



Standards and Quality Report
Achieving Excellence and Equity
2022-2023

Context

A nurturing community, learning, growing and achieving success together

RESILIENT
I have a positive attitude to all that I do and don't give up when things are tricky.

REFLECTIVE
I talk about my learning to help me identify how I have been successful and what my next steps are.

READY
I am ready for learning and to challenge myself to do and try new things.

RESPONSIVE
I work together with others to share learning and ideas through listening and working together.

RESOURCEFUL
I use my imagination and creativity in my learning.

RESPECTFUL
I show kindness to others through valuing and including everyone and I help to look after our school community.

SAFE
I make safe choices in school, at home and in the community.

School and Nursery Roll: 190 children

Preschool Context

10 children in the under three playroom (max capacity of 10 children/term time 9-3)

24 children in 3-5 year old playroom (max capacity of 24 children/term time 9-3)

28 children at Ravenscraig Outdoor Nursery (max capacity of 32). The outdoor nursery is in year 1 of the pilot. Children from Gallatown, Pathhead, Valley, Kirkcaldy North and Dysart can apply to take part in the pilot 2 days a week.

Primary Context

This session 152 children across 8 classes (used additionality and PEF funding to reduce class sizes and create a small supported class)

FME	46%			
SIMD Profile for establishment	SIMD 1 = 38%			
	SIMD 2 = 43%			
	SIMD 3 = 15%			
	SIMD 4 = 1%			
	SIMD 5 = 3%			
Attendance (%)	Authorised	7.88	Unauthorised	4.48
Exclusion (%)	0			
Attainment Scotland Fund Allocation (PEF and SAC)	£63,000			

Improvement Priority Session 2022 – 2023

Priority 1 – Increase attainment in writing by developing high quality learning, teaching and assessment of writing.

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: Assessment of children's progress

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

2.3 Learning, Teaching and Assessment

3.2 Raising Attainment and Achievement

2.2 Curriculum

Has this priority been:
(please highlight)

Fully Achieved

Partially achieved

Continued into next session

Progress:

ELCC

Through professional learning using the SEIC Literacy Resource ELCC staff developed a shared understanding of how children develop their prewriting skills. This gives them the confidence to support children better with their literacy developments. Staff used an audit tool to reflect and evaluate current practice and improve the quality of pre-writing and writing opportunities.

Staff have developed the use of helicopter stories in 3-5 playroom to promote shared and modelled writing opportunities. Staff in Ravensraig Nursery have developed the use of floor books to support children's mark making.

ELCC staff shared their writing improvement journey with colleagues throughout Fife in the Spring Early Years Voice Newsletter.

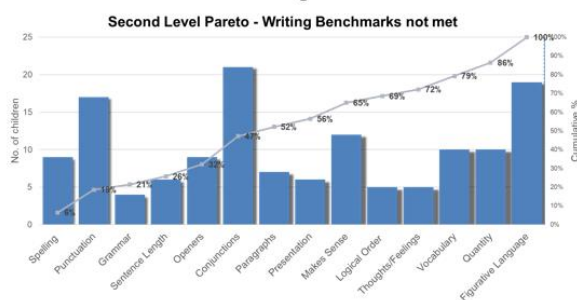
Primary

Fife QI Writing Programme (Wave 8)

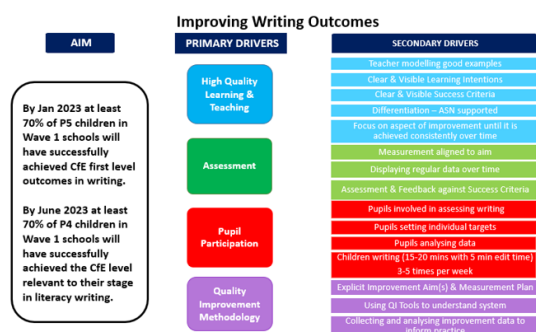
3 class teachers engaged in the Fife Quality Improvement Programme (Writing Bundle) (P5-P7) Baseline Assessments were used to create ambitious aims and targets focused on aspects of Tools for Writing. See an extract from P7 class teacher's QI Writing Project below:

Method

- Established an Improvement Team.
- Attended Fife QI Improving Writing Programme (Wave 8).
- Carried out a baseline assessment against benchmark criteria.
- The baseline assessment was used to create a pareto chart.
- The biggest challenge for the majority of the children was conjunctions.
- The pareto chart informed our teaching aims...



Process Change



Implement

- Children writing 3-5 times per week.
- Write for 15 mins, 5 mins to self check.
- Teacher input aligned to aim (stimulus, dialogue, model)
- Share Learning Intention and make Success Criteria explicit.
- Assess and feedback against Success Criteria.
- Involve children in the process!

Children's progress was assessed daily and weekly using run charts.

Practitioner Enquiry

P1-4 class teachers engaged in professional reading (Talk for Writing/Fife Writing Bundle) and developed the use of talk for writing, story maps, drama, oral story telling, clear success criteria and modelled/shared writing. Class Teachers shared the impact fortnightly at collegiate sessions.

All teachers have implemented the use of The Fife Writing Assessment Pack. All class teachers have engaged in shared planning of learning, teaching and assessment.

In June 2023, we updated our Curriculum Rationale to reflect our agreed approach to learning, teaching and assessment of Writing at Dysart Primary School.

Impact:

ELCC

Almost all N5 children showed significant improvements in their eLIPS scores.

All staff indicated that they have a much stronger understanding of how pre-writing skills develop and are more confident planning for, assessing and extending pre-writing skills.

Observations and tracking in PLJs show the majority of children are making good progress of pre-writing and writing skills for most children.

There is a clear focus on opportunities for children to develop early writing skills across the learning provision. As a result, most children engage regularly with a range of opportunities to develop pre-writing (mark making) and writing skills.

September 23 – P1 teachers have noted all P1 children have shown a high level of interest in writing through play.

Primary

Writing attainment at P4 has increased from 61% to 71%

Writing attainment in P7 has increased from 66% to 75%

Writing attainment at P1 has only slightly increased from 62% to 65% (class context has influenced these figures)

In all classes, learning intentions, success criteria, WAGOLLS and shared writing is used effectively. As a result, most children demonstrate a shared language of learning and can articulate a clear understanding of their strengths/next steps. This is evidenced through classroom observations and learning partnership pupil focus group feedback.

Most children in P5, P6 and P7 have made good progress in their application of tools for Writing across a range of genre as evidenced through daily write. The majority have achieved expected levels of attainment.

As evidenced by classroom visits, most children are experiencing high quality oral feedback in writing.

A few pupils are showing increased engagement through the effective use of ICT to support extended writing.

Pupil Feedback:

"I'm excited to do it everyday"

"I like to see my progress and know I am getting better."

"I can use punctuation more accurately now to make my writing more interesting."

Extracts from P6/7 Class Teacher QI Impact Writing Project

Achievements

By May 2023, 73% of P7 children achieved stretch aim (baseline 21%).

By May 2023, 86% of P6 children achieved stretch aim (baseline 28%)

By 2nd December, 85% of children achieved aim 1. (baseline 19%).

By 3rd February, 87% of children achieved aim 2. (baseline 0%)

By 3rd March, 80% of children achieved aim 3. (baseline 10%)

Key Learning Points

WAGOLLS were an effective way to model writing which had achieved the success criteria.

Linking writing to other areas of the curriculum gave the children motivating, relevant contexts to write about.

Building up the writing over the course of the week allowed learners to produce a high quality, extended piece of writing.

Stopping to share writing allowed the more confident writers to support those who found it tricky to get started. Example sentence starters were also a useful tool.

Self assessing their writing was an effective way for the pupils to identify what they were doing well and what their next steps were. Highlighting evidence of each success criterion worked effectively with my class.

Next Steps:

- Continue to develop the use of the Fife Writing Assessment resource
- Through moderation and classroom visits embed high quality learning, teaching and assessment in Writing.

Improvement Priority Session 2022 – 2023

Priority 2 – Through more effective differentiation children from P1-P7 will experience Numeracy and Maths learning which is appropriately differentiated and provides support and challenge.

NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people
NIF Driver Teacher Professionalism

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators
2.3 Learning, Teaching and Assessment
2.4 Personalised Support
3.2 Raising Attainment and Achievement
2.2 Curriculum

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into
next session

Progress:

All teaching staff engaged in high quality professional learning and made improvements to differentiation through planned impact cycles (practitioner enquiry).

Impact:

Learning Partnership feedback indicated that differentiation was evident in almost all classes for those children who are on track and below age-related expectations.

A journaling approach trialed in 3 classes is supporting children to effectively share their thinking and model the strategies they use during Maths and Numeracy lessons. Almost all children can talk about how conceptual strategies are improving their learning.

Pupil Feedback (Journaling)

"I like trying different strategies and setting my work out in my own way"

"It's good to share ideas with each other"
 "We get to talk more about our ideas and strategies"

Teacher Feedback

"I am more aware of the importance of increasing opportunities for pupils to discuss their learning and less teacher talk"
 "Using assessment information is key to plan for effective differentiation"
 "I am now using more effective questioning to support differentiation"

Next Steps:

Further develop differentiation approaches to provide challenge for those children who are above age-related expectations.

Further develop journaling approaches across P2-P7

Improvement Priority Session 2022 – 2023

Priority 3 – Children will have improved knowledge and skills in Languages (1+2) by developing high quality, progressive learning, and teaching of languages from P1-7

NIF Priority Improvement in attainment, particularly literacy and numeracy. Improvement in employability skills and sustained, positive school leaver destinations.

NIF Driver Teacher Professionalism, School Improvement

HGIOS 4 Quality Indicators

2.2 Curriculum

2.3 Learning, Teaching and Assessment

Has this priority been:
 (please highlight)

Fully
 Achieved

Partially
 achieved

Continued
 into next
 session

Progress:

- All staff have undertaken professional learning around learning, teaching and assessment of 1+2. This was done through collegiate sessions led by our SPOC Susan Thomson focusing on implementing the Fife Languages Skills Progression Pathway and using resources to support learning and teaching of Languages.
- All staff are now planning using the Fife Language Skills Progression in Term 3.
- Led by Susan and in collaboration with Katie Haigh, all staff worked collaboratively to develop a termly progression of key language to be promoted across the school to promote 'normalisation' of L2.
- Staff are more familiar with the 1+2 Pathway. Collegiate time has been protected to support shared planning.
- All staff are teaching weekly lessons using appropriate pedagogy and high quality, enjoyable language learning.
- Staff have worked collaboratively to plan a progression of 'whole school' language to be used in daily school life (T4, T1 and T2). This will support the normalisation of language learning – greetings, courteous language and praise)

Impact:

- Children from P1-7 are developing their talking and listening skills in French and all children speak positively about their enjoyment of learning French.
- Most children are showing increasing confidence in talking and listening.
- All staff will have a shared understanding of expectations for learning and teaching of Languages (1+2) and as a result children are beginning to experience a consistent and progressive delivery across the school
- Children are able to talk about the knowledge and skills they are learning in French and Spanish.

Next Steps:

- Continue to implement the Fife Languages Skills Progression Pathway
- Continue to promote the normalization of L2 by introducing agreed words and phrases at a school level weekly.

Improvement Priority Session 2022 – 2023**Priority 4: All children have positive eating experiences through a range of improved mealtimes and food experiences in nursery (ELCC)**

NIF Priority Placing the human rights and needs of every child and young person at the centre of education/
Improvement in children and young people’s health and wellbeing
NIF Driver

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators
1.3 Leadership of Change
3.1 Wellbeing, equality and Inclusion

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued
into next
session

Progress:

- Staff engaged with relevant guidance and examples of good practice including Food Matters and Marvellous Mealtimes. This supported staff to self-evaluate the current provision and make plans to improve the mealtime experience.
- All stakeholders were involved in consultation to inform improvements to children’s mealtime experiences in nursery.
- Planning meetings were held between nursery team and catering team to plan new lunchtime routines and how to store/serve food safely.
- All staff were involved in ‘revamping’ the room to create a homely area for children to enjoy mealtimes in the playroom.

Impact:

- All staff have a clearer understanding of the importance of mealtimes, this has ensured children experience gentle, nurturing and encouraging mealtimes in a relaxed atmosphere. Through observations, there is evidence of children experiencing unhurried, relaxed mealtimes with opportunities to build independence, set the table and serve their own food.
- Children at the outdoor nursery have regular opportunities to make and cook their own food on the fire.
- Children with an additional support needs are observed to display much reduced dysregulation at mealtimes as there are fewer transitions.

Next Steps:

- Promote further independence so children can self serve all foods. (as suggested by the Care Inspectorate)

Attainment of Children and Young People (Primary and Secondary)

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	65%	70%
P4	78%	71%
P7	82%	67%

The majority children are making good progress from their prior levels of attainment in literacy and English and numeracy. By the end of P1, the majority of children achieve early level reading, writing, talking and listening and numeracy. By the end of P4, the majority of children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, most children achieve second level in reading and talking and listening, the majority achieve second level in writing and numeracy.

An increase in attainment in numeracy at P4 from 62% to 71% is noted. The use of targeted pre-teaching has contributed to this increase.

There has been an increase in attainment in reading at P7 from 73% to 87%. A 24 month targeted reading approach has contributed to this increase.

Evidence of significant wider achievements

Children in our under 3 playroom shared their learning with their families during soft starts. Soft Start 1: focused on pre-writing skills. Soft Start 2: focused on fine and gross motor skills

Children in under 3 playroom visited the local library to learn about the role of the librarian and to participate in community book bug sessions. As a result, children developed confidence to participate in a community event.

Children in under 3 playroom and 3-5 playroom performed to an audience at our Christmas sing a long. As a result the children developed confidence and performance skills in a new and unfamiliar context.

A small group of P6 children undertook Peer Mediation Training with Mediation Scotland. This role is enabling the children to become more effective contributors and confident individuals as they support others to problem solve conflict, relate to others and manage their own emotions.

Outdoor Sessions in Partnership with Roots to Resilience – P4 and P5 developed stronger teamwork, resilience, emotional regulation and problem solving through new and unfamiliar outdoor learning experiences on the beach, forest and park.

Primary 4 children attended and participated at The Big Strum Festival. Performing in this setting allowed the children to apply their skills in Ukulele in a new and exciting context.

Primary 2 and Primary 3 children visited Harbour House Care Home twice this session to sing and spend some time socialising with the residents. This opportunity allowed the children to develop attributes of responsible citizens and demonstrate our school values of being respectful and resilient.

A small group of children from P4-P7 participated in an Enable Family Project. Through this project children had opportunities to build teamworking skills, develop their confidence in new experiences and

make contributions to our local community. Experiences included carrying out a beach clean-up project and making a meal from locally grown produce (allotments)

Primary 3 children took year round responsibility for our school allotment, growing and harvesting a range of plants including pumpkins for a family pumpkin carving afternoon.

The school ballet group performed at Fife's 5,6,7,8 Dance Event in Lochgelly (14 children from P1-5). This opportunity allowed the children to be successful in a new activity and encouraged them to be motivated to achieve high standards of achievement.

P1, P3, P4 and P6/7 performed in our school creative dance show. Creating the dance and performing to an audience of family members involved the children working collaboratively, sharing ideas and developing resilience and enthusiasm.

Children from P1-7 participated in a school choir. This opportunity allowed the children to develop confidence performing in front of an audience at school events.

Feedback from Care Inspectorate Inspection – March 2023

Quality Indicator 1.1 Nurturing Care and Support

Children experienced relaxed, calm, and unhurried mealtimes. The team had recognised this was an important part of the day and made this a priority in their improvement plan. Children had opportunities to develop important independence skills. They set the table, served themselves vegetables and poured their drinks. Staff sat with children and engaged in conversation, using this time to promote language and communication skills. We suggested the team could further develop this experience by supporting children to independently choose all foods. Staff were aware of and referred to best practice guidance to support mealtimes. For example, they had discussed the choking guidance and had individual plans in place to support children when required.

Staff were skilled at supporting children's interests. For example, younger children enjoyed playing in the water, filling, and emptying buckets. Staff were mindful that this was an important stage of children's development and facilitated this interest. This meant that children were supported to have fun and explore patterns of play.

Quality Indicator 1.3 Play and Learning

Staff used creative approaches to support mark making in the outdoor provision. For example, children found charcoal on the beach and begun to learn about this, making their own charcoal and recording their ideas in their floor book. This meant that children were supported to make progress and experiences were tracked across the curriculum.

Children accessed indoors and outdoors freely, taking part in a wide range of high-quality experiences supported by skilled staff. Staff recorded observations to highlight specific learning and interests and planned how to extend children's knowledge and understanding. For example, children had been learning about birds and confidently shared new language they had learned from their 'wow words' wall. Skilful approaches such as introducing words to extend children's learning, helped develop vocabulary relating to real life experiences.

Quality Indicator 3.1 Quality Assurance and Improvements are led well

The service had clear vision, values and aims that included nurturing, learning, and growing together. This promoted a shared vision for all and had contributed to the positive, welcoming ethos. Staff continually engaged in reflections which enhanced the delivery of a high-quality service, promoting rich experiences for children. There was a culture of support and respect where staff and families felt valued and included. The management team were involved in the daily life of the nursery, supported staff's vision, and valued

their commitment and contributions. This had created an inclusive approach where staff genuinely cared for each other, children and families.

Children, parents, and staff were consulted to influence improvements within the service. This was done through informal discussions, online questionnaires, and nursery self-evaluation. Gathering the views of all was important to the service. They used this feedback to support their improvement journey and rich learning experiences for children. For example, children had been asked about the changes to the mealtime experience. Nearly all children said they preferred having their lunch in the playroom. One child liked going to the school dinner hall so they could see their siblings. Staff reflected on this and planned to support their preferences through the transition programme. This meant children mattered.

Quality Indicator 2.2 Children experience high quality facilities

Staff took pride in creating play spaces that were reflective of children's interests and sparked curiosity and creativity. For example, children created large, detailed models in the block area. They had space to extend this out onto the floor without causing obstruction. As a result, children were sustained in play for longer periods supported by staff who valued the importance of uninterrupted play.

Quality Indicator 4.3 Staff deployment

Regular team meetings provided opportunities for staff to come together and reflect on children's experiences. For example, staff had reviewed children's opportunities to develop important pre-writing skills. They carried out an audit of the provision and looked at how experiences and resources could further support this important stage of literacy development. As a result, children experienced high quality play and learning opportunities from a committed team.

Staff were respectful and supportive of each other, children, and families. This created a positive environment where children were at the centre of the service. The deployment of staff was favourable and well managed to meet children's needs. Staff skills and knowledge complimented one another and resulted in high quality experiences for children. For example, staff were leading community engagement groups where families had the opportunity to take part in fun, learning sessions. Parents liked attending these groups as it helped them understand the value of play. The service also worked closely with local agencies through their community hub where families engaged with services in a familiar, supportive environment. This meant that children and families received support that was right for them to ensure children reached their full potential.

Extended Learning Partnership - Strengths and Areas for Improvement

Strengths

2.3 Learning, Teaching and Assessment

The 4 Part Lesson Model is embedded across all classes and is supporting children's understanding of the purpose of learning and how to be successful. Verbal feedback is evident from all staff linked to learning.

Language of learning in literacy was strong. Most children could talk confidently about their writing progress across a range of genre. Children could talk about their next steps well.

Differentiation was evident in almost all classes for those children who are on track and below age related expectations.

Scaffolding was used effectively in almost all classes to support children's learning in Writing e.g., WAGOLL, WABOLL, modelled/shared writing.

1.3 Leadership of Change

There is evidence that a shared vision, values and aims are embedded and articulated by the school community.

SLT and staff use data to support improving outcomes and inform school improvement priorities.

Through the learning partnership, staff and children spoke confidently and enthusiastically about the school improvement journey and could articulate the rationale for improvement work. For example, children in P3 could articulate why journaling supported their learning and P6/7 children could articulate clearly why Daily 5 supports their learning and progress.

The literacy focus group could articulate how changes to learning and teaching of writing has improved their motivation and engagement to write.

3.2 Raising Attainment and Achievement

There is clear evidence demonstrating that interventions are supporting progress for groups of children – Catch Up Literacy, Rapid Reader and Pre-teaching.

Improvement data collected through the Writing QI Programme (P5-7) and Talk for Writing (P1-4) demonstrates clear progress evidenced by Daily Write, Cold/Hot tasks and Fife Writing Assessment pack.

3.1 Ensuring Wellbeing, Equality and Inclusion

All staff have a strong commitment to monitoring and reporting absence.

Community partnership working is impacting positively on wellbeing for children and families.

Areas for Improvement

- Use professional learning suggestions for 1+2. (this has already been taken forward in term 4)
- SLT to sample attainment across year groups through pupil focus groups.
- Evaluate the relevance of current Social Studies/Science/Technologies progression and pathways.
- Develop the Digital Literacy progression pathway and use of technologies to enhance learning. (this is done well in two out of seven classes)
- Learning Environments – ensure consistency of approaches in learning environments throughout all classes and consider balance of work across the BGE.
- Develop consistent and progressive expectations for written feedback and self and peer assessment (this has been developed following learning partnership)

PEF Evaluation/Impact

Targeted Interventions

- Pre-teaching in Maths and Numeracy – P5
- Small Group Maths and Numeracy Teaching – P4

Progress:

Children were identified from P4 and P5 using attainment data and assessment information. P5 group worked with PT for 30 minutes, four times a week immediately prior to class lesson. P4 group worked with PT for 30 minutes, four times a week during class Maths and Numeracy lesson.

P5 Pre-teaching Group

The children were assessed prior to learning and teaching of a new concept then again at a later stage once the teaching of that concept has ended.

Assessment information was recorded and tracked, with key areas of learning identified and shared with both the children and class teacher.

P4 Teaching Group

The children were supported to develop their readiness for Maths and Numeracy learning with a focus on Maths talk and building confidence to approach Maths and Numeracy learning with increasing independence and accuracy.

Impact:

P5 Pre-teaching Group

All children have increased levels of engagement and confidence during class lessons as evidenced by classroom observations, teacher feedback and Learning Partnership feedback.

Learning Partnership feedback indicated how the "Maths talk" that took place during pre-teaching supported all children to articulate their learning clearly and confidently.

Almost all children scored between 80 and 90% accuracy on post assessment following pre-teaching input. (see below)

- Post assessment results in Addition and Subtraction: an average of 84% (pre 43%)
- Post assessment results in Multiplication and Division: an average of 89% (pre 55%)
- Post assessment results in Place Value: an average of 94% (pre 77%)

Almost all children in group are now on track to attain expected levels in Numeracy.

All children can talk about their progress in numeracy and maths and identify next steps.

Pupil Feedback

"It's a chance to get a head start and know what we are going to be learning about!"

"It has really helped me learn more strategies to help me solve problems"

"It has helped me feel more confident with Maths and Numeracy, I have a go now"

"It's really helpful to talk about what we are learning in a small group"

Teacher Feedback

- Children have more increased confidence during Numeracy
- Children are confidently using numeracy and maths vocabulary when explaining processes and strategies used
- Children are demonstrating knowledge of multiple strategies when solving calculations and solving problems

P4 Teaching Group

Levels of engagement have notably improved alongside increased independence when approaching Maths and Numeracy learning. This is evidenced through teacher feedback and observation.

Pupil Feedback

"The extra explanations are really helpful"

"The group gives me time to think and have a go even if I am not sure"

"I can concentrate and focus better in a smaller group"

"I am more ready for Maths and Numeracy learning when I got back to class"

Teacher Feedback

- All 5 pupils had a significantly improved level of engagement with maths and numeracy. Almost all achieved 80% of the benchmarks for first level by the June of 2023.

PEF Evaluation/Impact

Targeted Interventions

- We identified children with a reading age 12-18 months below their chronological age. Catch up Literacy and Rapid Reader was used to deliver 1:1 reading session x 3 times a week.

Progress:

1. Completion of NGRT assessments & analysis of assessment data and results.
2. All pupils read 3 x a week (from Sep 22 until May 23) with PSA using Catch up Literacy sessions focusing on comprehension strategies, understanding of text, summarising and word attack strategies
3. Regular attainment meetings were used to identify the progress for the identified children.

Impact:

- Almost all of the 18 children have an improved reading age of at least 1 year.
- Almost all children have progressed between 2 and 4 stages in reading programme.
- Almost all children have improved word attack strategies and comprehension strategies.

Pupil Feedback

Targeted Interventions Improving attendance and punctuality for targeted group of children with attendance below 80%

Progress:

- PSA worked with children, families and staff to identify barriers to attendance and put plans in place to support
- SLT met fortnightly with PSA to discuss attendance patterns and targeted pupils
- PSA shared the importance of attendance at parent interviews, soft starts etc.
- Small group work with children to identify any school related issues for children with poor attendance.
- Signposted families to relevant supports, including Community Social Work Team and liased with class teachers.
- Regular contact with home to encourage attendance.

Impact:

- There is evidence that this intervention had a positive impact for a few children over a short period of time but this was not sustained longer term. Targeted children showed improvements in attendance/punctuality for short periods.
- We have a much better understanding of the causes of absence and as a result have been able to sign post families and put supports in place at school.
- We have improved communication/relationships with the families identified

School/Setting Name Dysart Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	good	good	good	
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	good	good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	good	good	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	good	good	good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support	n/a	n/a	very good
Quality of environment	n/a	n/a	very good
Quality of staffing	n/a	n/a	very good
Quality of leadership and management	n/a	n/a	very good

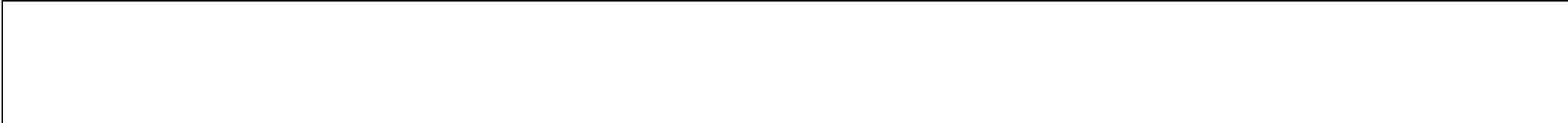
Headteacher Jacqueline Thompson

School Improvement Priority 1

National Improvement Framework Priority: Improvement in children and young people's health and wellbeing/Closing the gap between the least and most disadvantaged children and young people				
Focused Priority: Increase engagement in learning through more effective universal and targeted support (nursery to P7)				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
2.4 Personalised Support 3.1 Wellbeing, Equality and Inclusion		2.4 Personalised Support 3.1 Wellbeing, Equality and Inclusion		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff will have increased knowledge and understanding of how to create an inclusive classroom environment. As a result, most children with additional support needs will show improved engagement and progress in learning.	Input to all staff from Sarah Paterson from SLS on using the CIRCLE Tool to create an inclusive classroom environment.	Sarah Paterson (SLS) and Nicola Cunningham SfL Teacher	CICs scales will show improvements in classroom environments over the academic session. (T1, T2, T3, T4)	Twilight in June 2023 – Introduction to CIRCLE tool
	All staff to participate in professional learning with ASIST focused on supporting sensory needs and using 5 Point Scale	All class teachers	Leuven scales - Term 1, Term 3 and Term 4	Glasgow Wellbeing Surveys – June 2023/May 2024
	All staff to be familiar with the data from their class around Glasgow Motivation and Wellbeing Survey. HT to lead on whole school themes and CT/PSA to make plans for individual classes.	All ELCC staff	Summary of support strategies (SfL)	Aug INSET Day 2 – input from SLS on using CIRCLE tool to meet learners needs/Using the TEACCH approach to support engagement
	All teaching staff to engage with the CICs (Circle Inclusive Classroom) to audit their practice and plan improvements	All staff		Term1 and Term 2 – HT lead assemblies focused on themes from GMW

<p>All staff will be more confident is using de-escalation strategies and plans. As a result identified children will demonstrate improved self-regulation and less dysregulated behaviour.</p> <p>Almost all children will show improved emotional literacy and be able to identify regulation strategies.</p>	<p>All ELCC staff to evaluate the nursery environment using the Environment Audit tool (Up, Up and Away) and plan improvements.</p> <p>Using the Circle Participation Tool staff will identify personalised supports for children with ASN.</p> <p>All staff to engage with De-escalation Training delivered by EP Service (Regulate, Relate, Reason, Reflect)</p> <p>Professional learning delivered from Emotion Works: 1 cog at a time attended by Trish Palmer and Suzann Crofts</p> <p>Cogs introduced through assemblies in terms 1,2 and 3</p> <p>Professional learning for all staff in February</p>	<p>All staff led by Jenny Hutton and Lynsey Allan, PSA</p> <p>All staff led by Dionne Ritchie (CT), Abbie Sanders (CT)and Trish Palmer (Chartered Teacher)</p>	<p>Leuven scales De-escalation curves for individuals</p> <p>Glasgow Motivation and Wellbeing Scale</p> <p>Pupil Focus Groups</p>	<p>Sep - Support visits from Nicola SLS and Andrew from ASIST and twilight sensory needs/5point scale</p> <p>Termly reviews using the CICs</p> <p>Twilight Nov INSET Nov (half day) Twilight Jan</p> <p>Cogs introduced T3 and 4 at assemblies</p>
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Ongoing Evaluation



National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy.

Focused Priority: Develop Digital Learning and Literacy Progression (P1-P7)

HGIOS4 Quality Indicators

HGIOELC Quality Indicators

2.2 Curriculum
2.3 Learning, Teaching and Assessment

2.2 Curriculum
2.3 Learning, Teaching and Assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Almost all children will have the skills and experiences required to use digital tools to support learning across the curriculum as evidenced by Digital Literacy Tracker.</p> <p>Almost all children will be able to talk about their learning, progress and next steps.</p> <p>Teaching staff will have increased knowledge, skills and confidence to use digital tools to enhance learning, teaching and assessment.</p>	<p>Through collegiate time staff will become familiar with and implement the Fife Digital Learning and Literacy Progression Pathway.</p> <p>Staff will engage with professional learning on digital tools including lumio, green screen, chatter pix and stop motion.</p>	<p>Led by Lindsey Henderson, CT</p>	<p>Classroom Observations Pupil Focus Groups Planning Meetings/Digital Literacy Trackers will show children</p> <p>Classroom observations Planning Meetings Staff Feedback</p>	<p>Collegiate time Sep – progression pathways</p> <p>November INSET (half day)</p> <p>Twilights Jan/Feb</p>

Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy				
Focused Priority: Improve early numeracy and maths experiences in ELC				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
			2.2 Curriculum 2.3 Learning, Teaching and Assessment	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> ▪ All children will experience stimulating and motivating play experiences which are open ended and develop mathematical skills, attributes and capabilities. ▪ Most children will be able to talk about what they are learning using an increased range of mathematical language. ▪ Practitioners will be more skilled in assessing each child's progress in mathematics and numeracy, and planning appropriate next steps in learning 	<p>Engage with Fife Conceptual Numeracy and Play Professional Learning Resource</p> <p>Audit core provision and enhance numeracy and maths resources throughout</p> <p>Engage with progression pathways, points to consider and tracking. Use these to support observations and planning of next steps/extending the learning.</p>	Led by Elaine Walker Nursery Teacher and Jacqueline Thompson, HT	<p>PLJ observations</p> <p>Playroom observations</p> <p>Planning and tracking meetings</p> <p>BASE 2024 when N5 are in P1</p>	Sep – Dec Twilights
Ongoing Evaluation				

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy				
Focused Priority: Develop approaches to assessment and moderation within Numeracy and Writing				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.3 Learning, Teaching and Assessment			2.2 Curriculum 2.3 Learning, Teaching and Assessment	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Almost all learners will be able to give effective feedback to peers on their learning and talk about what they need to do to make improvement.</p> <p>Teaching staff will plan for a wide range of assessment activities, giving opportunities for almost all learners to apply their knowledge, understanding and skills, across a breadth of curricular areas.</p> <p>Teaching staff will develop greater confidence in making judgements about children's progress and achievement of a level.</p>	<p>Moderate learning, teaching and assessment approaches at Dysart using the Moderation Cycles for professional dialogue.</p> <p>All teaching staff to engage with the "What's in a Level" module.</p> <p>Using the format from West Partnership, teaching staff will plan quality learning experiences and high quality assessment in writing with a colleague from LP in term 2 and 3.</p> <p>In terms 3 and 4 staff will repeat this within a numeracy and maths context within our school.</p>	<p>J Thompson, HT and J Hutton, PT to lead.</p> <p>All teaching staff</p>	<p>Practitioner Moderation Template will record the planned learning, teaching and assessment and the professional dialogue</p> <p>Moderation activities: staff with groups of learners, SLT with learners, learner to learner dialogue</p> <p>Jotter monitoring</p>	<p>T2 and T3</p> <p>T3 and T4</p>
Ongoing Evaluation				

Attainment Fund Rationale Raise attainment in Maths and Numeracy	Amount of Fund £25,850		
We have identified 22 learners from P3-P7 who are not attaining age-related expectations in Maths and Numeracy.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention</u></p> <p>All identified children will demonstrate increased engagement and motivation in Maths and Numeracy lessons.</p> <p>All identified children will show increased independence in Maths and Numeracy lessons.</p> <p>All identified children will show improved scores from baseline assessments.</p>	<p><u>Pre-Teaching</u></p> <ol style="list-style-type: none"> 1. Using assessment data (including NSAs – previous session and current session) Class teachers and PT will plan Maths and Numeracy lessons on a weekly and termly basis. 2. Pre-topic and post-topic assessments will be carried out alongside classroom observations of the children in class lessons. 3. Identified groups will be taught by the PT for 20-30mins, immediately prior to the class lesson 4 times each week. 4. Pre-teaching will focus on maths talk, developing conceptual strategies mirroring the class lesson. 5. Assessment data will be shared with the children and class teachers in order to plan next steps. <p><u>Catch Up Numeracy</u></p> <ol style="list-style-type: none"> 1. Twice weekly 15 minute individual sessions 2. Baseline assessment carried out to determine starting point for learners. 3. Will address 10 key components of Numeracy; Counting verbally, Counting objects, Reading and Writing, Place Value, Estimation, Word Problems, Translations, Remembered Facts, Derived Facts, Ordinal Numbers 	<ul style="list-style-type: none"> ○ Classroom observations ○ Maths anxiety questionnaire, considering, Maths anxiety carried out before and after the intervention ○ Feedback from the children through focus group discussion ○ Pre and Post topic assessment data ○ Professional dialogue regarding progress of individual learners 	

Attainment Fund Rationale Raise attainment in Reading	Amount of Fund £16,731		
We have identified children who are below age-related expectations for reading			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention By June 2024, 19 identified children will show improved reading ages of at least one year.</p>	<p>Catch Up Literacy</p> <ol style="list-style-type: none"> 1. Completion of NGRT assessments & analysis of assessment data and results. 2. All pupils to begin Rapid Reader programme (4 x weekly) alongside Catch Up Literacy (2 x weekly) starting in January 3. Each pupil will read age and stage appropriate books with a PSA on a daily basis. 4. Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies 5. PSA will support individuals as identified. 6. Class Teacher will have regular meetings with PSA to discuss progress and impact, adjusting appropriately 	<ul style="list-style-type: none"> ○ NGRT in September 2023 to be used as baseline (appropriate to age and stage) ○ NSAs assessment data where appropriate ○ Catch Up Literacy Assessments ○ Rapid Reader Assessments ○ Ongoing assessment throughout the year. 	

Pupil Equity Financial Plan Session 2023-2024

Attainment Fund Rationale	Amount of Fund £12, 295		
We have identified a number of children from P1-7 presenting with sensory processing difficulties who would benefit from engaging in a daily sensory programme.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
Almost all children will be have increased attention and focus.	<p><u>Ensuring high quality summaries of support</u></p> <ol style="list-style-type: none"> Moderate the quality of summaries of support and ensure they contain appropriate supports and strategies for ASN. Upskill practitioners to use summaries of support as working documents agreed by all. Ensuring summaries of support triangulate with other documentation e.g. review meeting/child plan etc. <p><u>5 point scales</u></p> <ol style="list-style-type: none"> Create 5 point scale alongside PSA, pupil and class teacher for individual pupil <p><u>Create sensory profiles for children requiring intensive levels of support around sensory regulation</u></p> <p><u>Plan and deliver sensory programme for children</u></p>	Observations Feedback from class teacher in relation to engagement Leuven scales	

