

Kennoway Primary School & Early Learning Centre

Standards and Quality Report 2023-24

Achieving Excellence and Equity

Context				
Our current roll in total is 495 386 - School 109 - Nursery In session 2023-24 the staffing formula advised that our school could be organised across 13 classes P1-7, however in order to minimise composite classes we have used Pupil Equity Funding and our additional teacher to create two additional classes. Each stage is double streamed with the exception of one composite P6/7. We have 3 main Nursery Rooms operating a full time, term time provision from 9am to 3pm for 90 children. In our Early Entrants we have the capacity to support 30 under 3's. We currently support 20 under 3's over 2 sessions morning 8am — 12.40pm and afternoon, 1.20pm — 6pm on a 49-week model. In Kennoway we support 7 children who are currently Care Experienced and a further 10 who are previously Care Experienced and 26 children who have English as an Additional Language. At present we have no children who are currently registered on the Fife's Child Protection Register.				
35.3% (P6 and P7)				
2.8				
Overall 88.81% Authorised 6.68% Unauthorised 4.49%				
0.02%				
£175,175				
In Kennoway Primary School & Early Learning Centre we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, Learning Visits (in and out of school) Eating, Extra Curricular Clubs and Activities and Home Learning/Digital Devices. Further detail can be found in Appendix C — Page 22				

These underpin our culture and ethos across our school and early learning centre and are shared and understood by almost all stakeholders.

Vision: Together We Succeed

Values: Kennoway **CARES**

Community **A**chieve Respect **E**ncourage **S**upport

Aim: Aim High!

Improvement Priority Session 2023 – 2024

Focused Priority 1:

2.3 Ensure that teaching staff apply the principles of planning, assessment and moderation to deliver high quality teaching & learning.

Strategic Actions

- ✓ Deliver the underpinning principles of Fife Writing Assessment Pack to teaching staff.
- ✓ Use the pack to plan for assessment and moderation from Early Third Level as appropriate.
- ✓ Deliver the "What's in a Level" module to all Teaching Staff.
- ✓ Ensure the collegiate calendar offers planned opportunities for assessment and moderation across Kennoway & Methilhill.
- Refresh our shared understanding to ensure that Learning Intentions and Success Criteria are specifically and consistently linked to the principles of learning & teaching rather than task related.
- Introduce a new Reading resource at P1 (Story World) that will support the acquisition and progression of Early Reading skills.
- P1 Staff will read "Supporting Early Literacy Learning & Development in the Early Years" (SEIC) & "Realising the Ambition" (Ed Scotland) and apply the fundamental principles of these documents to deliver high quality learning experiences for all P1 children.

In line with our PEF Plan 2023-24:

- Ensure that baseline assessments in Reading, Writing & Numeracy for identified cohorts are moderated.
- Deploy SfL, PSA and Additional Teacher to ensure targeted interventions address any gaps in knowledge skills and understanding.
- 4 Ensure identified cohorts have regular access to laptops to engage with relevant software.

<u>Directorate Improvement Plan</u> <u>HGIOS 4 Quality Indicators</u>						
Equality & Equity			1.1 Self Evaluat	tion for Self-	Improvement	
Achievement			1.2 Leadership	of Learning		
			2.2 Curriculum			
2.2 Curriculum						
2.3 Learning, Teaching & Assessment						
			2.4 Personalise	d Support		
				• •		
		3.1 Ensuring wellbeing, equity & inclusion				
			3.2 Raising Attainment & Achievement			
			5.2 Ruising Atti	attitient & A	Cilleventeitt	
						1
Has this priority been:	Fully		Partially		Continued into next	
(please highlight)	Achieved		achieved		session	

Progress:

- The fundamental principles of the Fife Writing Assessment Pack were delivered to all teaching and PSA staff across Kennoway and Methilhill PS on INSET Day 1. This work was led by Miss Kilpatrick (CT KPS).
- ✓ An overview of genres was created to ensure that all genres of Writing would be taught and assessed within a 2-year period.
- ✓ This was followed up in Term 1 with the "What's in a Level?" module, where staff had the opportunity to work collaboratively to consolidate their learning from INSET 1 and apply their professional learning to date to examples of Writing.
- ✓ Throughout the school year and in line with our Working Time Agreement, 2 collegiate sessions have been allocated each term to assess Writing and to moderate examples with stage partners at Methilhill.
- ✓ On INSET 4 Miss Kilpatrick and Miss Hunter (CT MHILL), who are both QAMSO'S led a session on quality proportionate evidence in a joint session with both Kennoway & Methilhill.
- ✓ This session allowed staff to analyse and interpret examples of assessments and discuss the quality of each to determine if they were high quality and in turn provided enough evidence to support professional judgement.

- ✓ Further to this we were keen to gather teaching staff evaluations of the Fife Writing Assessment Pack and the staff views on the professional learning that had been planned and delivered to date, and we did so by means of a Microsoft Form.
- As part of our Learning Partnership held on 5th December, we invited our colleagues to validate our professional judgements in Reading, Writing, Listening & Talking and Numeracy at P1, P4 and P7.
- ✓ In line with our Quality Assurance Calendar in January 2024 the SLT sampled Writing jotters, with a focus on the Effective Writing Process, as highlighted on INSET Day 1.
- We have revisited the underpinning principles of Learning Intentions and Success Criteria to ensure that we have a shared understanding of what is meant by "high quality" and consistency.
- On INSET Day 1 Staff were reminded that, in accordance with our prior learning based on the work of Shirley Clark and John Hattie, Learning Intentions describe what we want the children to learn whilst Success Criteria are the breakdown of the Learning Intention and provide a benchmark for the quality of learning.
- An example of a high-quality Learning Intentions and Success Criteria was shared.
- Further to this, SLT Learning Visits (Numeracy) undertaken in November 2023 and Peer Learning Visits (1 +2) undertaken in March 2024 continued to highlight the expectations that Learning Intentions and Success Criteria should be relevant to high quality teaching and learning rather than the specific task itself.
- Our P1 children were introduced to a new Reading Scheme Story World, in November 2023. The teaching of the
 vocabulary alongside high frequency words has taken time to embed. A group of 3 children from P2 who were unable to
 engage in any Reading Scheme due to their lack of phonological awareness have been supported by Mrs Rodgers (DHT)
 to engage with Story World.
- In order to minimise the gap associated with our attainment trend across first level from P2-4, and in line with our PEF Plan, identified cohorts have benefitted from planned, consistent interventions across the year.
- We have made best use of our additional teacher, our school support assistant, PSA and PEF Funded staff to target those children specifically minus 6 months. Further detail of progress and impact can be found within our PEF Evaluation.
- Almost all PSA staff have attended Workshop for Literacy Training delivered by the Professional Learning Team.
- On INSET Day 3 teaching staff engaged with Spotlight Series 3 Tools for Reading, working collaboratively in groups to critically engage with the SWAY with an opportunity to feedback evaluatively.
- As a result of this professional learning, staff identified through a collegiate feedback session, also planned for Term 3, the challenges associated with planning for progression across Reading and Comprehension
- This has led to 2 staff Teams auditing our Reading books, and Comprehension resources on INSET Day 4.
- We have used PEF Funding to invest in Nessy, a software programme specifically designed to support Reading & Spelling. A targeted group of children across P4 and P5 have consistently engaged with this resource. Again, further detail associated with the success of this intervention can be found in our PEF Evaluation.
- P1 Staff have engaged positively with Realising the Ambition (Education Scotland 2020)
- Outdoor Learning opportunities have been a consistent feature of learning and teaching across P1. The children have enjoyed weekly visits to Kennoway Den which has been a continuation of this provision from Nursery and was initially supported by Nursery Practitioners.
- A Parents have continued to support weekly visits and have been key in the success of this work.
- P1 and P7 have worked collaboratively on outdoor learning.
- This context initially encouraged free play and exploration, supported social skills and literacy skills. However, through collaborative planning Mrs Robertson and Mr Simpson have identified benchmarks across the BGE (Literacy, Numeracy, Health & Wellbeing, Social Subjects) to teach and assess through an outdoor learning model.

Impact:

- On 3rd October 2023, we held a Parent/Carer Open Session from 4-6pm to enable families to meet staff and to share the children's learning to date. Feedback from 94 parents/carers who completed our short survey evidenced that all had a good understanding of what their children were learning.
 - In February 2024, 7 of our classes had 100% attendances for those parents/carers who requested an appointment at Parent Teacher Interviews. 5 classes welcomed almost all parents/carers (95-96%), with 3 classes welcoming most parents/carers (83-89%).
 - This data demonstrates our positive partnership with parents and the impact of our commitment to support our parents and carers to actively engage in our children's learning, attainment & achievements.
- Feedback gathered from staff demonstrates that most (85%) feel that they have had adequate professional learning on using the Fife Writing Assessment Pack.
- ✓ Further to this almost all (95%) stated that the moderation opportunities with Methilhill colleagues at the same primary stage had been useful.

- ✓ Staff gave useful feedback to support next steps for the Professional Learning Team, which has subsequently been fed back. This included having examples of work for each genre, or examples of how to mark using the grids including percentage cut offs for levels as well as what evidence could look like for each of the Success Criteria.
- ✓ In addition, staff suggested that any further moderation across Kennoway and Methilhill could focus on achievement of a level across P2-4 for example which could include developing links with Levenmouth Academy to support progression in learning from 2nd 3rd level.
- ✓ This term, individual members of staff have developed Early Second Level pupil friendly self-assessment checklists for information report Writing which came as a direct result of feedback from staff gathered on INSET 4. These have been shared across both Kennoway & Methilhill.
- ✓ Feedback from our Learning Partnership evidenced that;

 "All children in P1, P4 and P7 Focus Groups had their current predictions across Literacy and Numeracy pathways validated. All children demonstrated appropriate skills, knowledge and understanding at the appropriate levels within organisers and across benchmarks."
- Our analysis of Writing jotters highlighted that in most examples the process of planning, drafting, revising, editing, and presenting were consistent, however it was noted that in a minority of examples there was not enough evidence of completed written pieces to evaluate pace and progression. Furthermore, in the majority of jotters sampled, the publishing phase of the effective Writing process could not be evidenced from jotters alone.
- Our data analysis in May 2024 demonstrates that P4 and P7 have achieved their stretch targets in Writing. P1 have narrowly missed their stretch target by 2%, which is the equivalent of 2 pupils.
 However, we have an identified cohort of 5 P1 children who are currently predicted 6 months ahead of the National Expectation.
- ✓ In order to have a consistent benchmark across all stages in our school we calculated a Stretch Target for P2, P3, P5 and P6 which amounts to 67% in Literacy.
- ✓ Our P3 and P6 cohorts have achieved this.
- ✓ In our current P3 and P4 cohorts our CfE Data confirms that gains have been made in Writing compared to their P2 and P3 attainment last session.
- Across all stages the majority of our children (66%) are predicted to achieve the National Expectation in Writing, which increases to 70% for those who are predicted to achieve 2nd Level by the point of transition to S1.
- Numeracy Learning Visits undertaken in November 2023, demonstrated that in almost all classes Learning Intentions and Success Criteria were used effectively to ensure that our children had a clear understanding of their learning.
- Evidence from our whole school overview associated with Staff Peer Learning Visits, focussing on 1+2, demonstrated that in all classes Learning Intentions and Success Criteria were relevant to the teaching and learning.
- Our P1 cohort have narrowly missed the stretch target in Reading. The majority have achieved First Level (67%).
- Despite the fact that our P1 Reading attainment is the lowest it has been since 2018-19, it should also be recognised that we have a cohort of 6 children who are 6 months ahead of the National Expectation in Reading. This reflects initial feedback from staff that progression through the new Reading Scheme works well for children who transferred into P1 from Nursery with a more secure acquisition of early reading skills and who are more likely to be supported in Reading at home.
- For 3 children identified in P2, Story World has supported them in being able to use their limited knowledge of sounds to achieve success in reading a book. Due to poor attendance 2 of the 3 children have not maintained success but the 3rd child continues to make positive progress and their parent has commented on how the child's confidence has increased as a result of this success.
- Following our audit of Reading and Comprehension resources, we have invested PEF money to address identified gaps.
- We have aligned our Reading Schemes to reflect CFE Levels and we have created a flow chart which will illustrate the breadth of our Reading & Comprehension Resources which will support staff to plan for progression and consolidation.
- In a further planned collegiate session in Term 3 staff shared good practice on aspects of Reading they had identified as being useful to their professional learning. These included Guided Reading, Questioning and Literacy Circles.
- All Teaching staff have been given a copy of "Closing the Reading Gap" by Alex Quigley, as a source of professional Reading, which we will use critically next session as a Team.
- Our PupilWise Survey tells us that most children (77.98%) think they are making progress in their learning, which is slightly higher than both the Cluster and Sector responses. Most children (75.69%) agree that staff talk about how our children can improve their learning, 7% higher than the sector response and 5% higher than Cluster.
- Our ParentWise survey tells us that the majority of Parents/Carers who responded (74%) either strongly agree or agree that they know what their child needs to do next to progress in their learning.
- P1 Staff have noted an increase in confidence, maturity and resilience in almost all children as a result of outdoor learning.
- Relationships between peers and between children and staff have improved. Children are much more likely to work cooperatively with peers and staff have enjoyed getting to see the children in a different context.

- Children with complex ASN have thrived in the outdoor context, with all children leading their learning, demonstrating equality and equity for everyone involved.
- Most children have shown an increase in engagement and participation as a result of outdoor learning experiences. Further to this the majority of children have been able to transfer their learning into the classroom context particularly in Numeracy & Maths and Health & Wellbeing as noted by staff in significant observations and formative and summative assessments. Our P1 cohort have exceeded their Numeracy Stretch Target, with most achieving early level, 12 children are ahead of the National Expectation.
- Staff note an improvement in organisational skills and increased ability to work independently as well as children being more mindful of our local environment and how we should care for and respect it.
- Staff share photographs with parents and families through Seesaw and displays in our school reflect the high quality Learning and Teaching.

Next Steps:

- Widely share the Reading & Comprehension flow chart with teaching and non-teaching staff to inform planning for progression and consolidation within a level and measure the impact of this.
- Continue to embed the principles of Fife Writing Assessment Pack.
- Improve attainment outcomes for all children in Numeracy & Maths.
- Develop a school approach to planning & assessing Listening & Talking from Nursery P7 to ensure that professional judgements accurately reflect children's progress.

Improvement Priority Session 2023 - 2024

(Duplicate section to reflect number of priorities from 2022- 2023 improvement plan)

Focused Priority 2:

2.2 Review and update our Curriculum Rationale to ensure that it accurately reflects how we do things in Kennoway PS & ELC.

Strategic Actions

- ✓ Through collaboration and partnership working, review and refresh our Curriculum Rationale which accurately reflects our current context and the needs of our children.
- Taking account of current Local Authority Guidance, review our current strategic planning processes, making best use of the Curriculum Progressive Pathways to plan high quality learning experiences and assessment for all children.

In line with Cluster Plan 2023-24;

- Cluster SPoCs will meet termly to share progress and good practice.
- Cluster SPoCs will work collaboratively with PT at LA to prioritise core themes in French & Spanish which will support P7 to S1 Transition.

to 51 Transition.							
Directorate Improvement Plan		HGIOS 4 Qua	HGIOS 4 Quality Indicators				
Equality & Equity		1.1 Self Evaluati	ion for Self-Improvement				
Achievement		1.2 Leadership	of Learning				
		 2.2 Curriculum 2.3 Learning, Teaching & Assessment 3.1 Ensuring wellbeing, equity & inclusion 3.2 Raising Attainment & Achievement 					
Has this priority been:	Fully	Partially					
(please highlight)	Achieved	achieved					

Progress:

- ✓ Using HGIOS 4 challenge questions we used originally in 2020, most Staff worked collaboratively as part of a planned collegiate session in December 2023 to evaluate our Curriculum Rationale.
- ✓ Staff were able to identify aspects of this document that were still relevant and identify next steps required to ensure that our Curriculum Rationale accurately reflects our school values, our current context, needs of our children, culture and ethos. These included giving further consideration on how we plan and assess across the BGE and how we plan for progression from Early Third Level.
- ✓ On INSET 5, May 2024, all staff (Teaching, Non-Teaching & Early Years Practitioners) contributed to our Curriculum Rationale template and in doing so considered the key information required to create our document.
- ✓ Mrs McGonagle, DHT, attended the DHT Collaborative which focussed on Curriculum Rationale delivered by Leigh Watson, Education Scotland.
- On INSET 5 in June 2023 teaching staff reviewed the draft Local Authority Planning Guidance and in groups (Early, First, Second CfE level) spent time reviewing the Curriculum Pathways across the BGE.

- Staff groups were asked, in light of the review process, to consider the following questions:
- ✓ In our Forward Planning Folders, what is currently useful in planning for assessment?
- ✓ What can go?
- ✓ What format should weekly plans take?
- ✓ What are your views on the current Forward Planning Monitoring & Feedback format?
- ✓ What are your views on Planning and Tracking Meetings with the SLT/SfL?
- Feedback from staff highlighted above all, the value they placed on the termly planning and assessment discussions with the SLT/SfL in evaluating the progress made in learning. Staff advised that in some curricular areas repetition across documents had become overly bureaucratic.
- > On INSET Day 2, August 2023, a further discussion was led by Mrs Lamb & Mrs McGonagle on the impact of the Progressive Pathways on our assessment and planning processes and how we could make use of these documents to plan for assessment across the BGE.
- Mrs Lamb (DHT) has been Cluster Lead for our 1+2 Cluster and school-based improvement priority. There have been
 termly Cluster SPoC Meetings, taking opportunities to visit each of the Cluster schools as well as working collaboratively
 with Denise Farmer PT Modern Languages at LA and Katie Haigh, Education Support Officer, with a view to streamlining,
 planning and agreeing core themes at each stage across Levenmouth Cluster, leading to positive curricular transition
 experiences.
- Progress has been hampered by the uncertainty and debate surrounding the future of French at Levenmouth Academy, however in Term 3 it was agreed across the Cluster that Levenmouth schools would continue to deliver French across P1-7 and Spanish from P5
- We held a very successful 1+2 Week in Kennoway, week beginning the 6th May, with a focus on the Paris Olympics.
- Mrs Lamb has led a 1+2 Assembly where all children across P1-4 and P5-7 participated in House Family Tasks associated with Modern Language. This provided the forum for launching a whole school competition inviting P1-4 to draw a picture or design and create an information poster on a French Sport. P5-7 were tasked with creating a PowerPoint or Information Poster on the Paris Olympics.
- 1+2 Week culminated in a French House Activity where our children were given the opportunity to taste a range of different French cheeses and enjoy a glass of Schloer an age and stage appropriate cheese and wine!
- An audit conducted through a staff questionnaire on INSET 5 2022-23 highlighted that in most cases the delivery of
 French or Spanish came through the NCCT model and not from the substantive class teacher. In light of this, Peer
 Learning Visits arranged in March 2024 focussed on high quality learning and teaching associated with the delivery of
 1+2. It was felt that this approach would support the confidence of staff and also offer opportunities for sharing good
 practice.

Impact:

- ✓ All staff have a shared understanding of the function of a Curriculum Rationale and have had the opportunity to actively contribute to the evaluation and review of this document to date.
- > The culmination of the work undertaken in line with the Progressive Pathways across INSET 5 in 2022-23 and INSET 2 this session has led to a more streamlined planning process where evaluations of children's progress is a significant feature of the professional dialogue in planning and tracking meetings rather than in a written format. Teaching Staff have advised that less planning hours are required for Strategic Planning in WTA 2024-25.
- Furthermore, an unintended, but fortuitous outcome, has been the development of our in-house tracking system which has been created by Mrs Lamb and Mrs McGonagle (DHTs) and used to very good effect by the SLT to track and measure every child's progress in Literacy & Numeracy. Further to this it unites the data associated with SIMD D quintile, Attendance Data and NSA/BASE Data.
- All teaching staff have access to their class profile on OneDrive. These are very much considered to be working documents, which staff update as appropriate.
- These attainment grids have been key in supporting and challenging staff in their professional judgements and are valued by the whole Team.
- Our Learning Partnership Visit in December 2023 highlighted that;

"The SLT have a very good understanding of data and attainment over time and work collaboratively with all teaching staff to ensure learning, teaching & assessment is appropriate for our learners and focuses on improvement. This practice has evolved over time and makes very good links to assessment information and forward planning".

- Most of our children engaged positively in the learning associated with 1+2 Week, which was evidenced by an increased number of children using French greetings in the corridor. Furthermore, almost all classes have participated in our 1+2 Week competition. The standard of entries has been very high and corridor displays celebrate and share the children's work.
- Feedback from our children demonstrated that despite reservations from a minority, they enjoyed tasting the range of different cheeses on offer, with most enjoying the flavours and textures.

- 1+2 Peer Learning Visits in March identified that in almost all classes the pace and challenge was appropriate for all children, in all classes children understood the purpose of their learning and in all classes all children were engaged in and motivated by their learning task.
- All Teaching Staff reported that they had enjoyed the opportunity to visit peers and felt it had been purposeful in gaining
 further insight into the progression of French and Spanish across our school and sharing in good practice.

Next Steps:

- Reflect on Professional Learning, DHT Collaborative and feedback from all staff to create our final draft of our Curriculum Rationale which accurately reflects our current context and the needs of our children.
- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	80%	66%	66%	82%
P4	92%	<mark>82%</mark>	<mark>64%</mark>	64%
P7	90%	<mark>81%</mark>	<mark>78%</mark>	76%

Overall Attainment for 2023 - 2024							
	Lite	Literacy Numeracy					
	Stretch	Actual	Stretch	Actual			
P1	69%	<mark>71%</mark>	78%	<mark>82%</mark>			
P4	63%	<mark>79%</mark>	69%	64%			
P7	69%	<mark>83%</mark>	75%	<mark>76%</mark>			

Stretch Target Achieved

Evaluative statement of attainment over time.

Further to the detail already noted under Focussed Priority 1 — 2.3 Learning, Teaching and Assessment, interrogation of our attainment data has highlighted that across all stages our children have achieved the Literacy Stretch target or beyond for their age and stage in Listening & Talking.

As previously noted, in order to measure progress equitably across our school we have calculated a Stretch Target for P2, P3, P5 and P6 in Literacy & Numeracy which are 67% for Literacy and 74% for Numeracy strands.

In P1, P3, P6 and P7 most children (80-90%) have achieved the National Expectation in L&T whilst in P2, P4 and P5, almost all (91-93%) have done so.

Listening & Talking continues to be our highest performing Literacy Pathway across all stages.

In P7 most children have met or exceeded the Fife Council Stretch Target in all Literacy and Numeracy pathways, most P4's have achieved the Stretch Target in Reading, with the majority achieving in Writing and Number, whilst in P1 most children (82%) have achieved the Fife Stretch Target of 78% in Numeracy, which with the exception of last session is the highest attainment outcome in P1 Numeracy since 2018-19.

Our P1 cohort have narrowly missed achieving their Stretch Target in Reading & Writing. The majority (66%) have achieved Early Level compared to the Stretch Target of 69%, the equivalent of 2 children.

A number of factors have contributed to this including poor attendance among a specific cohort of P1 children. Analysis of attendance data highlights that our P1 cohort are the lowest attending stage in our school, with an overall absence figure of 12.68% as of 31st May 2024.

Further to this, within our current P1 cohort, there are a range of children with complex additional support needs.

That said, it should also be celebrated that we do have an identified cohort of 5 children who achieved Early Level in Writing in March 2024, and therefore are ahead of the National Expectation.

Our P1 BASE EOY results demonstrate that for almost all children standardised scores in Literacy & Numeracy have decreased from the SOY Assessment, however in analysing the individual Pupil Reports we can evidence that for most of the P1 cohort their skills and abilities across most of the assessed markers have improved between SOY assessment and EOY assessment.

Our P2 cohort have not achieved the school Stretch Target in Reading & Writing despite positive attainment outcomes in P1 and significant additional support over the course of the year which has been used to good effect.

Listening and Talking is significantly higher than Reading & Writing.

Attendances in P2 have been an ongoing concern with over 11% of children falling below the attendance Stretch Target. This is particularly evident in the younger cohort.

In addition, staff report that home learning, which largely focuses on Reading, is not well supported by home and that achievement of Early Level in accordance with Fife Assessment Writing Pack is difficult to evidence with an increased expectation compared to Big Writing.

However, staff report that concentration has improved and the highest achieving cohort have made good progress from their previous levels of attainment.

Based on a May 2023-May 2024 comparison, P4 have improved in Reading by almost 11% from their P3 attainment data and remained the same in Writing, highlighting that our interventions have minimised the emergence of a further gap, as highlighted in our PEF evaluation.

Although progress in P4 Numeracy is evidenced between October 2023 and May 2024, this cohort have not managed to achieve their Fife Stretch Target of 69%, despite the majority (64%) achieving First level.

This is in line with P4 NSA Assessment outcomes for the majority of the P4 cohort.

Our current P3 cohort have made significant gains in Reading improving by 17.1% based on attainment data for this cohort in P2 last session. In addition, this P3 cohort have also met the school Stretch Target in Writing, however have fallen significantly below in Number, Money and Measure by 16%

All of this data shows that, in the main, our 2.3 and PEF improvement focus have impacted positively on improving outcomes for our P3 and P4 children, however this session our data shows us that across P1 there are less children achieving Early Level whilst the gap in P2 in Reading & Writing has increased.

Based on Power BI, our CfE Declarations across P1, P4 and P7 in a 3-year period — 20/21, 21/22 and 22/23 in Literacy & Numeracy are ahead of our comparator schools.

In P7 across the same period our CfE declarations in Literacy & Numeracy are ahead of the Fife average and last session our P1 Number CfE declarations were also ahead of Fife.

Our Learning Partnership visit in December agreed that our CfE attainment data over time demonstrates that across a 3-year period most P7 children achieve the National Expectation in Literacy and Numeracy pathways at the point of transition to S1. This is largely supported by our NSA Data.

Our Attendance Data is currently recorded (as of 31st May 2024) on Power BI as 88.91%, 1.5% below our Stretch Target of 90.4%.

Our total absence for this session to date is slightly above (less that 1%) the Fife average for last session.

Attendance Monitoring in Term 3 demonstrated that although compared to Term 2 there had been improvement in attendance for 26 children, a further 40 showed no improvement or a further decline. This has made us question the impact of our interventions and consider how we might improve attendance outcomes for an identified cohort of children.

We have already participated in a small test of change Attendance Project for 3 children initiated by Sarah Else. For one child attendance improved over the course of the 8-week project by 10%, another stayed the same and a third dropped by 7%. The attendance gap between Quintile 1 and Quintile 5 is currently 6.54% compared to 4.23% last session illustrating that the gap is widening.

Evidence of significant wider achievements

There has been a variety of wider achievement opportunities across the ELC/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 as well reflecting our school values, Kennoway CARES.

Our Dance Club have showcased their talents at Lochgelly Centre and at Levenmouth Academy. Our Football Team achieved second place in the Cluster League and our Netball Team, Girls Football Team and our Rugby Team won the Cluster League! Our Netball Team competed in the Fife Finals.

Our P1-5's have enjoyed a Judo taster delivered by Destination Judo. This has led to an additional class being offered within Levenmouth to accommodate our Kennoway children who, as a result of this taster session, wished to join the Judo Club.

The majority of P7 children and 5 staff attended Ardroy. Our children were described as a credit to our school and their community.

Those who did not go to Ardroy enjoyed an alternative timetable week and were involved in crafting, cooking, outdoor learning and a visit to Fife Zoo.

Our Pupil Leadership Teams — House Captains, Junior Road Safety Officers, Sports Leaders, Playground Pals, Pupil Council, Library Reps, Digital Leaders and Eco Reps have all continued to contribute to the life and work of our school and led learning throughout the year.

Throughout the year our House Captains have been working with STAND, a group offering peer support for people living with a diagnosis of younger onset dementia. Representatives from the Kennoway STAND Group have provided workshops for all of our P6 and P7 classes and supported our Captaincy Team to evaluate our school environment to ensure that Kennoway HQ is dementia friendly.

In May 2024 our school was awarded Dementia Friendly status.

Our P1 Team, as noted previously have embraced weekly outdoor learning sessions at Kennoway Den...in all weathers, building resilience and confidence. The children have enjoyed learning across the curriculum including Science, Numeracy and Maths, Health and Wellbeing, Literacy and I, DL.

We have welcomed many visitors to our Assemblies, including Health Visitors, Carers, Janitors, Cooks, and our Active School's Coordinator, to tell us about their jobs and to help us understand the skills needed for the world of work.

RNLI also delivered an Assembly about water safety.

Our P5 and P6 children have also enjoyed hydrogen workshops delivered by our friends at SGN.

We have worked with Leven Rotary Club and Transportation to prepare for the opening of Levenmouth Railway, especially on aspects of safety, but also to celebrate such an exciting event in our local Community. Our P6 Team attended the Transportation event and representatives from our school attended the official opening of Levenmouth Railway.

Our P4 Team have completed Level 1 Bikeability and along with P3 have engaged interactively with ZooLab to further enhance their IDL learning.

Some of our Nursery children and residents of Auchtermairnie Home have continued to work on an intergenerational project which has brought with it many positives for our children and for the residents of the home. Relationships across the two settings continue to blossom as adults and children play games together and generally enjoy each other's company.

Further to this our Nursery children and their families raised a staggering £1975.90 for Nursery funds by completing a Welly Walk.

These have been shared throughout the session through Termly Newsletters, Facebook, Seesaw, Parent Open Sessions/Stay & Play, Parent Teacher Interviews and Child's Planning Meetings. They have been celebrated through Star of the Week Certificates, Attendance Certificates, CfE End of Year Reports, Bucket Fillers and Compliment Postcards, Assemblies and Award Ceremonies.

Feedback from External Scrutiny

Learning Partnership- Strengths and Areas for Improvement

Strengths identified from our Learning Partnership visit on 5th December 2023 and not already noted throughout this SQR document include;

- ✓ Achievement is a major strength of 3.2 in Kennoway.
- ✓ Early Years Practitioners have a very good understanding of eLIPS Data and work collaboratively with partners and P1 staff to minimise the poverty related attainment gap across Early Level.

Identified areas for improvement include;

- Build upon the good work started in P7 and develop a school approach to planning & assessing Listening & Talking from Nursery P7.
- Further develop our shared understanding of what our progression of key skills in Literacy and Numeracy looks like in our school, particularly across P2-P4. This will ensure that all children are progressing in their learning at an appropriate page
- Provide planned opportunities for our children to apply their Literacy & Numeracy skills across the BGE.

Consultation with Stakeholders

In Kennoway Primary School and ELC we have consulted with Stakeholders through:

- PupilWise & ParentWise surveys.
- StaffWise Survey
- Child's Planning Meetings
- Parent Council and Friends of Kennoway termly meetings
- Pupils on-going feedback gathered through regular Pupil Focus and House Family Groups, Pupil Leadership Groups and Child's Planning/CWM processes.
- Staff Meetings
- Family Open Sessions & Stay & Play
- Parent Surveys and Questionnaires
- A regular programme of questionnaires and surveys in accordance with the ELC Quality Assurance Calendar are shared with parents and carers throughout the year.

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

- In September our School & Nursery Improvement Plan and Standards and Quality Report is shared with all parents through our school website.
- Termly Newsletters, shared with parents, families and elected members share progress throughout the session.
- Parent Council and Friends of Kennoway are given a progress update at each meeting.
- Our Nursery Improvement Plan is displayed in the Nursery corridor and details progress against identified improvement priorities.

PEF Evaluation/Impact

Targeted Interventions

Attainment Fund Rationale: Raise attainment in Reading, Writing and Numeracy in P3 & P4.

Expected Impact:

- ✓ A cohort of 13 P3 children have been identified in May 2023 as minus 6 months in Reading, a cohort of 10 in Writing and 11 in Numeracy. By May 2024, the majority of children in this cohort will be "on track".
- ✓ An identified cohort of 7 P4 children, assessed as minus 6 months off track in May 2023 will achieve the National Expectation in Numeracy by May 2024.

Targeted Interventions

- ✓ Baseline Writing assessments to be completed with all P3 children in September 2023 and moderated with SfL staff and colleagues from P3 in Methilhill.
- \checkmark Reading Assessment for identified cohort of 13 children will be used to identify gaps and next steps.
- ✓ Sumdog Diagnostic Numeracy Assessments will be used to identify gaps in conceptual understanding and next steps across all P3 children.
- ✓ Planned and time limited interventions will be allocated to identified cohorts of children to increase direct interactive teaching opportunities and increase time to apply and embed knowledge, skills and understanding.
- ✓ Each P3 pupil will engage in meaningful daily Writing tasks, a weekly extended Writing task and a termly assessment and moderation piece.
- ✓ Ensure identified cohort have regular access to laptops to engage with relevant software.
- ✓ Use of software including Clicker, Nessy and Sumdog will be used to support progress.
- ✓ PSA will support individuals as identified.
- Regular attainment meetings will identify the progress and attendances for the identified children.

Further to our whole school improvement priority associated with 2.3 & 3.2. Pupil Equity Interventions for specific cohorts of children in P3 and P4 have progressed and impacted in the following way:

Progress

- We have timetabled staff SSA, SfL, PEF Funded Teacher and PSA to work with targeted individuals and small groups across P3, P4 and proportionately in P5, and have maintained this as consistently throughout the year, as staffing would allow.
 - This support has been specifically used to target children who were identified as being minus 18 minus 6 months last school session or at risk of becoming "off track" learners, and in addition to the work of the class teacher.
- Ongoing formative and summative assessment data have been used productively to ensure pace and challenge is conducive to progress.
- P3B and P5B have developed a Paired Reading Programme. P3 children have read with their Reading Buddies on a regular basis.
- Identified individuals and small groups have engaged regularly with software programmes such as Nessy, Doorway Clicker, Teach your Monster to Read and Sumdog.
- Mrs Lamb (DHT) has developed and issued Maths Packs and identified relevant outcomes, to support consolidation of conceptual understanding at home for children still at Early Level in Numeracy.
- Two children have been identified and benefitted from consistent engagement in tasks to enhance fine motor skills, led by Mrs Smith (PSA).
- Mrs Lamb has met with Staff at least termly to analyse the progress of PEF Interventions and has supported staff to review a range of data, in line with our tracking overview, and decide upon next steps.

<u>Impact</u>

Our formative and summative assessment processes have evidenced that;

	Listening & Talking		Reading		Wri	ting	Num	neracy
	Aug'23	May'24	Aug'23	May'24	Aug'23	May'24	Aug'23	May'24
P3	80%	83%	52%	68%	65%	68%	65%	58%
P4	84%	82%	69%	82%	65%	64%	55%	66%
P5	83%	91%	72%	79%	68%	64%	70%	74%

- Reading has improved across P3-P5 between August '23 and May'24. All year groups are achieving their stretch targets.
- All children targeted in P3a and P3b for Reading have made progress by completing at least three stages of ORT. From P3a six of these children have maintained the same gap of either -6m or -12m. One child has closed the gap from -12m to -6m and one has increased the gap by -6m to -12m. In P3b seven of the children have moved to be on track. Only one child has moved from -6m to -12m.
- In P4a, Mrs Farmer has read with 12 children (2 groups) on a regular basis in addition to their class teacher. Six of these children have moved on track, five have remained on track and only one has stayed off track.
- In P4a, Mrs Farmer has also worked with two individuals on Toe by Toe- this has had limited success due to poor attendance of the children.
- In P4b, Mrs Farmer has worked with six children, two of these have managed to move on track and four have managed to move from -18m to -12m.
- Five children in P4a use Nessy and eight children in P4b. In P4b there are also two children who use Doorway.
- In P5a, there are three children who have completed Toe by Toe with Mrs Farmer. They have also benefitted from using Nessy, Clicker and Doorway. In P5b there are 12 children who have benefitted from Nessy, Clicker and/or Doorway. Staff report that these software programmes have impacted positively on progress. For example, in 5B most learners (78%) using Nessy have progressed in spelling & Reading, whilst in P4B all pupils accessing Nessy have progressed, 5 moving 4 levels in Reading, whilst an individual has progressed in blending and Reading CVC words.
- Writing has improved in P3 and has slightly reduced in P4 and P5 between August '23 and May'24. P3 and P4 are achieving their stretch targets and P5 are 3% below.
- All staff have completed termly Writing assessments with their class and they have planned and moderated these with their stage partners and also with staff from Methilhill.
- Mrs Thomson (SfL) has worked with 8 children from P3a and 9 children from P3b to support with Writing skills. From P3a, five of these children were at risk of going off track but the support has kept them on track. Two children have moved from -6m to on track and one child has moved from -6m to -12m. In P3b, 4 children have moved from -6m to on track, one has maintained -6m and 4 have moved from -6m to -12m.
- In P4a, Mrs Cation has worked with 8 children in order to support their Writing. This continued throughout terms 1-3. This has allowed four children to move onto 2IE and remain on track. It has also meant that the other four have maintained a -12m and have not gone further off track.
- In P4b, Mrs Cation has worked with five children for Writing. This has meant that they have not moved further off track.

- The decrease in P5 Writing attainment is due to three children becoming -6m off track in addition to a new child arriving who was already off track.
- In P4 and P5 there have been improvements with Numeracy between August'23 and May'24 however there has been a decline in P3. Only P5 are meeting their stretch targets.
- In P3a five children have benefitted from Numeracy Support and in P3b there have been 7 children to benefit. Although none of these children have been moved on track they have made consistent progress and have been moved from 1IE to 1P. Through assessments for 1IE we have been able to identify areas that children need to work on.
- Two children in P3a and four children in P3b have been given a 'maths pack' to use at home with Early Level targets for them to work on. Two of these children have managed to move from EP to 1IE by May'24. A maths pack has also been given to one child in P4 and two in P5 who are still working within Early level. These children continue to be significantly off track.
- In P4a, Mrs MacKinlay (Teacher) has worked with 6 children who were -6m in Numeracy at the start of the year. Five of these children have managed to move to 2IE to be on track. In P4b, Mrs MacKinlay has worked with three children- one child has moved on track, one has had the gap closed by 6 months and one has remained the same.
- In P5b, Miss Hope (Teacher) has worked with a group of six children once a week on Numeracy. Five of these children have managed to achieve First Level and move onto 2IE. They are now only -6m instead of -12m.
- Staff report that all children involved in Numeracy Groups have shown an improved mindset in Numeracy.
- Our Learning Partnership highlighted that the "Staff involved in professional dialogue demonstrated their enthusiasm for and commitment to improvement work associated with 2.3 and 3.2. The work they are leading is impacting on classroom practice and interventions and leading to improved outcomes for identified children."
- Our ParentWise Survey results show that the majority (74.22%) of Parents/Carers strongly agree or agree that our children have access to the relevant support to enable them to achieve at school/nursery.
- Feedback from our children, benefitting from Numeracy Intervention Groups has been overwhelmingly positive with feedback such as;
 - o 'Mrs Mackinlay has helped me with my fractions and telling the time" P4 Pupil
 - o "I love her- she's a really nice teacher. She has loads of techniques to show us" P4 Pupil
 - o "She has pushed us all on with our Maths" P4 Pupil
 - O I love going to the Maths Group because Mrs Mackinlay is kind and helps me if I am stuck. She doesn't let us give up! She's just so nice". P4 Pupil

PEF Evaluation/Impact

Targeted Interventions

Attainment Fund Rationale: Increase participation and engagement in learning for an identified cohort of children in P2-7.

Expected Impact:

- ✓ By June 2024, almost all of the identified cohort will demonstrate increased learning & engagement in the classroom setting.
- ✓ By June 2024 an identified cohort of 12 P7 children will all demonstrate increased confidence and resilience which will support their transition to S1

Targeted Interventions

- ✓ Appoint a PEF PT to support the on-going improvement of our Pupil Support Project.
- ✓ Ensure all key staff have an opportunity to engage in appropriate and relevant professional learning to deliver Kitbag and Lego Therapy to identified cohorts.
- ✓ Deliver Kitbag training to parents/carers.
- ✓ Continue to develop the "Learning Lounge" and Staff & Pupil mind-set to ensure that "Pit Stops" are a proactive intervention rather than a consequence.
- ✓ Continue to prioritise wellbeing and learning as fundamental priorities of the project.
- ✓ Weekly Natural Connections Sessions

Progress:

• Despite significant PSA absence, two of which have been long term, we have continued to develop our Pupil Support Project to support the ever-increasing diversity and complexity of an identified cohort of children who find it difficult to engage in full time learning and regulate their behaviours. By creating groups tailored to their specific needs, we have encouraged children to further develop their resilience and confidence which has impacted positively on the classroom ethos.

- Following interviews from internal candidates, Mrs Cation (SfL) was appointed as PEF PT from August 2023.
- We have worked hard as a staff through scripted language to refer to the Learning Lounge positively and proactively as
 feedback from a minority of our children indicated that they regarded their "Pit Stops" negatively.
 Subsequently we have changed the language from "Pit Stop" to "Brain Break" and in doing so encouraged our children
 to recognise their emotions and take increasing responsibility for self-regulation by making best use of their sensory brain
 breaks.
- Currently there are 22 children across P4-P7 who requires sensory brain breaks within the day.
 They are encouraged to record their attendance, use the 10-minute timer to complete the Sensory Circuit to regulate their emotions and return to class.
- Brain Breaks are recorded over each term and any emerging patterns are discussed with the class teacher.
- Our Focus Groups for Kitbag, Lego Therapy, Fitness, Life Skills and Social Groups began with 16 targeted children and this was increased to 20 in term 3. These groups are delivered as a rolling programme throughout the year.
- We have developed one of our small breakout rooms into our Kitbag Room which has been resourced to ensure a comfortable, welcoming environment.
- Almost all PSA staff and most teaching staff have been trained in Kitbag and we now have 10 Pupil Ambassadors who take regular groups each week.
- All children, supported by the Pupil Support Project were given the opportunity to attend Kitbag if appropriate, along with any identified children that staff and/or families felt would benefit.
- We have bought a further 10 Kitbags and 5 have been donated, which will allow us to have one in each class next session.
- Mini Kitbags have been issued to families.
 Currently, we have 3 family members who have engaged in Kitbag sessions delivered by Mrs Cation and Mrs McGonagle to support their young person at home.
- We have identified the relevant outcomes to ensure that our targeted groups were given enriched experiences across HWB.
- The SLT have collaborated with Teaching Staff to ensure consistency between the classroom and the Learning Lounge groups.
- Each teacher is given an overview and evaluation / next steps after each term.
- Sarah Waite (ASIST) has delivered professional learning on sensory needs to almost all staff.
- On INSET 5 Mrs Cation (PT SfL) delivered Professional Learning on the relevance of an inclusive classroom through the CIRCLE approach.
- We have a number of families who have recently had a child diagnosed with ASD. Parents/Carers were actively seeking support beyond our usual signposts. With this in mind Mrs Cation reached out to the Flourish Outreach Service to develop a programme for our families in Kennoway PS. To date we have successfully facilitated two 6-week programmes with a total of 13 Parents/Carers.
- A group of 12 P7 children have attended Natural Connections over a 40-week input. Almost all have attended regularly, with the exception of one pupil who engaged well initially, however this engagement has significantly reduced over time.
 The cohort were identified to support Transition to S1, but also to increase confidence and self-esteem, develop new skills and recognise their personal skills and that of others in the group.

Impact:

- Of the 22 children, almost all use these sensory brain breaks to help regulate their emotions and can successfully return to class and engage in learning. "Usually calmer and in a better place to learn." Class Teacher
- Through observations, by class teachers, children are more able to listen and respect others opinions, take turns and build peer relationships.
- Almost all teachers, responding to a questionnaire have commented on the improvement in regulation and behaviours when children attend the groups regularly, sharing feedback such as;
- It has been positive. The pupil returns to class calm and ready to work. He is also able to make apologies where necessary."
- "Children always come back very settled and ready to learn."
- "I can't think of anything (I would change). I'm really happy my pupils are being supported."
- "I think what is on offer at the moment is perfect for my children's needs."
- "Definitely a long-term positive change in a particular pupil since attending Kitbag."
- Almost all children engaging in intervention groups report positively on the group work undertaken throughout the year. Feedback has included;
 - "I miss my group when it isn't on. It helps me a lot" P5 Pupil
 - "Kitbag has helped my confidence." P5 Pupil
 - "I love Kitbaq as I get to talk about my feelings and listen and help others in the group." P4 Pupil
 - "Social groups are fun and help me talk to others" P5 Pupil
 - "I have learned to be patient and listen to others." P4 Pupil

- Unfortunately, the parents/carers of the children who attended Kitbag Training, have not undertaken this at home, as reported by the children.
- Our engagement with the Circle document will ensure that each classroom has a Calm Corner and a Calm Kit which we hope will reduce the need for Brain Breaks next session.
- Our Kitbag Ambassadors have the confidence to demonstrate Kitbag in each class to support teachers with its use, as evidenced through the Kitbag demonstrations Ambassadors have shared with adults in school
- As a result of Professional Learning staff have an increasing awareness of the range of sensory needs that children may face and the resources available to minimise the barriers that this may cause.
- As a result of engaging with Flourish, one P1 parent has reported that they have implemented the suggested strategies at home and have seen positive impact of this, another P5 parent shared that they no longer felt alone and a P4 parent advised that it had been good to talk to other people.
- The group have created their own network using WhatsApp.
- The majority (55%) of children who attended Natural Connections on a regular basis have now learned how to swim. Further to this 3 young people learned how to ride a bike.

All young people advised that they had enjoyed Natural Connections and would recommend the programme to the next P7 cohort. One P7 said that they would give the following advice: "You do have to push yourself out of your comfort zone".

Further feedback included;

- o "I will now talk to people I maybe wouldn't usually work with or talk to" -RG
- o "I'm a little bit more confident and more willing to try new things" -CH
- o "I have learned to not give up, before I wouldn't try to do something new in case I couldn't do it" -ID
- o "I can work as part of a team, we've worked together not tried to do things on our own"-GA
- o "My confidence has grown, I don't give up as easily anymore" -SH

School/Setting Name: Kennoway Primary School & Early Years Centre

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

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)						
Quality Indicator 2021-2022 2022-2023 2023-2024 Inspection Evaluation (since August 20						
1.3 Leadership of change	Very Good	Very Good	Very Good	NA		
2.3 Learning, teaching and assessment	Good	Good	Good	NA		

3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	NA
3.2 Securing children's progress	Good	Good	Good	NA

Care Inspectorate (within last 3 years)	Grade (if applical	Grade (if applicable)			
	2022-2023	2023-2024			
How good is our care, play and learning?	NA	NA			
How good is our setting?	NA	NA			
How good is our leadership?	NA	NA			
How good is our staff team?	NA	NA			

Headteacher; MrsJil Simpson

Appendix B - Session 2024-2025 Improvement Plan

Education Directorate Improvement Plan: Achievement

Focused Priority:

- 2.3 Learning, Teaching & Assessment
 - ✓ Improve attainment outcomes for all children in Numeracy & Maths
 - ✓ Develop a school approach to planning & assessing Listening & Talking from Nursery P7 to ensure that professional judgements accurately reflect children's progress.

Develop a school approach to planning & assessing Listening & Taiking from Nursery	- P7 to ensure that projessional juagements accurately reflect children's progress.
HGIOS4 Quality Indicators	HGIOELC Quality Indicators
1.2 Leadership of Learning	
1.3 Leadership of Change	
2.2 Curriculum (Themes 3 Learning Pathways/Theme 4 Skills for Learning, Life & Work)	NA NA
2.5 Family Learning (Theme 1 Engaging Families in Learning)	
3.2 Raising Attainment & Achievement	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Our children will experience high	Revisit the underpinning principles of	Strategic Leads	<u>Data</u>	INSET Day 1 Aug 2024
quality Numeracy and Maths learning	Conceptual Numeracy with all staff.	Sarah Lamb (DHT)	Analysis of attainment data in	
which will engage, support and		Caroline MacKinlay (CT)	Numeracy.	
challenge them to progress	Offer Drop In Sessions for Teaching/PSA	Operational Leads	BASE/NSA data	
from prior levels of attainment.	Staff who have missed professional	All Teaching Staff	Attainment data	Terms 1 & 2 August-December 2024
Most children in P1 -P7 will achieve	learning sessions in the past or would	PSA Team	Analysis of data for identified	
the National Expectation in Numeracy	welcome a refresher.		cohorts e.g. SIMD, ASN, EAL &	
& Maths.			LAC.	
Most children in P1, P4 and P7 will	Plan for daily mental maths sessions			
achieve our Stretch Target in	taking account of pace, challenge and			
Numeracy & Maths.	progression.		People's Views	
		Strategic Leads	Teacher professional dialogue	Terms 1-4 Aug 2024-June 2025
	Ensure the Collegiate Calendar offers	Jil Simpson (HT)	with SLT at Planning & Tracking	2 Collegiate sessions per Term
All staff will enhance their assessment	planned opportunities for assessment	SLT	Meetings	
skills through further developing a	and moderation with Methilhill PS.		CT/SfL Consultations	
shared understanding of what	This will focus on progression across a		Feedback from moderation	
progression of key skills in Numeracy	level, Early, First & Second and involve		activities.	
looks like.	staff groups at each key stage.		Parent/Carer views on children's	
Planned assessment and moderation	Plan for peer learning visits across		experiences of Numeracy learning.	
activities in Numeracy will ensure that	Kennoway & Methilhill.	Strategic Lead	Children's views gathered through	
all children progress in their learning		Emma Kilpatrick (QAMSO)	class groups and pupil focus	
at an appropriate pace.	Work collaboratively, across a CfE Level	Operational Leads	groups on Numeracy learning.	INSET Day 2 Aug 2024
	to develop a yearly overview of Maths	All Teaching Staff		

(Aligned with PEF Improvement benchmarks across Information Observations Forward planning documentation Priority with a specific focus on Handling, Shape, Position & Movement cohorts within P2-P4) and Number to ensure progression, monitoring Jotter sampling – Numeracy & breadth and depth. Maths Focus Strategic Leads Termlu Identify any gaps in our assessment Mrs Sarah Lamb (DHT) INSET Day 3 calendar and in doing so make use of Mrs Caroline MacKinlay Classroom learning visits linked to Numeracy & Maths (QA Cluster Progress Assessments e.g. for (Conceptual Numeracy those one third through First Level Champion) calendar) — SLT in school and Peer Terms 2 & 4 across Kennoway & Methilhill. October – Dec 2024/April-June and/or create our own assessments, Operational Leads Mrs Denise Rodgers (DHT which can be moderated. 2025 Develop Maths Packs to support Home Early Years) P1 Teaching Staff Learning for P1 children identified as least likely to achieve Early Level by May 2025. Strategic Leads Termly Regularly analyse summative Mrs Sarah Lamb (DHT) assessment data including Sumdog Mrs Caroline MacKinlay diagnostic assessments, BASE, NSA (Conceptual Numeracy Champion) Offer Family Learning opportunities for Operational Leads Term 2 Oct-Dec 2024 P1 Parents/Carers to support families in Mrs Denise Rodgers (DHT their understanding of Conceptual Early Years) Numeracy to enable them to actively & P1 Teaching Staff meaningfully engage in their children's Mrs Sarah Thomson (SfL) learning and life at school. Share P7 Listening & Talking Model for INSFT 2 Improvement across the wider staff. Strategic Leads Revisit our CfE overview of Listening & Mrs Rachael McGonagle Talking across a level. (DHT) Develop robust holistic assessments to Miss Rachael Adamson (CT) ensure our declarations accurately Mr Michael McNamara (CT) All children will experience high reflect progress across a level in; Mrs Caroline Kilbane (CT) quality planned progressive learning Operational Leads Enjoyment & Choice & teaching in Listening & Talking. All Teaching Staff Tools for Listening & Talking Assessment approaches will be robust Finding & Using Information and accurately reflect progress within Understanding, Analysing & a level. Evaluating

Creating Texts.



Education Directorate Improve	ement Plan: Achievement			
	m for all children across 8 curriculum areas ens culum areas to measure children's progress an	-		
HGIOS4 Quality Indicators		HGIOELC Qual	ity Indicators	
1.2 — Leadership of Learning 1.3 — Leadership of Change 2.2 — Curriculum 2.3 — Learning, Teaching and Assessr 3.1 — Ensuring wellbeing, equality an 3.2 — Raising attainment and achieve	d inclusion	NA		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

All children will experience planned, progressive learning experiences across the broad general education.

All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum

All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.

Professional Learning Activity

- As part of collegiate sessions staff will engage in professional dialogue on assessment for our identified areas of the curriculum in 2024-25
 - ✓ Health & Wellbeing
 - Technologies
 - **Expressive Arts**
- All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to H & W, Technologies & Expressive Arts
- Develop staff understanding and confidence in the meta-skills in preparation for reporting.

Forward Planning

- All staff will use the Progression Pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.
- Attainment and Forward Planning meetings will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements.
- Staff will develop increased confidence in planning for assessment.

Tracking & Monitoring

Strategic Lead

Jil Simpson (HT)

Operational Leads

Rachael McGonagle (DHT) Jaune Cation (PT)

Second Level

Sarah Lamb (DHT)

First level

Denise Rodgers (DHT)

Early Level

Teaching Team

Strategic Leads

SLT

Operational Leads

Teaching Team

Strategic Leads

Operational Leads

Teaching Team

Strategic Leads

Data

Analysis of attainment data in Literacy, Numeracy along with H & W, Technologies & Expressive

Analysis of CFE and BASE/NSA data

Analysis of Attendance Data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC

People's Views

Teacher views on new system Teacher professional dialogue with SLT at FP & Attainment Meetings

Feedback from moderation activitu

Parent/Carer views on children's experiences of BGE Children's views gathered through class groups and pupil focus

groups on the learning experiences across the curriculum Feedback from parents/carers through annual CfE Report Questionnaires.

Observations

Forward planning documentation monitorina Jotter sampling – Literacy/Numeracy and H & W, Technologies & Expressive Arts Classroom observations linked to identified areas of the curriculum (QA calendar)

Focus for LP - analysis of data, Learning experiences in H & W, Technologies & Expressive Arts

Term 1 Aug – October 2024 Term 2 October – December 2024 INSFT 3 - November 2024

Termly x 1 Collegiate Session

INSFT 3/INSFT 4

Terms 2, 3 & 4

Terms 2, 3 & 4

All staff in liaison with SLT will	SLT	and parent/pupil views of the	
develop their understanding of the	Operational Leads	delivery of the curriculum.	
Progress Framework. This will be	Teaching Team		
used to track progress in learning			
across the curriculum and record			
targeted interventions for individual			
or cohorts of children.			
Reporting	Strategic Leads		April 2025/May 2025/June 2025
All staff will be familiar with the	Teaching Team		
reporting framework built into			
Progress and this will support			
reporting to Parents/Carers at key			
points throughout the session.			
All staff will use the reporting			
aspect of the framework to complete			
end of session written reports to			
end of session written reports to ensure all Parents/Carers have			
end of session written reports to ensure all Parents/Carers have access to an annual written report			
end of session written reports to ensure all Parents/Carers have			

Ongoing Evaluation

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



Appendix C

Session 2024-2025 Improvement Plan – PEF Plan Examples

Pupil Equity Fund allocation for session 2024/25

£ 175, 175

School Context

In Kennoway Primary & ELC, our current roll in total is 495.

- ✓ 386 -School
- ✓ 109 -Nursery

In session 2023-24 the staffing formula advised that our school could be organised across 13 classes P1-7, however in order to minimise composite classes we have used Pupil Equity Funding and our additional teacher to create two additional class.

Each stage is double streamed with the exception of one composite P6/7.

We have 3 main Nursery Rooms operating a full time, term time provision from 9am to 3pm for 90 children.

In our Early Entrants we have the capacity to support 30 under 3's. We currently support 20 under 3's over 2 sessions' morning 8am — 12.40pm and afternoon, 1.20pm — 6pm on a 49-week model.
In Kennoway we support 7 children who are currently Care Experienced and a further 10 who are previously Care Experienced and 26 children who have English as an Additional Language.
At present we have no children who are currently registered on the Fife's Child Protection Register.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

In Kennoway Primary School & Early Learning Centre we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty.

We actively and regularly encourage through our regular communications, our eligible P6 and P7 families to apply for free school meals, all eligible families to apply for milk and the school clothing grant.

A range of extra-curricular classes, led by Active Schools and school staff are delivered free of charge and furthermore holiday clubs jointly run by Kennoway Community Use and Active Schools are now free for all participating families. This includes the provision of food.

We encourage uniform recycling, supported by Friends of Kennoway.

Our Breakfast Clubs are free for all children and families and we advertise Café Inc on our social media platforms and through Seesaw.

We make best use of Home Learning digital devices to ensure that those in need of these devices are allocated one through our auditing processes.

We make best use of Pupil Equity Funding and School Fund to provided free or subsidised learning visits and experiences in school and out of school.

In Kennoway we have an unwritten rule that cost should not be a barrier to our children's learning experiences.

We work collaboratively with Fair Share to enable our families and our staff to purchase food items at a significantly reduced cost. This was initiated and is facilitated by our Nursery Team.

Stakeholder engagement

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

In Kennoway Primary School and ELC we have consulted and engaged with Stakeholders through:

- PupilWise & ParentWise surveys.
- StaffWise Survey
- Child's Planning Meetings
- Parent Council and Friends of Kennoway termly meetings
- Pupil's on-going feedback gathered through regular Pupil Focus and House Family Groups, Pupil Leadership Groups, Child's Planning/CWM processes.
- Staff Meetings
- Family Open Sessions & Stay & Play
- Parent Surveys and Questionnaires

A regular programme of questionnaires and surveys in accordance with the ELC Quality Assurance Calendar are shared with Parents and Carers throughout the year.

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

All children in P1-7 have been consulted on Pupil Equity Funding for 2024-25 and written feedback has been gathered.

Our Parent Council have been engaged in dialogue associated with Pupil Equity Funding. This has been extended wider to all families and our elected members through our Term 4 Newsletter.

Rationale

In line with our 2.3 School Improvement Priority for 2024-25, improve attainment in Numeracy & Maths for identified cohorts of learners in P3-6.

Amount of Fund allocated (if appropriate) £ 95,767

Analysis of our CfE Data demonstrates that our current P4 cohort have not met their Numeracy Stretch Target in session 2023-24, despite an 11% increase in Numeracy attainment since August 2023.

P5 and P6 have narrowly missed the threshold for the school Numeracy Stretch Target by 2% and 6% respectfully. Without appropriate intervention there is an increasing risk that an identified cohort of children will not achieve 2nd Level by the end of their P7 year.

P3 are falling significantly below the school stretch target in Numeracy, with only 58% of the current cohort achieving the National Expectation, a 5% decrease since August 2023, which would indicate that that the gap between the most able and least able cohort is increasing. Again, without intervention the likelihood is this gap will continue to increase, with less children achieving First level by May 2025.

Expected Impact	Interventions Planned	Measure of Success	Impact on learners Ongoing evaluation Dec/June
Aligned with SIP Priority, an identified cohort of children, identified in May 2024 as minus 6-minus 12 months "off track" in P3, P4, P5 and P6, will benefit from additional learning, teaching & assessment in Numeracy & Maths. P3 — minimum of 11 children P4-minimum of 14 children P5-minimum of 6 children P6 — minimum of 7 children. This will ensure that most children across our school achieve the National Expectation in Numeracy and Maths. All staff will enhance their assessment skills through further developing a	interrogated to identify any gaps in learning. Baseline First Level assessments to be completed with all P3 & P4 and second level assessments to be completed for P4 and P5 children in September 2024 and moderated with SfL staff and colleagues from Methilhill. Identify any common themes. Termly Sumdog Diagnostic Numeracy Assessments will be used to identify progress, any ongoing gaps in conceptual understanding and plan for next steps. These will be discussed at Planning and Assessment Meetings. Ensure that adequate and relevant resources are available to support active maths. Planned and time limited interventions will be allocated to identified cohorts of children to increase direct interactive teaching	Data Analysis of attainment data in Numeracy. BASE/NSA data Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC. People's Views Teacher professional dialogue with SLT at Planning & Tracking Meetings CT/SfL Consultation Meetings Feedback from moderation activities. Parent/carer views on children's experiences of Numeracy learning. Children's views gathered through class groups and pupil focus groups on Numeracy learning.	(What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
isitilis tri sugri jurititer developing d	apportantities and interesse time to apply and	ranteracy teartury.	

shared understanding of what
progression of key skills in Numeracy
looks like.
Planned assessment and moderation

activities in Numeracy will ensure that all children progress in their learning at an appropriate pace.

embed knowledge, skills and understanding. This will include Teaching Staff, PEF Funded Teacher, PSA, SfL Staff.

- Identified cohort will engage in daily mental maths activities.
- Ensure identified cohort have regular access to Jotter sampling Numeracy & Maths laptops to engage with relevant Numeracy & Maths software & programs e.g. Sumdog, Top Marks
- PSA will support individuals and small groups as identified.
- Regular attainment meetings will identify the progress and attendances for the identified children.

Observations

Forward planning documentation monitoring Classroom observations linked to Numeracy & Maths (QA calendar)



Attainment Fund Rationale

Amount of Fund £ 42,965

Increase participation and engagement in learning for an identified cohort of children in P2-7.

We have identified a cohort of 22 children in P2-7 who would benefit from additional interventions such as Kitbag and Lego Therapy delivered through our Pupil Support Project to support participation and engagement in learning.

A cohort of 12 children in P7 have been identified for the Natural Connections Programme to promote confidence and resilience which will in turn support P7-S1 Transition.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
By June 2025, almost all of the identified cohort will demonstrate increased learning & engagement in the classroom setting. By June 2025 an identified cohort of 12 P7 children will all demonstrate	 ✓ Ensure all key staff have opportunity to engage in appropriate and relevant professional learning to deliver Kitbag and Lego Therapy to identified cohorts. ✓ Further develop our Kitbag training to Parents/Carers as appropriate. ✓ Provide regular opportunities for our Kitbag Ambassadors to deliver sessions to adults and children. ✓ Continue to develop the "Learning Lounge" and staff & Pupil mind-set to ensure that "Brain Breaks" are a proactive intervention rather than a consequence. Time spent in the Learning Lounge should be purposeful and supported by PSA Staff. ✓ Continue to prioritise wellbeing and learning as fundamental priorities of the project. ✓ Weekly Natural Connections Sessions. 	 ✓ Pre and post feedback from Staff, Parents/Carers and children. ✓ Classroom Observations ✓ Planning and Attainment Meetings ✓ CfE and Attendance Data ✓ Exclusion Data ✓ PSS Referrals ✓ Feedback from Staff ✓ Feedback from identified cohort of P7 Pupils, P7 Staff Team & Parents/Carers. 	What has been the impact?
increased confidence, self-esteem, fitness and resilience which will support their transition to S1			

Appendix D – Pupil Equity Financial Plan Session 2024-2025 (Business manager has this template)

Fife PEF Planned and Actual Spend Template - Final.xlsx

Pupil Equity Funding Projected Spend

School (select from dro Woodmill High School PEF Allocation 2021/22: 120 000



2022-2023 Projected/Anticipated Spend

Literacy				
Category	Brief Description	Cost		
Standardised Assessments	tests for S2 £	2,000.00		
		J. S.		
Total Spend	£	2,00		

EXAMPLE

Numeracy				
Category			Cost	
Vumeracy resources/programm	SumDog	£	5,000.00	
		8		
		8		
		3		
		4		
		8		
		2		
		3		
		3		
		3		
		7		
		8		
		3		
Total Spend		£	5,000.00	

Health & Wellbeing				
Category	Brief Description	Cost		
Breakfast inititives	Breakfast club	٤	5,000.00	
other (please detail)	Mentoring	٤	10,000.00	
other (please detail)	Fighting Chances	٤	720.00	
		Š		
		8		
		8		
		8		
		3		
Total Spend		£	15,720.00	

Staffing					
Staffing	FTE		Cost		
PSA 2		٤	33,250.00		
Family Worker	8	£	35,000.00		
Acting PT	4	£	10,230.00		
		8			
		3			
		8			
		3			
		g			
8		9			
		8			
Total Spend		£	78,480.00		

Other				
Brief Description	3	Cost		
ОТВ	£	6,500.00		
24 4 20 7 10 10 10 10 10 10 10 10 10 10 10 10 10	٤	4,000.00		
Show my Homework	£	8,000.00		
	8			
	8			
8	8			
	3			
	3			
3	2			
	3			
	5			
	f	18,500.00		
	ОТВ	Brief Description OTB £		



Amount of spend planned ε 119,700.00

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments			
Agreed format for SQR 2023-2024 has been used				
Cost of the School Day statement included				
Context table completed				
Shared vision and values shared				
Improvement Work 2023-24 Priority 1	Fully Achieved	Partially Achieved	Continued next session	
Progress				
Clear progress been made with planned strategic actions				
Clear impact shown for children and young people				
Quantitative or qualitative data to support this impactWritten evaluatively				
Limited number of next steps identified				
Improvement Work 2023-2024	Fully	Partially	Continued	
Priority 2	Achieved	Achieved	next session	
Progress				
Clear progress been made with planned strategic actions				
Clear impact shown for children and young people				
Quantitative or qualitative data to support this impact				
Written evaluatively				
Limited number of next steps identified				
Attainment Overview Completed				
Evaluative Statement about Attainment				

Attainment overview/Achievement of a Level/Outcomes for Young People Successes and gaps identified Destination trends (secondary)	
Wider achievement – impact on	
children and young people	
Personalised for schools and significant events/achievements shared	
Feedback from External Scrutiny	
LP/ELP	
Education Scotland	
Care Inspectorate	
PEF Evaluation (per priority)	
Progress:	
Detail given of work/action which	
had been undertaken towards this	
priority eg professional learning,	
consultation with all stakeholders,	
implementation of planning, use of resources etc	
resources etc	
Impact	
Quantitative or qualitative	
data to support this impact	
Written evaluatively	
Consultation with Stakeholders	
How is SQR, IP and PEF shared	
with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated	
using six point scale (ELC)	
Care Inspectorate Grades included	
(where relevant)	

Improvement Plan Session 2024-2025

	Comments
Are priorities identified supporting	
recovery?	
 Do they cover school, ELC 	
and ASC?	
Are relevant QI's identified for	
priority identified? (including Early	
years if relevant)	
Expected impact	
Is this focused on children	
and young people	
 Is this written evaluatively 	
 Is this linked to data 	

Strategic Action/tasks identified:	
 High level 	
Realistic	
Responsibilities	
Identified	
 At all levels 	
Measure of Success (including	
Triangulation of evidence/QI	
Methodology)	
 Is there evidence that 	
evidence will be gathered	
from different stakeholders	
and through different ways	
throughout the session.	
throughout the session.	
Timescales	
Realistic	
PEF Plan (included)	
, ,	
PEF Financial Plan (included)	

Appendix F

Measure of Success - QI Methodology

Quality improvement is about giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them. It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are:

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	PLAN Propose change idea and how it will be tested Predict what will happen ACT Share final reflections Conclude whether to Adopt, Adapt, or Abandon change idea Act STUDY Analyze data collected Compare results to predictions Capture learnings
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	Cather evidence to determine areas of focus Assess impact and next steps Plan professional learning based on evidence Track progress and outcomes Implement professional learning plan
Practitioner Enquiry/professional Enquiry Process		Introduce new practice or change Practitioner Enquiry Identify the issue or area of change Identify possible solutions