

Inverkeithing
Primary School
Standards & Quality
Report

Session 2023-2024



Our School Context

Setting/School Roll:	Inverkeithing Primary School has 13 classes. 348 children attend Inverkeithing Primary School. 22% of children have an additional support need recorded with 32% children supported by Support for Learning. 4% of children have connections with the armed forces. 4% of children are Care Experienced. 5% English as an additional language. Our average attendance between August'23 and March '24 was 90.39%					
FME	32.1% of our children have free meal entitlement.					
SIMD Profile for establishment	21% children live in SIMD 1&2 10% children live in SIMD 3&4 47% children live in SIMD 5&6 19% children live in SIMD 7&8 1% children live in SIMD 9&10 Our school's average SIMD profile = 4.8					
Attendance (%)	Overall	90.11%	Authorised	6.00%	Unauthorised	3.86%
Exclusion (%)	0.03%					
Attainment Scotland Fund Allocation (PEF and SAC)	£105, 350					
Cost of the school day statement	At Inverkeithing Primary School, we recognise the diversity in socio-economic climates within our community and the hidden costs associated with a child's schooling. It is our mission to ensure every child has equal opportunities and experiences with a focus on inclusion. We do this by knowing our individual pupils well and understanding our duty to remove any barriers to accessing education including being able to attend school and be equipped to access learning, social and fun experiences.					

Our School Vision: **“Learning Together – Achieving Together!”**

Our Values: **Ready, Respectful, Safe**

At Inverkeithing Primary School, we aim to:

- Provide and promote a positive, inclusive, and respectful learning environment where pupils are encouraged to have high aspirations and a 'can do' attitude to all the challenges presented to them.
- Provide and promote an ambitious learning and teaching culture within which our pupils receive a broad general education which enables them to reach their full potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- Work as a school community to enable pupils to develop relevant capacities and attitudes through a curriculum which has a strong focus on the development of Literacy, Numeracy, Health and Wellbeing and, on promoting achievement and raising attainment.
- Be committed to improving all aspects of the school through a culture of self-evaluation to maintain the effectiveness and relevance of our work, we give priority to ensuring the quality of our approaches to learning and teaching continues to engage and motivate learners.
- Build positive relationships with learners, with parents, colleagues, partners and across the school community. We work with all stakeholders to ensure early intervention is timely to maintain pupils' safety and well-being and maximise their capacity to learn.

Our community:

We have a supportive parent body, including Parent Council and PTA. Our evaluations show they value the care and support their children receive from school staff. Our school is enriched through multi agency working such our Active Schools Coordinator, Educational Psychologist, Social Work, Family Support Service, Community Police Officer, and Health partners. We have close links with Inverkeithing Heritage which has enriched our curriculum experiences through our joint work together about our local history.

We share a campus site with Inverkeithing High School and Treetop Nurture Centre and are proactive in capitalising on the proximity for the benefit of our children, especially at key times of transition.

Improvement Priority Session 2023-2024

Priority 1: Improving the quality of our teaching and learning.

National Improvement Framework Priority:

Closing the attainment gap between the most and least disadvantaged children.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Attendance & Engagement

HGIOS 4 Quality Indicators

Curriculum (2.2), Learning, teaching, and assessment (2.3),
Raising attainment and achievement (3.2)

Has this priority been:

Fully
Achieved



Partially
achieved

Continued into
next session

Progress & Impact:

Relaunch of 4-part model approaches during INSET in August 2023 and revisited June 2024.

Consistent use of the 4-part model the majority of classes is supporting consistency of the learning experience for the majority of pupils.

Staff are providing positive feedback on use and development of 4-part model and all staff took part in evaluations of reading and writing approaches which will feed into session 2024-2025 school improvement work.

Staff undertook a twilight session on differentiation and lesson observations and classroom monitoring undertaken. Effective planning and implementation of differentiated tasks including use of appropriate resources (more opportunities for use of IT to support differentiated learner experience) observed leading to increased engagement and ASN children supported with clear expectations and instructions.

Classroom monitoring visits noted use of effective displays and welcoming classroom environments (balance of children's work Vs TDR).

Planning and Tracking discussions supported most children to achieve the correct attainment for their age and stage. Most staff provide positive feedback and impact of moderation across the curriculum.

Learning Partnership visits supported moderation of learning experiences across the 3 establishments and self-evaluation opportunities for us at IPS.

Cluster meetings focused on moderation and collegiate understanding of approaches to reading and numeracy were undertaken and evaluated by all staff, especially our session guided by our Raising Attainment PT on Literacy.

TLC twilights were undertaken termly with a focus on the Circle Framework and planning for children with additional needs. All teachers engage in a collaborative planning through the Circle Framework which was positively evaluated by all staff.

Next Steps:

- 4-part model graphics for use in all classes to structure lessons will be displayed throughout the school from August 2024. These have been developed collegiately during staff meeting in June 2024.
- TLC approaches will continue with the theme related to using QI approaches to support positive behaviour management and de-escalations approaches following on from working party developments during session 23-24.
- Circle Framework approaches will be used consistently as an approach to supporting children with additional support needs as form part of our continuum of support to be finalised in session 24-25.

Improvement Priority Session 2023-2024

Priority 2: Improving attainment in reading, writing, listening, and talking

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement

HGIOS 4 Quality Indicators

Curriculum (2.2), Learning, teaching, and assessment (2.3),
Raising attainment and achievement (3.2)

Has this priority been:

Fully
Achieved



Partially
achieved

Continued into
next session

Progress & Impact

‘Setting Standards in Literacy Learning and Teaching’ INSET undertaken with all teaching staff. Working parties work collegiately to develop approaches across Literacy and specifically reading and writing. All staff participated in professional dialogue and staff training as well as an audit of teaching approaches supporting future development work related to school guidance/ policy to enable staff to develop consistent approaches how we will collegiately support learners in literacy and embed consistent assessment approaches across our school in reading, writing, listening, and talking. Collegiate moderation session linked to Fife’s ‘Achievement of a Level’ staff training resources delivered to all teaching staff and teaching staff also audited use of Fife’s Records of Understanding. Targeted interventions were undertaken for children below level in writing and reading. P4s moving into P5: assessed pupils more than 1 year behind chronological age for reading will have targeted reading support. This has resulted in targeted children raising their reading age between 7 months to 4 years within our 6-month assessment period (Aug 23 – Jan 24). Phonics assessment focus up to P5 (+ individual P6 /P7) to support the targeting of phonic supports to impact positively on reading, writing, and spelling attainment. This has resulted in almost all children in our P5 cohort passing phonic assessments. Comprehension approaches in P4 – P7 stage groups will be developed and supported through a newly purchased resource to support continuity of approaches. This has been well evaluated by all staff. STAREWAY, a targeted, individual programme for P5-7 was used weekly to impact positively on spelling ability. IT is proactively used and timetabled to support and engage learners.

Next Steps:

- Assessment grid for common words introduced to support the triangulation of assessment evidence.
- Writing rubrics based on Fife’s writing resource used throughout the school to support continuity of skill progression and standards.
- Implementation of new reading scheme resource a priority for Session 24-25 alongside our revised Literacy guidance for staff.

Improvement Priority Session 2023-2024

Priority 3: Improving Health and Wellbeing across our school.

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Health & Wellbeing, Attendance & Engagement

HGIOS 4 Quality Indicators

Leadership of Learning (1.2), Leadership of Change (1.3),
Improving Wellbeing, equality, and inclusion (3.1)

Has this priority been:

Fully
Achieved

✓

Partially
achieved

Continued into
next session

Progress & Impact

Emotional Check-ins: this is being used with almost all pupils (emotion works symbols and use of Plickers) as has been positively evaluated by staff who are consistently using this resources. Alternative methods have also been developed using Seesaw, Boardmaker and signing approaches in individual classes.

Regulatory activities have been introduced at key points during the day around organising, alerting, and calming linked to the wider school approach of emotional check ins linked to Emotion Works.

This supported the de-escalation of heightened children leading to less time out of classroom spaces. Additional input from the Inclusive Practise Team assisted the development and implementation of play boxes to support engagement in Primary 1 have also been successful in supporting the inclusion of individual children.

Emotion Works has been embedded as a whole school approach to support emotional understanding and wellbeing. The majority of cohorts across the school are settled in their learning with 92% of children reporting they feel they are taught how to be safe and 92.05% reporting they are happy.

Working party established and has reviewed positive behaviour and relationships policy linking to de-escalation input from Fife. Approaches have been shared amongst staff positively with the aim that we will continue this aspect of work through our professional development TLC approach which will include using QI approaches.

Pupil voice groups support children to be at the heart of school improvement approaches and work including pupil voice groups, school librarians, Junior Road Safety Officers. Our School Librarians have supported the school's successful Core award for Reading Accreditation. Our Junior Road Safety Officers worked together with school staff and Fife Authority staff as a Travel Action Group to successfully audit and record safe routes to school resulting in our updated [Travel Plan being published](#).

The majority of children at Inverkeithing Primary took part in physically active clubs over session 2023-2024 with many individuals taking part in multiple different clubs or experiences. This was also evaluated positively in our Parent Wise survey results showing 94.12% of parents who responded felt IPS encouraged their child to be healthy and take part in physical activity. 84.71% of responding parents felt their child was able to participate in all school activities and we take measures to minimise the cost of the school day.

Monitor and support Staff Well-Being though Fife Staff Well-Being Continuum of Support. Staff have also taken part in the Fife Staff wise survey (results will be added).

Next Steps:

- Increase the number of active opportunities for younger and more children to opt in to before and after school and at lunchtimes with the aim of improving participation numbers to 75% of the school roll and achieving School Sports Scotland updated award.
- Increase use of Boxall profiles to track pupil's social, emotional, and behavioural development to better implement targeted interventions for maximum benefit of individual pupils.
- Focus on positive behaviour and de-escalation approaches professional development TLC approach which will include using QI approaches.

Improvement Priority Session 2023-2024

Priority 4: Developing an ambitious, high achieving school routed in our vision and values and focussed on positive destinations

<u>Directorate Improvement Plan (delete as necessary)</u> Equality & Equity Achievement, Positive Destinations Attendance & Engagement	<u>HGIOS 4 Quality Indicators</u> Leadership of Learning (1.2), Family Learning (2.5), Increasing creativity and Employability (3.3)			
Has this priority been:	Fully Achieved	✓	Partially achieved	Continued into next session

Progress & Impact

Activities undertaken to revisit school vision, values and aims including INSET, Parent's Evenings, staff twilights. All parents and carers, children and staff were included in this review. Collectively it was decided to change our school vision and keep our current school values. This has been shared through newsletters and

We connected with stakeholders through monthly newsletters.

We worked with Parent Council support, develop DYW week (linked to National Career Week)

We worked with our PTA group create opportunities for enterprise for classes through our Christmas and summer fayres.

Through weekly assemblies we showcased opportunities for out of school learning through local organisations and celebrating success.

We organised trips within our local area supporting engaging classroom learning.

We timetabled life skills sessions for targeted individuals across the school.

Targeted support groups were held for specific children to support engagement and life skills development.

We sought opportunities to develop therapy-based groups (e.g., play/art)

Staff engaged with Fife 'Learners Leading Learning' professional learning.

Sharing of Fife Sway materials

Inclusion of P1 classes in SEIC 'Play Based Pedagogy' QI project group.

- Staff read 'Can I Go and Play Now?' by Greg Bottrill, 'Starting from the Child' by Julie Fisher and 'Continuous Provision: The Skills' by Alistair Bryce-Clegg. reading increased our understanding of play, including how to manage play situations and provision. Staff knowledge of key areas to set up and how to resource areas improved. High quality questioning improved discussion with pupils and helped demonstrate their interests and learning. Staff could respond to pupils by making changes to build on their learning going forward.
- Identified key children through observations and the Circle Framework social skills, emotional regulation, peer relationships, independence, and resilience. Identified pupils were continuously monitored through the Circle Framework and progress measured. Almost all identified pupils had noticeable improvements.
- Were involved in collaboration with the Inclusive Practise Team to train staff on the use of play boxes, What's in the bag and social stories. Play Boxes and social stories were used with identified pupils to support social skills.
- Linked Early Level benchmarks with each play area and activity so achievement of level can be measured and assessed.
- We have observed improved language and communication skills between almost all pupils when they play. Almost all pupils have improved confidence in resolving conflict themselves.
- Audited play resources and identify resources to enhance our play provision.

Next Steps:

- Continue to use Circle Framework to identify, monitor and support pupils.
- Continue to resource more Play Boxes and train staff throughout the school.
- Refresh and update play provision resources through discussions with pupils.

Attainment of Children and Young People 2023-2024

Stage	Listening & talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	92.2%	88.1%	85.7%	92.9%
P4	78.9%	81.6%	73.7%	71.1%
P7	90.6%	90.6%	83.0%	90.6%

Overall Attainment for 2023 - 2024

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71%	88.6%	79%	92.9%
P4	66%	78%	74%	71.1%
P7	74%	88%	78%	90.6%

Inverkeithing Primary School - Whole School Attainment over time Percentage of pupil P1-P7s declared at age/stage appropriate level

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Reading	87.4%	88.2%	89.6%	91.3%	91.2%	88.3%	85.9%	79.4%	84.49%	86.7%
Writing	82.4%	82.9%	84.9%	91.3%	90.3%	88.3%	81.2%	79.4%	81.70%	80.8
Listening & talking	90%	88%	91.5%	92.3%	92.8%	88.3%	88.6%	83.1%	87.11%	87.2%
Number, Money, Measure	87.4%	86.3%	89.0%	89.9%	89.2%	88.3%	86.0%	83.1%	88.18%	84.8%
Shape, Position, Movement	87.9%	86.3%	89.0%	89.9%	90.3%	88.3%	86.0%	83.1%	88.18%	84.8%
Information Handling	87.9%	86.6%	89.6%	91.3%	90.3%	88.3%	86.0%	83.1%	88.18%	84.8%

Numeracy and Mathematics Attainment at IPS.

Most children at Inverkeithing Primary School are making good progress from their prior levels of attainment in numeracy and mathematics. Overall, attainment in numeracy and mathematics is good or very good. Almost all children achieve CfE levels as expected at early level.

By the end of P4, the majority of children achieve first level in numeracy and mathematics.

By the end of P7, almost all children achieve second level in numeracy and mathematics.

Comparative data from session 2022-23 shows:

Consistent levels of attainment in P1 (94.4% last session, 92.9% this session) with almost all children achieving their age and stage appropriate CfE Early Level. Attainment at P1 in Numeracy also greatly exceeded our stretch target of 79%.

There has been a significant improvement in numeracy attainment at P7 (81.4%% last session, 90.6% this session) with almost all children achieving 2nd level CfE. Attainment at P7 in Numeracy also greatly exceeded our stretch target of 78%.

The stretch target for Primary 4 for numeracy was 74% and our attainment at this stage was 71.1%.

Targeted interventions have been in place throughout this session to support individual children in P4 with their numeracy learning.

Literacy and English Attainment at IPS.

Most children at Inverkeithing Primary School are making good progress from their prior levels of attainment in literacy and English. Overall, attainment in literacy and English is good.

Most children achieve CfE levels as expected at early level literacy and our overall P1 attainment (88.6%) was significantly higher than our stretch target of 71%.

By the end of P4, most children achieve first level in reading, writing, talking, and listening and our P4 attainment (78%) was significantly higher than our stretch target of 66%.

By the end of P7, most children achieve second level in all aspects of literacy and our attainment at this stage (88%) was significantly higher than our stretch target of 74%.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens, and Confident Individuals.

We have also linked activities to our school values (Ready, Respectful, Safe), UNCRC and the 4 contexts for learning.

These have been shared throughout the session through newsletters, social media, Seesaw, our school website, and celebrated through our Child of the Week and Headteacher Awards and our weekly and celebratory assemblies.

Individual children's achievements are also shared through parent's evenings and end of session reports.

We hold monthly 'Shared Finish' learning opportunities for families to join learning experiences with their child in their classroom.

Termly, we invite families to our 'Sharing the Learning' – opportunities to showcase learning achieved in class.

<p>Primary 1 Highlights</p> <ul style="list-style-type: none"> • Trip to Edinburgh Zoo • P1s played, performed, acted, and danced for their families termly at our Nativity and Sharing the Learning sessions. 	<p>Primary 2 Highlights</p> <ul style="list-style-type: none"> • Nativity performance showcased singing and drama skills. • Museum trip supported children to make links with their IDL work in school. • DYW visits inspired children to explore the world of work. 	<p>Primary 3 Highlights</p> <ul style="list-style-type: none"> • Zoo trip linked to IDL learning. • Christmas Enterprise stall at the Fayre • Outdoor learning with a sustainability focus • Author visit from Scottish Book Trust inspired writers from P3-P5 	<p>Primary 4 Highlights</p> <ul style="list-style-type: none"> • All P4 pupils have learned to play the ukulele and attended Fife's Big Strum. Performances at the fife Music Festival, HIS Big Ceilidh and Big strum • RHET class visits and farm visits were undertaken. • Participation in visit from Cathbod the Viking • Enterprise opportunities through baking stall at Christmas Fayre
<p>Primary 5 Highlights</p> <ul style="list-style-type: none"> • YMI has given children extended opportunities to develop their music skills and showcase these through the Fife Music Festival and IHS Big Ceilidh. • Bannockburn trip • DYW talks related to IT topic work. • Scots Language lessons delivered from The Pars • Story telling sessions increased children's engagement in literacy. • P4-P7 Dance Club performed at Fife 6, 7, 8 showcase and Inverkeithing Dance Fest 	<p>Primary 6 Highlights</p> <ul style="list-style-type: none"> • We have been awarded 'Cycle Friendly School' status. P6 and P7 groups worked towards their Bikeability Awards • P5-P7 Ukelele club, performing at Ukelele Fest • Class enterprise stalls for specific classes at the Christmas Fayre helped raise funds, reducing costs of trips and school activities/ resources. • P6 children have been trained in peer mediation have begun to develop these skills in the playground. Next session they will be P1 Buddies. 	<p>Primary 7 Highlights</p> <ul style="list-style-type: none"> • Our Ardroy experience has had a significant impact in the almost all P7's confidence and helped to support teamwork. • Pirates of the Curry Bean Show • Transition sports sessions at IHS • We have successfully run a 'Robots' out of hours club for P7 pupils supporting STEM learning skills. • All P7 pupils took part in Pars 'Tackle Health' visits learning about diet, fitness, and positive mental attitude. • Primary 7 children took part in the local Rotary Quiz representing the school very well alongside cluster school teams 	<p>Whole School Highlights</p> <ul style="list-style-type: none"> • Scotia Book Challenge was well supported with the majority of children participating, raising funds for our school library. • Judo Taster sessions • Sports day • Sports Stars celebrated regularly at weekly assemblies. • Active Schools clubs • We have a strong culture of celebrating the 'Out of School' successes and achievements in our school. These are celebrated through our whole school weekly assemblies and Seesaw app. These successes range from sporting, to uniformed organisations, to children sharing learning they have progressed at home from a school stimulus.

Feedback from External Scrutiny

Learning Partnership Strengths and Areas for Improvement

From learning & teaching episodes:	From pupil voice groups:	From staff voice groups:	From parental voice group (3 parents):
<ul style="list-style-type: none"> • Nurturing approaches • Positive interactions between staff and children • 4-part model evident in most teaching episodes across school • Well organised teaching episodes in classes, • Settled episodes of teaching and learning observed. • Success criteria and learning intentions shared in most episodes of learning. • Modelling of learning approaches observed in many classes. • Effective displays 	<ul style="list-style-type: none"> • Teachers knowing learners needs. • School helps by: <ul style="list-style-type: none"> • IDL • White boards • Chunking down lessons • Fun activities • Toe-by-toe • Concrete materials • Setting in maths • Good communication between staff and children • Given independence. • Feedback about learning helps. Peer marking works well. • Differentiation in lessons. • Child of the Week – felt ‘truthful’ and deserved. • Friendships are encouraged. • Seesaw helps share learning. • School rules and values shared at assemblies with reminders from teachers. 	<ul style="list-style-type: none"> • Staff use data effectively to support teaching and learning. • Staff spoke of targeted interventions. • Physical literacy intervention evaluated positively. • Confidence in engaging with families. • Range of experiences targeted towards specific individuals. • Feedback that we work as a whole team (no “them and us”) • Good use of SfL. Targeted supports in place for specific learners. • Positive evaluation of this session’s TLC: Circle framework (a practical help) • Feelings that we’re a strong and supportive staff. 	<ul style="list-style-type: none"> • Learner’s needs are met, good recognition that school is willing to work with families. • Children feel safe, healthy, and secure. • Weekly Seesaw reflections are helpful.

Future targets from Learning & Teaching episode observations	Future targets from Pupil Voice group feedback:	Future targets from Staff Voice group feedback:	Future targets from Parental Voice group feedback:
<ul style="list-style-type: none"> • Increased differentiation in lessons • Increased sharing of WAGOLL • Jotters – consistency in marking and feedback needs consideration. • Approaches: less teacher led and support learners to led learning should be considered • Further efforts to support the co-constructing of success criteria. • Ensure pace and challenge is consistent across the school (carpet time, teacher led? Differentiation?) 	<ul style="list-style-type: none"> • More clubs • More playground equipment • Further develop the active outdoor areas (trim trail style). • Increased whiteboards and pens • More ICT and PE equipment • Help to concentrate when others are having a tough time. 	<ul style="list-style-type: none"> • Consider approaches to support parents to develop their children and raise expectations – consider joint use of Circle planning approaches. 	<ul style="list-style-type: none"> • Parents keen to see an explanation around how we support children in school would be good. • Consider approaches to further sharing the wider curriculum with parents. • Consider further approaches to communication around Seesaw posts to support parental expectations. • Engaging parental volunteers.

Consultation with Stakeholders

Stakeholders have been involved in reviewing our work in 2023-2024 and have contributed to identifying priorities for Session 2024-2025 in the following ways:

- Parent focus group was part of Learning Parentship visit resulting in information being developed about 'How we support your child at IPS'. Succinct information about Seesaw approaches will be shared in August 2024. We will continue to work with Active Schools, Parent Council and PTA groups to engage with parental volunteers.
- Pupils on-going feedback gathered through pupil focus groups, pupil leadership groups, assemblies, and surveys. This work has resulted in the successful publication of our School Travel Plan, achievement of our Core Reading Accreditation Award from the Scottish Book Trust and positive engagement from all children in school to our Junior Road Safety Officers 'Keep Safe' campaigns.
- P4-P7 children all had the opportunity to take part in our playtime "What's Going Well" and 'Even Better If' questionnaire. These responses have fed into our school improvement planning for next session including:
 - More clubs
 - Further develop the active outdoor areas (trim trail style).
- All staff were offered the opportunity to take part in Staff wise.
- 251 pupils took part in our Pupil wise survey. 96.59% told us they enjoyed learning with 92.05% of pupils telling us they are happy. 92% of children are confident school teaches them how to stay safe when using technology. Next steps following this survey for session 2024-25 are:
 - to improve children's perception that school knows what they like doing at school (31.29% children felt negative about this),
 - to improve children's feelings that they are treated with respect by their peers (22% felt negative about this)
 - to improve children's feelings, they like being at school most of the time (20% felt negative about this).
- All parents and carers were invited to take part in Fife's Parent wise survey. IPS had 85 responses. Highlighted actions from this survey are to:
 - continue to publicise and increase opportunities for parent's views to be gathered and considered (61.17% of IPS responding parents felt we did this compared to the cluster average of 57.01%)
 - consider our approaches to how we share our school improvement priorities (62.35% of IPS responding parents agreed or strongly agreed we did this compared to the cluster average of 49.58%).
- Parent council discussions termly support the gathering of views from the parent forum which resulted in the development of opportunities for members of our wider community to share their job, charity role or interest with targeted classes resulting in all classes having a DYW talk experience this session.
- All staff have participated in a Literacy Audit, resulting in the development of materials to support consistency in Literacy teaching across the school.
- All staff have taken part in INSET activities to evaluate our approaches to the cost of the school day resulting in the development of our cost of the school day statement and increase understanding around the impact of the cost of the school day.
- All parents and carers had the opportunity to review and feedback on our school vision and values work through questionnaires shared during parents' evenings. All staff reviewed these through staff meetings and children were surveyed along with input through weekly assemblies.
- Learners' evaluations of their learning experiences are taken on board through pupil learning conversations and pupil groups and support the daily, weekly, and termly planning of teaching staff.
- Quality assurance of pupils' work including jotter monitoring and wall displays support approaches that ensure continuity in teaching and learning approaches. Next session this data has supported:
 - Similar graphics developed for teaching staff to use during each lesson around the 4-part model.
 - Sharing audit information about approaches to the teaching of reading and writing.

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

In September IP, SQR and PEF planning are shared with all parents/carers through our normal communication channels e.g., Seesaw, email, posted on website and through a SWAY.

We also display within school for all visitors in our foyer and Community Lounge, updated throughout year with evidence.

Newsletters share progress throughout session to our school community.

Parent council meetings are given a progress update. This is then available for all parents/carers through PC minutes published on their Facebook page and our school website and via email.

PEF Evaluation/Impact

Targeted Interventions: Focussed Priority Attendance

Supporting an identified a group of 19 pupils across the school living in SIMD 1-4 or FME who have an average of 80% attendance.

Progress & Impact

- Poverty proofing the school day through providing breakfast through the funding from Stephen's Bakers. Breakfast club see 8% of our school roll (the majority of whom are children impacted by poverty) choosing breakfast meaning children more ready to learn and settled at school.
- Supporting families by working with 'the Big Hoose' to provide the basic essentials at key points during the year. 16% of our families benefitted each time we were able to provide 'Big Hoose' and Stephens Bakers funding supported essentials bags. 9% children benefitted from a new school bag to support readiness for school.
- To support children to be settled and supported at school we have been providing fruit as a snack for children who need something at breacktime.
- Liaison with Active Schools identified children whose attendance/ lateness/need for breakfast is apparent and offering them a place here at school at 8am on Monday and Friday to engage in sport and have a breakfast. Over terms 3 and 4, children have been involved, the majority being children impacted by poverty. For all children involved this has improved attendance/lateness and readiness to learn and developed social skills.
- Targeted, individual planning has put in place soft starts for individuals resulting in these, individual children begin more ready to learn when they go into class.
- Alternative drop off and pick up options are open to individual children and their families to support entry into school. Feedback from families indicates almost all individuals are less anxious at the beginning and end of the school day.
- PEF DHT to liaised with the families of the identified children to identify and remove barriers to attendance. For specific individual children this has resulted in bespoke approaches to support attendance and engagement.
- HT and PEF DHT liaised with multi-agency partners to support planning for children with low attendance. With the support of Social Work, Educational Psychologist, CAMHs, Family Support Service, Square Start (Brag) and PSS, targeted and intensive support had been offered to families.
- SMT attendance meetings monitored attendance rates across the identified children and the school on a termly basis.
- Parental communication for all learners with attendance below 85% has included attendance tracking over time and illustrations of time lost. Other strategies used for included letters sent home, phone calls from SMT, SWAY, leaflets, attendance discussed at parent interviews. In session 2022-23 this was shared with 80 individuals; this has fallen to 68 children's families receiving attendance support materials. Our stretch target for attendance was 92.2%. Our overall attendance figure was 89.37%, just below our stretch target. Our school's monthly attendance percentage did not dip below 88%.

School Name	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Year	Stretch Target
Inverkeithing Primary School	95.37	90.70	91.42	89.95	88.93	89.39	90.36	89.03	91.84	89.37		90.37	92.20%

- All staff were involved in 'poverty proofing' the school day, ensuring 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. Our new Poverty Proofing the School Day statement (above) was developed collegiately.
- Our PEF DHT supported enhanced transition to high school to remove any barriers for P7 pupils, especially individuals with additional support needs. For the individual pupils involved all found this supportive and were able to engage with staff and family support.

PEF Evaluation/Impact

Targeted Interventions: Focussed Priority: Dysregulated Behaviour

We have identified targeted children with additional support needs across the school who are displaying deregulated behaviours between P1-P7. This is having a negative impact on their attainment and achievement and increasing challenges in inclusion in the classroom.

Progress & Impact

- All classes have an identified quiet/safe place. Impact: Safe environments play a crucial role in promoting positive mental health. They provide spaces where students can feel secure, can build connections with others and be in the right frame of mind to learn. Less 'leaving the classroom' incidents recorded. The majority of classes have not had to use emergency procedures related to heightened behaviours of individuals.
- There has been an increased use of the sensory room for individuals who need a different space. Impact: Time in a sensory room helps children improve their visual, auditory, and tactile processing, as well as fine and gross motor skills.
- Boost room for individuals who need a different space. Impact – less distressed pupils during high anxiety times such as lunch time, break time, where there is a whole school gathering.
- Circle Framework and Dimensions Tool being used regularly to identify and support individuals. All teachers focussed on 2 children during TLC collegiate times. Additional children have been added following either teacher/parent or health concerns. Impact: a more focussed and systematic approach to identifying barriers to learning and reducing these barriers. All staff evaluated the use of the Circle Framework for individual planning as useful.
- Life skills: Of the 100 children who have been involved during the session, most have been children impacted by poverty. Impact: learning new practical skills (baking, cooking, gardening, enterprise, outdoor learning, knitting, and sewing; developing social skills). Almost all children have been engaged and found the sessions fun and useful.
- Physical literacy: PSA staff have delivered this in conjunction with Active Schools. Specific children were identified as children who would benefit socially and required support to develop their gross motor skills. Of these children, the majority were children impacted by poverty. Impact: All staff and children very positively evaluated this input both at the sessions themselves and the impact they had on the child when in class. Pupils more physically active; more engaged and having more positive experiences in the gym resulting in positive well-being and self-esteem. These pupils are showing a greater engagement in their class P.E. experiences now. This is a sustainable intervention as IPS support staff have been part of the sessions and should be able to continue next session with the programme unsupported. All staff undertook INSET training in Physical Literacy which was very positively evaluated.
- Working with active schools to promote physical activity and engagement, a range of opportunities have been given across the 4 terms.
 - In P7 all children impacted by poverty have attended at least one block of activity.
 - In P6, children impacted by poverty have attended at least one block of physical activity.
 - In P5, the majority of children impacted by poverty have attended at least one block of physical activity.
 - In P1-3 (although there have been fewer opportunities) only a minority of children impacted by poverty have attended. This will form part of our targeted approach for session 2024-25.

PEF Evaluation/Impact

Targeted Interventions: Numeracy

Numeracy: We will have targeted numeracy groups that will support the following improvements in attainment:

Progress & Impact

- Targeted P4 pupils started IDL numeracy resulting in most of these children achieving average or above in NSA scores numeracy. In P3/4, the P4 pupils all achieved average and above.
- Targeted pupils are registered for IDL Numeracy across 8 classes (P4-7). Three sessions a week were undertaken. These pupils were identified as achieving less than 40% in previous maths assessments. The majority of pupils working on this initiative are children impacted by poverty. Impact:
 - In P4, most children achieved an average or above NSA score.
 - In P7 most children achieved average and above NSA score.
 - In the school assessments in P4, all of these children achieved average and above.
 - In P7, the majority of these children achieved average or above NSA scores.
 - In the school assessments in P6 the majority of children who were below average at the end of session 22-23 have achieved average or above in school summative assessments. In P6 almost all pupils scored above 40% in numeracy assessments.
 - In the school assessments in P5 all of the children who were below average have achieved average or above. In P5 almost all pupils scored above 40%.
- Maths recovery approaches were used with targeted P5, P6 and P7 children:
 - Focus group of pupils in P5 - all have achieved average and above with big gains.
 - P6 and P7 group – all have made big gains at their level.
- All staff have revised mental maths programme for their stage.
- In IDL numeracy screener, most pupils achieved 90% and above – significantly higher than last session.
- For next session, 8 pupils moving into P4 have been identified to join the programme for numeracy.

Targeted Interventions: Literacy

We will have targeted reading groups that will support the following improvements in attainment.

Progress & Impact

- Targeted pupils are registered for IDL Literacy across 6 classes (P5-7), 3 sessions a week. These pupils were identified as being more than 1 year behind chronological age for reading. The minority of these pupils are children impacted by poverty.
- P4 in school assessments almost of all pupils were within 4 months of their chronological age.
- P4 SNSA Almost all pupils were average or above in reading.
- P5 in school assessments the majority of pupils were within 6 months of their chronological age.
- P6 in school assessments, the majority of pupils were within 6 months of their chronological age.
- P7 in school assessments most pupils were within 6 months of their chronological age.
- P7 NSA scores showed almost all achieved average and above.

Comprehension

- Targeted interventions based on reading (de-coding age)
 - P7 pupils – almost all were average and above for comprehension at their level.
 - P6 pupils – almost all were average and above for comprehension at their level.
 - P5 pupils – almost all were average and above for comprehension at their level.
 - P4 pupils – most were average and above for comprehension at their level.

Phonics

- Targeted pupils have been receiving daily phonics recovery in term 2, all making significant gains. The minority of these pupils are children impacted by poverty. The teachers of these pupils were given differentiated phonics /spelling approaches impacting positively on class-based assessments.

Next steps

- Spelling results remain lower than numeracy and reading across the school.
- New approaches need explored for the teaching of spelling with a more phonic based approach.
- NSA writing is weaker than reading and numeracy.
- SRA cards could be used to assess grammar in the same way as we have successfully used this resource to assess comprehension at a pupil's level (reading age).
- Introduction of new reading scheme and associated resources.

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	Good	Good	Good	n/a
2.3 Learning, teaching, and assessment	Good	Good	Good	n/a
3.1 Ensuring wellbeing, equity, and inclusion	Good	Good	Good	n/a
3.2 Raising attainment and achievement	Very Good	Good	Good	n/a