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| **Foulford Primary School and Nursery**    **Standards and Quality Report**  **2023-2024**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **School Roll** | | * 346 children in P1-7, across 13 classes * 77 children in nursery, within a 52-week provision with am and pm sessions. | | | | | **Number of classes** | | * 13 primary school classes * 2 am nursery classes and 1 pm nursery class | | | | | **EAL** | | 2.6% | | | | | **Care Experienced** | | 0.7% | | | | | **ASN** | | 33.8% | | | | | **FME** | | 11.6% | | | | | **SIMD Profile for establishment** | | Average SIMD = 5 | | | | | **Attendance (%)** | Actual = 92.2%  Target = 92.5% | **Authorised** | 5.0% | **Unauthorised** | 2.6% | | **Exclusion (%)** | | 0.07% | | | | | **Pupil Equity Fund Allocation (PEF)** | | £73,500 | | | | | **Cost of the school day statement** | | In our setting, we recognise the need to reduce the cost of the school day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, friendship and Community, School trips, Clubs and Home Learning. | | | |   Foulford Primary School was completed in 1976 and is semi-open plan in design. The school is adjacent to Beath High School, our associated Secondary School. Our Foulford values are to ***Respect,*** *be* ***Responsible, Achieve,*** *show* ***Kindness*** *and**be* ***Included.*** These were agreed and established in session 2022-23 in collaboration with our learners, parents and staff. They depict our vision ***One Team, One Dream – Aspire to be the best!***We all strive towork together to achieve the best outcomes for all our learners at Foulford. Our aims are outlined below and have the underlying message of improvement and positive outcomes for all learners.   * Ensure that everyone feels included, valued, respected, supported and safe. * Ensure that staff, learners, parents, partner organisations and the wider school community work together to provide an enriched and highly motivating learning environment. * Raise attainment across the school and nursery. * Promote and develop a culture of achievement and success across the school and nursery. * Provide a curriculum which supports and challenges all learners to develop the qualities, skills and attributes, required to become successful learners, confident individuals, responsible citizens and effective contributors in learning work and life. * Ensure that our curriculum is inclusive and relevant for all learners.   The vision, values and aims shape who we are and what we do. |

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| **Improvement Priority Session 2023 – 2024** | | | | | | | | | | | | | | | | | | | | | | | |
| **Priority 1**   * **To develop and implement a consistent approach to de-escalation across the School and Nursery** | | | | | | | | | | | | | | | | | | | | | | | |
| NIF Priority   * Improvement in children and young people's health and wellbeing.   NIF Driver   * School and ELC improvement | | HGIOS 4/ HGIOELC Quality Indicators  Key  1.2 Leadership of learning  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  Linked  2.3 Learning, teaching and assessment  2.5 Family learning  2.7 Partnerships  3.2 Raising Attainment | | | | | | | | | | | | | CI Quality Framework  1.1 Nurturing care and support  1.2 Children are safe and protected  1.4 Family engagement  3.1 Quality assurance and improvement are led well  4.1 Staff skills, knowledge and values | | | | | | | | |
| Has this priority been:  (Please highlight) | | Fully  Achieved | | | | | | | |  | | | | Partially  achieved | |  | | | Continued into next session | | x | | |
| **Progress:**   * All staff have an agreed shared expectation for behaviour that is visible for learners. This forms an agreement for acceptable behaviour within the learning environment and outdoor areas. Staff have started to engage in professional learning opportunities around creating calm spaces and using Emotion Works, Circle Toolkit and Realising the Ambition to support children’s emotional wellbeing. * Staff have universal supports available to support all children in their learning and self-regulation. These supports can be accessed depending on individual need. * All school staff have engaged with the Relationships, Sexual Health and Parenthood program (RSHP.scot). This has supported teaching and learning around the topic of emotional literacy and maintaining positive relationships. * All 13 classes engaged with Fife Council’s “nurture bundle” training. This is a collation of evidence-based universal approaches, identified to support children and young people demonstrating distressed behaviour. The programme focuses on improving wellbeing, engagement & participation of targeted children & young people. The outcomes of engagement this year are detailed below. * All identified learners (100%) demonstrated reduce distressed behaviours, leading to increased engagement & participation. * All participants (100%) felt very confident or confident in supporting relationships, wellbeing & behaviour. * Almost all participants (91%) felt very confident or confident using QI Methodology to measure impact. * Most participants (90%) felt very confident or confident they will be able to spread and scale approaches within their own setting. | | | | | | | | | | | | | | | | | | | | | | | |
| **Impact:**  Improved understanding of shared expectations for behaviour ensuring consistent approaches. QI methodology demonstrated that there was a reduction in episodes of disruption in all classes enabling children to increase their pace of learning.  Observations by SLT, illustrated that staff demonstrated increased skill in de-escalating distressed behaviours, increasing pace of learning.  The progress towards our self-set, ambitious targets has been hampered by an unsettled period in school and nursery due to staffing absences and changes. We recognise that our targets for this area have been partially met and will continue to be a focus for the next school year. | | | | | | | | | | | | | | | | | | | | | | | |
| **Next Steps:**   * Revise our Positive Relationships and Anti-Bullying Policy in line with consultation with pupils, parents, staff and link EP. * Parental engagement, have information sessions about newly implemented strategies. * Ensuring consistency across school and nursery so that all professionals are aware and using current strategies. * Embed de-escalation strategies across the entire school | | | | | | | | | | | | | | | | | | | | | | | |
| **Priority 2 –**   * **To ensure all learners are experiencing a broad general education in school and nursery** | | | | | | | | | | | | | | | | | | | | | | | |
| NIF Priority   * Placing the human rights of every child and young person at the centre of education * Closing the attainment gap between the most and least disadvantaged children and young people   NIF Driver  Curriculum and assessment | | | | HGIOS 4/HGIOELC Quality Indicators  Key  2.2 Curriculum  2.3 Learning, Teaching and Assessment  Linked1.2 Leadership of Learning  1.3 Leadership of Change  3:1 Ensuring Wellbeing, Equity and Equality  3.2 Raising Attainment and Achievement | | | | | | | | | | | CI Quality Framework  1.4 Family Engagement  2.1 Quality of the setting for care, play and learning  2.2 Children experience high quality facilities  3.1 Quality Assurance and improvement are led well  3.2 Leadership of play and learning  4.1 Staff skills, knowledge and values | | | | | | | | |
| Has this priority been:  (Please highlight) | | Fully  Achieved | | | | | | x | | | | | Partially  achieved | |  | | Continued into next session | | |  | | | |
| **Progress:**   * Staff have engaged in professional learning sessions and professional discussions relating to the four contexts for learning. * Fife learning pathways are starting to be introduced and used across the curricular areas | | | | | | | | | | | | | | | | | | | | | | | |
| **Impact:**  Our LP visit confirmed that staff declarations of levels achieved in Literacy and Numeracy are robust, ensuring appropriate pace of learning for pupils.  Planning and tracking meeting notes demonstrate that staff are delivering a Broad General Education throughout the school and nursery. | | | | | | | | | | | | | | | | | | | | | | | |
| **Next Steps:**  Focus on making robust assessment judgments across all areas of the curriculum. | | | | | | | | | | | | | | | | | | | | | | | |
| **Priority 3 (School) –**  **To use assessment data effectively to plan appropriate learning experiences for all children to raise attainment in literacy and numeracy** | | | | | | | | | | | | | | | | | | | | | | | |
| NIF Priority   * Placing the human rights of every child and young person at the centre of education * Closing the attainment gap between the most and least disadvantaged children and young people   NIF Driver   * Teacher Professionalism * Assessment of children’s progress * School improvement * Performance information | | | | | | | | | | | | HGIOS 4 Quality Indicators  Key  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement  Linked  1.2 Leadership of Learning  1.3 Leadership of Change  3:1 Ensuring Wellbeing, Equity | | | | | | | | | | | |
| Has this priority been:  (Please highlight) | Fully  Achieved | | | | | **x** | | | Partially  Achieved | | | | | |  | | Continued into next session | | | | | |  |
| **Progress:**   * Circle Toolkit – all staff have familiarised themselves with the Circle Toolkit audit tool and now use it to evaluate how inclusive their learning environment is. Action plans have been created for identified learners. * Staff have also familiarised themselves with the Leuven Scale and have used this tool to measure levels of engagement of children in their own learning. They have then planned appropriate interventions for individuals. * All staff have learned to critically analyse data gathered by engaging in formal assessments e.g. eLips, BASE, SNSA at local authority level and internal assessments such as Holborn and SWST. This has then been used as the basis of discussions at planning and tracking meetings. | | | | | | | | | | | | | | | | | | | | | | | |
| **Impact:**   * SLT, PSA and Teacher observations indicate that individual action plans created have increased pupil engagement in learning and the wider life of the school. This has ensured appropriate pace of learning and improved progress. * Deeper understanding and confidence of staff in data analysis leading to greater accuracy and robustness of declarations of CfE levels in literacy and numeracy, confirmed by moderation activities carried out during the school’s LP visit, jotter sampling and class observations. This has allowed staff to plan appropriately for learners ensuring engagement and appropriate pace of learning. | | | | | | | | | | | | | | | | | | | | | | | |
| **Next Steps:**   * Children to experience appropriate pace of learning across all areas of BGE, supported by staff’s increased knowledge and understanding being used alongside new LA tracking system. | | | | | | | | | | | | | | | | | | | | | | | |
| **Priority 3 (Nursery) –**  To use the Up Up and Away framework to support our planning for children. | | | | | | | | | | | | | | | | | | | | | | | |
| NIF Priority   * Improvement in attainment, particularly in literacy and numeracy * Improvement in children and young people’s health and wellbeing   NIF Driver   * ELC Leadership * Practitioner Professionalism * Parent/Carer Engagement * ELC Improvement | | | | | HGIOELC Quality Indicators  1.2 Leadership of Learning  1.3 Leadership of Change  2.5 Family Learning  3.1 Ensuring wellbeing, equality and inclusion | | | | | | | | | | CI Quality Framework  1.4 Family Engagement  2.2 Children experience high quality facilities  3.2 Leadership of play and learning  4.1 Staff skills, knowledge and values | | | | | | | | |
| Has this priority been:  (Please highlight) | | | Fully  Achieved | | | |  | | | | Partially  Achieved | | | |  | | | Continued into next session | | | | **x** | |
| **Progress:**  Progress has been hampered by the absence of key members of staff and therefore this IP will be carried forward.   * All staff are aware of the Up Up and Away framework. * Some staff are beginning to use the framework to plan for children’s needs. * Staff have engaged in professional learning opportunities to expand their knowledge of appropriate supports. | | | | | | | | | | | | | | | | | | | | | | | |
| **Impact:**   * Staff have developed initial knowledge of how to use the framework and are ready to engage with full engagement with the resource alongside LA input. | | | | | | | | | | | | | | | | | | | | | | | |
| **Next Steps:**   * Staff to continue to engage with LA training and embed into practice. * All nursery and school staff to work together to update School Positive Behaviour Policy. | | | | | | | | | | | | | | | | | | | | | | | |

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| **Attainment of Pupils** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | 76% | 76% | 84% | 84% | | **P4** | 77% | 75% | 89% | 84% | | **P7** | 64% | 68% | 88% | 76% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 – 2024** | | | | | |  | **Literacy**  **Attainment** | **Literacy Stretch Target** | **Numeracy Attainment** | **Numeracy**  **Stretch Target** | | **P1** | 78% | 78% | 84% | 88% | | **P4** | 80% | 68% | 84% | 76% | | **P7** | 73% | 67% | 76% | 74% |   **Evaluative statement of attainment over time.**  Attainment at Foulford Primary School is good. Pupils attending our school continue to perform well. The majority of children are making good progress from their prior levels of attainment and are achieving levels in line with expectations for their chronological age. By the end of P1, 78% of pupils achieve early level in literacy and 84% in numeracy. By the end of P4, 80% of pupils have achieved first level in literacy and 84% in numeracy. By the end of P7, 73% of pupils have achieved second level in literacy and 76% in numeracy.  Overall, attainment in literacy is good. Most children achieve CfE levels as expected at early level, first and second level. A similar picture can be seen when scrutinising the data for numeracy. Again, most children achieve CfE levels as expected at early, first and second level. However, we have not achieved our set target for P1 achievement in numeracy. This will feed into our decisions on school improvement priorities for next year. |

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| **Evidence of significant wider achievements** |
| All Foulford Primary School and Nursery learners have planned, tracked and celebrated wider achievements in school.  The generic skills for learning, life and work are celebrated in our school community. There have been a wide variety of wider achievement opportunities across our school community. All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning:  The Four Contexts for Learning;   * Ethos and life of the school as a community * Curriculum areas and subjects * Interdisciplinary learning * Opportunities for personal achievement   The Four Capacities;   * Effective Contributors * Successful Learners * Responsible Citizens * Confident Individuals   These have been shared and celebrated throughout the session with our school community and beyond using platforms such as Seesaw, Facebook, Teams, local press, school newsletter and email.  Below is an overview of these opportunities.   |  |  |  | | --- | --- | --- | | Nursery | Primary 1 | Primary 2 | | * STEM and PEEP family workshops * STEM bags home * Welly walk * Christmas enterprise * Intergenerational visits to local care home * Train trip across Forth Bridge * Library visits * Woodland visits * Community walks | * Library visits * Firefighter and paramedic visit to school * Christmas cafe | * Stirling Castle visit * Food prep and cooking workshops * Medieval day * Christmas café * Reading bussies with P6 | | Primary 3 | Primary 4 | Primary 5 | | * Nativity performance * Farm trip * Food prep and tasting * Woodland visits | * Snow White performance to school * Nativity * Cooking * Deer Park visit * Farm visit * Woodland visits | * Snow White performance to school * Visit to panto * Violin laying * Badminton training * Deer Park visit * Cooking | | Primary 6 | Primary 7 | Whole School | | * Snow White performance to school * Football, netball and basketball training * Fordell Firs residential * Violin playing * Reading bussies for P2 * Visit to Scottish parliament * Young Writers’ competition * Japanese Society visited pupils * Rotary Quiz | * Football, netball and basketball training * Ardroy residential * Violin playing * Japanese Society visited pupils * Bake sale * Responsibilities e.g. Librarians, Junior Leaders, House Captains * P7 show * Remembrance service | * Headteacher Award * Positive Postcards sent home * Litter collection/tokens for reward * World Book Day * Sports Day * Library visits * Parent Partnership working | |

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| **School Learning Partnership Visit – 11.03.2024** |
| **Overview of focus/format of LP visit:**  The focus for our Learning Partnership visit was to support our self-evaluation on 3.2 Raising Attainment and Achievement, enabling us to validate our accuracy in our Curriculum for Excellence (CfE) declarations for numeracy at P1, P4 and P7 in June 2024. We used the Achievement of a Level documentation to validate our professional declarations, which encompasses the skills required to achieve the appropriate CfE level for learners at P1, P4 and P7. We identified a group of sample learners in P1, P4 and P7, where our CfE predictions do not correlate with the data gathered from the Scottish National Standardised Assessments for P4 and P7 learners (SNSA) and Base assessment for our P1 learners. We also identified learners who we felt may be presenting as off track for the predicted CfE level based on the data we had currently gathered. This self-evaluation process allowed us to consider our accuracy in our declarations, prior to the next CfE uplift as we were declaring a little under our stretch targets in P1 and P7 for numeracy. |
| **Strengths identified:**   * At the early level the groups who were on track were confident in using ordinal numbers, number and number processes, estimating and rounding and direction. All sampled were on track and it was clear that there were still some aspects to be covered prior to the end of session (June 2024) but that symmetry, 3D shape, and a few other aspects of early level would need revisited or taught prior to the end of session. As a result, almost all children sampled were found to be on track to achieve early level by the end of Primary 1. * At the early level, most children sampled were able to confidently use concrete materials to perform number and number process actions. They made effective use of number lines to support them. The use of concrete materials is supporting these children to develop an understanding of number. * At the first level the children on track sampled were confident in using shape, pattern, expressions and equations and number sequences. This correlates well with diagnostic assessment data and professional judgements made by class teachers. This is ensuring that children are experiencing learning that is matched to their learning needs and ability level. * At first level a few children performed at a level above the results of diagnostic assessment and should continue to be challenged in their learning to make even better progress. * At the second level the professional judgements made by class teachers using diagnostic and teacher assessments showed that these children were where they should be in their learning and that they were on track to achieve second level by the end of Primary 7. Children are experiencing learning which is matched to their learning needs and abilities and enabling them to make good progress in learning. * At second level a few children performed at a higher level than what their diagnostic assessment showed. It would be worthwhile for class teachers to check their in-class assessments to see if some children need further challenge in learning. * The literacy diagnostic assessments were reflective of children’s understanding of mathematical problems and this is supporting them to make good progress in learning. * Overall, from attainment sampling groups most professional judgements were identified as being reflective of where the children were in their learning in maths and numeracy. In the best examples, children were able to show their working and talk about the strategies they had used to get to an answer. |
| **Areas for Improvement/Planned Next Steps**   * At the early level there are some gaps that need revisited or taught for specific children particularly around 3D shape, language of fractions, symmetry, and money. * At the early level children identified from diagnostic assessment as being on track were using concrete materials successfully, however for a minority there is a need to support them to develop skills across all organisers using the concrete materials prior to moving onto pictorial stages. * In order for children on or above track to demonstrate achievement of a level further work on word problems and showing their working would be of particular benefit to them. Teacher modelling of working out strategies with children would give them a better understanding of how this relates to mathematical word problem solving. * Continue to reinforce the language of learning in numeracy and maths at early and first levels so that children understand what is expected when they come across word problems or mathematical calculations. * At the second level although children were confident in many aspects of number and number processes there is clear evidence to revisit or plan for teaching around prime numbers, factors, multiples and percentages. * Ensure all children who can be challenged are experiencing this in learning to allow them to make faster progress in learning. * A minority of children showed little resilience in attempting to solve more complex mathematical problems which is impacting on progress in learning. Teaching staff should consider how to create more opportunities for children to work individually and in groups to work through mathematical problems and ‘have a go.’ * Consider an approach to support children’s use of mathematical language and strategies at regular intervals to allow for opportunities to consolidate and revisit previous learning e.g. daily ten. |

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| **Nursery Learning Partnership Visit – 27.2.24** |
| **Overview of focus/ format of LP visit:**  The purpose of the LP in nursery was to evaluate the impact of the responsive and medium-term planning for children’s learning on their progress in learning. We wanted to triangulate the evidence we had to determine whether the responsive and medium-term planning, was evident in the learning walls, the playroom environment and children’s play experiences and also within the children’s PLJs. |
| **Strengths identified:**   * All staff could engage in professional dialogue and had good understanding of the planning cycle, linking this to responsive and weekly planning. * Good quality interactions – staff taking learning forward was evident in the playrooms and good use of questioning. * All staff working together to target individual learning needs and identify gaps. * Learning walls – structure is evident. |
| **Areas for Improvement/Planned Next Steps**   * Codes on benchmarks * Next step sheet – next steps from parents/tracker and observations. * Learner conversation with keyworker and teacher then followed up with parent chat * Challenge - use early level pyramids to extend learning * Review Up Up and Away document * Move to daily responsive planning and fortnightly planning rather than weekly planning, this gives longer to develop a learning context. |
| **PEF Evaluation/Impact** |
| **Targeted Interventions**   * Intervention 1 (attendance)   By June 2024, 60% of identified learners in P2-7, will have improved attendance.   * Intervention 2 (reading)   By June 24, identified children in P2 will have achieved early level.   * Intervention 3 (reading)   By June 24, identified children in P3 will be able to use phonics knowledge to read unknown 3-5 letter words.   * Intervention 4 (reading)   By June 24, 70% of children in P1, will achieve early level in reading   * Intervention 5 (emotional wellbeing and engagement with learning)   By June 2024, all identified children will have improved their levels of engagement in learning. |

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| **Progress:**  **INTERVENTION 1**   * Weekly data was successfully collated and tracked for identified children. * Identified children completed questionnaires to identify barriers/anxieties to attending school. * Some meetings took place with parents to help identify concerns/highlight supports but the regularity was impacted by unavoidable changes of staffing and absence of key personnel. * Senior Leadership Team were unable to meet with children fortnightly due to staff absence, although they did meet on a few occasions. * Individual action plans were devised to support identified children.   **INTERVENTION 2**   * DHT and class teachers successfully identified a focus group of P2 pupils and carried out baseline assessments. * Identified children engaged in small-group intensive teaching input of core reading skills. * DHTs met with class teachers of identified children, every six weeks. * Parent workshop sharing the approach and supporting parents to support their children was offered universally to all parents of P1-3 pupils.   **INTERVENTION 3**   * DHT and class teachers successfully identified a focus group of P3 pupils and carried out baseline assessments. * Identified children engaged in small-group intensive teaching input of core reading skills. * DHTs met with class teachers of identified children, every six weeks. * Parent workshop sharing the approach and supporting parents to support their children was offered universally to all parents of P1-3 pupils.   **INTERVENTION 4**   * Parent workshop sharing the approach and supporting parents to support their children was offered universally to all parents of P1-3 pupils was very well-attended. * Class teachers successfully interpreted data to ensure appropriate pace and challenge for ALL learners.   **INTERVENTION 5**   * Termly assessments using the Leuven scale were carried out to ascertain levels of engagement. * Staff used a variety of resources including The Circle Toolkit to identify appropriate support strategies for individual children. * These strategies were captured within individual Child’s Plans/PaMP. * Various supports, e.g. Lego Therapy, Outdoor Learning with Pupil Support Service, movement breaks etc were deployed as appropriate for each individual. * Regular reviews were held with the child’s team to review and update as necessary. |
| **Impact:**  **INTERVENTION 1**   * Scrutiny of attendance demonstrated that almost all identified learners had improved levels of attendance, in comparison to the previous school session. * Discussions with children and families indicated that action plans were successful in many aspects and reduced some of the specific anxieties about attendance. * Regular review of action plans ensured that strategies employed were effective, ineffective strategies were quickly adjusted and this encouraged identified children to persist in their efforts to attend.   **INTERVENTION 2**   * Data gathered and analysed using improvement methodology ensured that progress and pace were measured accurately. * Observations of children confirmed that all demonstrated improved phonological knowledge and word attack skills. * Discussions with identified children, their teachers and families confirmed that they were receiving appropriate support to address gaps in their learning. This ensured that almost all of the targeted group achieved early level reading by June 2024.   **INTERVENTION 3**   * Data gathered and analysed using improvement methodology ensured that progress and pace were measured accurately. * Observations of children confirmed that all demonstrated improved ability to read 3-5 letter words. * Discussions with identified children, their teachers and families confirmed that they were receiving appropriate support to address gaps in their learning. This ensured that almost all of the targeted group achieved expected levels of reading by June 2024.   **INTERVENTION 4**   * 75% of P1 children achieved early level reading, exceeding the 70% target.   **INTERVENTION 5**   * Termly assessments using the Leuven scale indicated increased engagement and a reduction in distressed episodes for most individuals. * Feedback from staff (including members of SLT, Teachers and PSAs) indicated that almost all staff felt more confident and empowered to use appropriate strategies. They reported that this impacted positively on their own mental wellbeing and therefore their ability to support children’s needs. * Observations in class confirmed that almost all identified learners had improved levels of engagement, resulting in a small but significant increase in pace of learning. |

**Foulford Primary School Self Evaluation**

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| **HGIOS 4 Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **2023-2024** |
| **1.3 Leadership of change** | Good | Good | Good | Good |
| **2.3 Learning, teaching and assessment** | Good | Satisfactory | Good | Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Good | Good | Good |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Good | Good |

**Foulford Nursery Self Evaluation**

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| **HGIOELC Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **2023-2024** |
| **1.3 Leadership of change** | Very Good | Very Good | Very Good | Very Good |
| **2.3 Learning, teaching and assessment** | Very Good | Very Good | Very Good | Very Good |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Very Good | Very Good | Very Good |
| **3.2 Securing children’s progress** | Very Good | Very Good | Very Good | Very Good |

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| **Care Inspectorate evaluation of nursery on 19th September 2023** | |
| **Quality of care, play and learning** | Very Good |
| **Quality of setting** | Very Good |
| **Quality of leadership** | Very Good |
| **Quality of staff team** | Very Good |
| **Care Inspectorate Report Summary** | * Children were happy and confident as they learned skills for life with the skilled support and guidance of staff. * Almost all families were confident that their children were having fun, achieving personal goals and experiencing nurturing care and support from staff. * Children's individual needs, rights and choices were at the heart of any decisions that were made by staff about their care, play and learning. * The outdoor space was well-established and had been developed alongside children and families, helping them feel valued, respected and included. * Staff had a very good understanding of best practice and used this to offer safe, fun, challenging and inclusive experiences for children. * Children experienced high quality care, play and learning because staff worked well as a team and were committed to their own professional development. * There were opportunities for staff to think creatively and innovatively about their approaches to children's care, play and learning and to share this more widely |

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| **How is SQR, SIP and PEF Plan shared with stakeholders?** |
| In September the document is shared with all parents/carers by email and is uploaded to our school website.  Termly newsletters share our progress with parents/carers throughout the school year and our Parent Partnership group have verbal updates from staff at each of their meetings. The minutes of these meetings are then shared with all parents/carers. |

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| **Headteacher:** Victoria Cobbett |

**Session 2024 -2025 Foulford Primary School Improvement Plan**

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| **Education Directorate Improvement Plan: Achievement** | | | | | |
| **Focused Priority 1:** Progressions in Learning (P1-7)  · Plan a progressive curriculum for all children across 8 curriculum areas, ensuring that all children receive their entitlement to a Broad General Education (BGE).  · Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the BGE using a range of assessment evidence to  inform professional judgements. | | | | | |
| **HGIOS4 Quality Indicators:**  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | | **HGIOELC**  1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.1 Ensuring wellbeing, equality and inclusion  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum.  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.  Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of all areas of the curriculum. * All staff will use CfE benchmarks for all curriculum areas to engage in moderation activities.   **Forward Planning**   * All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. * Staff will develop confidence in planning for assessment.   **Tracking & Monitoring**   * All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.   **Reporting**   * All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session. * All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.   **Learning, teaching and assessment**   * Focus for parent/carer open sessions – sharing progression across identified curricular areas   **Curriculum Rationale**  Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE | **Led by HT & staff curricular leads**  **Led by HT &**  **All staff**  **Led by SLT &**  **All staff**  **Led by SLT &**  **All staff**  **All class teachers**  **Curriculum Development Working Group** | | **Data**   * Analysis of attainment data in Literacy, Numeracy along with all areas of the curriculum * Analysis of CFE and BASE/NSA/eLips data   **People’s Views**   * Teacher views on new system * Teacher professional dialogue with SLT at planning & attainment meetings * Feedback from moderation activities * Parent/carer views on children’s experiences of BGE * Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum   **Observations**   * Forward planning documentation monitoring, jotter sampling – literacy/numeracy and other curriculum areas * Classroom observations linked to identified areas of the curriculum (QA calendar) * Focus for LP – analysis of data, learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | October 2024  October 2024  September 2024  November 2024  January 2025  April 2025  February 2025  April 2025 |
| **Ongoing Evaluation** | | | | | |
| This will be updated as part of on-going cycle of self-evaluation. | | | | | |

**Session 2024 -2025 Foulford Primary School Improvement Plan**

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| **Education Directorate Improvement Plan:**  Health & Wellbeing | | | | |
| **National Improvement Framework 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. | | | | |
| **Focused Priority 2:**  Revision and Update of Positive Relationships and Anti-Bullying Policies and Practice to reflect parent and pupil voice. Create shared understanding of approaches. (Universal) | | | | |
| **HGIOS4 & HGIOELC Quality Indicators:**  1.5 Management of resources to promote equity  2.2 Curriculum  2.5 Family Learning  2.7 Partnerships  3.1 Improving wellbeing, equality and inclusion | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| **Relationships across the school community are positive and supportive founded on shared values and expectations.**  **Pupil Voice will be strengthened ensuring that children are active participants in shaping school policy and practice.** | Parentwise and Pupilwise surveys scrutinised for key themes.  Self-evaluation activities completed with the whole school community.  Pupil Voice groups are convened and meet regularly with staff.  Staff will engage in professional dialogue and professional reading.  Draft Update of Positive Relationships and Behaviour Policy shared with whole school community for comment.  Parent Information events/workshops relating to Respect Me and Anti-Bullying approaches.  Whole school awareness of children’s rights promoted through assembles., curriculum and pupil focus groups.  Anti-Bullying policy will be updated.  All incidents of bullying will be recorded, investigated and addressed in line with school policy. | HT to share key themes  HT to create opportunities to meet with parents and gather views.  HT to form Pupil.Improvement.Group (PIG)  House Captains and house point system to be re-implemented by K McGuire (PT).  HT to work with HC to identify pupil leadership opportunities in school.  ND and JN to form new Pupil Council.  EF, JF and HM to form RRS leadership group.  SLT to lead discussions re positive behaviour strategy at collegiate sessions and PSA meetings.  HT and J Niven to lead.  “Rights Knights” will meet regularly with staff members and will lead.  All staff  Pupil Voice Groups  Parent Partnership  Extended Leadership Team. | **People’s Views:**   * Notes from meeting with PP Chair * Parent questionnaire-based on survey themes. * Staff Questionnaires * Pupil questionnaire-based on survey themes * Catering Staff questionnaire * Feedback from EP * Office staff * Minutes of pupil voice group meetings     **Observations:**  Learning Partnership feedback  School Reward System promoting values.  Whole school displays celebrating demonstration of values.  Children can articulate school vision and values.  Whole school community  **Data:**  Analysis of house points to indicate increase in allocation for demonstration of values.  Analysis of parent responses will demonstrate that most parents are aware of the school approaches to positive behaviour and what the core values are.    Analysis of Bullying and Equalities app information. | * 23/08/24 meet PP Chair * 06/09/24 meet with wider parent forum. * Follow up surveys-end of session * By end of term 1   **Feb/March 25-date tbc**  **11.09.24**  **13.11.24**  **15.11.24**  **Updated approach in place by Jan 25** |
| **Ongoing Evaluation** | | | | |
| This will be updated as part of on-going cycle of self-evaluation. | | | | |

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| **Education Directorate Improvement Plan:**  Equality & Equity, Achievement | | | | | |
| **Focused Priority 3 (Nursery):**  **Use Up, Up and Away resource to** ensure that all children benefit frominclusive practice in order to support and secure progress. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 – Self-evaluation for self-improvement  2.4- Personalised support  3.1-Improving equity and wellbeing  3.2 – Raising attainment and achievement | | | 1.2 – Self-evaluation for self-improvement  2.4- Personalised support  3.1-Improving equity and wellbeing  3.2 – Raising attainment and achievement | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children in our setting will receive high quality support.    Staff will work effectively with parents/carers, other professionals and partner agencies to ensure factors that may inhibit progress are identified and addressed quickly.  Practitioners will increase their ability to meet the diverse development and learning needs of each child.  All practitioners will work effectively to minimise the impact of potential barriers to learning. | **Professional Learning Activity**  Lead staff will engage with the key messages/aims from Circle Resource/Up, Up and Away  Key messages will be shared with Early Years Team  Explore priorities identified from audit tools and share with team (structure and content provided)  Explore assessment, planning and strategies for individual pupils.  Embed Up, Up and Away approach into everyday processes and practice. SH and MB to train staff and provide support.  Network with cluster colleagues to share practice. | S Hampton and M Balfour to attend central in person training (Kelty Community Centre).  DHT (W Kerr to complete self-directed training)  All nursery staff to participate in professional learning and dialogue.  SH and MB to attend central input to focus on individual needs. (Cardenden PS) and share with wider team.  Using structure provided SH, MB and WK lead planning and recording of approaches.  SH and MB to attend follow-up opportunities as appropriate. | | **Data:**  Analysis of progress data   BASE/Elips data      **People’s Views:**  Parent/carer views at review meetings  Professional Dialogue        **Observations:**  PLJs  Analysis of audits/action plans by DHT  Educational Psychologist | **04/09/24**      **w/b 16.09.24**        **11/11/24**    **w/b 09.12,24**            **Jan 25** |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **Attainment Fund Rationale**  Equity, Equality and Inclusion (Pupil and Family Engagement) | | | **Amount of Fund** £ 69015 | |
| Results from Parentwise and Pupilwise surveys indicate that the majority of our families do not feel that they are well-known by staff. Response rates were high, with the majority of families (64%) and almost all pupils (98.57%) participating, this allows results to be interpreted with a high degree of confidence. 37% of pupils felt that the staff really know them and what they like doing, half of them felt that their ideas and views are valued. Parents reported a similar picture, 55% felt that their views were sought and listened to. Less than half of pupils (43%) reported that they like being at the school most of the time. 52% of children and 45% of parents agreed that their views on bullying are listened to.  As a Headteacher who is new to the school community, it is clear that further engagement with children and families is required to ensure that that their voice is clearly reflected in the improvement work of the school. Many studies indicate that increased pupil engagement has not only benefit in raising attainment and achievement but also in addressing the attainment gap.  “***The experience in practice showed that when opportunities to participate were well attuned to the needs of the setting, they were grasped by children and young people and were very transformative, sometimes with surprising outcomes.” -Learner Participation in Educational Settings (3-18) Education Scotland 2018***  A small group of care experienced learners have been identified as lacking in confidence and struggle to maintain positive relationships and friendships. The Promise states the particular importance of children’s voice for Care Experienced children.  To ensure that we build long term capacity to ensure equity for all, a teacher (0.4 FTE), PT differential and full time PSA be funded. The teacher will release the PT from class one day per week to work with pupils to identify their preferred activities and interests. Class teachers will then be released to work with their pupils to devise a timetable of bespoke opportunities. They will have the option of participation in activities with partners, including the LA Learning with Care Team and Active Schools. A wider achievement tracker devised building in opportunities in the four arenas of participation. The PSA and teacher will continue to work with identified children until the end of term 2.  Alongside this the differential costs of a DHT will be funded to develop robust approaches to Pupil Voice, until the end of Term 2. At this early stage it will be beneficial to have a promoted member of staff to focus on this aspect of school improvement, as it is in very early stages. This will ensure that successful universal approaches can be linked with targeted work to ensure that practices are adopted more widely, equity being the responsibility of all in all four contexts.  Teacher release from class will ensure time to develop robust approaches to pupil voice through rich dialogue with pupils. | | | | |
| **Expected Impact** | **Interventions Planned** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | | **Impact on learners**  **Ongoing evaluation** |
| **Intervention 1:**  ***Links to SIP 2***  By December 2024 an identified group of children will increase their rating on the Leuven scale for Emotional Wellbeing, from a mean score of 2 to 4.  **Pupil Voice will be strengthened ensuring that children are active participants in shaping school policy and practice. (universal)** | PT will work with identified learners to develop opportunities for participation.  Teachers will be released from class to work with agencies including, Active Schools and Local Authority Learning with Care team. They will work intensively with identified children to develop confidence and social skills.  Results from intervention will be shared with wider staff.  Class teachers will begin to track wider achievements across the  DHT will coordinate development of Pupil Voice across learning to complement formal leadership groups.  Staff will be afforded some extra time to meet with pupils to gather views and develop voice. | **People’s Views**   * Pre and Post questionnaire-children * Pre and Post questionnaire-staff   **Data Analysis**   * Analysis of attainment data for targeted pupils. * Tracker of wider achievement   **Observations**   * Use of the Leuven Scale to measure engagement of learners * Learning Partnership feedback through pupil voice groups * SLT observations   **Monitoring**   * Learning Environment monitoring in Term 1 and Term 4 to measure impact * Before and after pictures of displays, libraries and learning spaces around the school. | | This will be updated as part of on-going cycle of self-evaluation. |

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| **Attainment Fund Rationale**  Improvement in writing | | **Amount of Fund £ 39412** | | |
| Analysis of school data indicates a gap in Literacy attainment for pupils living in SIMD 3 and 4. Last session 77% of pupils achieved expected levels of attainment in Literacy. This dropped to 63% for children living in SIMD 3 and 4.  Oral language skills are an important predictor of attainment  • Oral vocabulary is important in enabling children to learn to read (Pullen, Tuckwiller, Konold, Maynard & Coyne, 2010).  • It is well documented that the vocabulary gap is widening.  • Research has shown that attending school has little effect on vocabulary growth (Biemiller and Boote, 2006).  • Developing oral language builds secure foundation for literacy and can have positive impact on reading comprehension (Fricke et al., 2013).  The additional 0.64 FTE teacher will release teachers to work alongside a PEF funded (differential only) PT to develop a Robust Vocabulary approach to developing their targeted children’s skills in Literacy. This will be measured through QI methodology and scaled up as a universal approach to ensuring equity across classes next session. | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Impact on learners**  **Ongoing evaluation Dec/June** |
| **Intervention 2**  **Robust Vocabulary Instruction**  Links to SIP 1  By June 2025 the number of children living in SIMD 1-3 attaining expected levels in literacy will increase from 63% to 70% | **Staff Training and Development**   * HT to train PT in RVI * **PT to model approach to targeted groups of children in class** * PT work with class teachers to gather and interpret data. | | * Model for improvement * Forward plans * Observations of staff * CfE data | This will be updated as part of on-going cycle of self-evaluation. |

