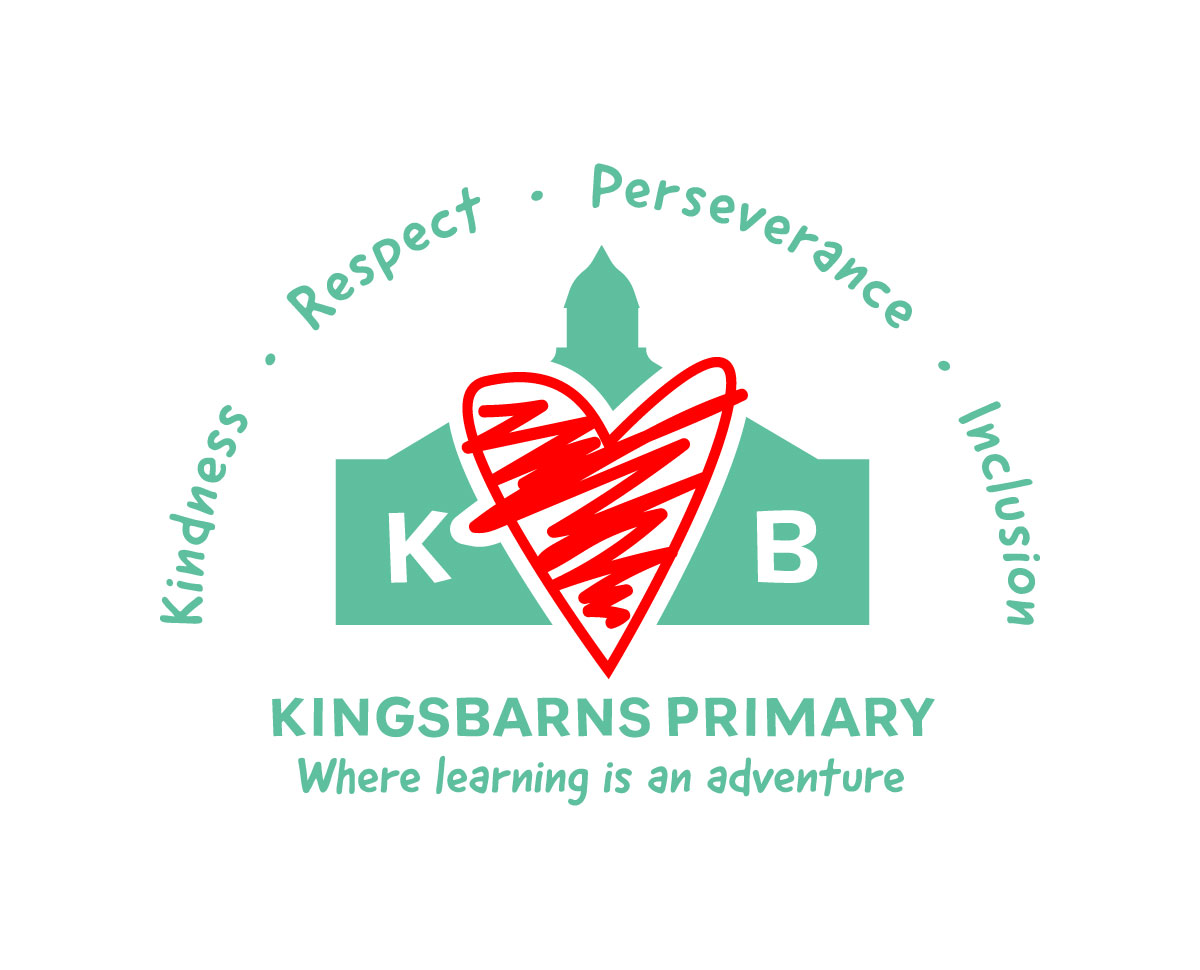
**Kingsbarns Primary School**

**Standards and Quality Report**

***Achieving Excellence and Equity***





**Our Vision**

**Kingsbarns – Where Learning is an Adventure**

**Our Values**

(these were revised with all stakeholders in 2023/24)

Respect

Kindness

Perseverance

Inclusion

**Our Aims**

**Kingsbarns Primary School**seeks to deliver a broad and inclusive education within a nurturing, supportive environment. Having strong links with the community, parents, and Friends of Kingsbarns.

**Kingsbarns Primary**encourages children to aspire, achieve and enjoy: to be the best that they can be. Each child brings his or her own unique qualities to our community; we prepare pupils for a life of learning and fulfilment: to be active, responsible, compassionate citizens. Our family ethos allows for cross age working/supporting and develops leadership skills.

The school is committed to enhancing the contribution one makes to society - and, in embracing diversity, to promoting equal opportunities for all.

**OUR MISSION:**

To provide a safe, stimulating, and supportive school environment where pupils feel respected and valued, inspired, and challenged.

To establish and maintain a vibrant school community built on mutual trust and respect

To foster a love of learning: encouraging intellectual curiosity and independent thought.

To develop personal resilience, respect, friendship, and sense of adventure.

To provide a stimulating environment wherein pupils can explore and develop their interests, gifts, and talents.

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| **Setting/School Roll (including ELC/ASC)**   * Can also include number of classes * Can also include ELC sessions offered * May include specific cohorts relevant to your context e.g., Care experiences, EAL etc. | Kingsbarns Primary School is a rural school which can host two classes, Primary 1-3 and Primary 4-7.  Our school is the oldest we believe in Fife and the school has experienced a big increase in numbers since 2016 where there were 13 children (now 47).  This increase has been welcome from a social perspective for the children and pupil experiences. However, the building now has to be utilised in different ways to accommodate pupils (e.g., Lunch is taken in class). In 23-24 we started using the village hall for some events which include parents such as our pantomime/ Summer Fair / Scottish Showcase and Autumn Assembly and for some skills-based PE lessons. We also used this space when available as a warm space when our heating broke from 1st December until end of February 24.  There are plans for developments to the school building (end of session 24-25) – turning the very small school hall into a lunch hall which will create a proper office space.  We utilise our community spaces for learning such as Cambo estate and the Church. We also use the village green for play and a small forest area on the way to the beach. We have used the beach for some learning but would like to utilise this more on a regular basis.  Whilst Kingsbarns is very rural, we try to ensure we explore beyond Kingsbarns and into our wider community in some way at least three or four times per session per child.  During 23-24 session we went up to 47 children throughout the year. Whilst we had a number of staffing changes in teaching and support staff, the school continued to provide rich learning experiences for out pupils and ensure our list of achievements remained high.  Kingsbarns has developed a very positive reputation in the community and beyond, and we always have a number of placing requests and local children coming to our school.  We are closely linked to Canongate Primary School in St Andrews as we share the senior management team. Whilst the schools are very different in context it allows us to look outwards for our staff and pupils with Canongate staff providing additional support and links. | | | | | |
| **FME** | 20% as of February 24 | | | | | |
| **SIMD Profile for establishment** | Average SIMD is 6.8 as of February 24 | | | | | |
| **Attendance (%)** | **Overall** | **93.09%** | **Authorised** | **4.65%** | **Unauthorised** |  |
| **Exclusion (%)** | *0%* | | | | | |
| **Attainment Scotland Fund Allocation (****PEF and** **SAC)** | £9800 | | | | | |
| **Cost of the school day statement** | At Kingsbarns PrimarySchool we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We actively signpost and offer support in all our communications. We are pleased that families have accepted our advice and support when necessary. Our parent council have supported us and remain mindful of the cost of the school day. We examine the school day through the following headings;  Uniform: We promote the school clothing grant through our website, school emails, school website and at the P1 Information Session. We promote the flexibility of being able to wear a plain jade green sweatshirt from any supermarket and do not insist on having our school badge on our uniform. We offer to provide uniform when we know families may struggle.  **Travel:** To support any costs connected to school excursions we try to use the Under 22s Free travel Cards. We are in a rural setting and whilst a bus only passes every hour, we have forewarned the bus company who have put on a bigger bus to accommodate. We have rarely charged for school trips except for a donation for entry fee but no child is excluded due to non payment and we check in to see if further help is needed.  For all trips it is always communicated that no child should ever miss out on any outing/ school activity due to any financial difficulty. We have been proactive in supporting families by ensuring they know we can access charities to support and a number of children received their residential trips for free. It was also reiterated to all parents frequently that we will support if needed.  We especially understand the difficulties with rural poverty and if having an event offer to support with transport.  **Clubs**  There are no cost for any clubs run by the school and to support with our transport situation, these mainly take place during lunch times.  **Eating:** All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school milk. Fruit is available for children who do not have a snack, for whatever reason.  **Home Learning:** We do not expect any cost to parents from home learning and support where appropriate. This has included digital devices where required.  **Events** : Our parent council help us run events such as a recent Summer Fair. All children were given free passes / tickets to have a go on things and all got to take something free away. | | | | | |

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| **Improvement Priority Session 2023-24** | |
| **Priority 1 – improving use of digital technologies specifically using digital tools to enhance and support teaching and learning (two year plus plan). Staff will provide high quality learning experiences with the support of the increased use of digital technology. Learners will experience a range of learning which has been enriched and supported by digital technology.**  **Almost all learners will be able to give meaningful examples of how digital technology has enriched and supported their learning.** | |
| Directorate Improvement Plan (delete as necessary)  Equality & Equity  Achievement  Attendance & Engagement | HGIOS 4 Quality Indicators  2..2 Curriculum  2.3 Learning Teaching and Assessment  3.1 Ensuring wellbeing and inclusion |
| Has this priority been   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Fully Achieved |  | Partially Achieved |  | Carried on to Next Session | x | | |
| **Progress:** *Due to fact Kingsbarns is* *a very small school and fact the P1-3 situation did struggled with consistency for a member of staff, the fact the P4-7 teacher was new in school we have used the SLT and Canongate Teacher to support leadership of this development.*   * Purchase of additional headsets, keyboards/ mice etc to raise capacity. There was no need at Kingsbarns for additional devices. * In KB there was no need for 1-1 devices as there were more than enough in the school already. * Audit of resources done at the beginning of session which was supported by BTS to ensure we were maximising capacity of existing devices. * Professional learning sessions on Clicker (x3) including In Service and twilights for all staff. * All education staff in school attended the Clicker sessions and teacher staff attended the twilight sessions. * Lumio and Smart Training Session was carried out with teaching staff. * SLT and one class teacher (from Canongate representing KB) started digital cultures training (started Jan 24) * Digital leaders were formed and created a system to identify and report faults on devices. * Audit of staff digital skills completed during May in-service time. | |
| **Impact:**   * Almost all P2s and P3s are able to log in to devices independently due to increased use. Increased independence has saved time for teaching. Classroom Observations * Almost all second level pupils can name a variety of ways that technology is used in the classroom for learning – this is a direct improvement from less than half pupils as identified last year. * Most pupils using IDL because of identified reading difficulties have made significant progress in their reading age (measured in autumn and spring). Most pupils using Read Theory have shown an increase in reading age too. * Almost all learners observed to be more engaged in tasks when using digital technologies. * All learners benefit from universal support of Clicker 7 in school following training inputs with staff. * Increased writing through Clicker for learners who need support. * Technology training has given trained staff more confidence to try to use different digital technologies in the classroom. This has included use of Canva, Stop Motion and coding. * All children with need of intervention confident in using Clicker or Microsoft Word which has increased the quality and quantity of writing. * In 4- 7 this has reduced the gap for targeted children. * Pupil voice gained through feedback sessions and learning partnership have told us that pupils feel the access to this technology is enriching and supporting their learning. * All staff trained in Clicker are now confident in its use and this is now used daily by PSAs and teachers to support learners (word banks) * Audit from staff shows that most staff (including all teaching and PSAs,) feel confident using a computer as part of their role and teaching digital skills. * All PSA reported in audit that the training given was inclusive of their professional learning needs. * Smart boards are now being used interactively in Most lessons in Primary 4-7 rather than just as a screen. P1-3 did not engage in training due to the changes but digital leaders will support this. * Almost all children experience elements of digital technologies to enhance learning. * Leadership has improved through all digital leaders supporting learners across the school. Digital leaders planned and led sharing assemblies. * Most P4-7 pupils are confident in the use of Word, PowerPoint, using the internet to search for information, and able to save work in their folder or through their Glow account. | |
| **Next Steps:**   * Continue with Digital Cultures Programme * Action plan to be implemented (based on results of audit) as part of school improvement with focus on all staff training. * Digital Safety Planning to be a main focus with Microsoft Excel – including families/ school community. * Records of Understanding in digital technologies used by all staff – chosen area for us to focus on 24-25. * Ensuring some new Digital leaders from P5 are trained and participants in leadership. * Fine Tuning their input so that they are facilitating/ teaching, but less time taken. | |
| **Priority 2 - All children will benefit from feedback that is based on accurate assessment data that includes clear strengths and next steps. Learners will have a clearer perspective on their learning journey. We will achieve this through a collaborative enquiry approach.** | |
| Directorate Improvement Plan (delete as necessary)  Equality & Equity  Achievement | HGIOS 4 Quality Indicators  **2.3 learning teaching and assessment**  **1.3 leadership of change**  **2.2 curriculum**  **3.1 ensuring wellbeing and inclusion** |
| **Has this priority been...?**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fully Achieved** |  | **Partially Achieved** |  | **Carried into next session** | **X – focus on writing** | | |
| **Progress**   * SLT met with pedagogy team to discuss ways project could be administered and to look at potential paperwork and methodology. Discussed a range of texts and read parts of all in order to involve teachers in professional reading. * Class teacher partnership involved visits into class (2 visits to the partner class at Canongate and two visitors came to observe) Jan – May 24. * Selection of appropriate text. All teachers participated in critical engagement of text to select appropriate one that all would follow –Teaching Backwards (Andy Griffiths and Mark Burns). * Whole book was covered with specific reference to sections 1-3. * Sharing sessions were built into the collegiate calendar so that each teacher could share something they had tried in their class – to discuss the impact with others. | |
| **Impact**   * **I**n all classes WAGOLLS are now being used for writing in almost all lessons. These are ensuring learners are clear about expectations and ensure they are clear about the relevant learning intentions and success criteria. ‘*these have helped the children with composition and structure*’ (P4-7 teacher). * Whilst this has supported metacognition, less than half of children (45%) could confidently identify their next steps based on learning and this was confirmed in an online questionnaire. * All teachers now understand the rationale and appreciate the success of using a WAGOLL as they have seen improvements in writing across their classes. * Our Primary 7 writing attainment shows we have maintained consistent progress and exceeded out stretch target. This is the same in Primary 4. * All pupils questioned by SLT and through learning partnership were clear on the purpose and benefits of good modelling by their teachers. All pupils in P4-7 could describe what a Wagoll was and the purpose and benefit.   Impact statements from teachers...  -I *found it helpful to see my partner teacher using the Fife writing criteria with her class to support their peer marking- I did the same with my class afterwards- got them to select one thing their partner had done well and one thing they should work on for next time, from the pupil documentation of success criteria.*  *-When she watched my class, the feedback on the two learners* *didn't come as* *surprise- so I was encouraged that my knowledge of where they are at and how they approach learning tasks did match what she was observing.*  Readings etc.  *From the readings, one* *example, I created a 'river of fractions' as a display in my class, showing the progression from first to third level. That was helpful as in a composite class, the children do see a bit of what the groups above them are working on, and so it was nice to have the outline of the learning journey of fractions up on the wall*  - *WAGOLLs have been effective - both the* *PM example ones and others- particularly helpful in writing for discussing structure and composition.*  *-When doing personal projects in the last few weeks, pupils have given each other feedback using* *given success criteria- and I have been pleased that they have been able to give specific, accurate and useful feedback to each other.*  *-there is still a way to go with feedback in my class- my children still are not articulate at talking about their next steps, or* *don't retain it- so I know I need to do more work on that next year.*  *-Using QI in writing ties in well in that it is identifying key gaps and working specifically to fill them- the children can talk about the QI targets and what we have been practising, and the graphs show a general improvement over time in the children being able to meet the targets.* | |
| **Next Steps**   * Implementation of new writing policy. * More consistent application of Fife Writing Assessment Pack. * Moderation of writing in relation to chosen text types. * Handwriting programme implemented and reviewed.   It is essential this is taken forward in P1-3 as we will have a more settled year in relation to staffing and will support consistency – whole school approach.  Children need to know their next steps – writing will be the focus this year.  We need to take on board that a few children have reported through parental questionnaires that learning is not challenging enough. We do have a few children performing beyond stage expectations and we need to consider how feedback can support these children also. Are our expectations high enough? Moderation activities to focus on challenge for children learning beyond national expectations.  Not for SIP but will use Cambridge NRICH materials for these learners in maths. | |
| **Priority 3**  **Focused Priority: Systems in place in school to support wellbeing, achievement, and inclusion.** | |
|  |  |
| **Has this priority** **been..?**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Fully Achieved** |  | **Partially Achieved** |  | **Carried into Next Session** |  | | |
| **Progress**   * Summaries of support now in place with all children who need one. * Summaries of support shared with parents. * Assembly programme Building Resilience started for year one. * Assembly programme shared with parents. Parents have appreciated their inclusion (parent voice) and development of the summary of support. Pupils more aware of supports as these are shared with pupils. * Universal support boxes are not embedded yet –Universal support boxes created for each class but not embedded yet. – e.g., some children not knowing what is in the box or how it can help. * Displays regarding Building Resilience created. * Rewards system created with children and created by digital leaders. * Started new system for looking at supports and attainment over time. * PEF/ Glasgow Wellbeing / Lego Therapy (covered by PEF) * Kitbag ambassadors created. The Kitbag ambassadors shared their learning at learning partnership. * Some analysis of Glasgow Wellbeing Profile but not enough. given | |
| Impact   * Summaries of support have led to consistent application of support in both classrooms. * Assembly programme has provided consistent messages and the whole school approach to building resilience. Almost all children have attended these assemblies with follow up learning in class and home. Parents have shared positive messages about the programme and children are showing raised awareness of resilience and how it can benefit them. There have been a reduced number of behaviour incidents in second half of this session. * Almost all children can describe who their safe adults are and their ‘back up team,’ discuss growth mindsets and how they can respect themselves – they must learn to respect themselves and should ask for support if needed. * Most children provided thoughtful responses as part of home learning. * Lots of evidence of children asking for Kitbag and choosing to have kitbag ambassadors. Some children going through traumatic experiences have stated they feel supported by this process. * Reward system has reinforced the links between the school values and learning/ experiences. * Kitbag- “It is very calming, and it helps with your mental health.” ( P7). “It is relaxing and helps you be less anxious.” ( P4). “It helps you discuss your emotions in a good way. It can help you talk in front of a group.” ( P4). “It can help you think and be calm.” (P6). * Building Resilience- “I enjoyed learning about famous people who have been resilient. They worked hard.” ( P4). “I enjoyed seeing how our brains develop as we learn.” (C P2). “It was important to learn to keep trying.” ( P4). “I talked to my parents at home about trying hard.” ( P1). “I spoke to my dad about trying hard and being resilient.” ( P3). “I enjoyed researching famous people who were resilient and seeing why it is important.” ( P4). * Glasgow wellbeing Profile showed some interesting results. Two children in Primary 7 appeared much more negative (scored under 5 in 9 questions out of 20) but when spoken to this seemed to relate to more anxieties about moving on. * 7 children reduced the amount of answers below five – two children increased and the rest stayed the same. | |
| **Next Steps**   * Building Resilience Year 2 to commence in the new session. * Profile of universal support boxes to be raised in new session. * Pupils with summaries of support to be supported to have more responsibility over universal supports available. * Gather feedback on rewards system. * Reintroduce use of Boxall profile | |
| **Attainment of Children and Young People (Primary and Secondary)** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | **100%** | **86%** | **86%** | **100%** | | **P4** | **100%** | **86%** | **86%** | **100%** | | **P7** | **86%** | **86%** | **71%** | **86%** |      |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | **86%** | **86%** | **86%** | **100%** | | **P4** | **71%** | **86%** | **86%** | **100%** | | **P7** | **57%** | **71%** | **71%** | **86%** |       **Evaluative statement of attainment over time.**  Kingsbarns is a small primary school with low numbers and in these particular year groups one child would represent approximately 14%. In other years there are even lower numbers. Therefore caution should be taken when analysing our figures.  In literacy at early level most children are achieving the expected level by the end of P1. All children in P 1 are achieving the early level listening and talking benchmarks with most achieving in reading and writing. By the end of Primary One all children have met the early level benchmarks. Overall attainment is very good in literacy at the early level  All children are achieving at early level in numeracy by the end of P1.  By the end of Primary 4 all children are making excellent progress against the bench marks in numeracy and listening and talking. Most children in P4 are achieving first level in reading and writing. For those not on track there are interventions and evidence to show there is still good progress being made towards the first level bench marks in reading and writing.  By the end of Primary 7 the majority of children are achieving second level in all literacy outcomes whilst in numeracy most children are achieving second level outcomes.  Over all children are making very good progress in literacy and numeracy and out actual levels our actual levels are surpassing the stretch targets we were given at the start of the year.  Our attendance was very close to our stretch target | |
| **Evidence of Significant Wider Achievements – relating to our school values of kindness, inclusive, respect, perseverance and the four** **capacities .** | |
| **Whole School P1-3 P4-7**  **Successful Learners**   * *Whole* *school production of Cinders in Village Hall – developing a range of performing/ business and* *back stage skills. This was an excellent performance where many pupils who may find many aspects of school / curriculum challenging were able to improve a range of skills and excel.* * *Successful whole school space context with enthusiastic participation in planetarium visit and workshops from St Andrews University.* * *Primary 1-3 visit to St Andrews Castle – able to share learning.* * *Primary 4-7 trip to Bannockburn – leading to questioning and sharing learning.* * *Preparation for Participation in Fife Cross Country – perseverance.* * *Lunch Time Rugby Club and Football Club – developing skills.* * *Participation in Madras Football Festival – small school showed resilience.* * *Winners of Small School Techno Challenge at St Leonards – collaboration and scientific thinking.* * *Winners of The Cambo Cup at Cambo Estate – event run by Kingsbarns with Active* *Schools.- enthusiasm and perseverance.* * *Values awards* *given out weekly.* * *Musical Universe Project with St Andrews was a resounding Success – linking the planets to music – creating/ analysing and expressing.*     **Confident Individuals**  *Scottish Showcase with all children learning a range of* *Scots poetry / singing and dancing.*  *Finalist participating in Fife Burns Competition and was Placed.*  *Participation of Whole School in Fife Music Festival – Performance at Alhambra Theater in Dunfermline.*  *Percussion and recorder clubs*  *House Captains leading* *variety of activities and monitoring house points.*  *Primary 6/7 residential at Loch Insch where all children* *attended and all children attempted every activity showing amazing perseverance. The determination and positive behaviours were highlighted by Loch Insch Staff.*  *End of Term Service – pupils* *providing a range of entertainments and certificates awarded.*  *Swimming sessions – pupils showed determination to succeed – Block at St Leonards.*  **Responsible Citizens**  *Outdoor Learning Sessions for both classes*  *Peer Mediators supporting younger children.*  *Kit bag ambassadors*  *Beach Clean at Kingsbarns beach – Primary 1-5*  *Rainforest learning – Primary 5-7 – thinking about forestation and impacts.*  *Engagement with Banardos regarding substance abuse (P7)*  *Building Resilience assemblies with both class / home engagement and completing units on being resilient/ keeping connected/ Respect Yourself and Challenge your Mindset.*  **Effective Contributors**  *Sports leaders leading transition events and games for younger children*  *Sports Leaders taking responsibility to organise school sports day.*  *Harvest Celebration – Launching school values after consultation.*  *Whole school* *using creativity to organise games for* *school fair for children and running stalls.*  *Digital leaders* *taking initiative in infrastructure and organising digital learning.*  *Whole school feedback session – groups identifying gaps in playground resources and budgeting.* | |
|  | |
| **Learning Partnership/Extended Learning Partnership/Subject Review/3.1 Review/DAS Review Strengths and Areas for Improvement** | |
| **Date of Extended Learning Partnership – 27-11-24**  **Strengths**  All staff are committed to school improvement and to settling the school through a period of significant change in team members.  All children in focus groups spoke positively about relationships in the school (relationships between adults and children and children and children). The introduction of peer mediation was highlighted by pupils as being a very effective way of helping to help to manage disagreements in the playground. Children and staff spoke about feeling welcomed and supported when joining the school.  All children in P4-7 have the opportunity to lead aspects across school life. Children who have a role as Digital Leaders can see the change they have been leading coming into effect, working to create digital safety policy for across the school (incorporating the newly established school’s values). Kitbag leaders were able to talk about the approach and gave a sense of its contribution to meeting needs and to the school values (e.g. respect, being kind). Children were able to confidently describe the positive impacts of kitbag, sometimes referring to how it has helped them in their own development.  Children in leadership roles are experienced in presenting/interacting on aspects of leadership with parents. Feedback from focus groups shared that children are articulate, confident and focused in these situations.  The refreshed Vision and Values are known by all and are beginning to be imbedded, giving a sound foundation to go deeper into some of the values to further support children personal growth across their school life.  All permanent teachers are actively involved in leading aspects of improvement and change:   * Using a Lesson Study Model approach, underpinned by professional reading as the foundation for analysis, discussion and setting of targets. * Moderation activity with Madras High School through Cluster plan   All staff reported that they were well supported to engage in suitable professional development activity, which supports their confidence and ability to undertake their role.  All new staff and pupils had felt welcome to Kingsbarns Primary School when arriving and had felt supported through changes.  **Areas for Improvement**  (1.3 Leadership of Change)  Explore ways to build children’s knowledge of the School Improvement Plan.  Structure and progression in assemblies – to start Building Resilience Assembly programme.  Build Pupil Support Staff’s knowledge of school improvement plan and their role within it.  (2.3 Learning, Teaching and Assessment)  Work together as a team to draft simple position statements to agree expectations across the school now in terms of:   * Use of Learning Intentions * Feedback * Written work in jotters – to agree expectations.   Review classroom and playground resources in partnership with children. Consider budget allocation, where children’s voice can influence purchases made and how resources are looked after and managed. (e.g. Playground Leaders identified, with remit to make sure resources are well organised and kept tidy by children).  Pupil Support Assistants are keen to use their SEAL maths training to bring impacts into children’s experiences.  Continue to look for opportunities for school staff to look outwards at other small, multi-composite schools around particular areas for enquiry (e.g. Review opportunities to introduce wider range of choices for children in their learning).  Staff team to discuss potential next steps to support children’s ongoing development of school values bundling learning and values where useful (e.g. Respect and listening skills).  Build upon improvements made to digital infrastructure (reliability and effectiveness) to build use of Digital Technology to support and enhance learning, working within the framework of Digital Cultures approach.  Review resources that will support in challenging and stretching children.  Review resources to stretch children (e.g. Through application/problem solving/agility/perseverance) through resources like Cambridge University Nrich programme) | |
| **Consultation with Stakeholders**   * We consult with pupils via Microsoft Forms at times such as for voting for our vision and values. We also consult during assemblies as we are such a small school we make sure all children have the opportunity to give ideas etc. * For Parents we sought feedback via our parent council meetings. * We also sent a summary questionnaire out about views on the school – generic questions covering most areas. * We consulted on choice of residential/ suggested meetings and whether our cost of the school day statements were appropriate. * Parent focus group was used as part of our learning partnership. * Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires and assemblies – focusing on SIP. * Pupil wise and parent wise * Parent council discussion termly includes updates and discussion. Parents views are welcomed and encouraged. | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | |
| We share our plans and SQR via our school Blog. Every week we direct parents to the blog via a weekly What’s On Newsletter and a ‘Year at a Glance Page. Due to very small space (our entrance doubles up as lunch prep area/ school admin/ thoroughfare) it is not on display in school but consideration will be given on how best we can do this possibly with outdoor spaces.  Our Termly Sways include progress and evidence from our ongoing improvement work. We also highlight the areas we are working on.  Parent council meeting – parents are given a progress update at each meeting. This is then available for all parents/carers through PC minutes. Parent views are welcomed and encouraged.  Parent Focus group invited as part of learning partnership.  Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires and assemblies.  Pupil wise and parent wise. School specific pupil and parent questionnaires sent at different points. | |
| **PEF Evaluation/Impact** | |
| **Targeted Interventions** - (PSA)   * SEAL MATHS – planned training for PSAs and some input in relation to those children identified. Resources purchased to support group sessions. * Kitbag sessions – 4 pupils (target) * Peer medication training – PEF funded PSA supporting pupils to support pupils at breaks. * Lego therapy – two pupils | |
| **Progress**   * Lego Therapy – two pupils (One term) * Supported Peer mediation took place term 2 – 4 – PSA followed training manual. * Specific target support for nurture – trauma – bespoke based on incidents. * Staff trained in SEAL – highland assessment. SEAL maths still not embedded and needs to link to MALT results to be more effective – this has not been targeted enough to give support to those children identified. * Playground structured support for targeted learners who require some support. * PSAs also were used to support a range of outdoor learning sessions such as hill walks – resilience. These were not part of plan but impact significant. | |
| **Impact**   * Pupils listed nurture support in memories for P7 as most significant to them. * In our pupil questionnaire to parents we had positive feedback that children liked coming to school. * Outdoor sessions – PSAs specifically supported pupils that were targeted and this ensured success for these learners and qualitative feedback through observations have been that these learners sometimes have excelled in this environment – and offered a different lens to view their progress. * Feedback from Kitbag has shown this is still a very valued activity for both our targeted learners and on a universal level. In all cases children reported feeling calmer and more ready to learn. * Fewer recorded playtime incidents this session due to some added interventions at play time. Still some recorded incidents. | |

Kingsbarns Primary School

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