



**Elie Primary School**  
**Standards and Quality Report**  
**2022 - 2023**  
**Achieving Excellence and Equity**



**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	<b>27 children over 2 classrooms</b> P1 – P4 in Room 1 with 10 children P5 – P7 in Room 2 with 17 children					
<b>FME</b>	12%					
<b>SIMD Profile for establishment</b>	2.8					
<b>Attendance (%)</b>	<b>Attendance</b>	94.35%	<b>Authorised Absences</b>	3.79%	<b>Unauthorised Absences</b>	1.76%
<b>Exclusion (%)</b>	0%					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	*					

**School Vision:** *Small School, Big Dreams*

**School Values:** Honesty, Kindness, Respect and Enthusiasm

**School Aims:** Collaboration between children, parents, staff and community  
Opportunities that are engaging, challenging and motivating  
Growing in independence, patience and responsibility  
Supporting and including each other in learning

## Improvement Priority Session 2022 – 2023

### **Focused Priority 1: Increase in reading and writing attainment for identified children and to ensure all children feel positive about writing**

#### NIF Priority

Improvement in attainment, particularly in literacy and numeracy

#### NIF Drivers:

- Teacher Professionalism
- Curriculum and Assessment
- School Improvement
- Performance Information

#### HGIOS 4 Quality Indicators

- 2.3 – Learning, Teaching and Assessment
- 2.7 – Partnerships
- 3.2 Raising attainment and achievement

#### HGIOS Part 2:

Theme 2 – Our Learning and Teaching

Has this priority been:

Fully  
Achieved

X

Partially  
achieved

Continued into next  
session

#### **Progress:**

- All full-time class teachers and Mrs McBain attended and engaged with the Workshop for Literacy training programme led by Fife's Pedagogy Team for six sessions between September and December.
- All class teachers and Mrs McBain developed their subject and pedagogical content knowledge of teaching the 9 different text types through attendance and engagement with Stephen Graham's 'Creating a Balanced Writer' Professional Learning sessions between December and March.
- All class teachers and Mrs McBain developed their subject and pedagogical content knowledge of 'Creating a Balanced Reader' Professional Learning sessions between December and March.
- Class teachers' have begun to use Fife's Assessment of Writing Toolkit and sharing this with the children when co-constructing success criteria. Teachers report the benefit of having a resource that matched their pedagogy and literacy in class – that is truly fit for purpose – and are keen to use the toolkit more robustly through assessment and moderation practices next session.
- Whilst scheduled time has been allocated in the Working Time Agreement for stage partners across Elie and Colinsburgh to moderate the planning, teaching and assessment of two units of writing, staffing challenges resulted in this not being fully achieved. In addition, the increase in number of professional learning hours for Stephen Graham Inputs and the Workshop for Literacy training during this time reduced opportunities for this collaboration but these will be addressed in the 2023/2024 session.
- A personalised reading resource comparison chart was created, relevant to reading books available across Elie and Colinsburgh, increasing the range and types of text children can engage with during reading/guided reading sessions, ensuring opportunities for children that require further consolidation at a level before moving up to the next.
- More robust and regular use of PM benchmark reading assessments, working alongside Star Reader Reading Age Tests and Teachers' professional judgement is now in place.
- PM Benchmark reading assessment calendar was devised and followed. Overview tracking sheets were designed and implemented with a view to supporting clear learning and teaching targets for reading groups,
- First draft of Literacy policy is well underway and is ready to be built upon with staff from Colinsburgh and St Monans in the 23/24 session.
- Children participated in a local poetry competition for Children's First with prizes for an individual in each cohort. Children's First provided written feedback to the children on their work.
- Elie Primary School was approached by directors of The East Neuk Literary Festival to be the first school to participate in an annual writing competition. The competition has been developed with Elie and Colinsburgh Primary Schools with final submissions due at the end of June and winner's to be announced in November 2023. Almost all children in P1-P7 participated.
- Elie Primary, reflecting on the design of the competition, in collaboration with the East Neuk Literary festival is reviewing the organisation of the competition for next session.
- Handwriting Scheme Printed and filed. Some class teacher's using the scheme.

### Impact:

- All teaching staff who attended and engaged with the Workshop for Literacy programme have applied elements of this core-approach to their practice benefiting the children through an increased range of learning experiences.
- All class teachers report a clearer understanding of the key teaching points (grammar, language and structure) required with in description, narrative, report and exposition texts which is evident in the children's work and how they talk about their writing.
- Consistent use of teaching language has enabled most children to demonstrate their awareness of structures and text and improved all most all children's ability to 'pick-apart' a text.
- As evident in school reports, jotters and through pupil focus groups, almost all children can articulate the key features and structure of description, narrative and exposition texts.
- Writing attainment in the school is; P1 = 100%, P2 = 75%, P3 = N/A, P4, 0%, P5 = 83%, P6 = 33% and P7 = 86%

For learners who have not yet achieved their level in writing, identification of specific literacy difficulty has been identified with clear supports and plans in place. The attainment gap for almost all of these identified learners is closing.

- Increased motivation in children in writing as they see more purpose in their writing, writing for a wider audience.
- Almost all children reported their enjoyment of participating in the poetry and story writing competition, enjoying the purpose of the writing and knowing there was to be an audience.
- Each classroom has a creating balanced reader Venn Diagram on the walls. Almost all children know which aspect of reading they are currently working on: fluency and phrasing, de-coding or comprehension.
- Reading attainment in the school is; P1 = 100%, P2 = 75%, P3 = N/A, P4, 0%, P5 = 100%, P6 = 33% and P7 = 86%. For learners who have not yet achieved their level in reading, identification of specific literacy difficulty has been identified with clear supports and plans in place. The attainment gap for almost all of these identified learners is closing.
- Increase in standard of handwriting and presentation. Some families noticing marked improvements in their child/children's presentation noted in Parent/Carer feedback comments when jotters shared with home.

### Next Steps:

- Ensure Class Teachers for the 2022/23 session who have not engaged in the Workshop for Literacy/Stephen Graham training sessions do so as early in the academic year as possible.
- Further explore high interest reading resource to support learner with Additional Support Needs such as Project X books for children identified with dyslexia.
- Staff to participate in "What's in a Level' Professional Learning opportunity
- Plan for Moderation and Assessment of writing across Elie, Colinsburgh and St Monans.
- Continue to share children's targets in reading and writing with families.
- Host Literacy information sessions for families based on new school literacy policy.
- Consider participation in BBC 500 words story writing competition to maintain enthusiasm and purpose for writing
- Add handwriting resource and expectations to literacy policy
- Review presentation and feedback of written work policy
- Ensure all staff are fully informed of handwriting progression and are using it consistently within the school.

**Focused Priority 2: All staff will play vital roles in ensuring all classrooms and communal areas are inclusive, meet learners' needs, promote high expectations, aid learning and celebrate success and achievements**

NIF Priority

School Improvement

NIF Driver

- Teacher Professionalism
- Curriculum and Assessment
- School Improvement

HGIOS 4

- 1.3 Leadership of Learning
- 1.5 Management of resources to promote equity
- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

HGIOS Part 2:

- Theme 2 – Our Learning and Teaching
- Theme 3 – Our School and Community

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

Continued  
into next  
session

X

**Progress:**

- Library area has been further developed with damaged ceiling replaced, the room painted, new furniture bought and a real welcoming, cosy and communal space created.
- Room 2 has had sink units replaced, a full repaint, new blinds and the children have been heavily involved in what they would like to see within their classroom. This led to more muted colours being used on the walls, the creation of a zen den and children identifying and designing roles and responsibilities within the classroom.
- Using the How Good is OUR School tool, Children were consulted throughout the year on their Learning Environment. This led to improvements that included:
  - Replacement calculator, spell-checkers and atlases being ordered
  - Artwork/decorations for the bathrooms
  - Increase in outdoor learning with more focussed learning intentions and success criteria
  - Clear rules around use of sports equipment developed by the Sports and Wellbeing Committee
  - Improved labelling of resources within classrooms/storage areas
- Classroom environments created that promote resilience and independence in learning e.g clear visual timetables, labelled environment and distinct roles and responsibilities.
- Display space within classrooms being utilised more effectively.
- Increased independence and reduced reliance on PSA support for identified children, boosting individual children's self-esteem and motivation.
- All children in P1,2 and 4 took great pride in their work being displayed more frequently within the classroom and wider school.
- Whilst it was anticipated that improved use of classroom spaces and displays would motivate and inspire children, and give them a sense of pride, this was not the case in p5-7 where almost all children shared that they would rather not have their work on display for others to see.
- Hayley McArdle visited Castlehill Primary School and part of her Career Long Professional Learning (CLPL) to consider setting up the classroom environment that supports learning and teaching through play. Hayley is very keen to continue this CLPL on Playful Pedagogy.

**Impact:**

- All children experience and inclusive environment that meets their needs.
- All teachers set high expectations and all most all children strive to meet these high expectations..
- All children have a good understanding of their individual needs and supports available to them, knowing where to access them independently.
- Through display, children's Wider Achievements are celebrated linke with the Four Capacities of CFE that almost all children can name and explain what they mean – giving real life examples where appropriate.

**Next Steps:**

- Introduction of a classroom environment checklist to ensure high standards and consistency across both classrooms – non- negotiables
- Review of school display policy and more rigorous evaluation of implementation.
- Class teachers to visit other schools within our trio to observe how displays can be used in creative ways and to maximise space.
- Introduce Play Pedagogy Toolkit and focus on Learning Environment when setting up P1-3 classroom in August and throughout the 2023/24 session.
- Continued reference to the Circle and or Café Toolkit when establishing classroom environments in 2023/24 session.

**Focused Priority 3: All learners will have an increased awareness of Skills for Learning, Life and Work (DYW). All children and staff will develop their digital skills.**

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy.
- Improvement in children and young people's health and wellbeing
- Improvement in skills and sustained positive school-leaver destinations for all young people

NIF Drivers

- Teacher Professionalism
- Assessment of Children's Progress
- School Improvement
- Performance Information

HGIOS 4

- 1.2 - Leadership of Learning
- 2.2 - Management of resources to promote equity
- 2.2 – Curriculum
- 3.3 – Increasing Creativity and Employment

HGIOS Part 2:

Theme 2 – Our Learning and Teaching

Has this priority been:  
(please highlight)

Fully  
Achieved

Partially  
achieved

Continued  
into next  
session

X

**Progress:**

- All digital equipment was re-labelled and re-allocated
- Digital Citizenship taught explicitly from P1-7
- ICT monitors established to ensure all ICT equipment is well looked after and safe for use
- Staff audit undertaken that led to an input from Fife Pedagogy Team Quality Improvement Office; Gemma Sanderson on the use of Lumio and Smartscreen Toolkit to enhance learning and teaching.
- Increased awareness of PICT progression when teaching ICT
- Fundraising and funding sourcing is underway with the hope of increasing the number of IPADS available in school.

**Impact:**

- All class teachers between January and June 2023, reported an increase in their confidence in using IPADS, Computers and Laptops AND the new Smartscreens in their teaching practice.
- After a training input from Gemma Sanderson, all class teachers now use Lumio more comprehensively than before to ensure increased enhance learning and teaching for increased engagement for learners.
- All children can log on to computers independently and share their learning with families using a variety of methods (video, photographs, drawings) on Seesaw.
- Increased use of digital technology being used in P1-4 class to enhance learning and teaching. All P1-4 children can now independently log in to computers, manage the usernames and passwords and access learning tasks such as Teach Your Monster to Read and Sumdog.
- The use of digital technologies to enhance learning and teaching with in P1-4 has increased to daily from once or twice a week. The use of digital devices to enhance learning and teaching within the P5-7 class has remained at daily.

**Next Steps:**

- Work alongside BTS to try to further improve Wi-Fi connectivity
- Increase number of IPADS in school with the support of Parent Council Fundraising > aim of 1 device between 2 children = 10
- Ensure use of new PICT Progression Pathway consistently used across the school alongside Record of Understanding.
- Staff training on Computer Science elements of the curriculum and consider opportunities to for Cluster Wide initiative to give purpose to children's learning e.g Re-introduce 'GameJam' style competition.

## Focused Priority 4: Improved communication for all stakeholders

### NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in children and young people's health and wellbeing
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Placing the human rights and needs of every child and young person at the centre of education

### NIF Drivers

- School and ELC improvement
- School and ELC Leadership
- Parental/Carer Involvement and Engagement

### HGIOS 4:

- 2.1 Safeguarding and Child-Protection
- 2.5 Family Engagement
- 2.7 Partnerships

Has this priority been: (please highlight)

Fully Achieved

X

Partially achieved

Continued into next session

### Progress:

- Start of year and end of year survey with families to measure their awareness and understanding of School's Child Protection Policy.
- Regular information sharing through school newsletters sharing who our School Child Protection Co-ordinator and Depute Co-ordinators are.
- Regular information sharing through newsletters on who families can contact in school and through Social Work contact centre along with the message 'It is everybody's job to look after me'.
- Establishment of Elieburgh Echo – a diary on Onenote for both Elie and Colinsburgh staff to use to facilitate improved communication and co-operative planning.
- Regular updates on Fife Council's Attendance Strategy and Policy with families through Sway presentations and newsletters.
- The Elieburgh Echo, when introduced in September 2023 was regarded as initially very useful. Challenges arose when not all members of staff were updating the diary or did not have time to update the diary due to last minutes changes etc. The use of the Elieburgh Echo fizzled out and considerations are underway for alternative means of communication across school settings.
- Our school website is still under-construction and will go live prior to October 2023.

### Impact:

- In September 2023, 19 out of 21 families were represented in a surveyed of which 18% said they knew about our Child Protection Policy and Procedures and know where to access such information should they require. By the end of the year, the same 19 families were asked and now 100% of those surveyed know of our Child Protection Policy and Procedure and know where to access support / information if they require it.
- All respondents said that they now know this through our school Newsletters.
- In September 2022, 19 out of 21 families were represented in a surveyed of which 84% said they knew about our Fife's Attendance Strategy and Policy.
- Our school attendance stretch targets for Elie Primary School for the 2022/23 session was 94.3% and our attendance level for the end of the year – up to 31<sup>st</sup> May 2023 was 94.45%.

### Next Steps:

- Completion of school website to go live prior to October 2023
- Continue to share key messages on attendance with children, staff and families
- Continue to share vital Child Protection information with staff and families in every newsletter
- Continue to explore effective methods of communication across the school and between the new trio of schools.

## Attainment of Children

As some data below could identify individual pupils only headline level data will be included in the published SQR, shared with parents and wider community.

As a small school our attainment data is subject to fluctuations due to the size or needs of particular cohorts.

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	100%	100%	100%	100%
P4	0%	0%	67%	67%
P7	86%	86%	100%	86%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
P1	100% (3/3)	100% (3/3)
P4	0% (0/3)	67% (2/3)
P7	86% (6/7)	86% (6/7)

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
72.9%	69.23%	77.5%	84.61%

### Evaluative statement of attainment over time.

Almost all children are making good progress from their prior levels of attainment in literacy and English and in numeracy and mathematics.

By the end of P1, most children achieve early level in 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 most achieve numeracy. By the end of P7, most children achieve second level in reading, writing, talking and listening and numeracy.

Overall, attainment in literacy and English is good. Almost all children achieve CfE levels as expected at early level. Most children achieve national expected levels of attainment at first and second levels in listening and talking. Most children achieve expected levels in reading at first level and second level. Most children achieve national expected CfE levels at writing at first and second level.

Overall, attainment in numeracy and mathematics is good. Almost all children achieve CfE levels as expected at early level. The majority of children achieve national expected levels of attainment in numeracy at first and second levels.

Where children do not achieve national expected CfE levels, summary of supports and/or child's plans are in place to ensure all children continue to make progress.



## Evidence of significant wider achievements

- All children demonstrated creativity, teamwork and improved communication as all 27 children contributed to the creation of our Elie Scarecrow Festival entry, where this year we secured second place in the public vote.
- All children in Elie Primary School are involved in one of our three Pupil Leadership Committees:

### Citizenship Committee:

Through the 2022/23 session, our Citizenship Committee learned about the United Nations Rights of the Child and cascaded and promoted their knowledge through everyday life in school and at assemblies. Their knowledge, communication skills, increased awareness and planning for their next steps saw them achieve the **Bronze Rights Respecting School** award for Elie Primary.

### Sports and Wellbeing Committee

Through the 2022/23 session, our Sports and Wellbeing Committee worked together to plan and implement inclusive sports provisions within our school. The children further developed their digital skills when creating a PowerPoint presentation for their submission and were delighted when they learned that Elie Primary School was presented with the **Gold Sports Scotland award**.

### Eco Committee

Through the 2022/23 session, children in our Eco Committee developed their teamwork, planning, communication and problem solving skills as they conducted an audit of current practise within the school and formulated a plan of action to raise awareness of climate change, biodiversity and litter and waste in our school and community. The children demonstrated they were successful learners and confident individuals when they led a lesson on the contribution of harmful gases by different countries to the earth's atmosphere and that they are effective contributors and responsible citizens when they undertook several litter picks throughout the session. As a result of their hard work and efforts, Elie Primary school was awarded **Eco-Schools Green Flag Award Status**.

### General

- All children are now registered through school with Elie Library. P1-4 visited fortnightly throughout the year. The children developed their responsible citizenship skills, taking responsibility to look after their borrowed books and returning them on time.
- Living by the sea, children in P5-7 have benefitted from continued links with Elie Watersports, and learning about how to stay safe in and around the coastline with the RNLI's community education outreach team.
- All children in the school developed their understanding, knowledge and skill in responding in an emergency situation
- At cluster tennis festivals, our P5/6 team achieved joint first place and our P3/4 team (2 children from Elie and 2 children from Colinsburgh entered as Team Elieburgh) earned 3<sup>rd</sup> place. Children have been able to develop their skill and experience of playing tennis on proper tennis courts thanks to our ongoing partnership with Elie Sports Club.
- In addition, our links with Elie Sports Club have enable children to develop their skills in golf and knowledge of golfing etiquette, which has supported the children from Elie Primary School who participate in the Golf Sixes Inter-Club competition, of which Elie is leading going into the summer.
- Individual achievements out with school are recognised through our Wider Achievement celebrations. Almost every child in the school has shared at least one Wider Achievement. Achievements include representation at team events and matches for hockey, golf, rugby and various horse riding activities. One P7 pupil demonstrated many skills and showed that she is an effective contributor and confident individual when she competed in timed events

at this year's Highland Show. One of our P5 pupils has been selected to represent Scotland and a national British Dressage event in England in June. Another of our P7 pupils placed 4<sup>th</sup> in the Fife Athletics Mini-Tour running week.

- All children in P5-7 showed confidence and enthusiasm when they performed a series of songs as a choir to a wider audience that was very well received. The children developed their concentration and multi-tasking skills when singing in rounds and ensure the sang with volume and clarity.
- Almost all of our P7 cohort attended Broomlee. Almost all of our attendees reported the experience had increased their confidence, provided the opportunity for them to make new friends before going to high school and had heled to alleviate any concerns that they had about their move to high school.
- Our P7 children completed the Our Minds Matter: Branch Out programme with the P7 children from Colinsburgh. Working together provided opportunity for our P7s to experience meeting new people and making new friends. The content of Branch Out reinforced the 5 ways to wellbeing messages that the children have experienced throughout their time at Elie Primary School.

### **Extended Learning Partnership**

**Elie Primary School's Extended Learning Partnership took place on the 30<sup>th</sup> January 2023.**

#### **Strengths identified:**

#### **2.3 Learning, teaching and assessment**

Planned differentiation was observed in all lessons. This was most effective in contexts where consideration had been given to children's prior knowledge in relation to the Learning Intentions.

Children across the school were keen to do well in their learning activities. Children in P1-4 were attentive to their teacher and children in Primary 5-7 were observed to be on task and well engaged at all times.

Children talk about Learning Intentions and Success Criteria.

#### **3.1 Ensuring wellbeing, equality and inclusion**

Relationships and ethos within the school feel positive and warm.

All children can talk reflectively about the Wellbeing Indicators. All children in sample P2-P7 focus group were able to explain why it is useful for a school to have wellbeing indicators and to talk about how the wellbeing indicators help to give focus to conversations about wellbeing.

All children in sample focus group described with strong enthusiasm that they feel very listened to by staff.

Additional supports for wellbeing are very effectively targeted towards individuals and groups as/when needed. This is done discretely within an inclusive school ethos and may therefore sometimes not be apparent to children or parents who see this as part of more universal, standard practice.

All children at all stages have leadership roles in the school within the pupil leadership groups, with staff members are facilitators.

All parents in sample, focus group reported that staff know their children very well, support effectively where required, want children to do well and that talents and aptitudes are recognised and celebrated. This is supported by evidence in the schools' most recent Parental Survey in May 2022.

Work has begun on promoting equality and diversity within the school, with aspects for reflection and discussion integrated through the whole school assembly programme.

## **Areas for Improvement:**

### **2.3 Learning, teaching and assessment**

Consider opportunities to build children's talk about their own learning, and active participation in their learning (not just in completion of the task). e.g, Extending opportunities to co-construct success criteria building outwards from their existing knowledge, understanding and skills.

Continue to consolidate and extend the gains so far of the use of the four-part lesson model in the children's learning experience.

Explore opportunities for continued evolution and development of Assessment, Feedback and Plenary.

Continue to extend and develop use of higher-order questioning, incorporating practices into feedback and evaluation processes.

Children can talk about life skills, make links with the applications of their learning to developing the Young Workforce.

Continue to build confidence in use of PICT progression in learning as children move up through the school

### **3.1 Ensuring wellbeing, equality and inclusion**

Although there are currently no Care Experienced young people within the school consider first steps in raising awareness of The Promise with staff members.

Continue to raise awareness of protected characteristics and explore evolution of school's curriculum rationale.

## **PEF Evaluation/Impact**

### **Targeted Interventions**

**Intervention 1: All children in P2 will remain on track in reading in June 2023.**

**Intervention 2: Identified P6 and P7 children with Literacy ASN to achieve First Level in reading by December 2022.**

### **Progress:**

**As some data below could identify individual pupils only headline level data will be included in the published SQR, shared with parents and wider community.**

#### Intervention 1:

3 / 4 (75%) of children in P2 are on track as of June 2023. In August 2022, 1/4 P2 children had not yet achieved 1IE in reading and was 6 months off track. Solid progress was made with the child commencing 1IE one month earlier than predicted and was then sitting at - 5months in November 2022. Continued progress supported by this intervention between November 2022 to May 2023 led to said child finishing P2 only -3 months off track. Daily reading will continue to be supported in the hope that he will commence 1P in November 2024 in line with the rest of his cohort.

#### Intervention 2:

2/2 (100%) of identified children in P6/7 with identified Additional Support Need both achieved 1<sup>st</sup> Progressing in Reading in line with this intervention.

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	

**Elie Primary School**

**Headteacher:** Ashley McBain - Headteacher

## Session 2023 -2024 Improvement Plan

### Focused Priority 1:

<b>National Improvement Framework Priorities:</b> <ul style="list-style-type: none"><li>○ Improvement in attainment, particularly in literacy and numeracy</li><li>○ Improvement in children and young people's health and wellbeing</li><li>○ Improvement in skills and sustained, positive school-leaver destinations for all young people</li><li>○ Placing the human rights and needs of every child and young person at the centre of education</li></ul>	<b>National Improvement Framework Drivers</b> <ul style="list-style-type: none"><li>○ School and ELC leadership</li><li>○ Teacher and practitioner professionalism</li><li>○ Parental/carers involvement and engagement</li><li>○ Curriculum and assessment</li><li>○ School and ELC improvement</li><li>○ Performance information</li></ul>
<b>Focused Priority: All children, from nursery to P7/S1, to experience a varied and progressive curriculum tailored to our unique context</b>  <b>Part A: The development of our own unique curriculum rationale in partnership with all stakeholders (School and Nursery)</b> <b>Part B: The use of Fife Curriculum Pathways, Records of Understanding and rigorous communication to ensure continuity, progression, support and challenge for all learners across the curriculum as we consider curriculum areas and subjects</b>	
<b>HGIOS4 Quality Indicators:</b> QI 1.1 Self-Evaluation for Self-Improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI.2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.7 Partnerships QI 3.3 Increasing creativity and employability	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p><b><u>Part A</u></b></p> <p>All children will experience a relevant, Broad General Education (BGE) informed by application of a clear curriculum rationale enriched by high quality community partnerships.</p> <p>All staff within the school will understand what a curriculum rationale is, why we have it and will be clear about what they are aiming to achieve through our personalised, school specific, curriculum rationale, enhancing the experiences and outcomes for all children.</p> <p>Almost all children and parents/carers within the school community will understand what a curriculum rationale is, why we have it and will be clear about what we (all stakeholders) are aiming to achieve through our personalised, school specific, curriculum rationale.</p>	<p>We will undertake comprehensive and active engagement with all stakeholders to review where we currently are, where we want to get to and how we are going to get there in terms of curriculum rationale.</p> <p>Parents, staff and children will work together to use a range of data, observations, stakeholder opinions and views to comprehensively evaluate the social, economic and cultural context of Elie Primary School.</p> <p>Through partnership working, self-evaluation and community engagement, ensure key features of our local community are reflected in our curriculum rationale / learning pathways.</p> <p>We will map out who our partners are, building on existing or establishing new partnerships with parents / carers / families and local community groups to contribute to the life of the school and to be involved in school improvement.</p>	<p><b><u>Where we are currently:</u></b></p> <p>Ashley McBain (HT) Korina Brocklebank (PT)</p> <p><b><u>Where we want to get to:</u></b></p> <p>SLT All teaching staff School Support team Parent Council and other families</p> <p><b><u>How we're going to get there:</u></b></p> <p>SLT All teaching staff School Support team Parent Council and other families</p> <p><b><u>Mapping Partnerships:</u></b></p> <p>Ashley McBain (HT) Korina Brocklebank (PT)</p> <p><b><u>Creation and implementation of our curriculum rationale:</u></b></p> <p>SLT All teaching staff School Support team Parent Council and other families Children</p>	<ul style="list-style-type: none"> <li>• Feedback from parents/families, pupils and staff</li> <li>• Observations</li> <li>• Analysis of Data through Power BI</li> <li>• Feedback from community partnerships on their involvement in the development of our curriculum rationale and their understanding of it and its impact.</li> <li>• Our school will have an evolving curriculum rationale with a visual representation.</li> <li>• Evidence of understanding our curriculum rationale and its impact evident through quality assurance processes e.g <ul style="list-style-type: none"> <li>- Classroom Environment checklists</li> <li>- Learning Walks</li> <li>- Learning Looks</li> <li>- Focus-groups</li> <li>- Surveys</li> <li>- Observations</li> </ul> </li> <li>• Volunteer agreements and PVGs for partnerships</li> </ul>	<p><b><u>Where we are currently:</u></b></p> <p>October to November 2023</p> <p><b><u>Where we want to get to:</u></b></p> <p>January to February 2023</p> <p><b><u>How we're going to get there:</u></b></p> <p>February to March 2023</p> <p><b><u>Mapping out partnerships:</u></b></p> <p>October 23 - March 2024</p> <p><b><u>Creation and implementation of our curriculum rationale:</u></b></p> <p>March – June 2024 and beyond</p>

### Part B:

All children to experience a varied progressive curriculum.

All teaching staff to engage with Fife Council's Education and Children's Services Directorate's document - Effective Planning, Tracking and Monitoring to meet the needs of all learners in Fife's Schools Guidance – June 2023.

Ashley McBain (HT)  
Korina Brocklebank (PT)  
Caroline Cull (CT)  
Hayley McArdle (CT)  
Amy Knox (CT)

All children will be well supported in their learning through teacher's effective use of tracking and rigorous and robust information sharing, to inform differentiation and ensure continuity and progression for all.

All teaching staff to work collaboratively on the consistent use of Fife Core Approaches and Progression Pathways in planning and assessing learning and teaching, putting together an agreed format for each curricular area.

All teaching staff to consistently use agreed 'Records of Understanding' in tracking and monitoring individual children and class' progress and next steps.

Ashley McBain (HT)  
Korina Brocklebank (PT)  
Caroline Cull (CT)  
Hayley McArdle (CT)  
Amy Knox (CT)  
St Monans Class Teachers  
Colinsburgh Class teachers

- Staff feedback
- Review of agreed planning arrangements.
- Planning and tracking policy for all new starts
- Planning and Tracking meeting minutes
- Up-to-date and comprehensively completed Record of Understanding
- Pupil voice – children articulating exactly where they are in their learning

a) Tuesday 15<sup>th</sup> August INSET Day

b) Numeracy and Maths – August 2023

c) Reading and Writing – August 2023 (Professional Learning Literacy Group)

d) Talking & Listening, Science.  
PICT, Expressive Arts, 1+2 and  
RME – By November 2023

e) Health and Wellbeing,  
Technologies that are not  
included in PICT and social studies  
– by January 2023

All children are effectively supported (additionally and intensively) through suitably targeted supports and interventions.	All Early Years Officers and Teaching Staff to agree on a format for sharing children's learning with their families. We will collectively review transition processes from nursery to P1, between primary stage groups and from P7 to S1 to ensure accurate and relevant information is shared and recorded in a timely manner. (Link to Cluster Wellbeing Action Plan)	Ashley McBain (HT) Korina Brocklebank (PT) Caroline Cull (CT) Hayley McArdle (CT) Amy Knox (CT)	<ul style="list-style-type: none"> <li>Cluster wellbeing action plan</li> <li>Agreed transition policy/checklist</li> <li>Timetable of transition meeting</li> </ul>	Agree processes January – March 2024. *from October 2023 for nursery, P6 and/or P7 children with enhanced transition needs.
	All staff to consider whether it would be useful for interdisciplinary learning to be developed at school level to allow for learners to experience a coherent curriculum. This will allow for opportunities to bundle Experiences and Outcomes across curriculum areas, ensuring breadth and depth through time.	Korina Brocklebank (PT) Caroline Cull (CT) Hayley McArdle (CT) Amy Knox (CT)	<ul style="list-style-type: none"> <li>Minutes of meeting</li> <li>Staff feedback</li> <li>Policy/guide created</li> <li>Children's views</li> <li>Family views</li> </ul>	February – June 2024 for implementation in August 2024
	Implement support for learning communication strategy that all staff contribute to and follow to ensure learners with identified needs understood by all and consistently met.	Ashley McBain (HT) Korina Brocklebank (PT) Caroline Cull (CT) Hayley McArdle (CT) Amy Knox (CT)	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Classroom Observations</li> <li>Children's views</li> <li>Improved attainment</li> <li>Feedback from families</li> <li>ASN overview</li> <li>Summary of Support folder</li> <li>Welcome to P ?/? folders for supply staff</li> <li>SfL communication record</li> </ul>	August – October 2023 for implementation  Continued use August 2023 – June 2024



## Elie Primary School Improvement Plan, 2023-2024

**Priority 1:** All children, from nursery to P7/S1, to experience a varied and progressive curriculum tailored to our unique context

Tasks		2023					2024					
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Priority 1A: Curriculum Rationale	Where are we now?											
	Where do we want to get to?											
	How will we get there?											
	Mapping out partnerships											
	Creation and implementation of Curriculum Rationale											
Priority 1B: Varied and progressive curriculum with appropriate support and challenge	Initial review of planning guidance											
	Agree Use of Five Progression Pathways and Records of Understanding: Numeracy, Reading and Writing											
	Agree Use of Five Progression Pathways and Record of Understanding: T&L, Science, PICT, Exp Arts, 1+2, RME											
	Agree Use of Five Progression Pathways and Records of Understanding: Health and Wellbeing, Technologies (not included in PICT) and Social Studies (launch 24)											
	Review Transition Processes											
	Experience and Outcomes Bundling Review for IDL											
	Agree and implement a Support for Learning Communication Strategy											

**Ongoing Evaluation**

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

## Focused Priority 2:

### National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in skills and sustained, positive school-leaver destinations for all young people

### Focused Priority 2:

**Building relationships and establishing a collaborative professional learning community across Elie, Colinsburgh and St Monans Primary Schools for (Playful Pedagogy Nursery – P3/4), Raising Attainment in Literacy (P4-7) and various other school accreditations for improved outcomes for all learners.**

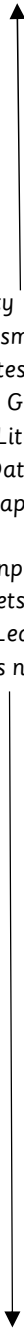
### HGIOS4 Quality Indicators

QI 1.1 Self-Evaluation for Self-Improvement  
 QI 1.2 Leadership of Learning  
 QI 1.3 Leadership of Change  
 QI.2.2 Curriculum  
 QI 2.2 Learning, Teaching and Assessment  
 QI 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All staff contribute to and benefit from collaborative professional learning opportunities – being reflective and able to identify strengths and next steps in their professional development to improve outcomes for our children.	All teaching staff to be involved in a Professional Learning group with stage partners from Colinsburgh and St Monans with a particular development focus for their stage and/or whole school.	See below for specific professional learning groups.	See below for specific measures of success.	See below for specific timescales.
	All support staff to be involved in collaborative committees.	See below for specific committees.	See below for specific measures of success.	See below for specific timescales.



<p>All teaching staff will have greater understanding and clarity in the professional judgements and declarations of a level, with increased use of data to support, leading to more accurate attainment recording for pupils.</p>	<p>Professional learning group will reflect on the learning, teaching and assessment cycle and identify key area(s) for development and plan professional learning, assessment and moderation activities to facilitate identified improvements</p>	<p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p>	<ul style="list-style-type: none"> <li>- Literacy policy</li> <li>- Writing assessment calendar</li> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> <li>- CAT session inputs with staff feedback sheets</li> <li>- Professional Learning reflections</li> <li>- Data Analysis notes</li> </ul>	<p>November 2023 – May 2024</p> <p>What's in a Level Training: INSET February 24</p>
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<p><u>Reading:</u></p> <p>All children who are currently on track in reading will remain so or will increase their attainment level.</p> <p>5 identified children in P5-7 to be on track or to have closed their attainment gap in reading by at least 3 months.</p> <p>P4-7 class teachers will have increased confidence and improved pedagogy in teaching guided reading sessions improving reading outcomes for children in P4-7.</p>	<p><u>Reading:</u></p> <p>Implementation of PM Benchmark reading assessments through out the school, identifying specific targets for individuals and for groups within classes and with support from stage partners across our three schools.</p> <p>Professional learning group will reflect on current pedagogy and resources used in the teaching of reading, and where appropriate, identify new approaches or adoptions that can be made to current approaches.</p> <p>Professional learning group to agree on an assessment cycle for reading, to be implemented across the whole school building, on our previous work around the pedagogy of Stephen Graham and aligning with Workshop for Literacy</p>	<p>All teaching staff from across St Monans, Colinsburgh and Elie</p> <p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p> <p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p>	 <ul style="list-style-type: none"> <li>- Literacy policy</li> <li>- Writing assessment calendar</li> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> <li>- CAT session inputs with staff feedback sheets</li> <li>- Professional Learning reflections</li> <li>- Data Analysis notes</li> </ul>	<p>4<sup>th</sup> September – Staff Training session</p> <p>All assessments to be completed by end of September 2023</p> <p>Assessment analysis October 2023</p> <p>March 2024 if not before – scope for PLG to decide</p> <p>March 2024 if not before – scope for PLG to decide</p>
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










<p><b><u>Collaborative Pupil Leadership Committees</u></b></p> <p>All staff from across St Monans, Colinsburgh and Elie to be involved in a committee, supporting matched committees, facilitating achievement of commonly identified goals and in turn developing aspiration, responsibility, teamwork, communication and values in children and also a sense of achievement.</p>	<p>We will build upon the existing work of the following committees</p> <p><b><u>Eco Committee – Maintain Green Flag Status</u></b></p> <p><b><u>Citizenship Committee – RRS Award – aim for silver status</u></b></p> <p><b><u>Digital School Award – achieve digital culture recognition/digital school award?</u></b></p> <p><b><u>Sports Scotland Award – Maintain Gold Sports Scotland award and develop PE Provision within school</u></b></p>	<p>Louise Michie (St M), Jennifer McBride (St M), Hayley McArdle (Elie), Amy Knox (Elie), Emily Robertson (Colinsburgh) EYOs (who is yet to be confirmed)</p> <p>Ashley McBain (St M), Lesley Smith (St M), Michelle Farrell (St M), Caroline Cull (Elie), Deborah Brett (Colinsburgh) and EYOs (who is yet to be confirmed)</p> <p>Caroline Tarvit (St M), Mel Adamson (St M), Ashley McBain (Headteacher) and EYOs (who is yet to be confirmed)</p> <p>Colinsburgh and Elie), Korina Brocklebank (St Monans, Colinsburgh and Elie), Megan Pacifici (St M), Samantha Archdale (St M), Charlie Paterson (CPS/EPS) and EYOs (who is yet to be confirmed)</p>	<p style="text-align: center;">↑</p> <p style="text-align: center;">For all committees:</p> <ul style="list-style-type: none"> <li>- Pupil feedback</li> <li>- Award/recognition submissions</li> <li>- Minutes of committee meetings <ul style="list-style-type: none"> <li>- Achievement of awards</li> <li>- Pupil feedback</li> <li>- Staff feedback</li> <li>- Observations</li> </ul> </li> <li>- Evidence of communication, support and collaboration on Microsoft Teams</li> </ul> <p style="text-align: center;">↓</p>	<p>Information to be shared with children on return from October break.</p> <p>Committee work to begin in October and run through till the end of May.</p> <p>See individual committee plans/minutes for more definite timescales</p>
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## Elie Primary School Improvement Plan, 2023-2024

### Priority 2: Building professional relationships and establishing a professional learning community across Elie , Colinsburgh and St Monans Primary Schools and Nurseries

Tasks		2023					2024					
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Raising attainment in literacy Professional Learning Group	Audit and review current planning and assessments for writing and agree steps for improvement.											
	Writing assessment policy to be agreed and added to developing school literacy policy											
	Self-evaluation against moderation cycle and agree identified action for assessment and moderation of writing											
	What's in a level training for all teaching staff											
	Review, reflect on and update current spelling progression											
	Implementation of PM Benchmark Reading Assessments throughout the school											
	Reflect on, review and update current pedagogy of reading and where, appropriate, identify new approaches to be implemented.											
	Agreement to be reached on a St Monans Reading Assessment cycle/calendar.											

## Elie Primary School Improvement Plan, 2023-2024

### Priority 2: Building professional relationships and establishing a professional learning community across Elie , Colinsburgh and St Monans Primary Schools and Nurseries

Tasks		2023					2024					
Play Pedagogy Professional Learning Group		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Introduction to Play Pedagogy with Fife’s Pedagogy team	<div></div>										
	Conduct Play Pedagogy Audit and create action plan		<div></div>									
	Implement action plan with regular reviews and updates				<div></div>							
	Independent and Group-Led Practitioner Engagement with Professional Learning around Play Pedagogy with record keeping of impact on children.				<div></div>							
	Regular information sharing with families and opportunities for families to be involved on our play pedagogy journey – details TBC				<div></div>							

Tasks		2023					2024					
Collaborative Committees		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Committee information to be shared and children give preference for which committee they would like to be part of.			<div></div>								
	Committees to begin				<div></div>							

## Ongoing Evaluation

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

### Focussed Priority 3








<b>National Improvement Framework Priority:</b> <ul style="list-style-type: none"><li>○ Placing the human rights and needs of every child and young person at the centre of education</li><li>○ Improvement in children and young people’s health and wellbeing</li></ul>		<b>National Improvement Framework Drivers</b> <ul style="list-style-type: none"><li>○ School and ELC leadership</li><li>○ Teacher and practitioner professionalism</li><li>○ Parental/carer involvement and engagement</li><li>○ School and ELC improvement</li></ul>		
<b>Focused Priority 3:</b> Continue to create a learning environment that ensures wellbeing, equality and inclusion for all				
<b>HGIOS4 Quality Indicators</b>  1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equity and Inclusion				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Timescales</b>
<b><u>Vision, Values and Aims</u></b>  All stakeholders in the school and community have ownership of St Monans Primary School’s Vision, Values and Aims working towards a strong culture, ethos and common language, conducive to wellbeing and learning for all children.	<b><u>Review of current V,V and A</u></b>  Comprehensive and active engagement with all stakeholders to review current vision, values and aims.	Ashley McBain (HT) Korina Brocklebank (PT)	-Staff feedback -Pupil Survey -Parent Survey -Parent Feedback -School environment audit	<b><u>Review of current V,V and A</u></b>  Staff – August 14 <sup>th</sup> INSET day Children: Throughout term 1 Families – October 2023

	<p><b><u>Consultation and Design Preparation</u></b></p> <p>Establish (if required) new vision, values and aims for the school that are ambitious and focuses on improvements in outcomes for all.</p> <p><b><u>Implementation</u></b></p> <p>Learners are supported to understand the vision, values and aims of the school through the 4 contexts of learning.</p> <p>Opportunities for leadership at all levels to inspire others and sustain collective commitment to the shared vision through daily actions.</p>	<p>All children in school SLT All teaching staff School Support team Parent Council and other families</p> <p>All children in school SLT All teaching staff School Support team Parent Council and other families</p> <p>All children in school SLT All teaching staff School Support team Parent Council and other families</p>	<p>-Staff feedback -Pupil Voice Comments -Pupil Survey -Parent Survey -Parent Feedback</p> <p>-School environment audit -Pupil focus groups -Playground observations -Learning Looks/observations</p> <p>-School environment audit -Pupil focus groups -Playground observations -Learning Looks/observations</p>	<p><b><u>Consultation and Design Preparation</u></b></p> <p>November – December 2023 *Utilise Parents Evenings</p> <p><b><u>Implementation</u></b></p> <p>January 2024 – May 2024</p> <p>January 2024 – May 2024</p>
	<p><b><u>Classroom Environments</u></b></p> <p>All children experience learning in spaces that are inclusive and meet their individual needs (Link to Priority 1 above – P1 transition).</p>			
	<p>All staff to create an inclusive learning environment supported by The Circle and/or The Café Tool with safe, sensory and nurture spaces to be created in every classroom..</p> <p>Creation of an agreed display policy and learning environment checklist for non-negotiable items/supports to be in place in every classroom</p>	<p>All Staff</p> <p>All staff</p>	<p>- The Circle / The Café Tool monitoring sheets - The Circle progress sheets for individual children</p> <p>-Professional learning discussion -Minutes of Meetings -Agreed learning environment checklist</p>	<p>October 2023 – set any action points</p> <p>February 2023 – set any action points</p> <p>May 2024- June 2024</p>

<p><b><u>Equality and Diversity</u></b></p> <p>Almost all children have a basic understanding of diversity and equality</p>	<p>To begin the creation of an equalities and diversities policy and calendar. (Link with the Cluster Wellbeing Action Plan – OMM priority 1.</p>	<p>All staff Children</p>	<p>Almost all children in P5-7 can explain what a protected characteristic is and can name at least 4 of the 9 from the Equalities Act 2010.</p>	<p>January 2024 – June 2024</p>
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## Elie Primary School Improvement Plan, 2023-2024

**Priority 3:** Continue to create a learning environment that ensures wellbeing, equality and inclusion for all

Tasks		2023					2024					
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Vision, Values and Aim	Review current vision, values and aims with staff											
	Review current vision, values and aims with children											
	Review current vision, values and aims with Families and wider community											
	Consultation and design of new vision, values and aims (if feedback determines these are required)											
	Launch and full implementation of new vision values and aims											
Classroom Environment	Audit of class room environments with The Circle Tool and/or The Café Tool and set actions.											
	Create and agreed learning environment checklist for non-negotiable items that must be in EVERY classroom for consistency and support											

Continued below...

Tasks		2023					2024					
Equality and Diversity		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	Awareness on national and international awareness dates											
	Understanding out school and wider community – linked to curriculum rationale design											
	Awareness raising of the protected characteristics with children through assemblies											
	Engagement with Cluster Wellbeing Action Group											
	Formulation of policy and <u>calender</u>											



**Ongoing Evaluation**

## Pupil Equity Financial Plan Session 2023- 2024

[Elie PEF Planned and Actual Spend Template - Final.xlsx](#)

Attainment Fund Rationale		Amount of Fund	
PEF Funding at Elie Primary has been used to supplement PSA hours. Specific remits, focus and interventions will be agreed upon with class teachers on return to school in August 2023.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
For identified child to have a successful transition to Waid Academy.	<ul style="list-style-type: none"><li>Enhanced transition visits to Waid facilitated by PSA</li><li>Real life learning experiences to promote independence in going to Waid.</li></ul>	Pupil Feedback Staff Feedback Parent/Carer Feedback Observations	
Improved emotional wellbeing for identified children.	<ul style="list-style-type: none"><li>Regular Kitbag sessions</li></ul>	Pupil Feedback Staff Feedback Parent/Carer Feedback Observations	

