive and nurturing way.
- The premises should continue to be improved to provide children with a safe, clean and well maintained setting that meets their needs.
- Consistency in leadership is needed to ensure that the improvements which have been made are sustained through meaningful quality assurance and professional discussions.
- Staffing arrangements need to be consistent and stable so that children and families can build the positive and trusting relationships needed to consistently promote positive outcomes.

### Areas for improvement

To provide continuity and consistency of care, play and learning for children, the provider should facilitate professional discussions with staff, children and families about their shared vision, values and aims.

To ensure there is sustained improvement of children's experiences, the provider should review the oversight and governance arrangements for the nursery. This should include, but is not limited to, providing appropriate leadership on a daily basis.

To meet children's needs, rights and wishes, the provider should ensure staff are deployed so that they can provide individualised support for all children in a flexible way.

## **Consultation with Stakeholders**

15 responses were received from the staff team by May 2024 – Burrow

48 responses to Parentwise

34 responses to our annual school survey

9 responses to our annual nursery survey

4 parents were consulted during our Learning Partnership

Parent Council consulted termly

Opportunity for monthly responses via newsletter – 3 responses

14 responses were received by families by May 2024.- Burrow

96 responses to P4-P7 pupils survey

83 responses to Pupilwise

Pupil focus groups over the course of the year

0 parents attended either morning or evening consultation session on PEF in Term 4

48 parents responded to sweetie PEF survey at shared finish in Term 4

### **How is SQR, IP and PEF Plan shared with stakeholders?**

Our website has been re-issued in 2024. Our Standards and Quality Report and our Improvement Plan is available on the website.

Our termly newsletter gives updates on the progress of our improvement plan. Shared via Groupcall Email and Seesaw to all families.

Our monthly update shows the impact our plans are having for our children under the four aspects of the curriculum. Shared on a SWAY via Groupcall Email and Seesaw

Updates to the Parent Council are given termly and included in their minutes.

### **PEF Evaluation/Impact**

#### **Targeted Interventions**

Raise attainment in Literacy and Numeracy P1 – P7 (in line with SIP targets)

#### **Progress:**

Mrs Robertson released from 0.7FTE teaching commitment to provide enhanced nurture support for targeted pupils.

All targeted learners have experienced enriched learning in the outdoor environment. All targeted learners have planned and created an enterprise project to raise funds to build a Growing Space in the playground.

Targeted learners created a plan for the Growing Space and pitched this to Lindsey Manton, HT for her approval. Targeted learners attended a session with Social Enterprise Scotland to develop their skills for learning, life and work.

The Burrow provided a consistent place to support children and adults and is a comforting place that pupils can go to throughout the day or be sent to support themselves or their teacher. The Burrow provides provisions to allow upper students to access play at their own level

Literacy assessments were carried out in the first term to identify gaps in writing, phonics, grammar, reading and spelling.

Class teachers used new school based referral system for children who required ASN assessment and interventions.

Daily literacy activities took place for children identified as a result.

Staff have identified and put in place a Summary of Support or Child's Plan for all those require additional support.

Our PSAs have been trained in using the 5 Minute Box and Nessy. PSAs have worked with children daily using the above

They have also engaged in a range of professional learning over and above their extra hour in supporting literacy, numeracy, neurodivergence and mental health.

In Term 1 our Principal Teacher supported targeted P7 pupils to in Numeracy.

Our Principal Teacher has checked in each morning to support engagement and address attendance issues. This has involved regular communication with relevant families, daily pick ups, targeted interventions, involvement and collaboration with other agencies, Family Support, Kinship, EFCFC and FYC, and reviewing ARAs.

Targeted pupils have undertaken daily training sessions as well as planned and delivered sessions for other classes. They have also undertaken Literacy, Numeracy and HWB lessons through the Learning through Football Programme in collaboration with East Fife CFC.

Interventions have allowed learners the chance to work outside of the classroom in smaller groups, allowing them to express themselves in different ways. As it is a calm and private environment it is easier to ensure that learners are focussed and responding to your interventions/conversations

One specific pupil was the driver for this programme. Although his overall attendance before the programme was 90.80% the instances of him becoming dysregulated and absconding was rising through term 3. He was leaving school most days in anger and frustration, being destructive and harmful to others. He was becoming more disengaged with learning, not spending time in class and not showing an interest in any aspect of school. His interest was mainly football and as a result we thought it would be worth trying a test of change and delivering an alternative curriculum using our Partnership with East Fife CFC.

Staff reported anecdotally that there was a calmer atmosphere in school. The LtF programme included 22 target pupils as the core groups but as Tony and the groups worked with classes the number of pupils that were able to benefit from this intervention programme was much higher. Becoming a Champion was undertaken with P5/6 and P7. Soccer Stars was delivered to P3/4 and P4/5. This means that 102 pupils were able to be part of this programme, over half the school roll.

The positive impact that this programme had on the pupils that participated was mirrored in the classroom. Instances of upset, conflict and aggravated behaviour had lessened between peers during the input weeks. The focus on Growth Mindset and self-improvement had impacted the classes on the whole. Staff reported that pupils were using the transferable skills that they had worked on in sessions and using them outside in the playground. Improved organisation, better communication, conflict resolution, sportsmanship and shared sense of justice.

**Impact:**

The following responses were received in answer to "How has The Burrow helped you?":

*"The Burrow being here has really helped me. Having The Burrow to look forward to has really helped me with my work in class."*

*"When I need something Mrs R helps me. The Burrow gives me time to relax."*

*"They have helped me when I have had hard times."*

*"you can tell them if something happened and there is thing in there that calm you down"*

*"help to feel more confident and relax more"*

*"they helped me grow"*

*"Mrs R always gives me a hug :)"*

*And quite simply: "whith out mrs r and mrs t the school wold be a mess".*

- **All targeted pupils feel the Burrow has had a positive impact for them.**

#### Staff views on Burrow:

- **All staff feel the Burrow has had a positive impact on the school**

*"It's clear to see across the school the impact that the groups have had on a range of learners. The children attending the Burrow are always very keen to share what they have been doing and can speak confidently and with enthusiasm about the learning and support available to them."*

*"Learners understand the Burrow is a place of security and safety for when they are needing extra support and comfort. It offers all children the opportunity for their basic needs to be met. Mrs. Robertson is a welcoming, approachable and well-known face which always helps when pupils require time to regulate. Children feel comfortable to open up and speak to her when required. In particular, a couple of children have really benefitted from enhanced nurture and can now understand their emotions a lot better and use strategies in order for them to manage these trickier emotions. It has allowed children to experience different approaches to learning such as play, outdoor learning and using links within the community. In turn provided more opportunities for the children."*

#### Parent Views on Burrow:

*"NAME sometimes needs quiet time when he's overwhelmed in the classroom and I've been told that he sometimes goes to the burrow for some time out to calm him! This makes me happy as I know NAME is being supported in school for to meet his needs and also puts my own anxiety at ease! Thank you!"*

*"This has been an amazing space for our son and for us to support him with anxiety and expressing himself. It's a safe space that's accessible to him at any times and has been very successful in helping him adapt to the transition from home to school each day - now he goes to school with rarely any issues. I put this down to having had the opportunity to use the burrow and its resources to make him feel safe at school"*

9. Has the introduction of The Burrow had a positive impact on Denbeath Primary School? (0 point)

[More Details](#)

[Insights](#)



- **Almost all parents who responded feel the Burrow has had a positive impact on the school**

When asked, what improvements could be made to The Burrow and Nurture provision, families suggested *"make it a permanent facility"* and *"Nothing that I can think of, I just hope this can continue as it's a vital resource for kids who are struggling and need extra space to adapt to school and life in general."*

In January 2024, Denbeath had 6 identified Young Carers, by April 2024 2 more had been referred and are working with FYC

- **An additional 13 Young Carers have been identified and referred and are undergoing assessment by FYC. By June 2024, 21 Young Carers are actively working with FYC supporting their wellbeing and informing personalised support within our school.**

As for how The Burrow could improve in future, the following suggestions were made:

*“Consistency. Learners supported by the Burrow are learners who need that time and are greatly affected when it doesn't happen for whatever reason.”*

*“The children are responding really well to The Burrow being available to them throughout the school day as and when they need it. However, the days when The Burrow is unmanned or closed it is difficult for the children to understand and this inconsistency can often lead to outbursts/changes in behaviour.”*

In order to improve The Burrow:

- **Less than half (49%) of responders felt it was “good the way is”, with comments including “Nothing, The Burrow is perfect” and “It’s too good to change”.**
- **Less than half (17%) felt it could be improved by the addition of more resources or toys**
- **Less than half (19%) would like there to be more groups**
  
- **Almost all children have demonstrated skills in supporting others and resolving conflict observed through the restorative practice of the Fix It folder or engagement in Kitbag.**
- **Almost all of the targeted children have increased their attendance and engagement in literacy and numeracy.**
- **The majority of children, in our survey, state that they feel safe in school. A few said they did not.**
- **Less than half of all our children feel that bullying is dealt with well. Most stated they know who can help them if there is a problem of any kind**
  
- **All learners who require it either have a Summary of Support or a Child’s Plan to support learning needs.**
- **PT checks on Attendance have had a positive impact. The overall attendance for the school last year was 85.78%. At the end of January ‘24 the overall school attendance was down to 85.19 %. After interventions and renewed focus we have reached 89.73% (14/06/24) which was just short of our stretch target of 89.80%. Our highest point was 89.77%**
  
- **The LtFP surveyed the pupils using the Glasgow Wellbeing and Motivation Profile before and after the input:**
- **The average rating out of 10 for the statement: “I’m good at working with others” was 7.00, majority, before the input but almost all, 9.06, afterwards**
- **“I can follow school rules” only half agreed with this statement at the start of the programme, this rose to almost all, 94%, afterwards.**
- **The average rating was 6.94, the majority, for the statement, “I stay calm even when I don’t get what I want”. This rose to 8.63, most, out of 10 afterwards.**
- **The majority of pupils agreed with the statement, “I feel good about myself in school.” before the input but this rose further to most pupils ,87.5%, by the end.**
- **When asked about the statement, “Adults look out of me.” the majority agreed with this before the input but this rose to most pupils at the end.**

**The impact on attendance was very good.**

- **Most pupils that were targeted improved their overall attendance for the year after starting the input.**
- **This rise in attendance was sustained in the weeks following after completing the input.**
- **100% of pupils had improved attendance during their input.**
- **A P7 pupil had a pre-programme attendance of 52.9% - this rose to 93.3% during the input weeks.**
- **A P6 had a pre-programme attendance of 38.77% - this rose to 100% during the input weeks.**
- **A P5 pupil had a pre-programme attendance of 61.96% - this rose to 86.6% during the input weeks.**

**During the 7 week block that a targeted pupil was involved in LtFP, he was present almost all days (97.05%) and absconded in a dysregulated manner on a few 3/34 occasions.** In the weeks leading up to this programme he was seen to have left 3/5 days. With regards to his engagement this pupil was fully engaged in the Literacy and Numeracy tasks that were undertaken as part of the programme and was actually supporting other pupils when they were struggling at points. This was a significant change in his presentation in school. He also showed that he was able to build his self-confidence as he had the responsibility for coaching other pupils and delivering sessions that he had planned with peers. He showed an aptitude for this. This has been a notable success

A P7 pupil was on an ARA but was looking to increase his hours in preparation for the transition to high school. **His attendance was 93.3% during his input weeks but only 52.90% beforehand.** Attending these sessions helped him increase his morning hours by 1 hour and 5 minutes each day. (5 hours 25 mins per week.) This was a significant increase for him and he showed that he was able to manage the increase well for the most part.

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Very good	Good	Satisfactory	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	Good	Good	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Satisfactory	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Very good	Good	Satisfactory	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	Good	Good	
<b>3.2 Securing children's progress</b>	Good	Satisfactory	Satisfactory	

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2022-2023</b>	<b>2023-2024</b>	
<b>How good is our care, play and learning?</b>	<b>Adequate</b>	<b>Good</b>	
<b>How good is our setting?</b>	<b>Adequate</b>	<b>Good</b>	
<b>How good is our leadership?</b>	<b>Adequate</b>	<b>Adequate</b>	
<b>How good is our staff team?</b>	<b>Adequate</b>	<b>Adequate</b>	

**Headteacher:** Lindsey Manton

## 2024-2025 Improvement Plan



**ELC Focused Priority: Securing children’s progress**  
**Our team will focus on robust planning, development of the curriculum and inclusion so that all our children make good progress**

**HGIOELC Quality Indicators**

1.1 Self-evaluation for self improvement 1.2 Leadership of learning 1.3 Leadership of change  
 2.1 Child protection and safeguarding 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised support  
 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children’s progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b>All children in our nursery will have opportunity to use their voice and influence the developments in our curriculum by December 2024</b></p> <p><b>All children have demonstrated progress in their ELIPs scores in their pre-school year. With almost all being on track (most –2024)</b></p> <p><b>Most pre-school children are ready to start or are within Early Progressing in literacy and numeracy by May 2025 (few- 2024)</b></p>	<ul style="list-style-type: none"> <li>All areas of our provision are rich with literacy and numeracy to support learning. Complete refresh after summer refurbishment</li> <li>Approaches developed to encourage children’s pride in our nursery environment</li> <li>Create systems to ensure pupil voice is evident across the learning context</li> <li>Pupil voice in planning, floorbooks and learning walls to demonstrate influence of improvements - mark making, quotes, post-its, photographs, seesaw, voice recordings and videos, talking pegs</li> <li>Language within plans should be reviewed and moderated to ensure that it respects the rights of the child, reflects our values and nurturing approaches while taking into</li> </ul>	<p>Whole team PT – L Adams Learners</p> <p>EYLO – L Allan Whole team</p>	<p><b>Evidence :</b>                  D – data                  V- people's views                  DO – direct observations</p> <p>DO – team audit                  DO- PT feedback                  DO – Learning Partnership                  V – children's views</p> <p>DO – floorbooks, planning, learning walls demonstrate pupil voice of all children</p> <p>V – team meeting minutes                  DO – team moderation and evaluation of language of learning and nurture within all forms of planning</p>	<p><b>August In-service:</b>                  Reinstate provision after refurbishment.                  Allocate areas to EYOs</p> <p><b>Term 1:</b>  <b><u>UU&amp;A Session 1</u></b>                  Dates and venues:                  Monday 2nd September 3.45 - 5.00                  Cupar (Venue TBC)  <b>OR</b>                  Wednesday 4th September 3.45 - 5.00                  Cowdenbeath (Venue TBC)  <b><u>Intersessional Task</u></b>                  2 weeks to allow for completion of full audits and creating action plans.  <b><u>UU&amp;A Session 2</u></b>                  Led and facilitated by attendees of Session 1.                  Dates and venues:                  At discretion of provision.                  Recommended week beginning 16th September</p> <p>Team audit provision                  Enrich areas with literacy and numeracy                  Begin floorbook evidence                  PT feedback</p>

<p><b>Through quality assurance of planning and PLJs all those children with gaps in their progress are identified, addressed and are making good progress over the course of the year.</b></p>	<p>consideration information from 'all about me' in their PLJ</p> <ul style="list-style-type: none"> <li>• Targeted interventions for children based on assessment data, ELIPs, CIC and PLJ observations</li> <li>• Family engagement calendar with clear activity and purpose shared with families by September 2024</li> <li>• Signalong programmed for year, shared with families for weekly focus.</li> <li>• From PRDs and professional discussion allocated areas for development/improvement given to each EYO and evidenced through dedicated floorbook</li> <li>• Visits to other ELC to inform development of areas</li> <li>• Staff training on quality curriculum</li> <li>• Introduce staff forum</li> <li>• Fife led professional learning - Up Up and Away (see details in school priority 1)</li> </ul>	<p>Headteacher – L Manton Peripatetic Teacher – L Swales EYLO – L Allan</p> <p>Headteacher – L Manton EYLO – L Allan EYO – G Allan +? (new staff)</p> <p>Headteacher – L Manton EYOs</p> <p>Delivered and led by EYLO</p> <p>Whole team</p> <p>Led and facilitated by central CIRCLE team</p>	<p>DO - audit and monitoring of PLJ observations D – ELIPs</p> <p>V – feedback from parents V – children's voice</p> <p>V – feedback from parents V – children's voice</p> <p>DO – team evaluations DO- PT feedback DO – Learning Partnership</p> <p>DO – team evaluations DO- PT feedback DO – Learning Partnership</p>	<p>Identify target children Monitor PLJs for learning gaps – 6 weekly thereafter Calendar of family engagement shared Signalong programme in place</p> <p><b>Term 2:</b> <b><u>UU&amp;A Interseasonal Task</u></b> 8 weeks to allow for implementation of action plans. <b><u>UU&amp;A Session 3</u></b> Led and facilitated by central CIRCLE team. Dates and venues: Monday 11th November 3.45 – 5.00 Cowdenbeath (Venue TBC) OR Wednesday 13th November 3.45 – 5.00 Cupar (Venue TBC) <b><u>UU&amp;A Session 4</u></b> Led by attendees of Session 1 and 3 Dates and venues: At discretion of provision. Recommended week beginning 9th December.</p> <p>Learning Partnership Monitor PLJs for learning gaps Target pupil interventions with review Team evaluation of pupil voice evidence Family engagement sessions started – gather parental feedback <b>November in-service:</b> Introduce staff forum – linked to collegiate calendar Professional Learning: curriculum Moderation of planning</p> <p><b>Term 3:</b> Monitor PLJs for learning gaps Target pupil interventions with review</p>
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				<p>Team evaluation of pupil voice evidence PRDs completed for all EYOs All EYOs made at least one visit to other ELCs</p> <p><b>February In-service</b> Action points for LP</p> <p><b>Term 4:</b> Annual parental survey Monitor PLJs for learning gaps Target pupil interventions with review Team evaluation of pupil voice evidence</p> <p><b>May Inservice:</b> NIP evaluation Plan for 25/26</p>
<b>Ongoing Evaluation</b>				

**School Focused Priority 1: Ensuring wellbeing, Equality and Inclusion**  
 Our team will improve approaches to equality and diversity, including our use of strategies and quality assurance approaches, so that all our children feel included, safe and included in school life.

HGIOS4 Quality Indicators

1.1 Self-evaluation for self improvement 1.2 Leadership of learning 1.3 Leadership of change  
 2.1 Child protection and safeguarding 2.4 Personalised support  
 3.1 Improving wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b>Almost all our children know how bullying is dealt with in our school by May 2025</b></p> <p><b>Almost all our children feel that bullying is dealt with well by May 2025</b></p> <p><b>While we expect an increase of the formal recording of bullying we aim for all children feeling in safe in our school by May 2025</b></p> <p><b>Almost all our families (who respond to QA activities) state that bullying is dealt with well by May 2024</b></p> <p><b>Almost all children in P4-7 know the protected characteristics and are showing an understanding</b></p>	<p>Procedures for recording bullying put in place in Term 4 2024</p> <p>Anti-bullying action group - made up of children, staff, parents and partners. Links with other schools for good practice</p> <p>Assemblies on protected characteristics, diversity, equality and inclusion.</p> <p>All staff involved in professional learning and knowledge of Equality Act in relation to our school life. Use of Education Scotland, Respect Me and Fife guidance</p> <p>All staff consistently submitting records of bullying. Quality Assurance calendar for monitoring and tracking Equalities and Bullying Records. Audited for</p>	<p>Led by C Temple Group: ?</p> <p>Led by A Morrison House captain involvement</p> <p>Organised by L Manton Led by: ? All staff</p> <p>L Manton</p>	<p>Evidence : D – data V- people's views DO – direct observations</p> <p>V - Plan and review of action plan</p> <p>V- Pupil focus groups to gather views, including learning partnership visit</p> <p>V - Gathering of staff knowledge and understanding prior to and after professional learning</p> <p>DO - Minute of weekly SLT safeguarding and child protection meetings D- Seemis – Equality &amp; Bullying log</p>	<p>Aug in-service - introduction, initial gathering of staff K&amp; U and set up of action group and dates</p> <p>Assembly plan by September 2024</p> <p>Team meetings Term 1: Anti-bullying professional learning Term 2: -Equalities professional learning Term 3: Global Citizenship Term 4: Racism</p> <p>SLT weekly meeting</p> <p>December – gathering of views from children, staff and parents</p>

<p><b>of tolerance and equity by December 2024</b></p> <p><b>Most children in P1-3 are aware of diversity and different characteristics by December 2024</b></p> <p><b>All our children, staff and parents are informed and know what to expect to help children feel included and supported to do their best by December 2024</b></p> <p><b>All parents (who respond to QA activities) know how to seek support for their child and what the school's continuum of support is.</b></p>	<p>themes and follow up action by action group.</p> <p>Class lessons to promote anti-bullying and equality.</p> <p>Updates on school website</p> <p>Parent workshops: anti-bullying, online safety, equality</p> <p>Create guidance that clearly state process for families and staff to enquire about support.</p> <p>Guidance on website for families to support and signposting learning needs, neurodivergence etc</p> <p>Staff to have 1:1 meetings with SfL Teacher – most important around transition time and a mid-point throughout the year.</p>	<p>Teachers</p> <p>L Manton</p> <p>Action group</p> <p>Led by B Gow Whole team involved</p>	<p>D- Power BI (expect increase in reporting)</p> <p>DO- Lessons shared on seesaw and website</p> <p>V- Parent views gathered by surveys, events and workshops</p>	<p>Lessons ongoing as part of health and wellbeing programme</p> <p>Updates to school website monthly</p> <p>Workshops: Term 2 Anit-bullying Term 3 Online safety Term 4 Equalities</p>
<p><b>All our children in their early years of education experience an inclusive classroom to enhance their learning and participation by March 2025</b></p> <p><b>All our children feel that their views are sought and</b></p>	<p>Fife led Circle and Up, Up &amp; Away professional learning for the early years</p> <p><b>1. Content:</b></p> <ul style="list-style-type: none"> <li>• Values and Aims of CIRCLE</li> <li>• Using the Environmental Audit Tools within CIRCLE (Primary) or Up, Up and Away (Nursery).</li> </ul> <p><b>2. Content</b></p>	<p>Led and facilitated by central CIRCLE team</p> <p>Whole ELC team P1-3 teachers LST – B Gow EP – H Bunce</p>	<p>DO - Audits</p> <p>DO – Learning Partnership</p> <p>V – children's views, focus groups, personalised planning V- parental feedback, newsletter, personalised planning, annual survey V- partner feedback from personalised planning</p>	<p><b>Session 1</b> Dates and venues:</p> <ul style="list-style-type: none"> <li>• Monday 2nd September 3.45 - 5.00 Cupar (Venue TBC)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Wednesday 4th September 3.45 - 5.00 Cowdenbeath (Venue TBC)</li> </ul> <p><b>Intersessional Task</b> 2 weeks to allow for completion of full audits and creating action plans.</p>

<p><b>influence our planning by May 2025</b></p> <p><b>Our families know how their children are being supported and feel their child is included in the life of the school (subject to parental responses) by May 2025</b></p>	<ul style="list-style-type: none"> <li>• Check in and sharing of results of environmental audit tools and subsequent action plans.</li> <li>• How are you getting on with implementing these?</li> <li>• Discussion about potential pupils for the Child Evaluation Tools.</li> </ul> <p><b>3. Content</b></p> <ul style="list-style-type: none"> <li>• How has your Action Plan gone?</li> <li>• Engage with the Reflective Questions and create next steps.</li> <li>• Engage with the Child Evaluation Tools within CIRCLE or Up, Up and Away.</li> </ul> <p><b>4. Content:</b></p> <ul style="list-style-type: none"> <li>• How is the Action Plan going?</li> <li>• How have you found the Child Evaluation Tools?</li> <li>• What are your next steps in 'rolling out' CIRCLE / Up, Up and Away in your setting?</li> <li>• Create a plan and set dates for cascading to colleagues in your provision.</li> </ul> <p>Development of Denbeath's Inclusive Practice Approach.</p>		<p>D – Violence and Aggression monitoring</p> <p>D – personalised run charts</p>	<p><b>Session 2</b> Led and facilitated by attendees of Session 1.</p> <p>Dates and venues:</p> <ul style="list-style-type: none"> <li>• At discretion of provision. Recommended week beginning 16th September</li> </ul> <p><b>Intersessional Task</b> 8 weeks to allow for implementation of action plans.</p> <p><b>Session 3</b> Led and facilitated by central CIRCLE team.</p> <p>Dates and venues:</p> <ul style="list-style-type: none"> <li>• Monday 11th November 3.45 – 5.00 Cowdenbeath (Venue TBC)</li> </ul> <p>OR</p> <p>Wednesday 13th November 3.45 – 5.00 Cupar (<b>Session 4</b>) Led by attendees of Session 1 and 3</p> <p>Dates and venues:</p> <ul style="list-style-type: none"> <li>• At discretion of provision. Recommended week beginning 9th December. Venue TBC)</li> </ul>
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<p><b>Ongoing Evaluation</b></p>
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Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement

**School Focused Priority 2: Raising Attainment and Achievement**

**Our teachers will plan for a progressive curriculum across all subject areas ensuring that all children receive their entitlement to a broad and general education. By using benchmarks and Fife guidance we will measure children’s progress and achievement of a level across the broad and general education using a range of assessment evidence.**

HGIOS4 Quality Indicators

1.2 Leadership of learning 1.3 Leadership of change  
 2.2 Curriculum 2.3 Learning, Teaching and Assessment  
 3.2 Raising attainment and Achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b>All children will experience their entitlement to a broad and general education</b></p> <p><b>All children will experience a planned, progressive learning experiences across the BGE</b></p> <p><b>All teachers will have a consistent approach to planning to ensure continuity of learning for all children even if there is a change of teacher.</b></p> <p><b>Planning, assessment and tracking of our focused</b></p>	<p>Teachers to use all curricular area progressive pathways for planning</p> <p>Teachers to engage with Fife writing pack  <a href="#">Education professional learning - Fife Writing Assessment Pack - All Documents (sharepoint.com)</a></p> <p>Planning will be available to all staff on Microsoft Teams, ensuring continuity for all learners.</p> <p>Teachers will agree approaches to collaborative planning to enhance the learners’ experience of the curriculum and embed WfL and CUIIN, including trios and QA approaches.</p> <p>Teachers to agree and use termly assessment of subjects taught. <a href="#">Fife Primary Planning Guidance</a></p>	<p>All Teachers</p> <p>Led by: All teachers</p> <p>Supported by K Brown</p> <p>All teachers</p> <p>Led by K Brown</p>	<p>Evidence :                      D – data                      V- people's views                      DO – direct observations</p> <p>DO - Forward Planning monitoring by SLT                      D – analysis of attainment in literacy, numeracy, modern languages, H&amp;W and drama                      D – analysis of BASE/NSA data to target interventions</p> <p>V- Teacher’s views on new system for planning.                      V- Teacher Professional Dialogue at Staff Meetings and during individual attainment meetings.                      DO – moderation activities and trios</p> <p>V- pupil focus groups                      V- parental feedback</p> <p>DO – jotter monitoring</p>	<p><b>August in-service</b>                      Introduction to digital planning and recording of a level                      Plan for collaborative planning and trios and assessment agreement</p> <p><b>Term 1</b>                      Termly attainment and tracking meetings                      Collaborative planning session                      Trio                      What's in a Level input                      Health &amp; Wellbeing focus session</p> <p><b>Term 2</b>                      Termly attainment and tracking meetings                      Collaborative planning session                      Trio                      Fife Writing Pack session                      Modern Languages focus session                      Drama focus session</p>

<p><b>subjects will ensure all children are making good progress</b></p> <p><b>All parents/carers will be given opportunity to increase knowledge of the BGE. Through those that respond to QA activities, almost all state they have an increased knowledge of the BGE and how they can support their child's learning.</b></p> <p><b>Overall there is good progress in literacy and numeracy with P1, P4 &amp; P7 meeting stretch targets or beyond.</b></p>	<p>Teachers to engage in 'What's in a level?'  <a href="#">What's in a Level - Self Led PL for Schools (sharepoint.com)</a></p> <p>All teachers will record assessments of children's progress in Literacy, Maths and Digital Technologies using the Records of Understanding.</p> <p>All subjects will be tracked through Fife's new data base – Progress Termly update meetings with HT to record progress, identify cohorts that require targeted interventions</p> <p>Our focus subjects for this session:  Modern Languages  Health &amp; Wellbeing  Drama</p> <p>Teachers to use and become familiar with the reporting framework within Progress to report to families at key points throughout the session and to complete end of session reports.</p> <p>Professional learning – introduction of Meta skills to include as part of planning and reporting  <a href="#">meta-skills-progression-framework.pdf</a>  <a href="#">(skillsdevelopmentscotland.co.uk)</a></p>	<p>Led by L Manton</p> <p>All teachers</p> <p>QA of Digital Technologies – J Scobie  QA of LTA policy – K Brown</p> <p>Supported by L Manton</p> <p>L1+2 lead K Brown  H&amp;W lead ?  Drama lead ?</p> <p>All teachers</p> <p>Led by ?</p>	<p>DO – learning profile monitoring  DO – classroom observations  DO – Learning Partnership</p>	<p><b>November In-service</b>  Moderation activity  Meta skills introduction</p> <p><b>Term 3</b>  Termly attainment and tracking meetings  Collaborative planning session  Trio  Meta skills follow up</p> <p><b>February In-service</b>  Preparing for reporting (TBC)</p> <p><b>Term 4</b>  Termly attainment and tracking meetings  Collaborative planning session  Trio</p> <p><b>May In-service</b>  Final evaluations and analysis of CfE declarations</p>
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	<p>Planned consultations with pupils, parents and staff to revamp our curriculum rationale.</p> <ul style="list-style-type: none"> <li>• Core subjects</li> <li>• BGE</li> <li>• IDL</li> <li>• Ethos and life of the school</li> <li>• Opportunities for achievement</li> </ul>	<p>Led by L Manton</p>	<p>V- survey, meetings and consultation  D – context of school  DO – Learning Partnership</p>	<p><b>Term 1 &amp; 2</b>  Twice termly parent &amp; pupil groups  <b>Term 1</b>  Consultation on school aims – pupils, parents and staff    <b>Term 3</b>  Uniqueness poster with pupils    <b>February in-service</b>  Team contribution to draft    <b>Term 4</b>  Draft Curriculum Rationale for review    <b>25/26</b>  Term 1  Full implementation</p>
<p><b>Ongoing Evaluation</b></p>				

<b>Pupil Equity Fund allocation for session 2024/25</b>	£ 86595
<b>School Context</b>	
<p>Denbeath Primary School has 172 pupils across 7 classes. About a third of our children have an additional support need, 4% are Care Experienced and 5% have English as an Additional Language. 12% of our children have been identified as a Young Carer and are supported by Fife Young Carers.</p> <p>About a third of our children are entitled to Free School Meals. Our average Scottish Index of Multiple Deprivation is SIMD 2, with 98% within SIMD 1-3.</p> <p>Overall our attendance is 89.73% for 23/24</p> <p>P1 – 87.9% P2 – 84.85% P3 – 86.83% P4 – 84.17% P5 – 87.58% P6 - 88.23% Two stages, P2 &amp; P4, fall within 85% band of cause for concern. All stages fall below good attendance.</p>	
<b>Cost of the School Day</b>	
<p>We have consulted with parents, pupils and staff on our expectations for uniform. We encourage school colours and allow flexibility on what can be worn and where to purchase. We run a uniform swap shop and support clothing issues for individual children. We discourage expensive items.</p> <p>We secured funding so that all classes could have an excursion to Dynamic Earth. We financially support excursions by keeping an upper limit to and fund raise the rest.</p> <p>We use PEF and other charitable sources to ensure all children who want to attend our P7 residential excursion can attend. We have helped families access their free bus pass so that they can attend school without using costly taxis.</p> <p>We run a free breakfast club before and at the start of school. There is access to fruit for snack for anyone who comes without.</p> <p>All resources for learning are provided by the school. We run a range of free after school sport activities through Active Schools and Levenmouth Academy Sports Ambassadors.</p>	
<b>Stakeholder engagement</b>	<b>Participatory Budgeting</b>
<p>Parents offered a morning and evening session to share views on plan - zero attendance</p> <p>Annual pupil and parent survey contributed to plan.</p> <p>Pupilwise and Parentwise survey contributed to plan</p> <p>Sweetie survey carried out shared start to gather parental views.</p>	

Rationale		Amount of Fund allocated	
<p><b>Attendance - £5506</b> We have a significant group of pupils with a history of very low attendance for a variety of reasons, including physical and mental health, family issues, learning difficulties and relationship issues. Our current attendance is not quite meeting our stretch target and we want all our children to strive for 100%. This need addressed at individual, group and school level.</p> <p><b>Attainment - £10336</b> While, for the most part, our attainment for P1,4, &amp; 7 met our stretch target in 2024 we know that children in other stages are expected to be lower across in 2025 . Attainment projections for P3, P4, P6 and P7 are low compared to comparative school and our stretch targets. This is across literacy and numeracy. While at class the previous professional learning in WfL and CUIIN will have a positive impact generally. Targeted interventions are required for those off track. Of those who responded to parental survey selected the following as a priority: 48% Numeracy, 19% Listening and Talking, 15% Writing and 13% Reading</p> <p><b>Participation, Engagement and Inclusion - £69728</b> We have a few children who present with dysregulated behaviours with un/diagnosed ASN. This affects their ability to engage well and the learning environment. We have others who are affected by anxiety, trauma and other adverse childhood experiences. This impacts on their ability to learn and mindset. We have a good level of universal nurture across the school, however, there are children who require enhanced nurture through a range of approaches dependent on need. 31% of parental responses to PEF survey felt that wellbeing was a priority.</p>			
<p><b>Expected Impact</b> (What is the expected impact on outcomes for children and young people)</p> <p>If this links to a SIP priority, please reference</p>	<p><b>Interventions Planned</b> (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p><b>Measure of Success</b> (Triangulation of Evidence/QI Methodology)</p>	<p><b>Impact on learners</b> <b>Ongoing evaluation Dec/June</b> (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?)</p>

<p><u>Attendance</u></p> <p><b>Almost all children identified with low attendance (below 85%) demonstrate an increase throughout the year and overall school we meet our stretch target or above. (see individual targets)</b></p> <p><b>Almost children within our school know the attendance expectations and strive for better than Fife average and ultimately 100% attendance. Stretch target 24/25 is: 91.81%</b></p>	<p>Our Principal Teacher released 0.6FTE from teaching commitment.</p> <ul style="list-style-type: none"> <li>Monitoring, tracking and identification of themes to inform group and individualise plans</li> <li>Weekly communication with home</li> <li>Individualised attendance plans – 6 weekly review</li> <li>Organising wellbeing based activities or learning interventions to reduce anxiety of attending school, including referrals to partners eg ASIST etc</li> <li>Targeted attendance nurture groups</li> <li>Sharing of attendance message at assemblies and communicated and celebrated with families – newsletters etc</li> </ul>	<p>Accurate recording on Seemis</p> <p>PowerBi monitoring</p> <p>Group and individualised plans reflect parent and pupil views Individual charting of attendance <a href="#">attendance pupil record.docx</a></p> <p><a href="#">FCEPS Attendance.docx</a></p> <p>Referral list</p> <p>Glasgow Wellbeing &amp; Motivation Profile or Luvian Scale</p> <p>Pupils views on importance of attendance</p>	
<p><u>Attainment</u></p> <p>Link to SIP Priority 2</p> <p><b>By December 2024 65% of P3 pupils will be on track in numeracy (increase from 41%)</b></p> <p><b>By May 2025 74% P4 pupils will achieve First Level numeracy (increase from 55%)</b></p>	<p>Use of digital technology to support learning:</p> <p>Seesaw: review of purpose of this platform to assist learning out of school and encourage children to use the language of learning, including learning profiles</p> <p>Nessy: Targeted intervention for reading. Supported by B Gow</p> <p>Sumdog: All children will have access at home and school. Tracking progress and use to identify short term interventions</p>	<p>All teachers will be responsible for implementing digital learning with the targeted children in their class.</p> <p>Teachers agreement on use of Seesaw.</p> <p>Quality assured by L Manton &amp; F Robertson</p> <p>Tracking, reporting and quality assuring by B Gow</p>	

<p><b>By December 2024 60% of P6 pupils will be on track in numeracy (increase from 50%)</b></p>	<p>Lexia: Targeted intervention in literacy for group of pupils who require literacy support with daily access (including a few who need challenged)</p>	<p>Tracking, reporting and quality assuring by J Waters</p>	
<p><b>83% will be working within Second Level</b></p>	<p>Smart TVs: All class teachers will use as part of improvement in 4 part model, particularly in aspect of quality feedback.</p>		
<p><b>By May 2025 67% of P7 pupils will achieve Second Level numeracy (increase from 55%)</b></p>	<p>PSA additional hours: Targeted pupils to support literacy and numeracy interventions – use of 5 minute box, Toe by Toe, Rapid Reader and Lexia follow ups</p>	<p>Tracking, reporting and quality assuring by J Scobie</p>	
<p><b>89% will be working within Second Level</b></p>	<p>Parent volunteer group: Trained in 5 minute box, reading and Numicon activities.</p>	<p>Teachers agreement on approaches to feedback.</p>	
<p><b>By December 2024 80% of P3 pupils will be on track in literacy (increase from 60%)</b></p>	<p>Development of Play Pedagogy led by A Thomson:</p>	<p>Creation of feedback guidance.</p>	
<p><b>By May 2025 69% of P4 pupils will achieve First Level literacy (increase from 44%)</b></p>	<p>All staff in P1-3 using weekly plan for play with observations and next steps.</p>	<p>Pupil focus groups</p>	
<p><b>By December 2024 70% of P6 pupils will be on track in literacy (increase from 50%)</b></p>	<p>Introduction of play plenaries - linked to metaskills and symbolised</p>	<p>Learning Partnership</p>	
<p><b>By December 2024 70% of P6 pupils will be on track in literacy (increase from 50%)</b></p>	<p>Moderate assessment methods</p> <p>P5-7 to introduce day of play with observations</p>	<p>Tracking, reporting and quality assuring by B Gow</p>	

<p><b>By May 2025 67% of P7 pupils will be on track in literacy. (increase from 44%)</b></p> <p><b>92% will be working within Second Level</b></p>	<p>Professional learning: Realising the Ambition, Play by any other Name. Fife guidance: <a href="#">Fife Play Pedagogy Toolkit – Developed by Fife Children and Education Services (glowscotland.org.uk)</a> Education Scotland guidance: <a href="#">Early Level Play Pedagogy Toolkit   Resources   National Improvement Hub (education.gov.scot)</a></p> <p>Supported by EYLO/EYDO in quality observations</p>	<p>Quality assured by A Thomson</p> <p>Observation records</p> <p>Teachers' professional judgements</p> <p>Pupil views</p> <p>Attainment data and assessments</p> <p>PDSA 6 weekly review cycle for interventions for targeted pupils led by L Manton &amp; A Morrison</p> <p>Supported by B Gow, F Robertson, A Thomson, J Scobie and J Waters</p>	
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<p><u>Participation, Engagement and Inclusion</u></p> <p><b>Almost all children identified for enhanced nurture support demonstrate an improved increase in engagement</b></p> <p><b>No of children: 90</b></p> <p><b>(see individual records)</b></p>	<p>Enhanced Nurture Support:</p> <p>Staff submit nurture referrals by Aug 2024</p> <p>Termly submissions thereafter</p> <p>Timetable of support groups in place by end 1 September 2024</p> <p>Groups: anxiety, resilience, FYC, relationships etc</p> <p>F Robertson, PSA team</p> <p>Use of Lego Therapy, Kitbag, outdoor learning, art therapy, social enterprise, Seasons for Growth.</p> <p>Parent volunteer group: Support practical or outdoor activities and uniform swap shop</p> <p>F Roberson with the use of local funding to continue breakfast and snack provision for those who do not access breakfast club.</p>	<p>Referrals</p> <p>Use of Leuven Scale and GWMP or Boxall Profiles to track progress.</p> <p>Individual run charts and personalised record keeping</p> <p>PDSA 6 weekly cycle of planning and review led by L Manton &amp; A Morrison.</p> <p>Supported by F Robertson and B Gow</p>	
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## Appendix D – Pupil Equity Financial Plan Session 2024-2025

[Denbeath PEF Template 24-25 \(5\).xlsx](#)

[Denbeath PEF Template 24-25.xlsx](#)



## Appendix E

Name of Establishment: Denbeath Primary

Name of Headteacher: Lindsey Manton

Education Manager Jackie Funnell

### Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
<b>Improvement Work 2023-24</b>  <b>Priority 1</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Progress</b>  <b>Clear progress been made with planned strategic actions</b>						
<b>Clear impact shown for children and young people</b> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>						
Limited number of next steps identified						
<b>Improvement Work 2023-2024</b>  <b>Priority 2</b>	<b>Fully Achieved</b>		<b>Partially Achieved</b>		<b>Continued next session</b>	
<b>Progress</b>  <b>Clear progress been made with planned strategic actions</b>						
<b>Clear impact shown for children and young people</b> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>						
<b>Limited number of next steps identified</b>						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> <li>• Successes and gaps identified</li> <li>• Destination trends (secondary)</li> </ul>	
<p>Wider achievement – impact on children and young people</p> <p>Personalised for schools and significant events/achievements shared</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> <li>• LP/ELP</li> <li>• Education Scotland</li> <li>• Care Inspectorate</li> </ul>	
<p>PEF Evaluation (per priority)</p> <p>Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> <li>• Quantitative or qualitative data to support this impact</li> <li>• Written evaluatively</li> </ul>	
<p>Consultation with Stakeholders</p>	
<p>How is SQR, IP and PEF shared with stakeholders</p>	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

### Improvement Plan Session 2024-2025

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> <li>• Do they cover school, ELC and ASC?</li> </ul>	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> <li>• Is this focused on children and young people</li> <li>• Is this written evaluatively</li> <li>• Is this linked to data</li> </ul>	

Strategic Action/tasks identified: <ul style="list-style-type: none"> <li>• High level</li> <li>• Realistic</li> </ul>	
Responsibilities <ul style="list-style-type: none"> <li>• Identified</li> <li>• At all levels</li> </ul>	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> <li>• Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.</li> </ul>	
Timescales <ul style="list-style-type: none"> <li>• Realistic</li> </ul>	
PEF Plan (included)	
PEF Financial Plan (included)	

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

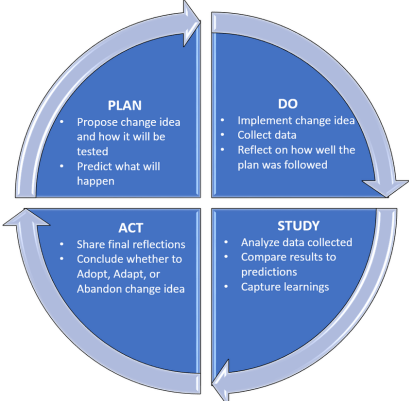

**Date feedback given** \_\_\_\_\_

## Appendix F

### Measure of Success – QI Methodology

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

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		