

Lochgelly South Primary
and Nursery School



Standards and Quality Report
Achieving Excellence and Equity

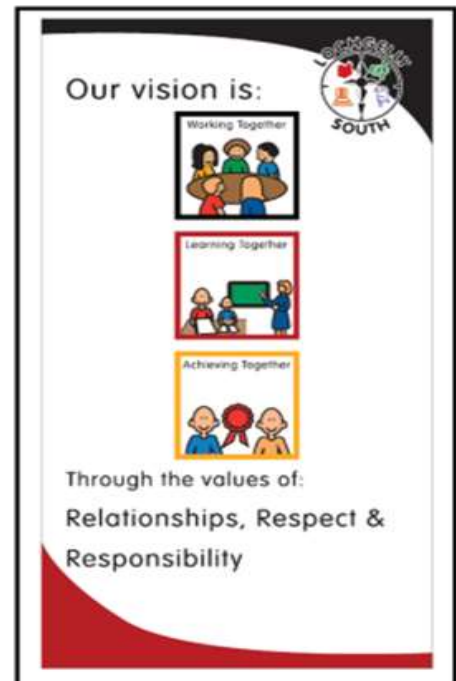
Context

Setting/School Roll (including ELC/ASC)		School – 166 (7 classes) ELC – 18 (39 weeks, 9-3) Combined – 184			
FME		27%			
SIMD Profile for establishment					
Attendance (%)	91.74%	<i>Authorised</i>	4.74%	<i>Unauthorised</i>	3.52%
Exclusion (%)		0%			
Attainment Scotland Fund Allocation (PEF and SAC)		£57500.75			

Our School Aims

- To create a happy, caring, secure and stimulating environment in which children can develop self-confidence and self-esteem and become self-motivated learners who understand the purpose of the activities they are engaged in.
- To build positive relationships with children and encourage them to be respectful, courteous, considerate and supportive to others.
- To develop positive and meaningful partnerships with parents based on openness, shared values and a common concern and responsibility for the development of the child.
- To maintain and develop effective communication with the home and the community which promotes a positive and supportive relationship.
- To promote a holistic approach to wellbeing, using Our Minds Matter, 5 Ways to Wellbeing.
- To develop self-regulation and the skills of independent and co-operative working.
- To provide a well-planned and challenging curriculum which provides for continuity and progression and aims to develop the whole child at a level and pace appropriate to his/her needs.
- To monitor the quality of the curriculum and evaluate its success.
- To monitor pupil progress and provide quality support for learning programmes.
- To work towards coherence and consistency in the child's learning experiences including the transition from nursery into primary and from primary into secondary education.
- To encourage children to care for their school and local environment and to develop a sense of pride this.

Shared Vision and Values



Our Nursery Aims

- provide a safe and stimulating environment in which children can feel happy and secure
- encourage the emotional, social, physical, creative and intellectual development of children
- promote the welfare of children
- encourage positive attitudes to self and others, and develop confidence and self-esteem
- create opportunities for play
- encourage children to explore, appreciate and respect their environment
- provide opportunities to simulate interest and imagination
- extend children’s abilities to communicate ideas and feelings in a variety of ways

Improvement Priority Session 2022 – 2023

Priority 1 – Building a Culture of Collaboration and Professional Enquiry

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

NIF Driver

- School Leadership
- Teacher and Practitioner Professionalism
- Performance Information
- School Improvement

HGIOS 4 Quality Indicators

Key: 1.2, Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning

Relevant:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Has this priority been:

Fully
Achieved

Partially
achieved



Continued into next
session

Progress:

The Circle Framework was used as a collective focus for Practitioner Enquiry this session; all teaching staff and almost all PSAs completed the Open University module. This provided a rich opportunity for professional dialogue and collegiate working between support staff and teachers, as staff were provided with time to share their progress and impact.

Time was provided to collectively complete the Inclusive Classroom Scale, this allowed class teachers and support staff to evaluate the inclusivity of the classroom environments and developed an action plan for improvement. This provided an opportunity for staff to put their professional learning into practice and measure impact.

Class teachers undertook small scale practitioner enquiries based on analysing the Circle Participation Scale, formulating an action plan to target the needs of an individual or small group, and then applying the recommended strategies. Staff were then able to evaluate the impact and determine if this increased participation and engagement.

Committing a second year to practitioner enquiry, allowed staff to further develop their skills and use of the ‘Spiral of Enquiry’. This was identified as a priority for almost staff during the PRD process. The teaching strikes provided an opportunity for the majority of support staff to complete the module together and naturally discuss their learning.

Impact:

CTs at all stages of the school undertook a professional enquiry based on the implementation of the Circle framework, using associated audit tools to formulate an action plan to support targeted individuals. Teaching staff shared their findings with each other and produced impact statements for each intervention.

In summary the findings demonstrated

- All class teachers were able to use the Spiral of Enquiry approach to identify targeted individual for support and were then able to implement actions which led to all children targeted receiving additional support to best meet their needs.
- All children targeted for additional support through practitioner enquiry were supported to develop skills as identified by class teachers.
- There was clear evidence from practitioner enquiry data gathering to show that children had developed skills to ask for support, greater motivation in learning and engagement in learning activities.

In addition to further developing their practitioner enquiry skills, all staff were able to improve their use of the national standard to produce evaluative comments. This is a transferable skill that will also lend itself to supporting future self-evaluation and interpreting data and impact.

Next Steps:

Although not an individual priority, Practitioner Enquiry will be threaded through next year's improvement priorities, particularly in the reading focus where staff will be encouraged to engage with a small-scale enquiry, based around increasing children's enthusiasm, opportunities, and frequency of reading for enjoyment.

In addition, professional learning and collaboration based around the work of Sue Cowley and Bruce Robertson will also provide opportunity for further enquiry based around differentiation and pedagogy. This is in response to the feedback from the Learning Partnership process.

This wasn't possible in our nursery due to the long term absence of the nursery teacher, however, this practitioner enquiry in the ELC is something we would look to develop in the future.

Improvement Priority Session 2022 – 2023

Priority 2 – Positive Relationships and Behaviour with attendance and de-escalation

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Closing the attainment gap between the most and least disadvantaged children and young people

HGIOS 4 Quality Indicators
Key:3.1 Ensuring wellbeing, equality and inclusion


- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Relevant:

- 2.4 Personalised support
- 3.2 Raising attainment and achievement

HGIOELC Quality Indicators

<ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school-leaver destinations for all young people <p><u>NIF Driver</u></p> <ul style="list-style-type: none"> School and ELC Improvement Parent/carer involvement and engagement Performance information Teacher and practitioner professionalism 	<p>Key:3.1 Ensuring well-being, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality <p>Relevant:</p> <p>3.2 Securing children’s progress</p>
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Has this priority been:	Fully Achieved		Partially achieved		Continued into next session	
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Progress:

We developed our Positive Ethos and Relationships Policy for staff and produced an abridged version for parents. All staff were encouraged to contribute, we incorporated the De-escalation training and worked with our Educational Psychologist to ensure that we were incorporating staff views and the most current educational practice for supporting the behaviour and wellbeing of children at all stages.

The Circle (school) and Up, Up and Away (nursery) training for almost all staff, have provided a toolkit of autism friendly strategies to support inclusive practice across our learning community.

ASIST provided Sensory Sensitivity Training for almost all staff (EYOs, PSAs and CTs) to ensure we are meeting the needs of children whose sensory needs are reducing their ability to focus.

We introduced the ‘Summary of Support’ profile from the SLS team and introduced our own Support Overview, to ensure we were capturing and recording the needs of all children across the school.

All staff and children were involved in creating our ‘Thrive Hive’. A nurturing breakout space where children can decompress and get time out from sensory overstimulation. The room contains resources to support each of the 5 senses and has prompts for staff and our shared scripts displayed. The space has also been used by our Art Therapist and for visit from Bracken, our Therapist.

All EYOs, the majority of support staff and a representative from SLT attended the De-escalation Training provided by the Pupils Support Services and the Educational Psychology Team during the February In-set Training. The session was then delivered to teaching staff who were unable to attend due to restricted numbers.

In the nursery, the nursery teacher led our Early Years Team in the use of the Up, Up and Away, inclusive practice materials and implemented targeted and measured use of this with a few children. We were able to generate a programme of individualised strategies, but also access a toolkit of ASD friendly strategies that could be incorporated across the nursery setting to benefit all children.

Our EYDO, delivered high quality learning based on Fife’s nurturing approaches module. This was well received by the whole team, who felt it supported them in developing knowledge and understanding of the theories, principles, and techniques that

are central to a 'Nurturing Approach'. They agreed it left them with a better understanding the importance of relationships and how to establish and grow these in the early years.

Improved systems were introduced for monitoring and managing attendance. We increased generic communication, adopted a more targeted approach with the formal letters/telephone calls and provided feedback to parents on attendance at both Parents' Evenings.

Impact:

The Circle Framework has supported inclusive learning and teaching by providing a structured, staged system of support. Most staff have a shared language and vision for expectations. It has also enabled staff to evaluate, plan and communicate how they are helping children to overcome barriers. When used to identify targeted supports, in all cases use of the Circle or Up, Up and Away materials improved outcomes for individual children, as a result almost all children are making good progress from prior levels of attainment and increased engagement from almost learners.

To measure the impact of Up, Up and Away in the nursery, a format was created to ensure the strategies were used by all staff and their impact recorded. This ensured consistency of approach for the children. Within our nursery setting the up, Up and Away was used successfully to increase agency of staff in responding to the needs of children who would benefit from ASD friendly strategies. Staff felt this enabled them to be more pro-active in their responses and co-regulate more effectively. This reduced instances of dysregulation and increased inclusion for most targeted children.

Developing a nurturing space where children can be effectively co-regulated has resulted in significantly less disruption across the school and reduced the time it takes to get a child back to a state where they are able to learn. We have progressed from a situation where distressed and dysregulated behaviour was evident in our hall several times throughout a day, to a place where this only happens a few times across a week. In addition, the time it takes to co-regulate with a child has also reduced, as has the need for involvement from the SLT.

The professional learning around de-escalation and sensory supports has improved the quality of contributions when staff are asked to collaborate on a Child's Plan or Pro-active Management Plan and provide an input during Review or Wellbeing Meetings. Most staff feel this has allowed them to recognise triggers and respond in a more pro-active manner. This is also evidenced in a reduction in exclusions and in the number of reports of Violence, Aggression or Threat.

For 2 children, these actions have supported them to go from spending full days out of class, to one child gradually progressing so they are spending the majority of time in class, and another engaging in class, almost all of the time.

Although we have made progress with attendance, the shift from 91.2% to 91.74%, this still falls short of our 93.5% stretch target. However, we were able to achieve our target of reducing the number of pupils with attendance below 80% to less than 6.9%. with our actual figure down to 5.98%, as of June 2023.

Next Steps:

Staff will continue to engage with the professional learning being offered by Pupil Support Services and the Educational Psychology Service. 2 further De-escalation sessions are planned for next session and our EP, along with Lorraine Ross from ASIST, will be delivering an input to support staff in helping children to overcome Demand Avoidance.

As we move to St Kenneth’s for next session, it will be important we continue to embed the use of The Circle Inclusive Practice resource in the school and Up, Up and Away in the nursery, and that we create a ‘Thrive Hive’ type space, to continue to meet the regulation needs of our learners. We have already identified a space and plan to staff this across both schools.

Attendance will continue to be a priority; however, we recognise that the decant to St Kenneth’s RCPS will provide an additional challenge as we have a few children who are consistently late and will likely miss the school bus. We are pre-emptively sharing visual timetables to support the morning routine and working with The School Estates Team to provide a lateness strategy.

Improvement Priority Session 2022 – 2023

Priority 3 - Assessment & Moderation

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

- School and ELC Improvement
- Performance information
- Curriculum and assessment
- Teacher and practitioner professionalism

HGIOS 4 Quality Indicators

Key: 2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Relevant

- 1.1, Self-evaluation for self-improvement
- 3.2, Raising attainment and achievement


HGIOELC Quality Indicators

Key: 2.3 Learning, teaching and assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Relevant

- 1.1, Self-evaluation for self-improvement
- 3.2, Securing children’s progress

Has this priority been:	Fully Achieved		Partially achieved		Continued into next session
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Progress:

Class teachers at the P1/P4/P7 stage had additional tracking meetings to discuss the BASE/SNSA assessment data. In addition, teaching staff engaged with CEM Training to improve their understanding and use of the data provided via the BASE assessments.

Teaching staff participated in moderation of writing sessions, which included cross cluster moderation. Staff were presented with the recently released assessment materials and provided with time to engage in professional dialogues with peers around the implementation of these new materials and incorporating them into planning. Staff created a sequence of lessons

for their stage and used the writing produced to collectively assess and moderate pieces. A platform to share these across cluster was also developed.

An Assessment & Moderation QAMSO was appointed to lead and support SLT in achieving the expected impact and delivering strategic actions. Following the training sessions, we implemented the 'Records of Understanding' for literacy and incorporated the new Writing Assessment Pack within our practice.

PLJs were collegiately moderated on a termly basis, to ensure consistent and progressive use of the language of learning and benchmarks. Feedback from the sessions was shared to ensure consistency. Our process for self-evaluation and moderation of practice in the nursery was improved to incorporate Fife's recently launched Quality Assurance Framework. This has helped us to recognise and action the following

- Update our risk Assessments to include Risk Benefits
- Provide increased opportunities for learning in the community and forest visits
- Develop our outdoor space, with the children, to ensure it provides all core provision
- Using floor books to record the children's involvement in developing the play areas

Impact:

All staff who attending BASE Assessment training agreed that this helped them better interpret results and they felt they would be feel more confident in planning responsively based on the results of future assessments at the P1 stage. Additional tracking meetings focusing on the BASE/SNSA data ensured this source of data is being better used to support robust professional judgements around declaration of a level and identification of strengths and next steps.

Participation in local assessment and moderation networks allowed us to share our practice and increase consistency across the cluster, in both pupil experience and assessment. Most staff felt the professional dialogue with writing trios from across the cluster, helped to increase their confidence when making professional judgements and declaring a level. This will also allow pupils to access high quality lessons that have been moderated and shared. Within our school this helped us to recognise that we were under-declaring at a few stages.

Appointing a QAMSO allowed us to increase leadership to support quality assurance of our Learning, Teaching and Assessment policy, procedures, and processes. One element of this was implementing the 'Records of Understanding' for literacy, which again has improved our ability to evidence, measure, and report on attainment.

Next Steps:

We are beginning to use Fife's Literacy Records of Understanding; their implementation next session will involve transitioning to the recently updated materials. This will be incorporated into our priority to raise attainment in reading and refresh our policy.

As a cluster we intend to continue to focus on the assessment and moderation of writing. This will be led by Kevin Maitland, our recently appointed Cluster Raising Attainment PT. Next year we have identified a further 3 sessions to allow for collegiate assessment and moderation to expand our shared bank of moderated examples and lesson plans covering the text

types/genres within the Writing Assessment Pack. A cluster PL session on interrogating and interpreting SNSA data has also been scheduled for November 2023.

Use of HGIOURS to ensure that children and young people are helping to evaluate and moderate the provision of learning across the school. This will be integral to our Leadership at all Levels priority for next session.

Attainment of Children and Young People

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	96%	96%	96%	96%
P4	78%	74%	78%	70%
P7	80%	75%	85%	100%

Overall Attainment for 2023 - 2024

	Literacy	Numeracy
P1	96%	96%
P4	76%	70%
P7	83%	100%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
75.2%	85%	79.2%	88.6%

Evaluative statement of attainment over time.

Pace at the P1 stage was highlighted as a developmental need last session. In response we improved analysis and responsive planning using our initial BASE results, this allowed us to raise attainment so that almost all pupils were achieving early level - the national expected level - across all areas of the curriculum. End of year BASE results show we have added value for a few learners and maintained the predicted progress for the majority, it also showed our P1 cohorts continue to attain very slightly above the national average in both literacy and numeracy.

Our tracking highlighted significant dips in attainment at the P2 and P3 stage last year and in response we targeted much of the work of a PEF funded SFL Teacher to these stages. Consequentially, we have managed to raise attainment in P4 from a predicted 54 % in literacy and 50% in maths/numeracy, to achieving 76% in literacy 70% in maths/numeracy. These improvements are also reflected in our SNSA results at the P4 stage.

Overall, attainment in literacy and numeracy is good. Almost all children achieve CfE levels as expected at early level. Most children achieve national expected levels of attainment at first and second levels in all aspects of literacy. At first level, the majority of children achieved the nationally expected level in numeracy, while this rose to almost all children at second level.

Evidence of significant wider achievements

Confident Individuals

- Our P3 pupils participated in the Fife,6,7,8 Creative Dance Festival at Lochgelly Centre. This class is the first to perform in the dance festival in a very long time and it was great to see Mr Jones return to this tradition. Pupils were really proud to be performing on a real stage for a live audience, while developing their presentation, collaboration and creativity skills.
- In conjunction with Active Schools, we targeted 35 individuals in P1 – 3 with a Better Movers and Thinkers programme. This is an approach to learning and teaching in physical education designed to develop the ability of all children and young people to move and think in a more cohesive way with a specific focus on developing, enhancing, and fostering skills within the learning process. This allowed these children, who had not previously attended and after school club, to participate in small group physical activity while developing executive functioning skills.
- Basketball teams were established at P5, P6 and P7 pupils. The P6 & P7 s went on to achieve a bronze trophy in Fife’s Junior NBA event. Our school football team also got through to the Fife Football Finals, having met with fierce competition at the Cluster Tournament. They were thrilled to receive the Silver in the Shield Cup, with one of our pupils receiving ‘Player of the Tournament’. Physical endurance and commitment to teamwork was required to achieve these successes and our pupils were commended on their sportsmanship, manners, and competitive spirit.

Successful Learners

- Pupils in P6 worked together to achieve recognition as the top scoring class in the Fife Sumdog Competition, with one of our pupils attaining 4th place in the pupil placing. Across the weeks, all pupils contributed to applying their mental maths skills, speed of recall and accuracy to gain this merit.
- One of our EYOs undertook ‘Play on Wheels’ training to allow us to provide cycling sessions for our nurse aged pupils. This allowed them to develop gross motor skills and begin to ride bikes in a safe and secure environment. Similarly, children from P1-3 engaged with ‘Learn to Ride’ classes to build cycling proficiency in a controlled environment, through a progressive programme, by the end of the programme the majority of pupils could ride independently.

Responsible Citizens

- As a school, we worked together to pack up the building in preparation for our August 2023 decant to St. Kenneth’s. This was very much a collegiate effort and our P7s, particularly the ‘Junior Janitors’ were active in the packing and organisation.
- All of our P6 pupils achieved Young STEM Leader Level 2 Awards while participating in the Climate Smarter project in conjunction with Carnegie College. YSL2 focuses on leadership skills, qualities, and behaviours as well as challenging stereotypes, misconceptions, and outdated views in STEM. Throughout the project, the learners worked in groups to develop their creative thinking to solve problems relating to the climate emergency.

- We have been accredited as a Young STEM Delivery Centre with Mrs Lawson gaining recognition as a Tutor Assessor. This will ensure we are able to build on our STEM programme next session and support more children in becoming Young STEM Leaders.

Effective Contributors

- Almost all pupils engaged in a sponsored Run – Jump – Throw which ensured no family was asked for costs to cover school trips (approx. £15 - £34 per child). This allowed the cost to be spread out across the community and only to those who could afford to contribute. The collegiate community effort was incredible, with us receiving £3704 in sponsorship. *Pupils developed enterprise skills during this endeavour and our P7s took responsibility for part of the organising and supervision of groups on the day.*
- Our P5 class engaged in a Social Enterprise Tuck Shop to raise money for SSPCA. The class relished opportunities to learn about profit margins, stock control and loss, with almost all class members taking a role in ensuring the success of this endeavour.

It should also be noted that the planned decant to St Kenneth’s Primary School in August 2023 has required significant planning and work to ensure that this process is as smooth as possible for our families. All staff have come together to ensure that this has not disrupted attainment and achievement for our learners, and will continue to do so next session.

In conjunction with Active Schools, we have ensured that all After School Clubs are free of charge and offer a minimum of 5 classes per week. Our data shows that 70% of children, up from 47%, have attended and After School Club at some point during the school year. This takes us above the national average for after school engagement. In addition, 37 pupils have had the opportunity to participate in a football, netball or basketball tournament.

Feedback from External Scrutiny

Extended Learning Partnership

The partnership visit contributed to the self-evaluation process, focussing on the following Quality Indicators

- 1.2– Leadership of Change
- 2.3 – Learning, teaching & assessment
- 3.1 –Ensuring Wellbeing, Equality & Inclusion

Key Strengths identified included

In all observations the school values of Relationships, Respect and Responsibility, were displayed and promoted by all.

Pupil groups across all levels were able to confidently interact with the adults and articulate the learning that they had been engaging with in class. From P4 upwards they could share strategies and discuss how they apply learning across the curriculum. Pupil sampling groups confirmed the professional judgements made by class teachers.

From observations in the nursery, the majority of early years practitioners interacted really well with children to ensure their wellbeing and extend their learning. Most children were able to confidently verbalise and share their learning. Visual

prompts supported children to do this. All adults are aware of the needs of all children and purposefully intervene where required.

In almost all classes observed, class teachers were attuned to the needs of individual children. In the best examples, learning was appropriately differentiated. Learning intentions were shared in almost all lessons and in most classes, success criteria were co-constructed. In the best examples this was leading to children taking a lead role in their own learning.

In almost all classes and playrooms observed, the learning environment was well organised with evidence of learning across the BGE displayed. In the best examples, children's interests and ideas were taken into consideration.

Areas for Improvement & Planned Next Steps included

There was scope to further develop staff's understanding of how differentiating learning meets the needs of all learners. This has since been addressed through refreshing our Learning, Teaching and Assessment Policy. There is further scope for developing staff understanding of what they are learning and why.

In the Nursery senior leaders should continue to further support early years practitioners to understand the role they have in planning for learning experiences and link these to next steps. In the Nursery, ensure that access to resources are easy for children, where there is space to do so.

PEF Evaluation/Impact

Targeted Interventions

Intervention 1 (employing an Attendance PSO)

By June 2023 there will be a cluster programme of support.

By June 2023, less than 6.9 % of pupils will have attendance below 80%

1. With cluster colleagues, employ a Pupil Support Officer to liaise with the families of the identified children to identify and remove barriers to attendance. (January 2023, to reduce costs)
2. Parental communication for identified learners will include attendance discussions
3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole.
4. Develop a programme of universal, targeted and intensive supports.

Progress:

The money allocated to employ a Pupil Support Officer was not available due to the significant increase in staffing costs for the PSAs and SFL teacher currently employed through PEF funding.

As a result, only interventions 2 and 3 above were undertaken, without using any PEF funding.

As part of our intensive support, we have been consulting with our Educational Psychologist and using the 'Anxiety is Normal' Toolkit with a few children.

Impact:

Without using PEF funding, through intervention 2 and 3 outlined above, we were able to achieve our target of reducing the number of pupils with attendance below 80% to less than 6.9%. Our actual figure was 5.95%, as of June 2023.

The close monitoring of attendance, on a weekly basis, has allowed us to better understand the reason for absence and the picture behind each child's attendance record. This has allowed us to take a more considered approach when addressing this issue and working with individual cases.

The 'Anxiety is Normal' Toolkit has had limited success, although, we feel this may be more successful with an earlier intervention approach, starting in the middle school. This is something we will be implementing next session.

Targeted Interventions**Intervention 2** (additional PSA support)

By June 2023, all identified pupils for additional PSA support (13 pupils) will have improved wellbeing and their barriers to learning will have been reduced.

1. Daily one-to-one support to develop co and self-regulation skills
2. Use of strategies from The Circle Framework*
3. Development of 5-point scales, as appropriate
4. Communication with parents, using Home/School Diary, where appropriate.
5. Employment of de-escalation techniques*
6. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted.
7. Engagement with PL to upskill PSA staff

Progress:

Almost all teaching staff and EYOs completed training on use of the Circle Framework or Up, Up and Away resources to support inclusive practice and now have a toolkit of strategies to employ to increase engagement with learning. The Pupil Engagement Scale and associated strategies from the Circle Framework were employed successfully to motivate, engage and support learners.

The additional PSA time, as well as the additionality for all support staff from Fife Council in term 4, has allowed support staff to be actively involved in the creation and implementation of Child's Plans, Risk Assessments and Pro-active Management Plans. The professional dialogue involved in creating these plans has been invaluable, as it has allowed staff to identify triggers, ensure consistency of approach and share practice that they have found successful for individuals.

Support staff have also been involved in developing 5 Point Scales, implementing Home/School Diaries and actively communicating with parents/carers.

Most staff PSA staff attended the De-escalation training offered during the February In-set.

Impact:

Of the staff who attended De-escalation training, almost all feel better equipped to de-escalate a situation and co-regulate a distressed child. This year there has been a reduction in the number of assaults recorded by staff across the school, although, it should be noted that there are still a few instances where staff have been reluctant to record incidents despite encouragement.

All but 2 of the targeted individuals are in class most of the time. The others have been supported by staff to develop their self-regulation skills and resilience, with a measured reduction in instances of distressed behaviours, as evidenced in Communication Diaries and Daily Check-ins. In addition, there is less requirement for SLT involvement and a reduction in the amount of time spent out of class. This also resulted in less disruption of learning for other pupils, with this reduced to only a few instances per week in almost all classes, rather than daily.

Targeted Interventions

Intervention 3 (Increasing SFL provision by 0.4)

By June 2022, 18 children from P2-4, who are currently 6 months (or more) behind their chronological age will be closer to their expected age-range for numeracy and/or reading. 50% of these children will be on track by the end of the academic year.

1. Implementing practice from the dyscalculia toolkit and developing conceptual maths skills to support the development of strategies.
2. Use of 5 Minute Boxes (literacy and numeracy), as appropriate with PSA support to ensure frequency.
3. Use of SNIP programme for spelling and Lexia for reading (including delivery of taught lessons).
4. PSA will support individuals as identified.
5. Completion of SFL planning and monitoring formats.
6. Undertaking contextualised assessments as required to ensure we are identifying and responding to potential barriers.
7. Termly attainment meetings will identify the progress for the identified children.

Progress:

To track and monitor progress, SFL complete trackers for each year stage they work with. Within the tracker, the focus of work is outlined along with the resources and SFL are to evaluate progress and outline next steps for the child/ren. SFL teachers have worked to ensure that the recently devised 'Summary of Support' has been completed for every pupil who requires any sort of additional support.

Contextualised assessments have been completed at the request of class teachers or SLT to identify potential barriers to learning. The additional SFL staffing allowed us to address an apparent increase in needs for these assessments, although, it should be noted that this is potentially due to a reduction in these assessments during the 2020/2021 session. The SFL teacher also completed the Dyslexia Scotland Open University courses to deepen their understanding of dyslexia and to aid the assessment process.

The SFL teacher has also

- Implemented conceptual maths strategies with individuals and as part of whole class lessons to support strategies.

- Used the 5 Minute Boxes at the P2/3 stage to support their phonics knowledge, common word reading and spelling, and spelling of CVC/CCVC words.
- Contributed to the creation and maintenance of Summaries of Support and Support Overviews
- Implemented Social Stories
- Led LEGO Therapy groups
- Supported a Season for Growth Group
- Led other staff in supporting the above actions and those of PEF intervention 2.

SNIP has been successfully implemented in P4 and P5 to support learners with their common word spelling. This was in response to concerns that a few children were not progressing from spelling these words phonetically, as would be expected at this stage.

Attainment meetings are held with the CT and SLT termly to identify the progress of children. This has been done in conjunction with SFL as far as possible.

Impact:

Our tracking highlighted significant dips in attainment at the P2 and P3 stage last year and in response we targeted the work of a PEF funded SFL Teacher to these stages. Consequentially, we have managed to raise attainment in P4 from a predicted 54 % in literacy and 50% in maths/numeracy, to achieving 78% in literacy 70% in maths/numeracy.

At the P2 stage, almost all learners are able to identify their initial sounds. There has been an average increase of 37% in the number of common words the learners have been able to read. Across both literacy and numeracy, all of the identified learners are working at First Level Initial Engagement and most (82%) are on track.

In P3, the majority of identified learners are working at First Level Progressing Within for numeracy. In reading, a few of the targeted children are now at the expected level, with the minority of identified learners in writing are working at the appropriate level. Most of the identified learners are able to identify their initial sounds. There has been an average increase of 28% in the number of common words the learners have been able to read.

At the P4 stage, the majority of learners are reading at an age appropriate level or above their chronological age. In reading and writing, the majority of identified learners are now working at Second level with the others working at First Level Progressing Within. The minority of identified learners in numeracy are now working at Second level, with the majority remaining at First Level Progressing Within.

Targeted Interventions

Intervention 4 (Probationer (0.12) to release experienced CT

To raise attainment in P3 & P4 writing by 10% from 65% to 75% by June 2023.

Focus on use of vocabulary, connectives, openers and punctuation, using strategies developed through practitioner enquiry.

1. Baseline writing assessments to be completed with identified learners.
2. Phonics and grammar assessments will be used to identify gaps and next steps.
3. Identified learners will focus on core skills, which will be explicitly taught for a minimum of 8 weeks.
4. There will be a 2 week focus on each element of VCOP

5. Increased time will be allocated for writing on a weekly basis. Each pupil will complete meaningful writing activities on a daily basis and an extended writing piece each week. These will include clear success criteria.
6. PSA will support individuals as identified.

Progress:

Baseline writing assessments were completed with both classes to identify areas of concern and strengths. Teachers were then able to use this data to identify key phonics and grammar lessons to further support their writing work.

Following the structure created from the practitioner enquiry last year, teachers then focussed on an element of VCOP for 2 weeks. During these 2 weeks there was a daily writing activity with an extended writing piece each week. Teachers tracked the number of VCOP present in each learner's writing to ensure that the grammar lessons taught were featuring.

All teaching staff were involved in cluster writing moderation. This allowed collaborative working using the Fife Writing Assessment pack, ensuring a consistent approach was used in the assessment and moderation of learner's work.

The class teacher released via this funding, provided release time and support to allow class teachers to introduce the Records of Understanding for literacy, at key stages.

Impact:

In Writing, at our targeted stages

- the majority (70%) of Primary 3 learners are working at First Level, Progressing Within.
- the majority (74%) of Primary 4 learners are working at Second Level, Initial Engagement.

This falls short of our 75% target; however, this is still a significant improvement on our 65% achieving figure from last session.

Teaching staff have also started to use the Records of Understanding for literacy to track the progress of learners, ensuring that any gaps are identified and can be focussed on either with individuals or as a whole class.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Good	N/A
3.2 Raising attainment and achievement	Good	Good	Good	N/A

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good	Good	N/A
3.2 Securing children's progress	Good	Good	Good	N/A

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support	N/A	N/A	N/A
Quality of environment	N/A	N/A	N/A
Quality of staffing	N/A	N/A	N/A
Quality of leadership and management	N/A	N/A	N/A

Headteacher: *Lorraine Taylor* (who completed SQR)

Session 2022 -2023 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy Closing the attainment gap between the most and least disadvantaged children and young people		Drivers: Teacher and practitioner professionalism School and ELC improvement Performance information		
Focused Priority: Improving reading attainment To improve reading provision across the school, with a particular focus on reading for enjoyment. All pupils will have regular opportunities to read for enjoyment, with projects to increase enthusiasm, professional reading for staff and ensure access to books for all. Children will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
Key: 3.2 Raising attainment and achievement <ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners 		Relevant: <ul style="list-style-type: none"> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 		Key: 3.2 Securing children's Progress <ul style="list-style-type: none"> Progress in communication, early language, and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children
		Relevant: <ul style="list-style-type: none"> 1.3 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All children will be exposed to a carefully considered selection of core texts, which will ensure balance, breadth and consistency across the school. Reading widely and often will increase pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading will also feed pupils' imagination, develop curiosity and build a thirst for learning. Silver Accreditation as a Reading School will help us to develop a	Introduction of a Reading Spine approach across the school will expose children to both modern and classic texts. This will provide an increasing complexity of language, structure and complexity and ensure texts are appropriate for the age/stage of the child.	Lorraine Taylor (Headteacher)	Quantitative Data <ul style="list-style-type: none"> Reading ages (Holborn) SNSA/BASE Library membership Questionnaires 	Term 1,3 & 4 Term1 & 4 June 2024 June 2023 and May 2024
	Staff will revisit PL around questioning, so that their skills are scaffolding learning to allow learners to get the most from the reading experience.	Lorraine Taylor (Headteacher)	People's Views <ul style="list-style-type: none"> Are children engaging with reading spine texts? staff/children/parents Discussion around professional reading and impact 	September 2023

<p>reading culture across the school and will evidence our whole school approach to ensure every child has opportunities and incentives to read for enjoyment.</p> <p>Reading for pleasure will become a routine activity in school and home. Developing this healthy habit may also improve wellbeing, as reading for just 6 minutes has been proven to reduce stress levels. Opportunities for daily independent reading across the school will increase from 21% of the time to at least 50%.</p>	<p>Silver Accreditation Reading Schools Framework October 2021.docx (live.com) will provide</p> <ul style="list-style-type: none"> ● A coherent structure, with focus and clear direction ● Links to HGIOUS 4 to support evaluation of the process ● Professional development and leadership opportunities for staff. ● Inbuilt opportunities to develop pupil voice. ● Pathways to engage families and the wider community. ● Training and support for schools. <p>A pupil leadership team will be created to support with the actions required to develop a reading culture.</p>	<p>Lorraine Taylor & Helen Campbell (SLT)</p> <p>Pupil Leadership Team</p>	<p>Direct Observation</p> <ul style="list-style-type: none"> ● Are children accessing lending library? ● Are children choosing to read for enjoyment? ● Can children discuss the texts they have been enjoying and why? ● Displays & library spaces <p>Learning Partnership – meeting with pupil focus groups</p> <p>Pupil Leadership Group evidence folder</p>	<p>Beginning September 2023</p> <p>Accreditation in October 2024, once we have returned to the Lochgelly South building and have our library spaces created.</p>
<p>Development of a more cohesive approach to teaching reading, with a particular focus on reading for enjoyment, motivation, choice and access to books.</p>	<p>Build links will the local library service to increase opportunities for visits, facilitate engagement with authors and broaden learners’ experiences. This is takes into account the Vibrant Libraries, Thriving Schools strategy</p>	<p>Lorraine Taylor & Niamh Logie (Young People’s Supervisor, Libraries Young Peoples Service)</p>	<p>Silver Reading Schools Accreditation + associated evidence</p> <p>Nursery PLJs, floor books, planning and learning walls should highlight children’s involvement in the four arenas of participation</p>	<p>September 2023</p>
<p>The school will capitalise on the intrinsic value of a good school library service and the impact this can have on children and young people’s wider school experience. Monthly library visit rates, across the school will increase from 23% to 45%, with library membership increasing from the minority (38%) to most children (over 75%).</p>	<p>Core Text for staff - Professional Learning Reflective Reading: Engaging and Practical Ideas for Teaching by Anne Glennie. This will provide a basis for small scale practitioner enquiries based on the strategies recommended inn the text.</p>	<p>SLT & Teaching Staff</p>	<p>Professional enquiry will be evident in the staff PRD process and discussed and evidenced as a PL priority for staff.</p>	<p>September - June 2023</p>
<p>Currently a minority of children (15.2%) have less than 5 books at home, we intend to increase provision so that all children access to more than 5 books at home.</p>	<p>Development of lending library and Book Swap Shop.</p> <p>Implementation of Dandelion Readers to support learners who are not</p>	<p>Pupil Council /Eco Reps.</p> <p>Hulya Kara 7 Michelle Lawson (SFL)</p>	<p>Evidence of links with local library – e.g. visits/engagement with workshops/Summer Reading Challenge</p> <p>Results of small-scale practitioner enquiries, inspired by either the</p>	<p>October/November 2023</p> <p>October/November 2023</p>

	<p>experiencing success on our main resource. This will be incorporated into a clear reading development pathway for staff.</p> <p>The actions above will also be incorporated into a refreshed Literacy Policy. The creation of this will involve all stakeholders and professional dialogue based on the strategies and pedagogy that has been developed across the year.</p> <p>To involve pupils in the redesign of our new library space.</p> <p>Lochgelly South Nursey will be working with The Sunflower Annexe on Literacy Development in the Early Years. *see Sunflower ELC Plan</p> <p>Moderation & Assessment of Reading - developing tools to support professional judgement/declaration of levels</p> <ul style="list-style-type: none"> • Reading moderation prompt cards for hearing groups • Use of 5 Finger Test with children to ensure are appropriately challenging • Holborn Reading assessments • BASE/NSA analysis <p>Focus on literacy rich learning environments.</p>	<p>Lorraine Taylor & Helen Campbell (SLT) – with staff</p> <p>School Estates Team – Julie Stewart & Lyn Meeks</p> <p>Helen Campbell & (Nursery Teacher – tbc)</p> <p>Staff development group</p>	<p>Reading Schools programme or the professional reading.</p>	<p>August – December 2023, with evaluation of impact in January & May 2024</p> <p>April/May 2024</p> <p>Sept – Dec 2023, dependant on progress of project.</p> <p>September - June 2023</p>
Ongoing Evaluation				

<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> Improvement in skills and sustained, positive school-leaver destinations for all young people Placing the human rights and needs of every child and young person at the centre of education 	<p>Drivers:</p> <p>School and ELC improvement</p> <p>School and ELC leadership</p>
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Focused Priority: Leadership of Learning

All children will be provided with an opportunity to participate in a range of pupil leadership groups across the school, with an expectation that most children will help to lead improvement within our key areas. These groups will allow children to lead and participate in decision making in the following key areas

- In Connection with the Wider community*
- In Decision Making Groups.*
- In Learning, Teaching and Assessment*
- Opportunities for Personal Achievement*

In addition, staff will also be encouraged and supported to take on leadership responsibilities, that reflect their professional learning and the needs of the school. This will impact curriculum design and pedagogy.

HGIOS4 Quality Indicators		HGIOELC Quality Indicators	
<p>Key:</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Inclusion and equality 	<p>Relevant:</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p>	<p>Key:</p> <p>3.1 Ensuring well-being, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Inclusion and equality 	<p>Relevant:</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
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<p>In recognition of the benefits of leadership at all levels, particularly in improving attainment, enhancing learning and teaching, improving relationships and wider engagement of the life of the school. Staff and pupils will be provided with leadership and participation opportunities focusing on the 4 key areas -</p> <p><i>In Connection with the Wider community</i> - increased respect and responsibility within the community and how they can contribute to this.</p> <p><i>In Decision Making Groups</i> - children will be actively involved in making decisions and planning for improvement. A greater level of engagement and opportunities for participation.</p> <p><i>In Learning, Teaching and Assessment</i> - pupils have opportunities to influence and participate about approaches taken, content, structures and timetabling.</p> <p><i>Opportunities for Personal Achievement</i> - increased roles, responsibilities and leadership opportunities.</p>	<p>Re-engage with the 7 Golden rules of pupil participation. Pupils to create display and share at assembly. Pupils to design a leaflet for parents.</p> <p>Engage with How Good is OUR School Part 1, to audit, evaluate and measure impact.</p> <p>Enhancing and establishing Learner Participation groups (across school and nursery) to increase genuine opportunities for pupils to create positive outcomes and change.</p> <p>Engage with How Good is OUR School Part 2~ Theme 1 (Relationships) and Theme 2 (Learning and Teaching)</p> <p>Staff Engagement with the 'Participation Planning Tool' (Education Scotland) to support planning of participation in the four arenas.</p> <p>Create an enhanced overview and programme for learner leadership and participation to ensure a sustainable model.</p> <p>Increase involvement of children in the four arenas of participation, through the creation of the following leadership groups</p> <ul style="list-style-type: none"> ▪ Rights Respecting School/UNCRC ▪ Wellbeing & Sports Committee ▪ Pupil Council ▪ Eco Group ▪ Peer Mediators ▪ Read Leads 	<p>Teaching Staff</p> <p>Teaching Staff</p> <p>Teaching Staff, led by SLT</p> <p>Teaching Staff</p> <p>Teaching Staff</p> <p>SLT to lead</p> <p>SLT to facilitate and provide release from class (Assembly Time)</p> <p>Michelle Lawson Lee Steel & Lewis Jones Fiona Wells & Nicki Hogg Karen Meldrum Emma McLean SLT</p>	<p>Learning Partnership – meeting with pupil focus groups.</p> <p>Direct observations and evidence of impact from group activities and pupil led inputs at assembly</p> <p>Minutes of meeting + action plans</p> <p>People’s views– staff/children/parents</p> <p>Leadership Group evidence folder. Evidence acquired through use of HGIOURS 1&2</p> <p>Rights Respecting Schools – Silver Accreditation + associated evidence</p> <p>Eco Schools Accreditation – Green Flag reinstated</p> <p>Silver School Sports Accreditation + associated evidence</p> <p>STEM Young Leader recognition across Second level</p> <p>Displays</p> <p>Achievement & Participation Tracker</p> <p>Nursery PLJs, floor books, planning and learning walls should highlight children’s</p>	<p>September 2023</p> <p>September 2023 & May 2024</p> <p>September 2023</p> <p>January 2024</p> <p>October 2023</p> <p>September 2023 & Review for the following session in June 2024</p> <p>August 2023, then ongoing</p> <p>To support the establishment of Pupil Leaderships Groups, SLT will provide 50 minutes fortnightly via assembly. This will allow groups to meet and the class teachers leading to plan, organise and support. This will allow groups to meet at least once per month.</p> <p>Additional time will be allocated during the Staff Development Night (as per Working Time Agreement), allowing collaboration</p>
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<p>Currently we have a few children engaging and we would like this to be significantly expanded. All children will be provided with leadership opportunities, and we are aiming for almost all children to participate within these groups.</p>	<ul style="list-style-type: none"> ▪ Young STEM Leaders ▪ Junior Sports Leaders <p>Devise a method to track achievement and participation across the school. Incorporating Active Schools and PEEP data.</p> <p>Nursery staff, will develop the children's understanding of their rights, based on the 'Let's Explore our Rights reading materials.</p>	<p>Michelle Lawson Simon Warren & Andrew Mason</p> <p>SLT & Simon Warren (Active Schools Co-ordinator)</p> <p>All EYOs, led by the nurse teacher</p>	<p>involvement in the four arenas of participation.</p>	<p>and consultation around wider impact and planning.</p> <p>November 2023</p> <p>September 2023, then ongoing</p>
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Ongoing Evaluation

This cell is intentionally left blank for ongoing evaluation
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Attainment Fund Rationale	Raise engagement in learning	Amount of Fund	£38 839 – additional PSA hours
<p>In addition to those we are already supporting, we have identified a further group of 5 pupils who are displaying distressed and deregulated behaviours, particularly within the early years. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy, as well as being disruptive to the learning of others.</p>			
Expected Impact	Interventions Planned	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2024, all identified pupils for Support Assistant interventions will have improved engagement as their barriers to learning will have been reduced.</p> <p><u>Intervention 2</u> We currently have 2 ARAs in place and it is anticipated that this additional support will either significantly increase the time spent in school or remove the requirement for these completely.</p> <p><u>Intervention 3</u> Staff will have access to de-escalation and regulation strategies, with a clear process for accessing further support.</p>	<ol style="list-style-type: none"> 1. Daily Nurture Club for those who can become overwhelmed in the playground. 2. Additional movement breaks and small group playtimes for Nurture Club members. 3. Use of the Circle resource to identify strategies to ensure inclusive practices and learning environments. 4. Support Assistants will support targeted children to self-regulate and access the teaching, within the classroom environment. 5. Organising supports, such as visual timetables and completing Home/School Communication Diaries. 6. Targeted interventions to support learning, using 5 Minute Boxes and direct tuition for individuals and small groups. 7. A toolkit of De-escalation and Self-regulation supports will be produced, as well as a clear flow chart, so staff know the procedure for accessing support. 	<ul style="list-style-type: none"> ▪ Observed reduction in distressed behaviour. ▪ Reduction in time spent out of class. ▪ Information and data from referrals. ▪ Individual pupil targets will be created and monitored based on a range of data sources including, ▪ Data from the Circle Framework Pupil Engagement Scale will help to determine if engagement in learning has increased (age and stage dependent). ▪ Daily data gathering from 5 Minute Boxes (literacy & numeracy) ▪ Evidence from Review Meetings and WBMs. ▪ Review of ARAs 	

Attainment Fund Rationale Early Intervention In literacy	Amount of Fund £12 000 SFL Provision (0.2FTE) £6000 WFL Teacher (0.1 FTE)		
<p>Through gathering information during the transition process, we have recognised that nearly 33% of our new P1 cohort have had Speech Therapy, have previously been deferred or have been advised to take advantage of the deferral. For this reason, we feel additional support for learning and early intervention, would be beneficial at this stage. These early indicators suggest a third of the class may not achieve Early Level literacy by the end of P1.</p> <p>Recent evidence from the directorate suggests the Workshop for Literacy approach has a positive impact on attainment, we would like to capitalise on this an ensure this approach is being used across P1 -3.</p>			
Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 3</u> Increase the number of children predicted to achieve Early Level literacy from 67% to 87%.</p> <p><u>Intervention 4</u> Workshop for Literacy approaches will be re-introduced at P1-3, with a focus on early intervention and use of the Records of Understanding to identify next steps.</p> <p><u>Intervention 5</u> To increase opportunities for daily independent reading or reading for enjoyment across the school from 21% to at least 50%.</p>	<ol style="list-style-type: none"> 1. Implementation on new SFL reading scheme and refresh of Literacy Policy. 2. PSAs will be supported by the SFL teacher to work with targeted individuals within Early and First Level Literacy. 3. Regular attainment meetings will identify the progress for the identified children (termly). 4. Increased time will be allocated for reading on a weekly basis. 5. Reading focus on comprehension strategies, understanding of text, summarising, and word attack strategies (part of SIP Priority 1) 6. Maintenance of ‘Summary of Supports’ for all pupils receiving SFL, to enhance transitions and ensure continuity of support. 7. CT to develop and increase use of Workshop for Literacy (WFL) approaches at Early and First Level. 8. Continue to embed SFL actions and successful practice from last years’ PEF plan. 	<ul style="list-style-type: none"> ▪ Ongoing assessment throughout session utilising in-school house assessments (Holborn, SNIP, 5MBs, including holistic assessments on termly basis and SNSA/BASE ▪ Evaluation of new SFL Reading scheme (observations & data) ▪ WFL floor books in P1-3 to evidence actions and impact – qualitative data ▪ WFL planners and Records of Understanding 	

Appendix D – Pupil Equity Financial Plan Session 2023- 2024 (Business manager has this template)

[Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

Pupil Equity Funding Projected Spend



School (select from)	Lochgelly South Primary School
PEF Allocation 202	£ 57,575.00
Underspend 2022/2	57624
Total	£ 115,199.00

23-2024 Projected/Anticipated Spe

Literacy		
Category	Brief Description	Cost
Total Spend		£ -

Numeracy		
Category	Brief Description	Cost
Total Spend		£ -

Health & Wellbeing		
Category	Brief Description	Cost
Total Spend		£ -

Staffing		
Staffing	FTE	Cost
Teacher	0.3	£ 11,438.00
Teacher	0.3	£ 8,142.00
Teacher	0.12	£ 3,888.00
PSA 2	25 hours	£ 3,284.00
PSA 2	25 hours	£ 16,853.00
PSA 2	13 hours	£ 7,385.00
PSA 2	13 hours	£ 12,883.00
PSA 2	3.75 hours	£ 4,432.00
PSA 2	4.75 hours	£ 3,281.00
Other (please detail)	Pay Award 22/23	£ 4,858.00
Total Spend		£ 74,783.00

Other		
Category	Brief Description	Cost
Total Spend		£ -



Amount of spend planned	£ 74,783.00
Unallocated spend	£ 40,416.00

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2022- 2023

	Comments					
Agreed format for SQR 2022- 2023 has been used						
Context table completed Shared vision and values shared						
Improvement Work 2022 – 2023 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 <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2022 – 2023 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities)</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>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</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

Improvement Plan Session 2023- 2024

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> • High level • Realistic 	




<p>Responsibilities</p> <ul style="list-style-type: none"> • Identified • At all levels 	
<p>Measure of Success (including Triangulation of evidence/QI Methodology)</p> <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
<p>Timescales</p> <ul style="list-style-type: none"> • Realistic 	
<p>PEF Plan (included)</p>	
<p>PEF Financial Plan (included)</p>	

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.	 <p>The diagram illustrates the PDSA cycle as a circular process with four quadrants: PLAN, DO, STUDY, and ACT. Arrows indicate a clockwise flow between the stages.</p> <ul style="list-style-type: none"> PLAN: Propose change idea and how it will be tested; Predict what will happen. DO: Implement change idea; Collect data; Reflect on how well the plan was followed. STUDY: Analyze data collected; Compare results to predictions; Capture learning. ACT: Share final reflections; Decide whether to Adopt, Adapt, or Abandon change idea.
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.	 <p>The diagram shows a five-step cycle for gathering evidence and measuring impact:</p> <ol style="list-style-type: none"> 1 Gather evidence to determine areas of focus 2 Plan professional learning based on evidence 3 Implement professional learning plan 4 Track progress and outcomes 5 Assess impact and next steps
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram features a central circle labeled "Practitioner Enquiry" surrounded by four smaller circles representing the process steps:</p> <ul style="list-style-type: none"> Identify the issue or area of change Evaluate what worked Identify possible solutions Introduce new practice or change