

"Opportunities For All"- Developing Leaders One by One



Fair Isle Primary School
Parent/Carer Summary
Standards & Quality Report
Session 2022 - 2023
and
School Improvement Plan
Session 2023 -2024



We are a Leader in Me Lighthouse School

Impact and Outcomes: Session 2022-2023

School Improvement Priority 1: Raising attainment in reading from P1 -P7

Progress and Impact:

- WfL (Workshop for Literacy) approaches were used in all Infant classes.
- 3 x 100 min blocks, per week, were used to support Primary 2 with an additional teacher to support the development of Writing and Phonics.
- Targeted Primary 2 pupils benefited from twice weekly Lexia sessions.
- 6x 50 min blocks, per week, were used to supply Primary 3 with an additional teacher to support the teaching of Reading, Writing and Phonics.
- All Primary 3 pupils benefited from twice weekly Lexia sessions.
- All P1-P3 classes engaged with word walls this session.
- All P4-P7 pupils engaged with our new reading scheme.
- All P4-P7 teachers heard differentiated reading groups a minimum of 1 time per week,
- ERIC (Everyone reading in class) Time was implemented in all classes P2-P7 at the same time every day and included the teacher reading as a model. . Online 'Reading Buddy' was implemented for homework from P2-P7.
- P1 pupils were exposed to high quality texts, using key vocabulary, and common words to support phonics learning.
- The majority of pupils in Primary 7 were on 3rd Level for the move to high school.
- Feedback gathered at Parent's night in Term 2 regarding awareness of and engagement in Reading Buddy found that the majority of parent's (79 out of 118, 67%) stated that their child(ren) had access and used Reading Buddy. The majority stated that it was a great tool and commented positively about it.



School Improvement Priority 2: Raising attainment in writing from P1 -P7

Progress and Impact:

- All teaching staff used the new assessment criteria to assess extended writing pieces consistently throughout the session.
- P7 staff moderated writing with Kirkcaldy High School staff throughout the session. . Professional learning inputs were delivered to all staff on Fife's Q.I Daily Writing, continuing this approach from last session.
- Jotter layout was also agreed, to ensure all pupils would complete their writing in the same format to ensure consistency throughout the school for all learners.
- Mrs Henderson (Acting Principal Teacher) modelled lessons/team taught with new members of staff.
- Primary 2 were given 4 x45 mins additional raising attainment support in Writing for targeted pupils.
- Daily write was introduced in Primary 2 and Primary 3, this was completed 4 times per week. One session per week was used for an extended piece of writing.
- Colourful Semantics was used to help targeted pupils formulate sentences.
- Additional sessions on phonics were provided for targeted pupils to support their phonological skills in writing.
- Targeted pupils from Primary 3 were supported with 2 x 50 min additional raising attainment slots.
- RWI (Read, write, ink) approaches were used to support the targeted Primary 3 pupils, supporting their phonological skills in writing.
- All classes P4-P7 followed the new literacy pathway and undertook baily Write' 4 times per week and Extended write once per week.
- Raising attainment staff supported groups of identified learners from P4, P5, P6 and P7.
- Joint working between Fair Isle Primary and Fair Isle Nurture Centre was ongoing throughout session. Staff moderated the declaration of attainment levels. Fair Isle Nurture staff visited our PI classrooms. The P1 staff and SfL teacher shared activities that would be used to develop Literacy within Primary 1. In February, school staff visited the Nurture Centre and staff shared how Literacy was supported within a Nursery setting.
- A new Grammar Progression was used by all staff, which ensured skills were introduced/taught in advance, ensuring learners are familiar with them, before being expected to use them consistently within their writing.
- All pupils P2-P7 are aware of what their target is for each daily write session and can describe how they will be successful and what percentage the class is aiming for each lesson

Key Priorities for 2023-2024

Whole school improvement of numeracy

- All pupil's numeracy work will be differentiated to reflect individual attainment.
- All children will be challenged at the appropriate level.
- Teaching staff will all be part of a Research School' project, they will look outwards by attending drop-in sessions and support meetings with other research schools within and outwith Fife.
- Children will become more confident in discussing and applying their learning through setting numeracy targets.
- We will continue joint working with our associated nursery to create opportunities for P1 pupils to have a more seamless transition within the early level for numeracy, by nursery staff and teachers becoming more confident in identifying their progress and prediction within the early level.
- Opportunities will be given for pupils to develop numeracy skills through other areas of the curriculum (Expressive Arts).
- Pupils with experience a more appropriate pace of learning/challenge, suited to their abilities.
- All pupils will have access to a numeracy learning wall within their classroom.



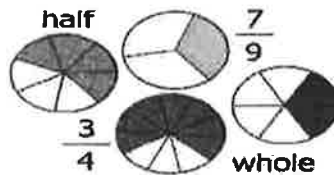
Whole school improvement of tracking all 8 curricular areas

- All pupils will be covering all 8 curricular areas within the BGE curriculum.
- All pupils to be aware of targets for all 8 curricular areas.
- Staff will engage with professional learning sessions and network with other practitioners involved in piloting a new tracking system, for all curricular areas.
- Pupils will each have a progress story showing their journey with attainment.
- All pupils will experience practical aspects of STEM (Science, Technology, Engineering and Maths).



Our School Wide Goals (WIGS) for session 2023-2024

- We aim to increase from 25% of staff feeling confident delivering procedural and conceptual teaching of fractions with engaging lessons, to 50% by May 2024
- We aim to increase from 10% of pupils within PI-P3 who feel confident in knowing what a fraction means, to 50% who feel confident, by May 2024
- We aim to increase from 45% of Pupils within P4-P7 who feel confident in knowing what a fraction means, to 65% who feel confident by May 2024





The Leader in Me

great happens here