



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

**Context**

**Setting/School Roll (including ELC/ASC)**

Donibristle Primary School is a non-denominational school, open plan by design, serving the west of the coastal town of Dalgety Bay.

The present roll is approximately 406; 348 pupils in school and 58 children enrolled in the nursery. There are 13 classes across P1-7. The associated secondary school is Inverkeithing High School.

The nursery is open for 49 weeks of the year, providing morning and afternoon sessions from 8am-6pm. We work with partner providers to offer split placements also. There are two Senior Early Year's Officers who have responsibility for the nursery during school holiday periods. A peripatetic Nursery Teacher is allocated 0.5fte. The team are supported by an Early Years Development Officer and Early Years Principal Teacher.

The senior leadership team consists of a Headteacher and two Depute Headteachers. Departmental responsibilities have been shared across the Senior Leadership Team. We have a total staff complement exceeding 45 people including teaching, support staff and early years officers.

The percentage of pupils entitled to free school meals is 0.9%. This continues to be below the national average and is for children in P6 and P7 who are eligible for free school meals.

Attendance for 2023-24 was 95.18%. This is above our stretch targets and shows a steady increase in attendance over the past three years.

Donibristle Primary has an active Parent Forum who meet once per term. We are very well supported by an active Fundraising Group who plan events for families and children throughout the year. Throughout the year we are well supported by parents through school events, class excursions, shared starts and other events.

**Vision, Values and Aims**

The school vision, values and aims were reviewed in 2021-22. The school vision is 'Work Together, Learn Together, SHINE Together.' The shared vision reflects the needs and aspirations for our school. Our school values are SHINE – Successful, Happy, Included, Nurtured and Enthusiastic.

The current school aims are below.

- As a school we recognise the strengths and talents of each pupil.
- As a staff, we aim to work with all partners, e.g., parents/carers and outside agencies to create an ethos of achievement, offering high quality learning experiences which involve learners in the process, enabling each pupil to attain the highest standards possible.
- We value diversity, promoting social inclusion to close the gap whilst meeting the needs of the individual within an environment where everyone is equal.

<b>FME</b>	0.9%					
<b>SIMD Profile for establishment</b>	9.5					
<b>Attendance (%)</b>	<b>Overall</b>	95.18%	<b>Authorised</b>	3.31%	<b>Unauthorised</b>	1.51%
<b>Exclusion (%)</b>	0.2%					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£14,700					
<b>Cost of the school day statement</b>	<p>Donibristle Primary School we recognise the need to reduce the cost of the school day for all our children, particularly for those who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, School trips, Fun days, Eating, Clubs and Participatory Budgeting.</p> <p><b>School Uniform</b> Uniform is a white shirt / t-shirt with a tie and a black school jumper or cardigan. We have items with the school badge on them for sale but they are not mandatory. We have a permanent 'Bee Eco Wardrobe' that sells good quality second hand clothing for a small price. We also have access to local clothing bank and will signpost families if required.</p> <p><b>Travel</b> We encourage active travel to school and bike/scooter rails are available for children to store theirs securely. We offer a free Walking Bus five mornings a week from two different stops.</p> <p><b>Learning</b> Learning materials and stationery are provided for all classes. There are also options for resources to be borrowed to support learning i.e. dictionaries, calculators, rulers etc.</p> <p><b>School trips</b> We plan school trips in advance to ensure parents / carers are notified in a timely manner. Class trips are subsidized to reduce costs. All pupils have the opportunity to attend a residential trip to Ardroy in P6 and P7. We support parents and carers to make payments in increments.</p> <p><b>Fun Days / Fundraising</b> We make a conscious effort to limit the number of fundraising events over the academic year. Pantomimes are provided free of charge to all pupils, supported by the Parent Fundraising Group. Dress down days will either ask for a donation or will be free. No child is excluded from taking part in any fun day / fundraising event.</p> <p><b>Eating at school</b> All P1-5 pupils are entitled to a free school meal at lunchtime. Cashless catering means there is less stigma attached to pupils eligible for free school meals.</p> <p><b>School Clubs</b> We have some sports clubs running before and after the school day. As per Fife Council policy, there is no charge to attend these clubs. All children from P5-7 are part of a school club which runs during the school day and provides opportunities for children to develop skills and wider achievements.</p> <p><b>Participatory Budgeting</b> The Eco Club are allocated funds raised from the Bee Eco Wardrobe. They are responsible for how this money is spent. They learn about the needs of the school, cost of the school day and budgeting.</p>					

## Improvement Priority Session 2023-24

### Priority 1 – Increased writing attainment for pupils at P2, P4, P6 and P7.

Directorate Improvement Plan (delete as necessary)  
Equality & Equity  
Achievement

HGIOS 4 Quality Indicators  
**2.3 Learning, Teaching and Assessment**  
**3.2 Attainment and Achievement**  
HGIOELC Quality Indicators

Has this priority been:  
(please highlight)

Fully  
Achieved

x

Partially  
achieved

Continued into next  
session

#### Progress:

- All staff are using the Fife Writing pack to plan, teach, assess and moderate writing. This has ensured a consistent approach across the school.
- With some support from the SLT, there are increased opportunities for moderation with stage partners.
- All staff have engaged in moderation with cluster colleagues and used cluster moderation tools to support staff professional judgement.
- We have reviewed the spelling progression at P1-4. Following an extensive review of our current pedagogy and practice we then researched different approaches to teaching spelling and agreed a model where children are taught spelling each day.
- We have delivered sessions to parents / carers about how we teach literacy in school and created a Sway for families.
- Teaching staff have reviewed weekly timetables to ensure appropriate breadth and balance across the curriculum
- Reading for enjoyment has been developed across the school. All classes in P4-7 have weekly opportunities to visit the school library. The Junior Librarian Club planned a successful World Book Day event and held a Tea party.

#### Impact:

- Across P1-4 we have implemented a principled approach to the teaching of spelling based on the phonic code, the meaning of words and the application of words. This approach makes the connections between decoding (for reading) and encoding (for spelling)
- All staff agree that the new spelling approach is appropriate for our learners.
- As planned, we have increased attainment in P4 and P7. We have exceeded our original aim to increase P4 attainment from 67% to 75%. The final number of children achieving first level was 83%.
- In P7, we aimed to meet the stretch target of 75%. We have exceeded this target and 84% of learners have achieved second level writing.
- Classroom visits evaluated almost all literacy as good or very good.
- During pupil focus groups, children identified that they enjoyed opportunities to engage in writing tasks in class.
- Almost all children sampled from P2-3 reported that learning in spelling lessons has improved since the introduction of a new approach to spelling. almost all children report they are learning spelling daily.

#### Next Steps:

- Agree how writing can be shared and celebrated across the school
- Reading for enjoyment / class reading to be evaluated as part of the 24/25 improvement plan.

## Improvement Priority Session 2023-24

**Priority 2** – To develop and enhance the 1+2 offering in school by further embedding L2 (French) and introducing Spanish as L3 for P5-7.

Directorate Improvement Plan  
Achievement

HGIOS 4 Quality Indicators

**1.2 Leadership of learning**

**2.2 Curriculum**

**2.3 Learning and Teaching**

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

**Continued into next  
session**

x

### Progress:

- Progress against this improvement priority has not been as timely as originally planned. This has been due to staff confidence and time required to review teaching and learning strategies. Whilst important progress has been made, this will continue to be an improvement priority for next session.
- Identified staff visited other schools in Fife to learn about how other schools were embedding modern languages into their school. This learning was shared with all teaching staff.
- All staff have engaged in professional reading which focused on approaching language learning from primary 1 onwards.
- A staff audit was completed to measure staff confidence teaching modern languages.
- Pupil questionnaires were issued to gather learner's views on how often they learn French and how they enjoy learning.
- During allocated INSET training, staff were able to learn more about Fife's 1+2 Progression Pathway, resources in school, (Thinglink) and online resources that support teaching French.
- All staff have had the opportunity to engage in Fife 1+2 Network Glow Team for access to resources and professional learning.
- There is a school agreement on how modern languages will be taught in school.

### Impact:

- New approaches to learning and teaching in French are due to start in August 2024. Therefore, there is limited impact to report. However, this will be detailed further next session.
- Clear progression planners have been created which provides a clear overview of learning, suggested class projects, links to ThingLink resources (Fife resource) and suggested resources. Staff will be using these from August 2024.
- The majority of learners across P2-4 report that enjoy learning in school.
- The majority of learners report that they speak French some days at school.
- The majority of staff report they are confident teaching French at their current stage.

### Next Steps: This has been identified as an improvement priority for 2024/25.

- All staff will engage in Fife 1+2 Language Masterclass to support knowledge and understanding.
- All staff to use the Embedding L2 Sway to support professional dialogue.
- School and class displays are in English and French
- All staff use Fife Language Skills Progression Pathway to support planning, learning, teaching and assessment.
- Class areas to have visible French learning prompts.
- Introduce French signage and labels throughout the school.
- Supports made available on school website for parents / carers.
- Staff to plan shared learning session to inform parents / carers of how French is taught in school.

## Improvement Priority Session 2023-24

### Priority 3 – Personalised support.

#### Directorate Improvement Plan

Equality & Equity  
Achievement

#### HGIOS 4 Quality Indicators

1.2 Leadership of Learning  
2.2 Curriculum  
2.5 Family Learning  
3.1 Ensuring wellbeing, equality and inclusion

#### HGIOELC Quality Indicators

2.5 Family Learning  
3.1 Ensuring wellbeing, equality and inclusion

Has this priority been:  
(please highlight)

Fully  
Achieved

**Partially  
achieved**

x

Continued into next  
session

#### **Progress:**

##### Universal

- At the start of this session, we were made aware that, in August 2025, Fife was introducing a new attainment tracking system. We, therefore, decided to not progress with a Donibee Skills booklet as we were not confident this would align with the new tracking system. As a result, we will skills progression for all learners has been identified as an improvement priority for 2024/25.
- Weekly Together Times have supported all learners to share their wider achievements. These are displayed in school on a much-valued Achievement Wall.
- To align with the school values, a SHINE certificate was introduced to celebrate learner's achievements in school. These are shared at termly assemblies.

##### Targeted

- A support for learning framework was created to provide a clear overview of support for all learners.
- PSA staff have used an additional hour each week to review support plans and plan collegiately with class teachers.
- Collegiate sessions with teaching staff focused on using assessment data and how this can be used to support learning for learners.
- The Support for Learning Policy was reviewed and updated. This provides a clear statement of how learning support is deployed in school. The policy has been uploaded to the school website.

##### Nurturing Approaches

- All staff completed a How Nurturing Is Our School audit and received a professional learning input from the link Educational Psychologist.
- Learning environments were reviewed and it was agreed that all areas would have quiet, break out spaces allocated for learners, if required.
- Selected staff attended Fife De-escalation training and shared the learning will all staff.
- All staff were attended training on premature awareness that outlined the impact premature birth can have on a child's development and learning.
- Weekly assemblies have a focus on a key UNCRC Right. Learners are supported to understand how these rights link to everyday tasks in and out of school.

##### Nursery

- Identified staff have had Kitbag training and these are now being used to support small groups of children to feel calm, talking about their feelings and grow trusting relationships.
- Staff have used SIMOA to increase their awareness and understanding of children's rights. The CI Practice Notes provided points for discussion around routine, risk awareness and risky play in the setting.
- A few staff attended training to develop an understanding of a rights-based approach in the early years. Learning was shared with the wider team. Staff considered what a rights'-based approach looks and feels like in practice.

**Impact:**

- Almost all (92%) of pupils report that they like the introduction of the SHINE award. The majority (87%) would like there to be a termly SHINE award issued. This will be actioned next session.
- Staff report there is a clear understanding and use of strategies to support learners with additional support needs across all staff.
- The majority of children can talk about their rights and link these to their daily life.
- All staff (100%) report that they understand the nurturing principles. 88% feel confident they are able to apply these in their daily practice and interactions with children.
- Almost all (96%) of learners report they feel nurtured in school and are supported to grow and develop.
- Through classroom observations it was observed that there is a strong, supportive ethos in all classes.
- We are an accredited Premature Awareness School. Enrolment forms have been updated and parents / carers are encouraged to share details of their child's birth history, including specific questions relating to neonatal stays and preterm birth. Whilst it is too early to measure impact of this, we will use this information to inform our planning and support for learners moving forward.
- Almost all (91%) of staff in nursery report an increased understanding of UNCRC rights in the early years.
- Early Years staff are using the SIMOA teddy to support conversations with children to risk assess learning areas, with a consideration for their safety and rights.
- Most (68%) learners are beginning to see themselves as rights respecting global citizens.

**Next Steps:**

- Identified in the 24/25 Improvement Plan, we will be working to develop and implement a skills framework which embeds 21<sup>st</sup> Century meta-skills for all learners.
- We will continue to carefully and systematically track off pace learners to ensure there are clear, robust plans in place for off pace learner in literacy and numeracy.
- We will embed UNCRC in daily interactions with learners across nursery and in school. Rights will be visible in all class areas. In nursery, staff will consider the use of pictorial prompts can be used to support dialogue about UNCRC.
- Pupil UNCRC Club to arrange assessment for Silver Award accreditation.

## Nursery Priority 1

**Focused Priority:** We will be continuing to work through the Care Inspectorate action plan. Part of this will be to provide a high-quality learning environment to extend early literacy skills through high quality interactions, stimulating spaces and experiences that are challenging and in a meaningful context.

### Directorate Improvement Plan

Achievement

### HGIOELC Quality Indicators

2.2 Curriculum

2.3 Learning, Teaching and Assessment

3.2 Securing Children's Progress

Has this priority been:

Fully Achieved

**Partially achieved**

x

Continued into next session

### **Progress:**

- Members of the nursery leadership team completed an audit of the core provision with a particular focus on literacy learning. Feedback from this audit formed an action plan which has supported staff dialogue and progression across the session.
- All staff have engaged with the SEIC literacy resource over a series of professional learning sessions. The learning from this has been used to implement new literacy learning experiences for children across the provision.
- All staff have received training on tracking children's progress across the early level in literacy and numeracy.
- All staff interpreted P1 BASE data to analyse how this could support planning literacy experiences.
- All staff have received training on how ELIPS data can be used to plan specific interventions for targeted children by referring to the ELIPS intervention toolkit.
- PEEP sessions have been delivered almost weekly with a focus on early literacy skills
- Parents / cares have continued to attend stay and play sessions and supported to see how children learn literacy skills in nursery.
- Children who had amber / red ELIPS data received targeted support from nursery teacher and key staff. This is documented in personal plans.

### **Impact:**

- Observations highlighted that almost all children can talk about what they are learning.
- Observations highlighted that almost all children are highly engaged in their learning whilst in nursery.
- Most (87%) of N5 learners are on or above pace in literacy.
- There is an increase in more stimulating and motivating experiences which are open ended and develop creativity, imagination, independence and cognitive development.
- EY staff report they are more knowledgeable about supporting early literacy development across the core provision. (Baseline – 2.1, Final – 4.5)
- Attendance and engagement at PEEP has increased over term 4.

### **Next Steps:**

- Increased opportunities to develop early literacy skills across the core provision (outdoors and indoors). This has been identified as part of the 24/25 improvement plan.
- Create an information leaflet for parents on how to support and develop early literacy skills at home (Issued September 2024)
- Introduce Leuven Scale to all staff.

## Nursery Priority 2

**Focused Priority:** We will be continuing to work through the Care Inspectorate action plan. We will be developing how we are documenting learning with all staff, with a focus on responsive and intentional planning.

### Directorate Improvement Plan

Equality and Equity  
Achievement

### HGIOELC Quality Indicators

2.2 Curriculum  
2.3 Learning, Teaching and Assessment  
3.2 Securing Children's Progress

Has this  
priority  
been:

Fully  
Achieved

x

Partially  
achieved

Continued  
into next  
session

## Progress

- The senior leadership team, including an SEYO, participated in the Care Inspectorate Improvement Programme from September to December 2023.
- Led by the DHT, all staff reflected on how change is managed within a team and staff responses to managing change.
- Staff reduced the number of responsive planning boards in the learning room from five to one inside and one for outdoor learning.
- All staff were tasked to add at least one observation of significant learning per session.
- Planning formats were evaluated. It was agreed that intentional planning documents were too complex and these simplified.
- Staff engaged in professional dialogue to develop their understanding of quality observations.
- Planning meetings were initially led by the DHT to model with staff the explicit links between daily responsive and intentional planning. Over time, other members of the team have been supported to lead planning sessions themselves.
- Supported by the EYDO and Nursery teacher. All staff have received training on how to use Floor Books to document learning. The first Floor Book has started.

## Impact

- Children are benefiting from well-planned, high-quality learning experiences.
- Staff now meet to plan as a whole team. This is less disruptive and more inclusive of staffs' views.
- Leadership at all levels has been developed and all staff are now leading planning sessions on a rotational basis.
- Responsive and intentional planning documentation shows evidence of high-quality learning experiences.
- Children's knowledge is being captured in the Floor Book and this information is being used to extend learning. Children are actively using the floorbooks to talk about and share their learning.
- Through ongoing PLJ monitoring we have evidenced that the majority of observations capture significant learning and are high quality.

## Next Steps

- Quality assurance of staff observations (August 2024)
- SLT, with Senior EYOs, to moderate planning to identify strengths and areas for improvement.
- Continue to develop Floor Books to capture children's knowledge and extend learning. This includes outdoors, as identified in the 24/25 Improvement Plan.



## Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	87.5%	69%	74%	82.5%
P4	92.3%	84.6%	82.7%	80.8%
91.P7	91.7%	91.7%	91.7%	91.7%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	79%	77%	87%	86%
P4	74%	87%	83%	81%
P7	77%	92%	77%	92%

### Evaluative statement of attainment over time.

- By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy.
- By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy. There has been a 15% increase in writing attainment in P4. This has been part of the improvement priority for this session. Staff have engaged in reading, reflected on their learning and adapted writing lessons to support closing the attainment gap.
- By the end of P7, almost all achieve second level in reading and talking and listening and numeracy. There has been an 11% increase in writing attainment for P7 learners this session. Staff have used the Fife Writing Pack as per the improvement plan.
- Overall, attainment in Literacy and English is good across the school with most children, P1-7, achieving their expected targets in reading, writing and numeracy.
- Almost all children across the P1-7 are achieving their expected levels in Listening and Talking.
- Almost all learners in P2 and P5 are meeting their targets for reading, writing and numeracy.
- The SLT have continue to sample pupils across the year as part of the quality assurance programme. Evidence from the pupil sampling informed that almost all children sampled were on pace. Pupils were able to discuss their learning. Next steps are to ensure children can discuss the skills they are learning. This will be developed as part of the 2024/25 improvement plan. The Learning Partnership in October 2023 also sampled pupils using the CfE Benchmarks. Almost all children were evidenced to be working at the correct level. Evidence from the pupil sampling informed that almost all children sampled were on pace.
- We continue to have a robust tracking system in place for all learners. The use of GL assessments from P2-7 as well as SNSA data has supported class teacher professional judgement. We have regular attainment meetings with class teachers and from these identify short term targets for children who are off pace.

## Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. Across P5-7 all pupils engaged in a club each month. The clubs were varied and focused on developing Skills across self-management, social intelligence and innovation. Examples include the Engineering Club where a group of pupils used their creativity and initiative to build a race car and complete in a competition at a local racetrack. The Reading Club planned and led a successful World Boof Day event for the entire school. Our Gala Club planned a successful fundraising event and participated in the community gala event. They developed their creativity skills as well as their ability to communicate with each other and the wider community. The Rotary Team were close runners-up at the cluster tournament.

All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Further work has been identified as part of the 24/25 improvement plan to ensure we are tracking the skills children are developing across the curriculum and wider achievements.

We actively encourage all learners to share their successes out of school. Our Pupil Achievement Wall is updated weekly and we share achievements at weekly Together Times.

Achievements and successes have been shared throughout the session through newsletters, social media, school, website and Seesaw (P1-3). A SHINE certificate was introduced in 2023 to recognise children who work hard towards the school values. This award is celebrated through Together Times.

We had particularly success this year with our football teams. Our boy's team won the cluster tournament and were runners-up at the regional tournament. The team developed their communication and leadership skills throughout the tournament. The girls' team took part in competitive games for the first team and played in a cluster tournament. This team too developed their communication, collaboration and leadership skills.

## Feedback from External Scrutiny

### Learning Partnership- Strengths and Areas for Improvement

In October 2023, the school had a Learning Partnership visit. The focus was to measure impact of recent professional learning ensuring that all learners needs are effectively met through effective pace, challenge and engagement. Evidence was gathered through pupil sampling using National Benchmarks and How Good is OUR School. Observations of the learning and environment were completed in the nursery.

Strengths identified were;

#### **Nursery**

- There was a calm and purposeful ethos. The learning environment was well organised.
- Staff could confidently discuss personal planning, individual targets and support strategies in place to support children.
- All staff could clearly articulate the progress against the CI action plan, and their role within this.
- There were strong, nurturing interactions between children and staff. All staff could discuss the impact of professional learning modules on children, parents and practice.
- There was good use of floor books to evidence professional learning. This should now be extended to evidence and support children's learning.
- Learning displays were current and relevant.

#### **Literacy**

All children sampled in P1 were confident and could evidence a sound understanding of rhyme, high frequency words and grammatical features. Almost all children could re-tell the story in their own words and most were able to predict the next part of the story.

At First level, P4 pupils were sampled using a familiar passage. Almost all children were observed to read fluently, making good use of punctuation to engage the listener. Almost all children could describe strategies to tackle unfamiliar words.

P7 pupils talked confidently about literacy circles and how their reading has progressed in school. The library is valued by the pupils and used well to support reading. The group sampled read an unfamiliar passage and all children could read this fluently. Pupils could talk about the reading skills and strategies they used to read and understand texts.

### **Numeracy**

All P1 children sampled were on pace to achieve this level by December 2023. All children were confident working with numbers to 30.

At First level, almost all children sampled were on pace to achieve First Level Maths by the projected date.

At Second Level, all children sampled are on pace to achieve Second Level by the targeted date.

### **Pupil's views - Theme 5**

Following the Learning Partnership visit in January 2023, there has been a focus on how well children are supported and challenged in school. Staff have been engaging with children to capture their voice on a more frequent basis. There has also been a focus on ensuring there is appropriate differentiation and challenge. The majority of children were able to discuss aspects of learning and felt positive about their learning experiences within the school.

Older children were very articulate about their learning and were able to discuss confidently how the feedback that they received helped them to move their learning on. Pupils from most classes spoke confidently about their learning environment and how learning walls support their learning. Children from P4-7 have a good understanding of diversity and how different needs are met in school. The majority of children could discuss how they are supported in their learning; from the teacher and from supports such as Literacy and Numeracy Mats. Children spoke of their learning being challenging but not impossible.

### **PEF Funding**

PEF funding is currently being used to support targeted group work for a small group of children with additional support needs. This group was observed as part of the LP visit.

The feedback was;

- Pupils support staff were skilled and attuned to pupil's needs
- There were consistently positive interactions between staff and pupils
- Pupils interacted well with each other; teamwork was encouraged.
- There was good communication between staff to ensure all pupil's needs were met.
- All pupils were engaged in their learning activities and were motivated.
- Learning activities were contextual and supporting the development of life skills.
- Life skills are being developed throughout the school community (local businesses and partners)

### **Next steps**

Specific feedback was shared with teachers in P1, P4 and P7 following the pupil sampling. Where targeted work was required for some pupils, this was discussed and a plan agreed.

A few classes were asked to focus on developing their learning walls and supporting children to access these in order to support their learning.

All classes were asked to reflect on how children's work is displayed and shared. Staff engaged in professional dialogue about this through departmental meetings. In 2024/25, we plan to use the CIRCLE framework to support our development of inclusive classrooms.

Staff should continue to ensure that there are planned opportunities that support and empower children to have a say in the quality of their learning experiences and how to improve.

### **Care Inspectorate - Strengths and Areas for Improvement**

- Children experienced very positive interactions with staff who were caring, warm and nurturing.
- Staff worked effectively and had developed positive working relationships that had created a welcoming and nurturing atmosphere.
- Children benefitted from a staff team that were committed to improving outcomes for children.
- Children experienced relaxed, unhurried and social mealtimes.
- A reflective staff team were flexible in supporting each other to ensure children's needs were met.
- Improvements were well led and improving experiences for children.
- The service should continue to develop their approach to planning to ensure it is responsive and links closely to children's interest.

### **Consultation with Stakeholders**

- On-going feedback gathered from parents/carers after shared start / end sessions.
- All parents/carers had the opportunity to feedback on improvement priority work through questionnaire.
- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires.
- Pupil wise and parent wise
- Parent Forum discussion.
- Junior Leadership feedback to the school leadership team.
- Pupil views shared with Junior Leadership team.

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

In September 2023, the Improvement Plan and Standards and Quality Report is shared with all parents/carers through our school newsletter and posted to the school website. Key messages are shared with learners at Together Times. We have a school display in the corridor which identifies our priorities. This is updated throughout the year with evidence.

We have reflected on how we are sharing our progress with parents and carers and have made a commitment to do this via termly newsletters next session.

Parent Forum meetings have a school update and progress is shared at each meeting.

### **PEF Evaluation/Impact**

#### **Targeted Interventions**

##### **Intervention 1**

By June 2024, all identified pupils for wellbeing intervention will have improved wellbeing, their barriers to learning will have been reduced.

##### **Intervention 2**

By June 2024, identified children will be within their expected age-range for Reading – P3, P4 and P6.

## **Progress:**

### **Intervention 1**

- We planned weekly sessions, supported by a PSA, for identified learners. The sessions focused on developing life skills for all through practical learning experiences. Learning took place in school and within the community.

Throughout the year, learners had planned opportunities to share their learning with peers.

### **Intervention 2**

- Using Equity Funding, we purchase GL assessments for P2-7 learners. The assessments highlight strengths and gaps in literacy and numeracy. Assessment data provides evidence of progress, reveals barriers to learning, informs teaching strategies and delivers evidence of whole school improvement.
- All P2-7 staff received a training session on how to interpret and use GL assessment data to close attainment gaps. Led by the senior leadership team, staff learned how to identify attainment trends for groups of learners and individuals. On completion of the GL assessments, staff met individually with the SLT to discuss key messages from the assessments, align these to teacher judgements and predictions and plan future learning.
- We identified three cohorts of learners who were off pace in their reading. Staff analysed GL data, class work and pupil feedback. Specific programmes were planned which meant specified learners had a daily reading input. This was achieved either through IDL programmes, Code Cracker, Toe by Toe or class teacher planning. Progress through the interventions were collected by class teachers.
- Home learning tasks were completed to support class learning for identified learners.

## **Impact:**

### **Intervention 1**

- In August 2023, the initial baseline assessment highlighted that almost all learners identified had low to extremely low levels of engagement. (Baseline 1.6) Staff observed behaviours such as restlessness, lack of energy and children being easily distracted. As the programme of learning has evolved, observations have been collected throughout the year. We have seen a significant increase in children's engagement with the average increasing from 1.6 to 4.2. Staff report high levels of interest, engagement, humour and motivation.
- Feedback from learners is that their learning is fun and interesting. Learners are more able to be able to talk about their learning and experiences.
- Class teachers report an increase in learner engagement within the classroom.
- We asked for this intervention to be evaluated as part of the Learning Partnership visit in October 2023. See feedback above (In Learning Partnership section)

### **Intervention 2**

- SLT have noticed an increase in staff competency being able to use assessments to plan for closing attainment gap.
- Staff report they are more confident using GL assessment data to identify and reduce barriers to learner. Confidence rates increased from 2.3 to 4.7.
- Group 1 - 83% of identified learners have increased their GL standardised score in 12 months.
- Group 2 – All learners increased their GL standardised score. 67% of learners in this group have increased their score from below average to within average. Where learners have not increased, further assessments have been completed to analyse why progress has not been made.
- Group 3 – all identified learners have made GL progress in 12 months. There has been a 20% increase in reading attainment.

School/Setting Name **Donibristle Primary School**

<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>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

<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>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	N/A
3.2 Securing children's progress	Good	Good	Good	N/A

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

Headteacher Miss K Rennie