

Freuchie Primary School and Nursery



Standards and Quality Report – Session 2023/24 Achieving Excellence and Equity

Context				
Setting/School Roll (including ELC/ASC)	School Role: 91 Nursery Role (9.00am – 3.00 pm term time): 18 Classes: Nursery, P1/2, P3/4, P4/5/6, P6/7 Care Experienced Children: 4			
FME	6 pupils			
SIMD Profile for establishment	Our average SIMD profile is 14.5 with a range from 3 to 18. SIMD quintile = 4.4			
Attendance (%) at June 23	Authorised	4.61%	Unauthorised	1.02%
Exclusion (%)	None			
Attainment Scotland Fund Allocation (PEF and SAC)	PEF - £13475 SAC – n/a			

Vision, Values and Aims

Our vision, values and aims were updated through consultation with staff, pupils and parents in January 2020. At Freuchie Primary School we *aim to provide a safe, secure and motivating environment where learners can flourish in an ethos of kindness, respect and ambition*. Our vision is, *'Being Well, Doing Well, Treating Others Well'* which sits alongside our values of *Kindness, Ambition, Happiness and Respect*. They are reflected upon regularly through engagement in the curriculum, self-evaluation activities and in relation to pupil wellbeing and achievement. Our values are celebrated during our Fab 4 assemblies each week and through our conversations with children in the playground, classrooms and around the wider school.

Improvement Priority Session 2022 – 2023

Priority 1 - To develop and enhance the teaching, learning and assessment of Numeracy and Maths to raise attainment particularly with P1/2 relating to play and P4-7 using conceptual numeracy.

NIF Priority: Improvement in attainment, particularly in Numeracy.

NIF Driver

- School and ELC Leadership
- Parental/Carer Involvement and Engagement
- Curriculum and Assessment
- School and ELC Improvement

HGIOS 4 Quality Indicators - 1.1, 1.2, 1.3, 2.2, 2.3, 3.2

HGIOELC Quality Indicators - 1.1, 1.2, 1.3, 2.2, 2.3, 3.2

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

√

Continued into next
session

Progress:

This session much of our improvement work has linked to developing the teaching, learning and assessment of Maths and Numeracy across the school and nursery in order to increase engagement, foster confidence and raise attainment.

- We have invested in new resources to support teaching and learning within Numeracy and Mathematics. These include new textbooks, practical resources to support learning in Number, Money and Measure and an online resource covering all areas of Numeracy and Maths allowing children to use technology to learn alongside board games, team challenges and activities. The online resource includes examples of good practice and teaching strategies to support teacher's planning whilst offering opportunities for differentiation and activities to suit a variety of learning styles. Specific resources sourced to close the gap have been used with small groups and individuals.

- Team teaching has taken place to explore our new resources, using them collegially to build confidence in staff and give pupils new experiences using practical approaches.
- Staff participated in professional learning around Numeracy and Maths. Our PSAs have attended Conceptual Numeracy training provided by the Fife Professional Learning team. The PSA team are now attending our teaching staff meetings allowing opportunities to share best practice, plan for individual pupil needs and time for them to explore current and new numeracy resources. Teaching staff have attended training to understand the capacity of our new resources, conceptual numeracy, problem solving and differentiation within maths.
- Our Nursery team has worked with the children to develop a numeracy rich indoor and outdoor space to complement our core provision. The team audited core provision to enhance numeracy across the playroom.
- We have raised the profile of Maths and Numeracy by participating in the UK Maths Challenge, local and national online competitions, and Maths Week Scotland. As a follow up to online sessions during that week, trips were arranged for classes to visit the Money Museum and the National Museum of Scotland for numeracy-based workshops both in person and online.
- We hosted a workshop for parents to share the Conceptual Numeracy approach and strategies which parents identified as different to their own understanding. For parents who couldn't attend, a leaflet was shared covering similar themes.
- Staff agreed a set layout for maths jotters, encouraging organisation and use of working to support learning. E.g. one number per box to ensure fixed columns for calculations. This was shared with pupils in P2-P7 and then monitored through their jotter work. Jotters were available to parents for them to view progress at our in-person Parents' Nights.
- Teaching staff participated in jotter monitoring and moderation to understand the progress of the agreed layout and share best practice around teaching and learning.
- Teachers worked with pupils in P3-7 to learn strategies for peer and self-assessment within Numeracy and Maths.
- We have developed maths working walls to support teaching and learning whilst ensuring a universal level of support regarding resources is in place as recommended in the CIRCLE framework.
- Staff visited local schools to enhance understanding of how best to support Numeracy through play looking specifically at play within composite classes.
- Pupils in the early years engaged in exploration and conversations about mathematical concepts while using open ended questions and resources such as small world resources.

Impact:

- According to the 4 pupil focus groups, most felt our new Heinemann Active Maths resource has improved understanding and engagement within Maths. Of the P3-6 children consulted, 100% said that the gameboards and interactive online resources were both fun and challenging. A P5 pupil commented, *'The games are at a level you understand, but you get different challenges for your ability so you know it's right for you.'* Most of the children in P4-7 said the assessment tool was easier to access and respond to compared to materials previously used.
- Following team teaching sessions throughout P1-7, exploring different aspects of our new HAM resource, all 5 class teachers met in order to share how to use each tool, and their evaluation of its functionality. Staff agreed that almost all of the children were fully engaged in the sessions, and that they provided a significant level of challenge, differentiation and coverage for different learning styles. The majority of pupils noted that they felt HAM had helped them to learn during Maths.
- Of the children who took part in the Scottish Primary Mathematics Challenge this year, 100% said that it developed their confidence and ability in recording problem solving strategies and prepared them for expectations at secondary for showing logical and detailed working. Two children earned a gold and silver award for their efforts, a first for the school in recent years.
- Feedback from the class teacher leading the trip to the Money Museum was that it was an incredible experience for the children. *'The development of their understanding of the historical global development of currency was outstanding.'* Almost all pupils (96.5%) who have attended trips this session enjoyed and learned from the experience.
- Staff received very positive verbal feedback during the Parent Workshops, and 100% of the feedback forms indicated that the parents' knowledge and understanding had increased, reaching either 8,9 or 10 on our 1-10 scale. Almost all pupils (96.6%) enjoyed interacting with parents when invited into school for different events.
- Our most recent round of jotter monitoring has shown that in P3-7 (28% of children selected to be observed), most children (83%) have consistently received constructive teacher feedback which has aided understanding of next steps. Almost all pupils (97%) in P3-7 are more consistent with how to lay their work out appropriately in their jotter. All staff feel that jotter layout is clearer than previous years leading to more accurate number work.
- Through classroom observations and pupil focus groups, the majority of pupils (52.3%) state that they have used working walls as a learning tool. Staff refer to working walls during teaching and learning and children have a say in the content. Staff feel that additional work to encourage interaction with displays would further support progression in Numeracy.
- Visits to other Early Years settings highlighted the need for a bank of numeracy resources which can be used to promote learning through play throughout the school.
- Through conversations and observations of children in the early years, pupils reflected that, *'When you play, you learn in stages. You do a bit at a time and get better.'* *'When you play you learn new stuff, if you try something new it's learning.'* *'When you are playing you get to go close up to things and do them for yourself.'*

- Combined attainment of P1, P4 and P7 in Numeracy and Maths has increased by 3% to 77% over the past year.
- Care Inspectorate (May 2023) noted during the reflective conversation with the Headteacher that there was a positive impact from staff, the environment and learning opportunities on learning across the curriculum including Numeracy and Maths, and beyond.
- The nursery team hold termly attainment meetings with the Headteacher to monitor when children will move to Early progressing in Numeracy to keep them on track as far as possible.

Next Steps:

- As the Scottish Primary Mathematics Challenge has had such a positive impact on those taking part, staff can use guidance and past papers / solutions from this in order to develop problem solving strategies in the classroom. This was also identified as an area where children felt they'd benefit from additional input, during the upper school focus group sessions. Encouraging a larger number of pupils to take part would also be beneficial with the potential of a Math's Club to enable participation.
- To increase pupil confidence in the use of the four computations within problem solving and multi-step calculations by introducing daily revision (morning starter) of the 4 computations and associated number bonds and times tables.
- Explore greater use of child specific resources such as +1 to reduce the attainment gap supported by PEF PSA.
- Research assessment resources which cover a wide range of numeracy concepts including different types of questions.
- Consider use of homework to consolidate learning of basic number facts having consultation with all stakeholders.

Priority 2 - To enhance wellbeing, attendance, and attainment in Literacy and Numeracy by increasing opportunities for curriculum focused outdoor learning.

NIF Priority: Improvement in attainment, particularly in Literacy and Numeracy/ Improvement in children and young people's health and wellbeing.

NIF Driver

- *School and ELC Leadership*
- *Parental/Carer Involvement and Engagement*
- *Curriculum and Assessment*
- *School and ELC Improvement*

HGIOS 4 Quality Indicators - 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

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(please highlight)

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Continued into next
session

Progress:

Throughout this year all staff have adapted planning, teaching, and learning experiences to increase outdoor learning and engagement in learning overall. We have: -

- Opened our new play pod, working closely with a parent and the wider parent body to gather and share appropriate resources whilst giving responsibility for the pod to a class who have presented to the whole school about how the pod should be used and given examples of what learning could look like.
- Had a continued focus on pupil and staff wellbeing during this session launching our first health week since covid to increase activity both indoors and out, we offered new experiences in sport and healthy living alongside creative opportunities, working with parents and the local community to facilitate this.
- Increased outdoor learning to weekly sessions with class teachers developing their planning to encompass Literacy, Numeracy and Health and Wellbeing.
- Explored the use of local areas out with the school grounds such as the burn and Lathrisk woods, linking with the Outdoor Education Manager for Fife and Fife Country and Coastal team to explore other local options which are easily accessible and suitable whilst seeking an area to adopt for conservation. Similarly, pupils mapped a local woodland area (Lathrisk) and Freuchie Orchard to support the development of numeracy skills in directions, compass work, scale and mapping. Alongside this we have developed relationships with staff from Learning Through Landscapes to support our thinking around curricular outdoor experiences. Visits to a nearby school to explore how their outdoor programme runs gave food for thought during discussions in collegiate time.
- Met with pupil focus groups from P1-P6 to identify the types of outdoor experiences that they feel would enhance their engagement in learning.
- Given the majority of children opportunities to visit, plant, nurture and/or harvest home grown produce from our school garden with dishes such as apple crumble, scones and soup created whilst being supported by parents and school staff.
- Ensured club provision increased with the majority using the outdoor space. Activities included football, rugby, dance, Lego, ukulele, choir, Bikeability and all were well-attended, (85% of pupils accessed a club).
- Enabled a few of our middle school children to explore the outdoors to establish appropriate tree planting opportunities in Falkland Estate and our local community working with Fife Council, Falkland Estate and the Woodland Trust to develop knowledge and ensure suitable planting sites.
- Ensured all pupils have been on a trip within our local community and further afield including the Money Museum, The National Museum of Scotland, RSPB Vane Farm, The Discovery, Falkland Estate and Lagganlia.
- Enabled a group of P7 pupils (32% of the year group) to link with a neighbouring school and the Outdoor Education team to successfully complete the Munro Challenge with all pupils in the upper class involved in a related step challenge.

- Used cross-curricular approaches to learning which included children planning a trip to Falkland PS to play an inter-school football match and encourage skills in telling the time, timetabling, research, risk assessing, building relationships and teamwork.
- Focused on outdoor learning as part of our internal scrutiny with almost all staff and almost all pupils observed in an outdoor setting with an emphasis on Literacy and/or Numeracy.
- Enhanced the Nursery Garden using pupil views to build an environment filled with a variety of experiences. The children now have free flow access to the outdoors.
- Ensured fortnightly nature kindergarten sessions complement the daily outdoor learning onsite whilst using the wider outdoor environment regularly.

Attendance

We have identified that absences link predominantly to illness and term time holidays. The strategies below have been used to help support parents to get our pupils to school as frequently and punctually as possible.

- We have liaised with parents in many ways to encourage an increase in attendance and punctuality. Sharing attendance data and research on the benefits of attending school and nursery regularly alongside writing to parents, sending texts, meeting face to face and sharing with children how much we love to have them in school has been commonplace this session.
- Attendance data is analysed monthly by the Headteacher to identify means of reducing absence.
- The school and nursery teams work in partnership with parents and carers to identify patterns of absence/lateness and create strategies for support and improvement.
- School attendance data is shared with the school community alongside our goals for reducing absence. Information is shared via our newsletter to support parents and carers when making decisions around school attendance when their child is poorly. Relationships with parents and carers are continually fostered to ensure the wellbeing of each child is at the heart of the work that the school and nursery does. Class teachers are well versed in discussing attendance with parents and carers.
- The outdoor Play Pod, improved playground toys and equipment, and increased outdoor experiences encouraging social and academic development has been introduced to encourage attendance of all.
- We have shared with all parents requesting term time holidays that we are unable to authorise this type of absence.

Attainment in Literacy and Numeracy

- We sought parent views on areas of the curriculum where they would benefit from additional information and guidance. Almost all responses identified aspects of Literacy and Numeracy with a minority seeking information on Mental Health and RSHP. Our workshops ran after school in term 3 with 14 parents attending, 18% of our families.
- We took part in training to understand the capacity of a new maths programme and have committed to running the programme for year 2 to understand the impact it can have on our attainment from P1-P7.
- Our early years team has been looking outwards, visiting settings in different parts of Fife to ensure our provision is of a high standard and supporting the needs of all.
- Our Early Years Development Officer focused on developing outdoor learning and improving Literacy and Numeracy outdoors.
- We have increased the volume of lessons being completed outside particularly in Numeracy with shape, angles, fraction, directions, measure (baking) covered with learning also taking place for spelling and phonics, French and Spanish.
- Children with additional support needs have been given opportunities for outdoor brain breaks, with our school dog to support re-engagement in learning.
- Teaching staff took part in CPD based around Fife Council's new writing assessment pack and have used the resource during the latter third of this session.
- Targeted pupils have used a new resource to enhance skills in reading and writing. Thus far, there has been a 19% improvement across the group. We intend to use the intervention again next session targeting children who are 4+ months behind their expected attainment level.

Impact:

We have sought views from all pupils, staff and parents whilst using attainment data and qualitative data from self-evaluation activities to understand the impact of our work.

- The introduction of focused outdoor play for all pupils (Nursery - P7) has helped to enhance pupil social and emotional development needs with few cases of social issues reported to our peer mediators/staff during these sessions and beyond. Most pupils (89.9%) feel that the play pod has enhanced their learning and wellbeing. Almost all pupils (90.7%) who took part in the survey, (almost all P3-7 pupils) reported that Peer Mediation has made a difference.
- All (100%) nursery parents felt that the outdoor environment has been enhanced.
- All teachers and support staff have noted the marked increase in use of language and participation with all pupils who have barriers to their learning. Outdoor lesson observations showed all children were engaged in the observed lessons taking place in the school grounds.
- Exploration of the outdoor curriculum and additional outdoor spaces for enhancing learning in Literacy and Numeracy was unfortunately disjointed due to staff absence and strike action. A woodland site was identified, and risk assessed, and this showed it would only be suitable for our oldest children (P6/7) initially due to the distance and access. Groundwork has been done on linking outdoor learning with the wider curriculum over the year and we have made good progress with increasing the number of lessons taught outdoors linked to Literacy and Numeracy. Further work is required with consideration for the Learning with Landscapes programme. Almost all pupils (96.5%) enjoyed the outdoor learning opportunities on offer this session with all pupils being engaged in outdoor Literacy and Numeracy lessons across the session.

- The impact of our trips and P7 residential was felt positively by our pupils with almost all pupils (96.5%) benefitting from the experiences on offer. Children developed resilience, linked with pupils from another school to support transition, succeeded in personal challenges, faced fears and developed social skills alongside general awareness of how to be responsible citizens. The Munro challenge helped children develop their physicality, resilience, ability to risk assess, and build relationships in preparation for transition to high school. All pupils and parents involved in the project commented on the level of achievement and engagement of their children and were grateful for the experience.

- Involvement in tree planting and associated outdoor activities has introduced the rights of the child to children and increased community engagement.

- Our health week gave opportunities for all children to experience a range of workshops led by staff and the local community, strengthening our relationship with local businesses. Pupil understanding of the food chain and the importance of a healthy diet has increased, the sports on offer during the week ensured that all children exceeded the national expectation for physical activity and creativity was at the fore of learning during visits from local artists. Feedback from pupils via AifL strategies showed almost all pupils were committed to a healthy lifestyle. Within school, physical activity participation increased by 18 % this year from 67% to 85% through our extra-curricular programme. Protected time within our Working Time Agreement has driven this alongside support from Active Schools.

- Regarding the development of our nursery garden the Care Inspectorate commented that, *'Children had free flow access to the outdoor area, which was enclosed and appropriately staffed to ensure children's safety. Staff recognised the positive impact being outdoors had on children's overall wellbeing. They told us of the ongoing work they had undertaken to improve the outdoor area, and how children had been meaningfully involved in this.'* They felt this impacted the children positively as, *'There were opportunities for children to develop independence and self-help skills...and further develop their gross motor skills.'* They also noted that the outdoor environment showed children the importance of having an active lifestyle.

- Although there has been an increased focus on attending school, our attendance data shows a reduction in attendance across the school year. It dropped from 95.11 % last session to 94.37% this session. This is above the national average from across Scotland last year (21/22) but below the Fife average for the same period.

The work that took place was necessary but didn't give the percentage increase to 95.9% that we had targeted. Children with an identified additional support need had a higher absence rate showing a 1.3% increase on the whole school data; we know this is due to illness and pupils requiring additional days of absence to recover. Term time holidays, strike days and national holidays alongside significant illness particularly in the early years are contributing factors.

- Lateness improved ensuring increased participation in learning, socialising and routine whilst also reducing interruptions to teaching and learning. 3% of the school roll were identified as being consistently late and are now all arriving on time almost all of the time.

- A minority of the school role whose attendance was on average lower than the majority of the school identified outdoor learning as a reason why they were keen to come to school.

- Overall attainment in Numeracy increased by 3% and Literacy combined increased by 8% (P1/4/7).

- Our collegiate time was reduced this year due to the ongoing strike action which negatively impacted on the level of progress we were able to make with this priority.

- Reduced staffing has lowered the capacity of outdoor learning out with the school grounds.

- With increased outdoor play provision in nursery, staff have observed an increase in cooperative play and more positive relationships between children. All children are taking significantly more responsibility for the outdoor resources and associated risk assessments.

Next Steps:

- Explore whether school topic planners can include links to outdoor learning activities and whether Learning Through Landscapes supports the skills we learn through CfE.
- Introduce Rights Respecting Schools to support the ongoing wellbeing of all pupils.
- Explore use of Lathrisk with upper school classes and re-engage with Falkland Estate more frequently.
- Sign up to the School Sports Award.
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Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1 (12 pupils)	75%	67%	83%	75%
P4 (18 pupils)	71%	88%	88%	82%
P7 (16 pupils)	88%	81%	88%	73%

Overall Attainment for 2023 - 2024		
	Literacy	Numeracy
P1	75%	75%
P4	82%	82%
P7	86%	73%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
79.7%	81%	84%	77%

Evaluative statement of attainment over time focusing on P1, P4 and P7

Attainment over the last two years has been relatively stable. We have seen an overall 7% increase in the attainment of Writing. We will continue to employ strategies, curriculum, and adults such as training from the cluster PT as a resource to continue this upwards trajectory, next year focusing on the 9 text types. In Reading, attainment has increased by 6% overall to 78%(P1/4/7) with attainment in Listening and Talking increasing by 12% to 86%.

Overall attainment in Numeracy and Maths has increased by 3%. The triangulation of data from classroom visits, quality assurance activities, the need to embed use of new resources and attainment data showing gaps in learning around Number, Money and Measure, alongside the views of staff and pupils means Numeracy will remain on our 23/24 improvement plan.

Attainment Statement

- Most N5 pupils have made expected progress in ELIPS and the Early Level of CfE.
- By the end of P1, most children have achieved Early Level in Reading, Talking and Listening and Numeracy/Maths with the majority of P1 children achieving Early Level in Writing.
- By the end of P4, the majority of children have achieved First Level in Reading, with most children achieving the nationally expected level of First Level in Writing, Talking and Listening and Numeracy/Maths.
- By the end of P7, most children have achieved Second Level in Reading, Writing, Talking and Listening and Numeracy/Maths.

Overall, attainment at Freuchie PS in Literacy and Numeracy is good. Most children achieve expected levels in Literacy and Numeracy across the school. We are keen to boost the number of children who attain nationally expected outcomes by embedding the work we started this year and last on Writing and Numeracy with a focus on non-fiction writing and number, money and measure which is based on the evidence we have.

N.B. Attainment of pupils on the school role is not directly comparative with previous school years as we are reporting on different cohorts of children. Pupils attending Freuchie PS have continued to make progress overall.

Evidence of significant wider achievements

The main aim of our wider achievement programme was to give children experiences which encouraged attendance at school and engagement in learning alongside opportunities to build on previous skills and try new sports and activities which aren't fully accessible to them because of cost, availability and transport links. These included: -

Successful Learners

- A visit from the Royal Navy to deliver healthy eating, cooking and team building workshops where upper school children worked within the four capacities.
- An enhanced clubs programme which included new clubs such as Lego, Art, Ukulele, Singing, Rugby, Dance and Football ensured all pupils had access to extra-curricular provision. Our art club was unique as it was run by P3/4 pupils for nursery pupils ensuring all capacities were developed by learners. The programme ensured increased participation to 85%. Pupils at all stages across school and nursery had opportunities to join a club.

Confident Individuals

- Pupil participation in creative activities has seen success for several pupils at school, Fife and national level including Burns success and a winner at the Fife Music Festival who competed against senior pupils.
- Literacy Champions were recruited from the upper school to support younger children with phonics and spelling. The children also worked to increase pupil understanding of dyslexia and hidden disabilities by presenting at assembly.
- Two pupils in the upper school achieved a silver and gold award at the UK Maths Challenge.
- Pupils in P6 created a film to highlight their work in Peer Mediation. This was shared with all school pupils in FPS, Scottish Mediation and local Headteachers.

Effective Contributors

- Participation in the Leuchars Football Tournament, Bell Baxter Football Festivals and the Dance Festival developed skills in teamwork alongside specific sports skills whilst building confidence in all who participated. We would like to extend our capacity for transporting children to such festivals so need to increase the number of parents who have PVG compliance to achieve this as other transport options are not feasible either by budget or time.
- Primary 6 worked with a local artist to learn about the links between Johnny Appleseed and our local area. Their work will feature in an art exhibition at Falkland Estate next session.
- Our nursery pupils competed in the Fife Show with their Stick Man scarecrow learning about farming along the way. They sought resources from the local community and contributed effectively to the project. Although our scarecrow didn't win, the children that visited the show were excited to see Freuchie represented for the first time.
- The school continued their work with Falkland Estate supporting the Falkland Harvest Festival and working with rangers to plant trees in the woodland.
- The Pupil Council linked with Freuchie Community Council to develop and contribute to the Lumsden Larder, a new local foodbank based in the village. The whole school have made donations and every pupil has been involved in designing a potential logo. Visits from the Community Council have helped to establish links between the school.

Responsible Citizens

- Our JRSO team attended the first ever JRSO conference where they communicated with schools from across Fife to learn about road safety and plan potential improvement activities in line with our School Travel Plan.
- A funded trip with RHET for P6 to visit the Braes of Lindores to successfully learn about farming in our local area both pastoral and arable farming. The farm team commented on pupil engagement and curiosity with excellent questioning thus being wonderful representatives of our school.
- Inviting the RNLI into school to raise pupil awareness of water safety whilst giving opportunities to contribute to discussion, ask questions and understand their responsibilities as citizens.
- The introduction of Signalong to support communication across the school. This has been well received by staff and pupils. Learning a range of signs which can be used frequently is our next step.

Feedback from External Scrutiny

Learning Partnership – November 2022

Strengths and Areas for Improvement

Strengths

- All staff are enthusiastic and are very much a part of the school/nursery; this links well with the Staffwise data. FPS has a good team who are open and friendly.
- All staff are aware of the SIP, help to create and it and are fully involved in driving it forward. Staff feel they are part of the change.
- All parents feel welcomed and like being back in school. They like that they are asked about different things and feel their comments are taken on board. They feel their children are happy and engaged.
- Moderation activities are supporting school improvement particularly in writing.
- All staff feel there is structure and stability in school/nursery.
- Almost all environments are engaging, and numeracy resources are appropriate for learners. There is a good balance of pupil/teacher work and children are able to talk about their classroom displays with the majority using them during their lessons.
- Almost all pupils are engaged, confident and able to talk about their school/learning. Children across the school seem happy and relationships between staff and pupils are good.
- There is an obvious improvement in the quality of numeracy work and how it is presented.
- In nursery, numeracy is clearly a focus.
- AifL is present in the practice observed such as teachers using lollypop sticks to randomise the children who participate and effective questioning.

Areas for Development

- To ensure consistency across the school with the 4-part lesson model with a particular focus on feedback and what the children are actually learning.
- Work through the school/cluster Teaching, Learning and Assessment policy during collegiate time to enhance classroom practice considering the balance of playful pedagogy, differentiation and challenge across the school.
- Explore the use of numeracy in the nursery outdoor environment e.g. outdoor displays/resources etc.

Education Scotland - Strengths and Areas for Improvement

n/a

Care Inspectorate - Strengths and Areas for Improvement

The Care Inspectorate visited Freuchie Nursery in May 2023 with the following strengths and next steps identified:-

Strengths

- Nurturing and caring approaches from staff created positive relationships with children and families.
- Children were busy and engaged as they were supported to fulfil their potential.
- Planning approaches were child centred and responsive to children's interests.
- Staff worked well together to ensure children were safe and having fun.
- Children had daily access to outdoor play opportunities.
- The service had developed strong links with the local community

Next Steps

- Replace bins with pedal bins.
- Audit the indoor environment as this may support staff to identify ways to increase available floor space for children to extend activities.

PEF Evaluation/Impact

Targeted Interventions

Intervention 1

- By June 2023, the average attendance of pupils with an additional support need will be in line with the school overall average (targeted at 95.9% or above).

Intervention 2

- By June 2023, 11 identified learners across P2-7 will have reduced lateness by a minimum of 50%.

Intervention 3

- By May 2023, all identified pupils for nurture intervention will have improved wellbeing and their barriers to learning will have been reduced.

Progress:

Intervention 1

- The Headteacher, school admin assistant and wider staff have followed the Fife Council attendance policy ensuring accurate record keeping and timely reports on absence.
- The Headteacher and admin assistant make timely contact with parents if the reason for absence is unknown, making phone calls, sending emails or visiting families if we have concerns about attendance.
- Attendance is analysed monthly by the Headteacher and more frequently for PEF pupils whose attendance has been identified as low.
- The extra-curricular programme has been enhanced to include activities not found locally to encourage attendance at school alongside increased use of the outdoors to promote engagement. Places have been prioritised for specific pupils.

Intervention 2

- Individual discussions with families took place where lateness was a concern in line with the Fife Attendance policy. Of the small number of pupils where lateness continued to be a concern, the Headteacher had ongoing conversations with parents and where appropriate children.
- Tasty Toast ran first thing in the morning to encourage pupils to arrive on time whilst offering a safe place to engage in discussions about the day ahead and wellbeing.
- Phone calls, face to face discussions and emails have taken place with identified families as required based on individual attendance.

Intervention 3

- Daily nurture sessions have taken place with two groups of children (when necessary) which have included activities such as Lego Therapy and Kit Bag alongside time to talk generally about wellbeing and learning.
- The CIRCLE survey of the classroom environment took place at the start of the year with individual teachers completing the survey of participation for identified PEF pupils to ensure environments and lessons matched need.
- Resources such as 1+, sit and move cushions, Lego therapy equipment, fidget and sensory toys, weighted resources were purchased to reduce barriers to learning.
- The Leuven's scale and Boxhall profile was not used with identified PEF pupils this session but is planned for use next session.
- One to one emotional support is offered to PEF pupils on an ad hoc basis depending on the level of need throughout the school year. The team involved includes the Headteacher, teachers, PSAs and the SfL teacher.
- Identified pupils have participated in wellbeing groups focusing on managing big emotions and normalising anxiety. We have also engaged children in wellbeing walks whilst seeking support from our therapy dog.
- Our PEF PSA was trained in Peer Mediation and to be a trainer of Peer Mediators. She set up Peer Mediation in school, trained cluster schools and is the point of contact for our peer mediators. The PSA also took part in research interviews to share best practice alongside the Headteacher.
- Our PEF PSA worked with P6/7 children (9% of the group were pupils supported under the PEF plan) and Active Schools to train Junior Leaders who support targeted group work in the playground.
- New learner profiles were introduced for targeted pupils to enhance transition between year groups and primary/secondary school.

Impact:

Intervention 1

- The majority of families (57%) who responded to our survey (38% of school) noted that they are aware of the Fife Attendance Strategy and have found the policy useful.
- Staff and the school admin assistant are fully aware of the children who may require support to attend school, so they make the Headteacher aware promptly of any absence. Where a reason isn't known, continued contact is sought from home and advice given depending on the situation. This has seen the attendance of identified pupils increase over periods of time however overall attendance of the pupils has dropped. Consistent messaging is in place around when to keep a pupil off school and continued support is offered if parents don't know whether to send their child to school. Our ongoing attention to this has been successful to some extent and will continue.
- Monthly analysis of attendance data has shown that identified pupils' attendance has remained below the overall attendance of the school.
- The impact of Tasty Toast has been mixed. It has encouraged pupils to be in school and all have enjoyed the interaction with adults. However, we would run this as a timed intervention in future so children wouldn't miss too much of the morning routine, A short block of tasty toast linked to need at the time would be most appropriate.
- The most beneficial means of increasing attendance has been sharing data with and talking to individual families. ASN attendance has fallen in a similar way to whole school attendance despite our best efforts as detailed above.

Intervention 2

- Our work around punctuality has increased the level of punctuality over the course of the year. All pupils who were consistently late are now attending school on time.

Intervention 3

- 97% of pupils identified that they feel safe in school with 98.8% of pupils noting they have an adult who supports them in school showing a very good opinion of their wellbeing. This includes data from targeted pupils.
- 90.7% of pupils who took part in the survey felt that Peer Mediation has helped them with friendships and to feel safe in school and the playground, supporting their wellbeing overall.

- Pupils receiving targeted wellbeing support have identified that they know who they can talk to in school when they are worried, and they know which strategies to use to respond to certain situations.
- All identified pupils where engagement in class has been limited have increased their capacity to remain engaged due to the emotional support that has been given.
- Staff observations have shown that accessible resources in line with the CIRCLE environment approach have reduced barriers to learning.
- Work around the CIRCLE document has improved staff understanding, awareness and practice in providing universal/additional supports to reduce barriers to targeted pupils.
- Staff have a better understanding of the pupil's barriers to learning and can ensure appropriate support is in place now and into next session.

School/Setting Name: Freuchie Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Satisfactory	Very Good	Very Good	n/a
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Very Good	Very Good	n/a
3.2 Raising attainment and achievement	Satisfactory	Good	Good	n/a

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation (since August 2022)
1.3 Leadership of change	Satisfactory	Very Good	Very Good	n/a
2.3 Learning, teaching and assessment	Satisfactory	Good	Very Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Very Good	Very Good	n/a
3.2 Securing children's progress	Satisfactory	Good	Very Good	n/a

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

Headteacher: Holly Kirkhope