



Inverkeithing Primary School

Session 2022 -2023

Improvement Plan

Inverkeithing Primary School Session 2022 -2023 Improvement Plan

National Improvement Framework Priority:

Closing the attainment gap between the most and least disadvantaged children
Improvement in children's health and wellbeing

Focused Priority 1: Develop nurturing principles, inclusion, and trauma informed practice, emphasising physical and emotional well-being

HGIOS4 Quality Indicators

1.2 Leadership of Learning, 1.5 Management of resources to ensure equity, 3.1 Ensuring well-being, equality, and inclusion

Expected Impact	Strategic Actions Planned <small>(* indicates links to Child Protection Audit Action Plan)</small>	Responsibilities	Measure of Success <small>(Triangulation of Evidence/QI Methodology)</small>	Timescales
Pupils settled and engaged in learning	Launch whole school approach to Emotion works recovery programme. Launch programme to new parents.	Caroline Gardiner, HT	Observation evidence of consistent approach in all classrooms. Parents' awareness of approach gathered through Forms questionnaire.	By December 2022 through: INSET 1: 15 th Aug '22 INSET 3: 18/11 Staff Meeting 1: 24 th Aug '22
	Staff training around The Promise , linking to inclusion and engagement approaches.	Cluster leads	Awareness of approach gathered through Forms questionnaire.	Cluster twilight 1, September 2022
	Update staff on Fife Council guidance on physical intervention linked to de-escalation approaches*	Adam Brown, EP Caroline Gardiner, HT	Awareness of approach gathered through Forms questionnaire.	INSET 1: 15 th Aug '22
	Embed use of Leuven's Scale of Well-Being and Involvement	Caroline Hunter, SfL,	Data collected through Glasgow Motivation and Well-being profile (GMWP)	By December 2022
	Overview and sampling of child plans: will be added to the QA calendar * Staff to trained in the completion of the Child's Plans in Aug 2022 *	Caroline Hunter, SfL, Caroline Gardiner, HT	Awareness of approach gathered through Forms questionnaire.	By October 2022 through: INSET 2: 16 th Aug '22
All children included and supported within school	School overview developed detailing how many children in school have been through the VPD, CPR, MARAC and LAAC processes for appropriate tracking*	Donald Gillespie, DHT	Completed and shared with Child Protection Coordinator and Depute Child Protection Coordinators.	September 2022
	Equalities policy: To be reviewed Aug' 22 and added onto school website, Sept 2022 *	SLT, Pupil Council/ Parent Council	Completed and shared with staff, pupils and parents	INSET 2: 16 th Aug '22
	Ensure appropriate use of Fife Council Compliments / Concerns log. *	Angela Page, Admin,	Monitored throughout year	June '22
Stakeholders to be aware on UNCRC.	Embed UNCRC knowledge into learning and teaching	NCCT staff leading embedding of UNCR approaches	Pupil form baseline survey Aug '22 followed by post pupil form survey Aug '23	From Aug '22
Sustained levels of well-being in staff group	Monitor and support Staff Well-Being though Fife Staff Well-Being Continuum of Support.	Nathalie Dommershuizen well-being representative.	Staff form baseline survey Aug '22 followed by post pupil form survey Aug '23	Baseline: Aug '22 • INSET 1: 15 th Aug '22 • INSET 2: 18 th Nov '22 • INSET 5: 6 th June '23
Equitable access for all to experience school	'Poverty proof' the school day through staff training, staff working party and Parent Council approaches.	Working party staff Parent Council	Audit of current cost of the school day as a baseline (June '22) Vs cost of the school day collation of costs June '23	Parent Council meetings from 1 st Sept '22 Working Party 25 th Aug '22

Ongoing Evaluation

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

Inverkeithing Primary School Session 2022 -2023 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy
Closing the attainment gap between the most and least disadvantaged children and young people

Focused Priority 2: Refresh assessment, moderation and planning approaches linking to differentiation, inclusion, and continuity in learning.

HGIOS4 Quality Indicators 1.2 Leadership of Learning, 1.5 Management of resources to ensure equity
2.3 Learning Teaching and Assessment, 2.6 Transitions, 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
The needs of all learners are considered at all stages of the planning and moderation cycle.	TLC (Teacher Learning Community) focus on classroom organisation, differentiation and inclusive approaches through professional reading, classroom visits, moderation activities. Staff training in differentiation approaches supports pace and challenge at each stage across the school. Termly moderation meetings and departmental collegiate planning meetings support continuity of learning, pace, and challenge Embed development and use of writing rubrics at each stage	Class teachers SLT Class teachers Class teachers	CT feedback Moderation of Child's Plans	Termly TLC 31/10, 23/11, 8/2, 7/6 Termly Dept Mtg 7/9, 9/11, 26/1, 31/5 Termly Moderation 21/9, 8/12, 23/3 Observations Nov22/ Feb23 INSET 2 16 th Aug'22
Rigorous systems in place leading to improved teacher confidence and improved attainment	Moderation framework built into collegiate calendar to ensure rigorous discussion about learning, teaching and pupil progress. SLT to review moderation framework in place to ensure consistency and high quality of moderation at all levels.	SLT	CT feedback on moderation process demonstrates sound understanding and supports pace and challenge in learning.	Termly Moderation 21/9, 8/12, 23/3
IDL /thematic planning supports continuity in learning and full coverage of CfE Es & Os	A refreshed draft IDL planning structure to be launched (Aug 22) supporting planning across new class structures	Class teachers	CT feedback	INSET1 15 th Aug '22
Staff are confident in the planning of teaching and learning of languages	Refreshed 1+2 approaches to support change in L2 (was German, move to French by Aug '23) and L3 (was French, move to German by Aug '23). Staff training opportunities to explore Gaelic linked to YMI and traditional music teaching with consideration of L3 learning and teaching opportunities	L Reekie	CT feedback	Staff meetings: 24/8, 2/11, 11/01, 20/4 INSET 3, 18/11
Modernise storage of planning, assessment and pupil files	Elicit and analyse requirements for migration to SharePoint, looking at the school drives current solution to produce the new 'File Storage Solution' addressing Infrastructure/hardware/software, joining the Service pilot programme, upgrading digital devices	D Gillespie, DHT	Audit analysis	From August 2022

Ongoing Evaluation

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

National Improvement Framework Priority: Improvement in attainment, particularly literacy and numeracy.
Closing the attainment gap between the most and least disadvantaged children

Focused Priority 3: Class specific approaches to targeted interventions in reading, writing and numeracy

HGIOS4 Quality Indicators 1.2 Leadership of Learning, 1.5 Management of resources to ensure equity
3.1 Ensuring well-being, equality, and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Teaching staff have a secure knowledge of the attainment in their class leading to targeted planning to meet children's learning needs. Vulnerable learners' attainment is tracked closely and targeted interventions support attainment to increase in key areas of the curriculum.	Termly tracking meetings highlight children below age/stage appropriate attainment levels leading to individualised planning to support raising attainment.	SLT Class teachers	Model for Improvement: rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes	Tracking meetings from 25 th Aug 3 rd Nov 12 th Jan 25 th April
	Termly collegiate planning meetings support identification of targeted approaches to support vulnerable learners in identified curricular areas	Class teachers	CT feedback	Termly Dept Mtg 7/9, 9/11, 26/1, 31/5
	Regular meetings are held between CTs and PSAs to plan and support the needs of vulnerable learners and link to Child's Plans and children's review cycle.	Class teachers	CT feedback PSA feedback	INSET 1: 15 th Aug '22 INSET 3: 18 th Nov '22 INSET 4: 15 th Feb '23 INSET 5: 6 th June '23
	Planning approaches at weekly, termly and yearly clearly shared with staff with proformas supporting coverage and expectations and documents shared centrally to support continuity learning and moderation.	SLT	CT feedback Moderation of planning	INSET 1 & 2: 15 th / 16 th Aug '22
Whole school approaches to raise ethos of 'Read to Achieve'	We will seek 'reading accreditation' through the Scottish Book Trust, and aim to (through a stakeholder working party) <ul style="list-style-type: none"> • Introduce 'Book at Bedtime' and reading workshops, organised and promoted to support family learning. • DEAR (drop everything and read) times • Refresh our library resources and timetabling of this making connections with the local library • Introduce reader of the week in each class • Introduce Book groups for pupils out of school hours. 	Linda Reekie, PEF DHT	Stakeholder feedback Reading attainment results	From August 2022

Ongoing Evaluation

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

Inverkeithing Primary School Session 2022 -2023 PEF Improvement Plan Focussed Priority A

Attainment Fund Rationale Improve attendance

Amount of Fund: Share of staffing costs: £100, 795

We have identified a group of 26 pupils across the school living in SIMD2 and 4 or FME who have an average of 80% attendance

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners <i>Ongoing evaluation Dec/June</i>
<p><u>Intervention 1</u> By June 2023, 26 identified learners across P1-7 will have average attendance of 90% or above from on average 80%</p>	<ul style="list-style-type: none"> • PEF DHT to liaise with the families of the identified children to identify and remove barriers to attendance. • PEF DHT to liaise with multi-agency partners to support planning for children with low attendance. • Parental communication for identified learners will include attendance tracking over time and illustrations of time lost. • SMT attendance meetings to monitor attendance rates across the identified children and the school as a whole on a termly basis. • Involvement of PEF funded staff in working party to ‘poverty proof’ the school day to ensure money is not a barrier to attending school. • PEF PSAs to support engagement in learning at school through nurturing approaches for pupils with barriers to attending school. • PEF DHT will support enhanced transition to high school to remove any barriers for P7 pupils. 	<ul style="list-style-type: none"> • PEF DHT will identify and collate potential barriers to attendance. • Parents and pupil views on attendance barriers sought. • Attendance records/ Power BI will identify trends and improvements. • Attendance % for identified learners will be monitored weekly, monthly, and termly. 	<p>What has been the impact?</p>

Inverkeithing Primary School Session 2022 -2023 PEF Improvement Plan Focussed Priority B

Attainment Fund Rationale Raise engagement in learning

Amount of Fund: Share of staffing costs: £100,795

We have identified a group of 9 pupils who are displaying increased distressed and deregulated behaviours between P3-P7. This is having a negative impact on their attainment and achievement and increasing challenges in inclusion in the classroom.

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners <i>Ongoing evaluation Dec/June</i>
<p><u>Intervention 2</u> By June 2023, all identified pupils for nurture intervention (9 pupil) will have improved wellbeing, their barriers to learning will have been reduced.</p> <p><u>Intervention 3:</u> Identified pupils (4) with significantly low attendance that is impacting on learning attainment and engagement will have increased time in school engaging with learning activities</p>	<ul style="list-style-type: none"> • Nurture sessions for identified pupils (3 age and stage appropriate groups) • Resilience toolkit (P5-P7) analysis completed for all pupils. • Glasgow Motivation and Well-being profile completed for each identified pupil as appropriate. • Leuven's (P3, P4) scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. • Where appropriate IT programs are used to support and enhance learning (IDL, Sumdog, Reading Eggs, Rapid Reading) • Outdoor learning sessions will be used to engage and motivate vulnerable learners • A life skills curriculum will be timetabled weekly. • PEF PSA will support a 'meet and greet' strategy daily for identified pupils • PEF DHT and PSA will support enhanced transitions for identified pupils who will be moving to High School in Aug '23 	<ul style="list-style-type: none"> • Attendance and engagement data will be gathered daily. • Individual pupil targets will be created and monitored based on a range of data sources including, • Leuven's scale data • Identified pupils' engagement in their learning will increase (age and stage dependent). • Pupil view • Parent/carer view 	<p>What has been the impact?</p>

Inverkeithing Primary School Session 2022 -2023 PEF Improvement Plan Focussed Priority C

Attainment Fund Rationale Raise attainment in numeracy

Amount of Fund: Share of staffing costs: £100, 795, £238 IDL costs

We have identified 31 children (P5-P7) who are currently 12 – 18 months behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners <i>Ongoing evaluation Dec/June</i>
<p><u>Intervention 4</u></p> <p>By June 2023, of the 31 children who are currently 12 months – 18 months behind their chronological age 75% will be within their expected age-range for Numeracy and Mathematics: P4 (TBC); P5 (4), P6 (17), P7 (10) with 25% showing a reduction in their attainment gap.</p>	<ul style="list-style-type: none"> • Completion of Mid Lothian assessments & analysis of assessment data and results. • All pupils to begin 'Maths Boost' programme (4 x weekly) • Identified pupils will undertake IDL numeracy 4 x weekly • Increased time will be allocated for numeracy on a weekly basis in class including Power of 1/2 approaches*. • PSA will support individuals as identified. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). • 'Number Bonds' targeted groups in P1 (following Aug'22 BASE assessments) and P2 (following June BASE assessments) • Identified pupils will undertake 'Power of 1/ Power of 2' in class daily. • Termly tracking meetings support class teachers in identifying and targeting children in their class that are at risk of falling behind. • Times Tables strategy (Tables Challenge) from P3-P7 will support enhanced accuracy and speed leading on from June 2022 assessments 	<ul style="list-style-type: none"> • Mid Lothian in August/Sept 2022 to be used as baseline (appropriate to age and stage). • Further assessment in January 2023 • SNSA for P4 and P7 pupils in by October 2022 • BASE assessments August'22 and June'23 • Pupil views 	<p>What has been the impact?</p>

Inverkeithing Primary School Session 2022 -2023 PEF Improvement Plan Focussed Priority D

Attainment Fund Rationale Raise attainment in Literacy

Amount of Fund: Share of staffing costs: £100, 795, Numeracy IDL: £299

We have identified 35 children who have a reading age 6-9 months below their chronological age.

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 5</u> By June 2023 90% children in school will be at the expected range in their standardised reading scoring. We have identified 35 identified children needing support to be gains towards their expected age-range for Reading P3 (X), P4 (15), P5 (9), P6 (4) and P7 (8).</p> <p><u>Intervention 6</u> By June 2023, X identified children will know all initial sounds and onset and rime blends</p> <p><u>Intervention 7</u> By June 2023 90% children in school will be at the expected range in their standardised scoring. We have 51 identified children needing support to make gains towards their expected age-range for Spelling P4 (18) P5 (12) P6 (11) P7 (10)</p>	<ul style="list-style-type: none"> • Completion reading comprehension assessments and reading age assessments and analysis of assessment data and results. • All pupils to begin Reading Recovery programme through IDL. • Increased time in class will be allocated for reading on a weekly basis. • Each pupil will read age and stage appropriate books with a PSA daily in class. • Reading focus on comprehension strategies, understanding of text, summarising and word attack strategies. • Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). • Toe-by-toe for P6 / P7 (11) targeted children 3x weekly. • P2 Phonics recovery groups will be identified from June'22 Base assessments • Stareway resource (reading and spelling around commonly used words) will be used to support identified children in P4-P7 3x weekly (identified through assessment). • Class teacher in P1-P3 will undertake common words activities and assessments termly with progress tracked • Writing rubrics will be used termly by class teachers to support moderation of writing • Writing mats will be available to all writers in classrooms to support quality feedback • Speed writing will be timetabled 4x weekly in P3-P7 to support confidence in writing • To promote reading across the whole school community, we will adopt the framework for reading accreditation from Scottish Book Trust 	<ul style="list-style-type: none"> • Reading Age assessments in September 2022 to be used as baseline (appropriate to age and stage). This will be repeated in January 2023 and SNSA for P7 pupils (by October '22) • Ongoing IDL assessments throughout the year. • Common words assessments tracked termly • Pupil views 	<p>What has been the impact?</p>