

# DENBEATH PRIMARY SCHOOL



## Denbeath Primary School

### Context of the School

<b>Demographic</b>	<p><b>School</b>  Roll ~ 164  FME ~ 44.6%  SIMD Profile – Average 2.0 Range 1-5  EAL - 4.3%  ASN – 23.8%  LAC/Experienced - 0.6%  Armed forces – 0.6%  Based on Sept 2024 Census</p> <p><b>Nursery</b>  Roll ~24  Term time 9am-3pm  1 class</p>			
<b>Vision, values and aims</b>	<p>Vision - Learning Together for a Positive Future  Values - Honesty &amp; Kind  Expectations – Ready, Respectful, Safe  Aims:  Be a DUCK~  To be Diligent  We aim to foster a strong work ethic where every child is encouraged to try their best, persevere through challenges, and take pride in their learning.  To Celebrate Uniqueness  We aim to recognise and nurture the unique talents, interests, and identities of every pupil, helping them grow in confidence and self-worth.  To be Caring  We aim to create a supportive and inclusive environment where children care for themselves, others, and the world around them.  To be Kind  We aim to promote kindness in all that we do—through our words, actions, and relationships—building a respectful and compassionate school community.</p>			
<b>Attendance</b>	<b>Authorised absence</b>	<b>5.58%</b>	<b>Unauthorised absence</b>	<b>5.10%</b>
<b>Exclusions</b>	0%			
<b>Summary of consultation with stakeholders</b>	<ul style="list-style-type: none"> <li>Feedback from parents for Parent Interviews – MS Forms</li> <li>Feedback from visitors for curriculum – MS Forms &amp; paper</li> <li>Curriculum parent focus group – in person</li> <li>Equality parent and pupil group – in person</li> <li>Annual survey from P4-7 pupils and all parents – MS Forms</li> <li>Feedback opportunities for parents from each newsletter and update – MS Forms</li> <li>Pupil focus groups and pupil views time at breaks and Hot Choc Friday on learning, equality, anti-bullying, and curriculum – in person</li> </ul>			
<b>Attainment Scotland Fund Allocation (PEF)</b>	£86,975.00 PEF allocation			

<b>Cost of the School Day statement</b>	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
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## Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Nursery Improvement 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

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

Following a full refurbishment, all areas of our provision are now rich in literacy, with enhanced environments that promote pride and engagement. Systems have been established to embed pupil voice across planning and learning, using tools like floorbooks, learning walls, and digital media. Language in planning has been reviewed to align with our values and children's rights. A family engagement calendar and weekly Signalong focus have been introduced. Staff have received curriculum training, visited other ELCs for inspiration, and taken on development areas. A staff forum has been launched to support collaboration and continuous improvement. Professional learning took place around the inclusive environment, including use of Up Up and Away, which supported children at universal and additional level.

### Impact

All children in our nursery have had the opportunity to use their voice and influence the developments in our curriculum. This was highlighted in our recent Care Inspectorate visit. Through quality assurance of planning and PLJs all those children with gaps in their progress were identified, and addressed. Most children have made good progress over the course of the year. Through this work the team have identified the need to focus on mathematics for next session to give children a depth and breadth of experience across the subject. Most pre-school children have demonstrated progress in their ELIPs scores. The majority are above average in their final ELIPs scores. The majority of pre-school children are within Early Progressing in literacy and numeracy to start P1. All our children experienced an inclusive playroom that enhanced their learning and participation. Targeted pupils demonstrated over time an increase in engagement and reduction in dysregulation. All parents and children felt their views were sought and was confirmed through our Care Inspectorate visit. All parents who responded to our survey felt that they received helpful, regular updates on how their child is learning and developing. They all felt that the nursery helped them on how to support their child's learning at home.

**Next Steps**

- Through collaborative quality assurance of planning and PLJs children will be given an opportunity to extend their learning in literacy and mathematics across the nursery environment
- Development of Denbeath's Inclusive Practice Approach.
- A focus on maths in the learning environment

School Improvement 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.**

HGIOS 4 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

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

Learning has taken place across the school on equality, equity and anti-bullying and promoted at assemblies. Being Cool in School has been used as part of our Health and Wellbeing curriculum. There have been focus groups for pupils and parents, and professional learning for staff. We introduced a robust system for recording and evaluating incidents. Workshops were offered for families but with very limited uptake. Parental guidance has been provided to share the steps in how to seek and receive help for their child's learning and wellbeing.

### Impact

While there was increase in the recording of bullying incidents, almost all of our children have stated through consultation that they feel very safe or safe in school. Most stated that they feel like bullying is dealt with well. Our observed evidence shows that almost all our children can reflect on their decisions, and how they impact on other people. Most P4-7s have an understanding of the protected characteristics, can talk about their rights and diversity.

### Next Steps

- Continue to promote equality, equity and diversity through our curriculum, through our whole school topics, our Health and Wellbeing curriculum and interdisciplinary learning
- Support strategies for pupils with ASN to engage and participate through the use of Pupil Support Assistants funded through PEF
- Update school website update as required to share developments with parents and build a bank of parental resources to support all children

## School Improvement 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.**

### HGIOS 4 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

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

Teachers now use Fife progressive pathways across all curricular areas and engage with the Fife Writing Pack to support planning. Collaborative planning approaches were agreed upon. Staff are using Records of Understanding to assess progress in Literacy, Maths, and Digital Technologies, with all subjects tracked through Fife's new Progress database. Termly meetings with the HT helped identify targeted interventions. Focus areas this session include Modern Languages and Health & Wellbeing. Teachers have also begun incorporating Meta Skills into planning and reporting, supported by professional learning and engagement with "What's in a Level?" All parents and carers received the new end of session report showing progress in all curricular areas and meta-skills.

### Impact

Almost all children have experienced their entitlement to a broad and general education, this has been supported by the NCCT teacher delivering drama, the Fischy music initiative, Charanga training and our collaborative planning for French and Health and Wellbeing.

While most experiences are planned and progressive across the BGE, the team through moderation and professional dialogue feel the curriculum for Denbeath need to be more stringent for effective progression. Our new Curriculum Rationale will be the basis for this.

All teachers will have a consistent approach to planning to ensure continuity of learning for all children. We are recording digitally and using all Fife pathways and assessment tools. All children have their learning tracked across the core subjects and the BGE.

Effective planning, assessment, and tracking of our focus subjects have enabled teachers to develop a stronger understanding of expected standards, resulting in lessons that are more accurately matched to pupils' learning needs.

Almost all parents, who responded to the annual survey, know their children are learning through digital technology. Most feel their child is developing skills for life and work, including Meta-skills. Almost all feel they are kept up to date with what is happening within the Denbeath curriculum. Almost all parents knew where the children were in their learning and what their next steps are.

Overall there is satisfactory progress in literacy and numeracy with P1, P4, & P7, with P1 meeting or surpassing all stretch targets and P4 surpassing targets in reading and listening & talking.

### Next Steps :

- Developing our curriculum to ensure effective progression with a focus on Expressive Arts
- Developing a programme of achievement, including, community links, outdoor learning, literacy and digital technology as part of Transforming Learning

## Improving Outcomes

### Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	81%	81%	81%	81%
P4	75.8%	69.7%	60.6%	60.6%
P7	58.6%	55.2%	55.2%	58.6%
Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71.4%	81%	81%	81%
P4	67.7%	60.6%	74.2%	60.6%
P7	70.4%	55.2%	74.1%	58.6%

### Attainment

- Our pedagogical approaches at P1 continue to be a strength with all stretch targets across literacy and numeracy surpassed.
- While we predicted that most stretch targets at P4 & P7 to be met or surpassed our final declarations did not achieve this. Further work on moderation and tracking is required.
- Our use of digital platforms, Nessy, Lexia and Sumdog, funded through PEF are making a significant difference for most children and have shown to help targeted children to close the gap.
- The teachers reviewed our 4 part learning model to include the 'why of learning' and Meta-skills. The use of new smart TVs has enhanced learning, including the new learning model, in most classes.

Through our revised raising attainment strategy and PEF actions for this year we aimed to increase attainment at key stages:

Literacy		Numeracy	
By December 2024 65% of P3 pupils will be on track in numeracy (increase from 41%)	Currently 67% (+26%)	By December 2024 80% of P3 pupils will be on track in literacy (increase from 60%)	Currently 67% (+7%)
By December 2024 60% of P6 pupils will be on track in numeracy (increase from 50%)	Currently 53% (+3%)	By December 2024 70% of P6 pupils will be on track in literacy (increase from 50%)	Currently 50%
P6 - 83% will be working within Second Level	Currently 67%		

### Participation, Engagement & Inclusion

- Our PEF staff contributed significantly in the first two terms to ensure P1 were in a place to participate and engage in learning effectively.

- Our parent volunteer group has been valued by teaching staff in supporting one to one or group time with targeted pupils, using a variety of learning materials. This has supported inclusion and engagement in learning.

#### Attendance

- This year, our school has consistently exceeded our Attendance Stretch Target of 88.7%, currently standing at 90.36% as of June 9th. This marks a significant improvement from last year's 89.73%, reflecting the collective efforts of staff, pupils, and families.
- A key challenge remains; family holidays, which account for 26 of the 38 pupils (22.6% of the school) in the 80–89% attendance bracket. Despite this, our proactive strategies have had a positive impact. Termly attendance certificates, awarded for both excellent and improved attendance, have been well received by pupils and families, fostering pride and motivation. House points linked to attendance have further encouraged daily presence through friendly competition. All parents are aware of the high importance the school puts on attainment.
- Targeted interventions, including regular attendance meetings and phone calls, have led to notable improvements. For example, one pupil's attendance rose from 31% to 52%, and another from 72% to 95%. Pupils on reduced attendance plans have also shown progress, with one moving from 0% to attending 6 out of 7 days in June.

#### Achievements

This year, learners across the school have developed a wide range of skills and attributes, which have been recognised and celebrated through meaningful, real-life experiences.

**P3/4** demonstrated planning, organisation, and communication skills by hosting a successful coffee morning for **MacMillan Cancer Research**, confidently welcoming guests and raising funds. **P5/6** showed initiative and strong collaboration skills by organising and participating in a sponsored walk, raising over **£1,000** for school trips—an incredible achievement as **effective contributors**.

**P7** were **responsible citizens** in their work with **Scottish Gas Network**, researching energy sources and naming a new street based on local heritage. **P6** developed problem-solving and technical skills by building solar-powered cars with **Bright Green Hydrogen**, confidently resolving challenges as a team.

**P1** applied their understanding of being **Ready, Respectful, and Safe** during a trip to the **Deer Centre**, collaborating effectively in a minibeast workshop.

**P4** expressed creativity and teamwork by composing an original song during a visit from **Fischy Music**.

Extra curricular achievements throughout the year have included Cluster event participation in football, netball, dance and basketball. Over 50% of our school role have been involved in extra curricular activities.

These achievements have been celebrated in assemblies, displays, and class reflections, highlighting the development of confident individuals, responsible citizens, effective contributors, and successful learners across all stages. We celebrated as a cluster all achieving a Gold Award from Sports Scotland.



Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Satisfactory	Satisfactory	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Satisfactory	Satisfactory	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Satisfactory	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing children's progress	Satisfactory	Satisfactory	Satisfactory	
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Adequate	Good	Very good	
How good is our setting?	Adequate	Good	Very good	
How good is our leadership?	Adequate	Adequate	Very good	
How good is our staff team?	Adequate	Adequate	Very good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	<p>-Children benefitted from consistently nurturing and warm interactions from staff, ensuring they felt safe and secure.</p> <p>-Mealtimes were sociable, relaxed and unhurried, enabling children and staff to build relationships with each other and positive relationships with food.</p> <p>- Community links were enriching children's experiences.</p> <p>- Consistency across the leadership and staffing, along with robust quality assurance has supported significant improvements made contributing to children's positive outcomes.</p>			

	<ul style="list-style-type: none"><li>- The nursery playroom and toilets had been refurbished, contributing to an improved and inviting space which minimised children's risk of cross infection</li></ul>
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## **APPENDIX C - Session 2025-2026 Improvement Plan**

**Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement**

**ELC Focused Priority 1: Supporting children to achieve – children's progress**

Quality Framework	
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- Leadership
- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will experience a numeracy rich learning environment which sparks curiosity and extends mathematical thinking.</p> <p>All children have access to a wide variety of technology to develop and extend their literacy and numeracy learning.</p> <p>Most children are within average range or above for their age at the end of their elips assessments.</p>	<p><b>Self-evaluation, quality assurance and implementing change</b></p> <ul style="list-style-type: none"> <li>Staff forum to be updated in line with QIF</li> <li>Nursery team to self-evaluate practice through updated staff forum</li> <li>Update quality assurance calendar and PLJ monitoring processes to ensure good progress in learning</li> <li>Identify area for development within literacy and numeracy to target over session</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>Opportunity for practitioners to develop their confidence and knowledge of the maths curriculum to support the planning of learning and enrichment of the learning environment</li> </ul>	<p>L Manton</p>          <p>Led by L Manton &amp; L Allan All EYOs</p>	<p>Evidence : D – data V- people's views O – direct observations</p> <p>O – team audits</p> <p>O- PT feedback</p> <p>O – Learning Partnership</p> <p>V – parents &amp; children's views</p> <p>O – floorbooks, planning, learning walls demonstrate pupil voice of all children in relation to learning progress</p> <p>V – team meeting minutes and professional dialogues</p>	<p><b>Prior to session</b> Update staff forum QA calendar in place Themes identified for numeracy</p> <p><b>August in-service</b> Introduction new Elips Conceptual numeracy professional learning based on review of themes from PLJs.</p> <p><b>Term 1</b> Termly attainment and tracking sessions Weekly leadership QA &amp; NIP review ELC good practice visit – numeracy focus Staff forum session</p> <p><b>Term 2</b></p>

<p><b>Most children are working within Early Progressing by term 3 in their pre-school year.</b></p> <p><b>Through collaborative moderation, tracking and monitoring we will provide breadth and depth across the curriculum ensuring all children's progress.</b></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><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Development of whole school curriculum rationale</li> <li>• Visits to other ELC for good practice and partnership working with early years colleagues in school and other establishments</li> <li>• Development of intergenerational programme to support literacy and numeracy learning</li> </ul> <p><b>Learning, Teaching &amp; assessment</b></p> <p><a href="#">Numeracy across learning: Principles and practice</a></p> <p><a href="#">Literacy across learning: Principles and practice</a></p> <p>Ensure our playroom and beyond provides:</p> <ul style="list-style-type: none"> <li>• a language-rich environment which immerses children in rich vocabulary through song, stories, conversation and visual aids.</li> <li>• Real-life contexts for learning mathematics to explore number, pattern, information handling and shape</li> </ul> <p><b>Connections with families</b></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 2025</li> </ul>	<p>Led L Manton</p> <p>Led by L Allan All EYOs</p>	<p>in PL and development sessions</p> <p>O – team moderation and evaluation of PLJs and addressing learning gaps</p> <p>O - audit and monitoring of PLJ observations</p> <p>D – ELIPs data to target children and address gaps</p> <p>D – tracking of achieved benchmarks</p>	<p>Termly attainment and tracking sessions</p> <p>Weekly leadership QA &amp; NIP review</p> <p>ELC good practice visit – digital technology</p> <p>Staff forum session</p> <p>Learning Partnership</p> <p><b>November In-service</b></p> <p>Partnerships in learning session</p> <p><b>Term 3</b></p> <p>Termly attainment and tracking sessions</p> <p>Weekly leadership QA &amp; NIP review</p> <p>Data review</p> <p>Completion of maths family guide</p> <p>ELC good practice visit - communication</p> <p>Staff forum session</p> <p><b>February In-service</b></p> <p>Maths family guide – and home bags</p> <p><b>Term 4</b></p> <p>Termly attainment and tracking sessions</p> <p>Weekly leadership QA &amp; NIP review</p> <p>ELC good practice visit - literacy</p> <p>Staff forum session</p>
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	<ul style="list-style-type: none"> <li>Numeracy focused PEEP session for children and families to learn together - ORIM approach.</li> <li>Creation of maths family guide and numeracy bags, in conjunction with families, to support learning at home.</li> </ul>			<b>May In-service</b> Final evaluations and analysis of CfE declarations
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#### Ongoing Evaluation

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

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing				
ELC Focused Priority 2: Supporting children to achieve – wellbeing, inclusion and equality				
Quality Framework				
<ul style="list-style-type: none"> <li>Leadership</li> <li>Children thrive and develop in quality spaces</li> <li>Children play and learn</li> <li>Children are supported to achieve</li> </ul>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will experience high quality 'Think Equal' sessions, which will support their social and emotional understanding.	<a href="#">Think Equal – Empowering Change Through Education</a>  <b>Professional learning</b>  Practitioners will have opportunity to develop a sound understanding of the 'Think Equal' objectives allowing confidence to effectively deliver programme. Initial team meetings to ensure effective delivery of the programme and a consistent approach.  Practitioners will participate in training to identify the trackable experiences and outcomes to identify children's new learning, knowledge and skills.  Leads will have the opportunity to connect with team members from Woodlands FNC and Paxton ELC to highlight and share effective practice.	Led by L Allan & C Dunn  Supported by L Manton  All EYOs	<b>Evidence :</b> D – data V- people's views O – direct observations  V – staff questionnaires for knowledge and confidence levels  O- staff professional dialogue through professional learning and development sessions  O- skill based quality observations recorded in PLJ's, planning, floorbooks and wall displays.  V - Adult and child's voice evident throughout the nursery alongside natural discussions, with rich and meaningful interactions	<b>August in-service</b>  <b>Term 1</b> Baseline survey from staff Think Equal online training Development session Child observations  <b>Term 2</b> Development session Child observations Family sessions Link with Woodlands Gathering of stakeholder views for review in Nov Inservice  <b>November In-service</b> Review, analyse and next steps  <b>Term 3</b> Development session Child observations Family sessions Link with Methilhaven

<p><b>All children and families will be given the opportunity to participate in the 'Think Equal' programme through regular Family Learning opportunities to support children's social and emotional understanding</b></p>	<p>Practitioners will network with other professionals in Levenmouth Cluster who are delivering the programme to maintain the highest standards through best practice and delivery</p>	<p>Led by HT Sandie Johnston and supported by SLT</p> <p>All EYOs</p>	<p>O - Practitioner professional development and reflective practice will be evident</p> <p>O – use of language by children and engagement</p>	<p><b>February In-service</b> Review, analyse and next steps</p>
	<p><b>Learning, teaching and assessment</b> practitioners will integrate the 'Think Equal' programme into playrooms, through intentional promotions providing a holistic understanding of social equality, gender, racial and religious equality, social and emotional health and well-being and global citizenship, based on social-emotional learning.</p> <p>Resource pack and stories from the 'Think Equal' framework will be embedded into the Playroom through fortnightly focus planning</p> <p>Activities will be carefully planned to support the lesson aims and objectives, while balancing children's unique learning needs.</p>	<p>Led by L Allan &amp; C Dunn</p> <p>All EYOs</p>	<p>O – evidence of high-quality skill- based observations appropriate to E &amp; Os in PLJs</p> <p>O – responsive and fortnightly planning</p> <p>O – rich and meaningful interactions GA through visits, including LP V&amp; O – cluster professional learning and dialogue</p> <p>V- parent views from parental engagement</p> <p>V &amp; O – impact reports</p>	<p><b>Term 4</b> Development session Child observations Family sessions</p>
	<p>Practitioners will plan and evaluate 'Think Equal' sessions to ensure inclusivity for children that are pre-verbal ensuring appropriate breath, depth, challenge and pace for all.</p> <p><b>Nurturing care and support</b></p> <p>The 'Think Equal' objectives will be threaded through our universal family learning programme, which will support the development of positive relationships and</p>	<p>Led by L Allan &amp; C Dunn</p>		<p><b>May In-service</b> Final evaluations and analysis Think Equal</p>



	encourage parents to support their child's emotional and social wellbeing			
<b>Ongoing Evaluation</b>				
<b>This should be updated as part of on-going cycle of self-evaluation</b>				

**Education Directorate Improvement Plan: Achievement**

**School Focused Priority 1: Transforming Learning**

Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology, outdoor learning and community links

To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

**HGIOS4**

1.3 Leadership of Change  
2.2 Curriculum  
2.3 Learning, Teaching and Assessment  
2.4 Personalised Support  
2.6 Transition  
3.2 Raising Attainment and achievement  
3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Almost all children In P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.	<b>Professional Learning Activity</b> <ul style="list-style-type: none"> <li>• WTA 5 hours of collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.</li> <li>• All teaching staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.</li> <li>• All school staff will have planned professional sessions around play, IDL and outdoor learning.</li> </ul> <a href="https://education.gov.scot/media/0fklf35p/hwb24-">https://education.gov.scot/media/0fklf35p/hwb24-</a>	<p>Led by ESO's, Digital PT's</p> <p>All staff Jen Scobie – TL CHAMP Lindsey Manton -HT Andrew Morrison-PT</p> <p>WOW – ? Stem? IDL ?</p>	<p><b>Data</b> Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc Analysis of Treehouse wellbeing reports</p> <p><b>People's Views</b> Staff views on use of digital technology to enhance learning.</p>	<p><b>August in-service</b> Introduction to contexts for learning</p> <p><b>Term 1</b> Termly attainment and tracking meetings Collegiate session – contexts for learning Baseline data gathered + staff evaluation 9 Sept 3.45-4.45 Kennoway professional learning Children's views + Treehouse survey</p>

<p>All children across P1-7 will experience high quality learning and teaching through a variety of context, including play, IDL, STEM, outdoor learning, WOW, and making use of our community.</p> <p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.</p> <p>Through planned opportunities with parents/carers, knowledge of the</p>	<p><a href="#">ol-support.pdf</a> Use of this document for practical guidance, ideas and support.</p> <p><b>Enhancing learners' experiences</b></p> <ul style="list-style-type: none"> <li>• Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs.</li> <li>• Enable all staff to use digital tools to make learning and teaching more engaging.</li> <li>• Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. Link with Buckhaven ASC &amp; Hyndhead SSE</li> <li>• As part of the range of experiences teachers will plan so that children understand the purpose to their learning and can relate this the real life context</li> </ul> <p><b>Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways.</li> <li>• Teachers will use a range of digital tools to create and share explanations and to model learning processes.</li> <li>• Planning for key learning to be shared via digital platforms to support P6/7children/young people to access during and outside of lessons.</li> <li>• Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace.</li> <li>• Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria.</li> </ul>	<p>Led by ESO's, Digital PT's</p> <p>Lindsey Manton -HT Andrew Morrison-PT and All staff</p> <p>Lindsey Manton -HT Andrew Morrison-PT and All staff</p>	<p>Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues.</p> <p>Feedback from Professional Learning activity. Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.</p> <p><b>Observations</b> Forward planning documentation.</p> <p>Classroom observations linked to the use of digital technology and contexts for learning to enhance learning, teaching and assessment.</p> <p>Focus for LP – analysis of learning experiences through the use of technology and a variety of contexts</p>	<p><b>Term 2</b> Termly attainment and tracking meetings Collegiate session – contexts for learning Data review 28 Oct 3.45-4.45 Kennoway professional learning Children's views + Treehouse survey Learning Partnership</p> <p><b>November In-service</b> Review views gathered – staff. Parents &amp; Children Context for learning session</p> <p><b>Term 3</b> Termly attainment and tracking meetings Collegiate session – contexts for learning Data review Children's views Children's views + Treehouse survey 3 March 3.45-4.45 Kennoway professional learning</p>
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<p>use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.</p>	<p><b>Assessment and Feedback</b></p> <ul style="list-style-type: none"> <li>• All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children.</li> <li>• Development of Digital Portfolios to showcase learning over time using Showbie.</li> <li>• Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning.</li> <li>• Pupils views will be gathered to inform planning of the contexts for learning: play, IDL, STEM, outdoor learning, WOW, and making use of our community.</li> <li>• Monitor and analyze literacy and numeracy data to target interventions linked to contexts for learning with the intention of improving outcomes for children</li> </ul> <p><b>Curriculum Rationale</b></p> <ul style="list-style-type: none"> <li>• Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all children are experiencing across the school in relation to the use of digital technology and learning contexts identified</li> </ul>	<p>Lindsey Manton -HT Andrew Morrison-PT and All staff</p>		<p><b>February In-service</b> Context for learning session</p> <p><b>Term 4</b> Termly attainment and tracking meetings Collegiate session – contexts for learning Children’s views Children’s views + Treehouse survey</p> <p><b>May In-service</b> Final evaluations and analysis of CfE declarations</p>
<p><b>Ongoing Evaluation</b></p>				
<p><b>This should be updated as part of on-going cycle of self-evaluation</b></p>				

## Education Directorate Improvement Plan: Achievement

### School Focused Priority 2: Improving our curriculum

Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.

Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

### HGIOS4

1.2 – Leadership of Learning

1.3 – Leadership of Change

2.2 – Curriculum

2.3 – Learning, Teaching and Assessment

3.1 – Ensuring wellbeing, equality and inclusion

3.2 – Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b>All children will experience planned, progressive learning experiences across the broad general education.</b></p> <p><b>All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum</b></p>	<p><b>Professional Learning Activity</b></p> <ul style="list-style-type: none"> <li>As part of collegiate sessions staff will engage in professional dialogue on teaching and assessment of Expressive Arts .</li> <li>All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to Expressive Arts</li> </ul>	<p>Led by L Manton</p> <p>All staff</p> <p>Drama –</p> <p>Music -</p> <p>Art -</p> <p>Dance -</p>	<p><b>Data</b></p> <p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum</p> <p>Analysis of CFE and BASE/NSA/eLIPS data</p> <p>Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc</p> <p>Pupils achievements tracked</p> <p><b>People's Views</b></p> <p>Teacher professional dialogue with SLT at Attainment Meetings</p>	<p><b>August in-service</b></p> <p>Plan for collaborative planning in Expressive Arts</p> <p><b>Term 1</b></p> <p>Termly attainment and tracking meetings</p> <p>Collaborative planning session x2</p> <p>SLT class observations</p> <p>Introduce achievement programme and consider applications required.</p> <p>Pupil focus group</p>



	<p>develop their working knowledge of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.</p> <p><b>Learning, teaching and assessment</b></p> <ul style="list-style-type: none"> <li>Focus for parent/carers workshops/shared finish – sharing progression across identified curricular areas</li> </ul> <p><b>Curriculum Rationale</b></p> <ul style="list-style-type: none"> <li>Our new Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE.</li> </ul>	<p>All class teachers</p> <p>Curriculum Development Parent Group - L Manton</p>		<p>Termly attainment and tracking meetings Collaborative planning session x2 Pupil focus group Expressive arts sampling session Parent workshop</p> <p><b>May In-service</b> Final evaluations and analysis of CfE declarations</p>
<b>Ongoing Evaluation</b>				
<b>This should be updated as part of on-going cycle of self-evaluation</b>				





## Session 2025-2026 Improvement Plan – PEF Plan

<b>Pupil Equity Fund allocation for session 2025/26</b>		<b>£</b> £86,975.00
<b>School Context</b> (data as of May 2025) Denbeath Primary School has 164 pupils across 7 classes. Over a quarter of our children have an additional support need, 5% 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. 41% of our children are entitled to Free School Meals. Our average Scottish Index of Multiple Deprivation is SIMD 2, with 96% within SIMD 1-2. Overall our attendance is 89.12% for 24/25 (at 20/6/25) P1 – 89.05% P2 – 90.65% P3 – 88.47% P4 – 92.52% P5 – 84.46% P6 – 88.45% P7 – 88.42% One stage falls within 85% band of cause for concern. Six stages fall below good attendance.		
<b>Cost of the School Day</b> 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. We financially support excursions by keeping an upper limit to and fund raise the rest. We use PEF and other charitable sources to ensure all children who want to attend our P7 residential excursion can attend. We run a free breakfast club before and at the start of the school day. There is access to fruit for snack for anyone who comes without. 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. All invited events for families are free of charge.		
<b>Stakeholder engagement</b>		<b>Participatory Budgeting</b>
Annual pupil and parent survey contributed to plan. Uniform consultation Pupilwise and Parentwise (from previous year) survey contributed to plan Parent council discussions		

<b>Rationale</b> (what poverty-related attainment gap are you trying to address?) <b>This does not all have to have a PEF cost</b>	<b>Amount of Fund allocated</b> £ £86,975.00
<b>Attendance - £989</b> While there is an improvement from last session, 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%. All stages made slight improvements in their attendance from last session; this needs capitalised on for the following session. Out of the two stages last session that fell below 85%, one stage (currently P5) still fall below this marker. This continues to need addressing at individual, group and school level.	
<b>Attainment- £2000</b>	

Only P1 met their stretch target for 2025. We know that P3, P4, P5, P7 face a particular challenge to meet good attainment levels for 2026. This is across literacy and numeracy. While there is evidence of good LTA in the majority of time in class the team recognise the need to apply learning and provide context and motivation across the curriculum. Targeted interventions are required for those off track. We will benefit from a supernumerary teacher from August to November who will focus on targeted interventions in literacy and numeracy for those children who could be on track.

#### **Participation, Engagement and Inclusion - £ 29643 + £2400 + 15200**

Our new cohort of P1 children come with a significant level of additional support need. This has impacted on the level of Pupil Support Assistants required for personal care, engagement and inclusion, while our core budget for PSA has been reduced. The majority of our PEF budget is being used to support our children with ASN and to help them be included in our school and to reduce identified risk, through Pro-active Management Planning and personalised plans.

<b>Expected Impact</b> (What is the expected impact on outcomes for children and young people)  If this links to a SIP priority, please reference	<b>Interventions Planned</b> (What is the intervention? How will it be delivered? Who is responsible?)	<b>Measure of Success</b> (Triangulation of Evidence/QI Methodology)	<b>Impact on children</b> <b>Ongoing evaluation Dec/June</b> (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<u>Attendance</u>  <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.</b>  <b>Almost children and parents within our school support the attendance expectations and strive for better than Fife average and ultimately almost all 100% attendance. Stretch target 25/26 is: 91.4% (see individual plans/targets)</b>	Our Principal Teacher released 0.6FTE from teaching commitment. <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>Raising the profile of good attendance - Sharing of attendance message and targets at assemblies and communicated/ celebrated with families – newsletters, visual displays.</li> </ul>	Accurate recording on Seemis  PowerBi monitoring  Group and individualised plans reflect parent and pupil views Individual charting of attendance <a href="#">attendance pupil record.docx</a>  <a href="#">FCEPS Attendance.docx</a>	<a href="#">What has been the impact? Have you met your original expected impact?</a>

<p><u>Attainment</u></p> <p><b>P3 – 80% working with First progressing in reading and writing by January 2026</b></p> <p><b>P3 – 85% working with First progressing in NMM by January 2026</b></p> <p><b>P4 - 80% achieve First level reading and writing (target of 3) by May 2026</b></p> <p><b>P4- 70% achieve First level NMM (target of 2) by May 2026</b></p> <p><b>P5 – increase of 15% working within Second initial reading and writing engagement (target of 6) by Nov 2025</b></p> <p><b>P5 - 9% working within Second initial engagement NMM (target of 4)by Nov 2025</b></p> <p><b>P7- 70% achieve Second level reading and writing (target of 8) by May 2026</b></p> <p><b>P7 66% achieve Second level NMM (target of 4) by May 2026</b></p>	<p>Seesaw &amp; Showbie: 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.</p> <p>Tracking progress and use to identify short term interventions</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>Parent volunteer group – review programme with current volunteers. Start recruitment process again for additional volunteers</p> <p>Initial baseline assessment for all targeted children by 1 Sept.</p> <p>Timetable of interventions for Term 1, including review period and again for Term 2 carried out by C Temple</p>	<p>All teachers will be responsible for implementing digital learning with the targeted children in their class.</p> <p>Review teachers agreement on use of Seesaw and now Showbie</p> <p>Quality assured by L Manton</p> <p>Tracking, reporting and evaluating by B Gow</p> <p>Quality assured by L Manton</p> <p>Tracking, reporting and evaluating by J Waters</p> <p>Quality assured by L Manton</p> <p>Tracking, reporting and evaluating by J Scobie Quality assured by L Manton</p> <p>Training, and quality assuring L Manton</p> <p>Planning and delivery by C Temple</p> <p>Quality assured by L manton</p>	
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<p><u>Participation, Engagement and Inclusion</u></p> <p><b>Almost all P1 children identified for additional support demonstrate an improved increase in engagement</b> (see individual plans/targets)</p> <p><b>Almost all children between P3-7 show increased levels of wellbeing – baseline to be created by Sept 25</b></p>	<p>Timetable of support groups in place by end 1 September 2025, including 2 x PSA, ASN strategy teacher 0.5FTE and 0.4FTE teacher</p> <p>Procurement of TOK Treehouse, staff training sessions and usage guides planned</p> <p>Use Treehouse to support teachers, and pupils to be the best version of themselves.</p>	<p>Use of Leuven Scale</p> <p>Individual run charts and personalised record keeping</p> <p>PDSA 6 weekly cycle of planning and review led by L Manton</p> <p>Supported by B Gow. A Graham and L Graham</p> <p>Treehouse Wellbeing Reports - Using the validated Stirling Children's Wellbeing Scale &amp; Warwick-Edinburgh Mental Wellbeing Scale, help to evaluate the performance of health &amp; wellbeing interventions as well as provide insight for more tailored individual support.</p>	
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(see additional document ~ [Denbeath PEF Plan 25-26 \(1\) 230625.xlsx](#))

