

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): 9 Classes: Nursery, P1/2, P3/4, P4/5, P6/7 Care Experienced Children: 4					
FME	7 pupils (8%) P6/7 – 9.5%					
SIMD Profile for establishment	Our average SIMD is 7.9					
Attendance (%)	Overall	95.22%	Authorised	4.03%	Unauthorised	0.76%
Exclusion (%)	None					
Attainment Scotland Fund Allocation (PEF and SAC)	PEF - £13475 SAC – n/a					
Cost of the school day statement	At Freuchie Primary School 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 regularly by looking at school uniform provision, learning, our local community, school trips, food and nutrition, and clubs. Our Parent Council is actively involved in helping to reduce the cost of the school day. Learning around equity and equality ensures our pupils understand the importance of fairness and that helping others is a privilege.					

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, assemblies, self-evaluation activities, through our policies 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. In May 2024 the children in school and nursery evaluated our current values and decided that they would like to adapt the values that we follow and how we celebrate them. This means that moving forward, ‘Happy’ will no longer be a Freuchie value as the school believes this is a feeling rather than a value. The children are keen to celebrate our values via certificates and rewards such as extra playtime and hot chocolate with the Headteacher although this is an ongoing discussion. Our young people have been consulted on changes to our Fab 4 to update our values and make them more relevant. Consultation thus far has shown a variety of values that the children are keen to replace ‘Happy’ with. We will consult on this with the wider school and nursery community next session alongside exploring how we celebrate success linked to our values.

Improvement Priority Session 2023 – 2024

Priority 1 – Increase attainment in Number, Money and Measure in P1, P4 and P7 to within 3% of our stretch target.

Directorate Improvement Plan Achievement		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:

- All teaching staff and EYOs participated in 'What's in a Level' CPD during collegiate time where we explored the evidence staff can use to support judgements across early to third level.
- All teaching staff revisited use of numeracy records of understanding during collegiate time.
- Termly tracking meetings have allowed for all teaching staff to deeply analyse attainment linked to Numeracy using a variety of data sources such as TRAMS, NSAs, BASE, Leuvens, in class assessments, test of change etc.
- As part of our test of change in numeracy, all children in P1-7 had regular sessions each week focusing on the 4 computations through written and technology means.
- During Parents' Night, all families were surveyed to gather their views on our use of homework. Our research has shown that the benefits of homework are mixed and parent views about types, amounts and frequency of homework were similarly mixed.
- Based on last session's audit, purchasing has increased practical maths resources so they are plentiful and accessible in school and nursery. Team teaching opportunities have been used to further explore the use of HAM to increase pupil engagement.
- We researched and updated our numeracy assessment tool so we can gain a maths age for all children next session.
- Staff took part in quality assurance activities looking at feedback within numeracy jotters. The Headteacher also looked at numeracy jotters and shared feedback with staff via quality assurance grids and professional dialogue.
- Options for team teaching were explored. Team teaching enabled staff to work with small groups to teach specific skills linked to our analysis of assessment data and enhance pupil understanding within these areas.
- Almost all children in the upper school were encouraged to take part in the Scottish Maths Challenge with a minority having a go and 6 (7%) taking this forward.
- We entered a team to the cluster Maths Challenge which took place at Bell Baxter High School for the first time since the pandemic to enhance engagement and provide challenge for children working within 3rd Level.

Impact:

- Attainment in numeracy for P1/4/7 combined has increased from 73.3% to 83.3% a rise of 10%.
- The 'What's in a Level' CPD undertaken enabled teachers to have professional dialogue around types of evidence, how to analyse it and how we can feel more confident in our judgements. All staff have brought evidence of attainment to planning and tracking meetings, using a range of evidence to confidently declare CfE levels thus reporting pupil attainment accurately.
- Use of records of understanding to inform our planning, teaching and judgements alongside moderation work with local schools increased the confidence of all teaching staff to make informed decisions about attainment levels in numeracy. All staff feel more confident in using benchmarks to support their assessments and judgements ensuring accurate reporting of children's attainment levels.
- Data from our numeracy test of change (Term 3) shows that recall of number facts, number bonds to 20, and multiplication/division facts have increased for almost all children (90%) across the school. The majority of pupils (80%) in P4-7 showed improvement across the 2-12 times tables. All children working on number bonds and matching subtraction facts to 20 made progress in their learning. Views from the children were mixed on the impact of this type of resource – A P6 pupil said, *'It was helpful for quick fire questions and helped us with our textbook.'* A P4 pupil commented that, *'It (Times Table Rockstars) improved my times*

tables and made them stick in my head and it challenged us to learn the 11 times table.' A P5 pupil explained that, 'The resource gave me more confidence in maths.'

- The majority of families who took part in the homework survey (62%) are comfortable with the level of homework that is currently issued. 32% of families who answered the survey are keen for maths to be included as homework although our current approach of sending reading and spelling homework continued to be favoured by the majority of families. Thus far, homework practice has remained the same based on our data although P6/7 will trial maths homework next session.
- All children who engaged with Heinemann Active Maths liked using it and talked positively about their maths. However, staff have found it to be difficult to access as a teaching aid so we will use our funds elsewhere next session.
- Our numeracy assessment tool has been updated. The impact of this is not yet known as we plan to begin using this next session to get a baseline numeracy age.
- During numeracy lessons feedback is varied and includes in the moment verbal feedback, written feedback in jotters, stampers, stickers, and peer and self-assessment. AifL strategies are used to some degree across the school. Most children are aware of their next steps. We will continue to work on use of feedback and Aifl strategies as a means to promote next steps during session 24/25.
- Team teaching opportunities enabled almost all pupils in small groups to increase their confidence and engagement in numeracy.
- 6 children from P5-7 were exposed to complex numeracy problems during the maths challenge. 2 Children achieved Gold and 1 achieved bronze with all children receiving a certificate of participation.
- Freuchie won the Bell Baxter Cluster Maths Challenge! The team came first out of sixteen schools. We shared the news and tips with the wider school to encourage the engagement of others in maths both in school and when offered to participate in activities of this nature. All 3 pupils said, 'It was good, we enjoyed winning. It taught us new stuff like Pythagoras and we took part in fun games. We had to work as a team and think outside of the box.'

Next Steps:

- All children in the upper class will trial maths homework in Term one of next session.
- Through our 24/25 improvement priority we will revisit the planning, teaching, learning and assessment cycle with a focus on feedback, pupil next steps, AifL and differentiation linked to numeracy and the wider curriculum.

Priority 2 – Increase the number of children achieving early level writing by the end of P1 by 2 to be within the school P1 Literacy stretch target which stands at 83%.

Directorate Improvement Plan Achievement Attendance & Engagement	HGIOS 4 Quality Indicators - 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1 HGIOELC Quality Indicators - 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1
--	--

Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

Progress:

- To enhance teaching and learning in writing all staff focused our improvement work on tools for writing and structure within the 9 text types. Regular meetings and contact with our cluster Principal Teacher in school, at cluster meetings and via email enabled us to use shared strategies that were proving successful in selected cluster schools.
- Our school purchased a new writing resource and along with Falkland Primary School, all teaching staff took part in continuing professional development to learn how to effectively use the resource as a teaching and learning aid.
- Two teachers attended Stephen Graham's writing workshops and watched him model a lesson. They fed back to the wider team. Videos from the sessions were shared to allow staff members to access as required for their continuing professional development needs. This CPD linked extensively with our new writing resource.
- All teachers were introduced to Fife's Writing Assessment pack linking this with our work on the 9 text types. Through collegiate time we worked through the assessment resource and associated peer and self-assessment tools. A resource folder giving easy access to the evaluation tool was created for staff.

- The cluster writing and handwriting policies were created in draft. All teaching staff reviewed these, giving feedback to our Cluster PT. These will be used next session.
- All teaching staff reviewed our writing coverage across the year and in turn created an annual overview to record coverage across the BGE to ensure flexibility in how we teach writing linked with cross-curricular topics.
- Collegiate work with all Freuchie teachers alongside Newburgh, Dunbog, Falkland and Kettle Primary Schools provided opportunities for professional dialogue to support teacher judgements, delivery of lessons, and moderation of pupil's work. Staff also used records of understanding to inform judgements, support delivery of lessons and to dictate pace of learning.
- A cluster OneNote was created to share teaching examples of the 9 text types whilst also providing a vehicle for moderation with assessed pupil work uploaded.
- 8% of pupils working at early level were given opportunities to interact with Lexia to support spelling, grammar and general engagement with Literacy. Across the school we were also able to give a further 25% of pupils (33% overall) access to the resource to support their development and engagement within Literacy.
- All staff participated in Clicker refresh training. Training in accessible software also took place with all teachers.

Impact:

- 92% of pupils are on track in writing and have achieved early level by the end of Primary 1, a rise of 25% on last session and 9% above our stretch target for the session. (Please note that year on year figures don't correlate due to the change in pupil numbers at each stage.)
- Use of the new writing resource and Fife's writing assessment pack placed a larger focus on the success criteria from the assessment pack thus children had a better understanding of their targets during each lesson.
- Staff took confidence from moderation sessions, boosting their professional judgments in writing and the value of using the 9 text types as a vehicle to increase attainment and pupil confidence in writing.
- All classes are aware of the importance of tools for writing and almost all have access to the information for their level in their classroom/jotter.
- Almost all children in the upper school enhanced their ability to self and peer assess using a new tool from the assessment pack enabling them to understand their next steps better.
- Our pupil focus groups told us that feedback is, '*People giving you tips to improve.*'. They said, '*I can use feedback to improve my writing more and it helps me know if I'm doing well.*' in relation to feedback they receive. They understand what it is and how to use it. The majority of children have experienced giving or receiving feedback via peers alongside ongoing feedback from staff.
- Use of records of understanding to inform our judgements alongside moderation work with local schools increased staff confidence to make informed decisions about pupil attainment levels in numeracy. All staff feel more confident in using benchmarks to support assessment of pupils and judgements around attainment.
- All children who engaged in the pupil focus groups (32% of school) explained that they enjoy the structured nature of the new resource as it makes it easier for them to complete their writing. A P7 pupil commented that, '*The new resource is helpful because we have learned to write in different styles. It helps us check back to see if we have included the right stuff.*' A P6 pupil explained that, '*The resource explains and gives us examples. It splits the writing up into sections which is more manageable.*' The majority of children have a better understanding of the text types they are working on, the structure of each type and what they need to do to be successful.
- 48% of pupils (18) who have engaged with Lexia started (August 23) below their average for their age. As of May 2024, 92% of pupils (28) were above or in line with their chronological target which has helped to increase engagement in written/Literacy activities.
- An increased number of pupils across the school are accessing technology to support/enhance their learning during writing lessons and written tasks therefore increasing their confidence and digital literacy overall. Two P5 children shared their views on using technology in class - '*It is better than handwriting as it auto corrects for me.*', '*We can access GLOW to enhance learning and immersive reader helps us with editing.*' Staff felt the impact on the wider pupil body was an increased number of pupils engaged with technology learning tools which helped to improve confidence in digital literacy.

Next Steps:

- Work with the BBHS cluster Principal Teacher to raise attainment with key year groups moving forward. Attainment data suggests that the new P3, P4 and P6 would benefit most from this intervention.
- Use the 'Planning for Learning and Teaching in Fife' modules, our cluster writing policies and collegiate sessions with Falkland Primary School to further develop our planning, teaching, learning and assessment approaches in relation to the 9 text types to further enhance attainment.

Priority 3 – To enhance parent/pupil knowledge/understanding of equality, diversity and wellbeing through a rights-based approach to learning whilst continuing to support wellbeing of all pupils through physical activity, our de-escalation practice and the health and wellbeing curriculum.

Directorate Improvement Plan Equality & Equity Achievement Health & Wellbeing Attendance & Engagement		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:

- All staff worked collegiately to learn about and understand the key principles of de-escalation alongside Fife's new policy and how this should be delivered in Freuchie. Staff reviewed current practice, updated our Relationships policy and had professional development sessions with our link Educational Psychologist to explore de-escalation within the Freuchie context.
- The Bell Baxter cluster drafted a new equality policy which will be launched within our school next session.
- The whole school and nursery learned about their rights each week in assembly and reflected on them through different areas of the curriculum. The nursery children led the way, sharing information at assembly and creating a floor book and short film which was shared widely within the early years network, with parents via Seesaw and with cluster schools. A Rights Respecting Schools leaflet was created by the RRS group and shared with all parents. Information was shared through our newsletter, sharing the learning documents and on Seesaw.
- Our nursery established a connection with a local care home where the children shared their knowledge of rights.
- Almost all pupils participated in Fife Council's PupilWise survey, affording us the opportunity to further gather their views on wellbeing and learning giving them their right to Article 13, 'Freedom of Expression'.
- Almost all staff led clubs focusing on physical activity including running, gardening, dance and netball. We worked collaboratively with Active Schools to enhance wellbeing with a variety of clubs and learning experiences on offer including football, Together We Can and Physical Literacy.
- Pupils in the upper school participated in a series of cluster leagues, enabling transition experiences and opportunities to learn and compete at cluster level.
- Health and Wellbeing bundles were updated and will be launched next session to ensure equality, diversity and children's rights are weaved seamlessly into the curriculum and are not repetitive in our composite setting.
- An annual and rolling assembly plan has been partially created (Year 1 and 2) to ensure equality, diversity, and children's rights are taught throughout the school year linking these carefully with the Wellbeing Indicators and the Five Ways to Wellbeing.
- To further support wellbeing we revisited our health week and expanded this to health month calling on a wider team of volunteers to enhance the experience for pupils. All children experienced aspects of yoga, cricket, golf, cycling, aerobics, mindfulness, an obstacle course fundraiser, smoothies, baking, athletics, tennis, football, and walking.
- 42% of our P7 children took part in the Munro Challenge successfully, climbing a Munro with the Outdoor Education team from Lochore Meadows and peers from Ladybank PS.
- The school and nursery team submitted evidence to the School Sports Award team and qualified at Gold Level. We hope to receive confirmation of the award itself early next session.

Impact:

- All staff have been able to support children to de-escalate quicker thus increasing engagement in learning and improving wellbeing of individuals and wider classes. Almost all pupils feel they have an adult to turn to if they feel worried or upset and children with a Summary of Support are able to name the adults and children who help them to feel safe.
- Attendance has increased to 95.22% so we met our attendance stretch target for the session which was 94.3%.
- Responses in the Parentwise survey show that all parents who responded feel their children are safe in school.
- Fife's Pupilwise survey (95/100 pupils responded from N-P7) results indicate that almost all children feel safe at school and know who they can talk to if they need support with their wellbeing.
- The school and nursery achieved the Bronze Rights Respecting Schools award with all children more aware of their rights having all participated in lessons and assemblies to learn about them. Most pupils (87.5%) stated that school and nursery teach them about their rights with 0% having a negative view of this. 75% of parents who responded to our school survey agreed that along with their children, they had a better understanding of children's rights. P3 and P4 pupils told us that, *'They (our rights) are very important and help us exist. Some children in other places don't get their rights.'* When P4/5 were asked if they enjoy their rights at Freuchie a range of responses included, *'Yes, definitely. I've learned that every single child should have these rights and be protected by the Government.'*
- Nursery visits to the Care Home have established new positive relationships within our local community. A resident commented that, *'It's wonderful to see these youngsters are our future. We can guide them.'* Another resident explained, *'The experience was natural, they aren't being pushed or taught, they are playing and learning at the same time.'*
- As a result of achieving the Silver award last session and increasing the range and amounts of activity on offer, the school and nursery qualified for the Gold School Sports award. All pupils have had a variety of active experiences over and above their PE lessons this year contributing to positive results in the Parent and Pupilwise surveys. 93.3% of parents who contributed to the survey felt positive about how the school encourages a healthy and active lifestyle and 93.75% of pupils felt similarly.
- All pupils increased their mental and physical health because of the opportunities afforded to them during Health Month. Feedback from pupils included, *'Mindful Monday helps us to stay calm and focus on our work.'*, *'I loved it, it made me feel alive. It was fun and encouraged us to eat more fruit and do more exercise.'*
- The numbers of active children increased to 89% which was a 4% increase from last year and a 22% increase from session 2021/22.
- Our wide-ranging sporting activities ensured all P7 pupils had opportunities to participate in physical activities with peers from their S1 year group, enhancing their confidence and understanding of their new school and helping them to foster new relationships before they leave Freuchie PS.
- Through all of the activities and learning we have provided around wellbeing, almost all pupils and parents who responded to our survey collectively feel that we help them to make healthy choices.
- Impact of the new curriculum bundles and assembly plans has not yet been assessed due to the timing of the improvement work.

Next Steps:

- Begin working towards the Silver Rights Respecting Schools award allocating time each month to enable development of 5 pupil voice groups – Rights Respecting, Eco, School of Joy, Active Freuchie and Pupil Council. Update pupils and parents through our school newsletter, Seesaw and in assemblies.
- Further develop assembly planning to tie in with 3-year cycle of Health and Wellbeing bundles.

Attainment of Children and Young People**Current Session 23/24 (Comparisons to Session 22/23 in Brackets)**

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (12 Pupils*)	92% (+9%)	92% (+25%)	92% (+ 25%)	100% (+ 25%)
P4 (12 Pupils*)	83% (-5%)	83% (+12%)	67% (-21%)	75% (- 7%)
P7(12 Pupils*)	83% (-5%)	83% (-5%)	75% (-6%)	75% (+ 12%)
P1/4/7 Combined	86% (0%)	86% (+8%)	78% (0%)	83.3% (+10%)

*One pupil = 8.3% in P1/4/7 in session 23/24. N.B Pupil numbers thus percentages vary from year to year.

Overall Attainment for 2023 – 2024 (22/23 comparison in brackets)				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (12 Pupils*)	83%	92% (+17%)	92%	100% (+25%)
P4 (12 Pupils*)	73%	78% (-4%)	82%	75% (-7%)
P7 (12 Pupils*)	75%	80% (-6%)	75%	75% (+ 12%)
P1/4/7 Combined	77%	83.3% (+2.3%)	83%	83.3% (+10%)

*One pupil = 8.3% in session 23/24. N.B Pupil numbers thus percentages vary from year to year.

Evaluative statement of attainment over time – Focusing on P1/4/7

Attainment over the last two years has been good and relatively stable. We have met our combined stretch targets in Literacy and Numeracy this session with a 10% gain on last session in Numeracy and a 2.3% in Literacy.

Attainment in Writing has remained stable at 78%. We will continue to employ strategies, curriculum and adults including training from the cluster PT as a resource to sustain and enhance this, next year continuing our focus on the 9 text types. In Reading, attainment has increased by 8% overall to 86% (P1/4/7) with attainment in Listening and Talking sustained at 86%.

Overall attainment in Numeracy (P1/4/7) has increased by 10%, 6.7% for Data Handling and 8.7% in Shape, Position and Movement.

Attainment Statement

- All N5 pupils have made expected progress in ELIPS and the Early Level of CfE.
- By the end of P1, almost all children have achieved Early Level in Reading, Talking and Listening, and Writing and all children in Numeracy/Maths have achieved Early Level.
- By the end of P4, most children have achieved First Level in Reading, Talking and Listening and Numeracy/Maths with the majority meeting nationally expected levels of attainment in Writing.
- By the end of P7, most children have achieved Second Level in Reading, Writing, Talking and Listening and Numeracy/Maths with 33% working within Third Level during their P7 year.

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 sustain this year on year using a variety of data to drive our improvement work.

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 with year group numbers fluctuating throughout the year as children leave and join us. Pupils attending Freuchie PS have continued to make good progress overall.

Evidence of Significant Wider Achievements

There has been a broad variety of opportunities to achieve more widely across the school and nursery this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful

Learner, Responsible Citizens and Confident Individuals. The opportunities afforded to all pupils cover all 8 areas of the curriculum enabling children to use and practise their skills in different contexts.

Our achievements have been shared throughout the session through newsletters, emails and Seesaw and celebrated during assemblies and via our Achievements Wall.

August 2023	September 2023	October 2023
Weekly Forest Kindergarten Scottish Primary Maths Challenge began – P5-7	Parent Open Afternoons Halloween Disco Kodaly Sessions – Nursery Howe of Fife Rugby Workshops – P3-7 Child Smile Visits - Nursery	Nursery visits to Care Home began P7 Rugby Festival Apple Day – Whole School Creation of Lumsden Larder Foodbank – Whole School and Nursery and Community Council Maths Week – Whole School and Nursery
November 2023	December 2023	January 2024
Beatbox Music Workshops – P4/5 Basketball Cluster League – P6/7 Shared best practice at EYO network linked to Children’s Rights Nursery promoted a clean village via community posters	Dynamic Earth Trip P6/7 and P3/4 Nativity – P1-4 Christmas Parties Christmas Church Service and Musical Performance – Whole School Christmas Art and Light Switch on with Parent and Community Council – Whole School	Burns Poetry Competition – School Chinese New Year - Nursery
February 2024	March 2024	April 2024
STEM Trip to Sky Up – P4 and P5 Netball Cluster League P5/6/7 Class Assembly (Vikings) – P3/4 Cupar Burns Competition Fife Music Festival individual entrants and winners	Fife, 6, 7, 8 Dance Festival – P3-7 RHET Farming Trip – P6 Pupil Council Easter Treasure Hunt and Bake Sale – Whole School Class Assembly (Ancient Greece) – P4/5 Fundraising Activities – P6/7 Sponsored Wheels - Nursery Show Racism the Red Card – P6/7 Epilepsy Awareness Day – Whole School and Nursery Easter Party – P1/2 and Parents World Book Day – Whole School Book Fair – Whole School World War Two Showcase to parents – P6/7 Mothers’ Day Courier – N-P2 Fife Burns Final	Lagganlia – P7 Achieved Bronze RRS – Whole School and Nursery Therapet Reading for Enjoyment– Whole School
May 2024	June 2024	
Trip to Money Museum – P4 and P5 Sharing Learning on UNCRC with Kettle Nursery – Nursery Health Month – Nursery-P7 DYW Visits – Whole School Trip to Fife Zoo – P1/2 Potato Growing – Whole School and Community Council Grow a Fiver – P4/5 with Virgin Bank BBHS Maths Challenge – P7, Winners Bikeability – P5-7 Freuchie vs Falkland Football – P6/7 Literacy Project with BBHS – P6/7 Drama with Byre Theatre – P6/7 Sports Day – Whole School and Nursery planned by P6/7 Wizard of Oz Performance – N-P7	Qualified for Gold School Sports Award – Whole School and Nursery Topic Showcase – P3/4 Bike Ride to Falkland – P7 Freuchie vs Ladybank Football – P7 Munro Challenge – P7 Visit to Deer Centre – Nursery National Burns Final – P4/7 finalists Nursery Assembly – Children’s Rights Fife Cross-country – P5/6 Instructor’s Concert – P6/7 Musicians Tennis Festival – P3/4 Nadia Shireen Author Event – P4 Pupil Council Fun Afternoon – Whole School	

4 th Place in Fife Show Scarecrow Competition - Nursery		
--	--	--

Learning Partnership - Strengths and Areas for Improvement

Our Learning Partnership visit took place in February 2024. Headteachers from Pittenweem/Crail and Letham/Springfield visited alongside the Education Scotland Attainment Advisor for Fife.

Strengths

- In all classrooms, differentiation was used effectively through the use of ICT, adult support, interventions, and resources such as word mats etc.
- All classrooms and the nursery playroom are built on positive, nurturing relationships and appropriately challenging learning which lead to quality outcomes.
- Pupil voice was evident in the playroom. School pupils could identify how their learning is supported and how they can independently seek support for their own learning in their classrooms.
- Effective pedagogies were demonstrated in all classes which supported children to make progress in their writing including Talk for Writing (P1/2) and PM strategies/the 9 text types linking to improvement work and CPD undertaken by the school.
- The 4-part model was seen across all classes at different points including prior learning reviewed, success criteria, and learning intentions.
- All nursery children play an active role in the local community (Care Home) with good links to the curriculum.

Areas for Improvement

School

- Enhance consistency of feedback given to pupils ensuring a high-quality range including pupil, peer and teacher led feedback.
- Ensure assessment is planned round the type of writing with tools for writing a consistent expectation.
- Ensure it is evident in jotters when children have been supported by an adult.
- Include a good quantity of Clicker activities in jotters (rather than keeping on laptop) to show progress over time.

Nursery

- Work with the children to revisit the learning walls (currently more focused on floor books) to ensure a continuation of learning through the walls and floor books and opportunities to revisit prior learning.
- Nursery mid-term intentional planning should show how we include specific aspects of learning which may have come from gaps noted in pupil progress through CfE.

Education Scotland - Strengths and Areas for Improvement

Not applicable

Care Inspectorate - Strengths and Areas for Improvement

Not applicable

Consultation with Stakeholders

Staff

- Staffwise survey
- Regular self-evaluation through collegiate sessions and INSET including moderation with peers and other schools and focus on HGIOS QIs in collegiate sessions.
- Staff focus groups during Learning Partnership
- Discussions through Working Time Agreement evaluation

Pupils

- Pupilwise survey
- Pupil Focus Groups
- Pupil Council – How Good is OUR School

- Jotter quality assurance with pupil feedback
- Pupil focus groups were part of Learning Partnership
- Classroom observations with pupil dialogue
- Pupils have discussed and shared feedback about our school values, what they consist of and how they are celebrated.

Parents

- Parent Wise survey
- School questionnaire
- Homework survey
- Feedback during all school visits in feedback jotter
- Parent Council monthly discussion including cost of the school day

How is SQR, IP and PEF Plan shared with stakeholders?

In September our Improvement Plan and Standards and Quality report along with our PEF plan are shared with all parents/carers through our normal communication channels of Seesaw, via our newsletter and on our website. Our improvement journey is also communicated in the following ways: -

- Our Improvement Plan is displayed in school throughout the year and key activities and successes are added to this.
- Weekly newsletters include and share progress throughout the session.
- The Headteacher gives a progress update at each Parent Council meeting which is then available for all parents/carers through PC minutes which are shared via the school newsletter.

PEF Evaluation/Impact

PEF Targeted Intervention 1

By June 2024, 9 identified learners across P1-7 will have attendance of 90% or above.

- *Headteacher to liaise with the families of the identified children to identify and remove barriers to attendance.*
- *Parental communication for identified learners will include attendance discussions.*
- *HT to monitor attendance rates of the identified children.*
- *Where attendance remains low, the Headteacher will offer weekly check-ins with pupils to offer guidance and encouragement.*
- *PEF PSA to run tasty toast, high interest activity sessions and wellbeing activities to encourage the highest levels of attendance.*

Progress:

- Conversations with parents and carers via phone/email and in person to share attendance data and encourage attendance have taken place throughout the session. Strategies including supporting the journey to school have been offered as has wellbeing meetings.
- Information about attendance and absence is shared on the school newsletter and via email to keep the information 'live'.
- Monthly attendance analysis is completed by the Headteacher and shared as appropriate with staff and parents. The Headteacher and PSAs offer targeted support through check ins and wellbeing chats when a pattern of absence of lateness is identified.
- Our Pupil Equity Funded PSA has implemented Tasty Toast and Friday morning baking. The PSA has created a nurture room in our spare classroom with high interest activities and resources provided to encourage attendance.

Impact:

- Attendance for most (78%) of the 9 identified pupils has increased.
- Parents are engaging with the school, understanding of the need for all children to attend which has seen our overall attendance rate rise to 95.22%, an increase of 0.86% on last session.
- Attainment for the 9 children is mixed with significant additional support needs impacting on pace. The majority of children increased their pace or remained at the same pace of achieving a level in Literacy and Numeracy.

PEF Targeted Intervention 2

By June 2024 18 identified pupils will be more engaged in written work in class.

- *Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties identified, and individual plans adapted.*
- *Use Fife Assessment pack to identify strengths and next steps, to be focused on by PSA/SfL teacher and through additionality and shared with parents.*
- *Engage pupils with Lexia, an online learning tool to enhance skills in writing and in turn engagement. This can be used at school and home.*
- *Targeted support groups to be run by PSA/SfL teacher and additionality using attainment data, Leuven's data, teacher planning and samples of work to identify next steps in writing.*
- *Teacher planning to be tailored to match interests of pupil groups to enhance engagement.*
- *PEF PSA to work with pupils in P1-4 to revise basic letter formation through jotter work and handwriting apps.*

Progress:

- All pupils (increased to 20, 22% of school roll) were assessed using the Leuven's scale of engagement during learning time. Next steps were identified for 9/22 pupils and shared with parents for those who had a summary of support. Further assessment took place later in the session to make a comparison and this showed that 45% of pupils felt and remained confident in new situations over the time period. With an increase of 15% when pupils were asked how confident they feel in school. The number of children who find it hard to concentrate on a task for a long period of time has increased by 10% with those who sometimes finding this hard reduced by 15% and not at all has increased by 5%.
- Targeted support groups including 16/18 pupils were run by the PEF funded PSA in conjunction with SfL and class teacher to increase engagement in writing using resources such as Clicker, magnetic letters, Bananagrams, whiteboards, sentence strips and Lexia encouraging the basic tools for writing.
- Our PSA has supported 12 individuals to access Lexia to enhance engagement in spelling, reading and grammar-based activities. The PSA demonstrated how to access the online resource and supported children to become familiar with the games and accessible features.
- Our PEF funded PSA provided a variety of handwriting activities using apps, sensory activities and jotters to 13 P1-4 pupils.

Impact:

- 58% of pupils who worked with a PSA on Literacy activities including use of the Lexia programme are now on or above target for their chronological age.
- Classroom observations, Leuven's observations and discussions, jotter evidence and teacher/PSA feedback has shown that: -
 - o 16 of the targeted 18 pupils have shown more engagement in writing lessons.
 - o All 18 pupils have put pencil to paper or used a device to record their learning during writing lessons or small group sessions.
 - o One third of the targeted pupils have increased their attainment in writing by moving onto the next level of part of level. This isn't been a true representation of progress as not all children were predicted to move on by May 2024 and a wide range of additional support needs are also taken into consideration.

PEF Targeted Intervention 3

By June 2024, 16 children who are currently 6 – 24 months behind the national expected CfE levels in Numeracy will work in small intervention groups to target specific skills to close the gap by 3-6 months at a minimum: P1 (1); P2 (3); P3 (4); P4 (1); P5 (3), P6 (2), P7 (2)

- *Pupils to use free trial of Numberbots/Rock*tables and/or Sumdog at school and home to build capacity/memory of key number facts. Daily mental activities will be encouraged in class.*
- *Completion of Highland Numeracy assessments/SEAL & analysis of assessment data and results to identify gaps and create action plan.*
- *All pupils to work with PSA/SfL support weekly.*

Progress:

- All 16 children accessed either Numberbots, Times table Rockstars or Sumdog throughout the year.
- Almost all pupils received additional support for Maths.

<ul style="list-style-type: none"> - Team teaching in numeracy allowed a smaller adult to child ratio which ensured identified pupils received more support. - Assessments via the Highland Numeracy resource did not take place due to the time required for them and changes in support staff available to complete them/support the class teacher to administer.
<p>Impact:</p> <ul style="list-style-type: none"> - 50% of the 16 pupils receiving PEF funded support in numeracy have moved on to a new level in Numeracy and/or Maths. This isn't a full representation of progress as not all children were predicted to move on by May 2024 and a wide range of additional support needs should also be taken into consideration. - The gap has closed for 11 pupils (69%) from the targeted group.

School/Setting Name: Freuchie Primary School and Nursery

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Very Good	Very Good	Good	n/a
2.3 Learning, teaching and assessment	Good	Good	Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	n/a
3.2 Raising attainment and achievement	Good	Good	Good	n/a

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation <i>(since August 2023)</i>
1.3 Leadership of change	Very Good	Very Good	Very Good	n/a
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	n/a
3.2 Securing children's progress	Good	Very Good	Very Good	n/a

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	Inspection Evaluation
How good is our care, play and learning?	Very Good	n/a	n/a
How good is our setting?	Very Good	n/a	n/a

How good is our leadership?	Very Good	n/a	n/a
How good is our staff team?	Very Good	n/a	n/a

Headteacher: Holly Kirkhope