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| **Methilhill Primary School**  **Standards and Quality Report 2023-24**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **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 eg Care experiences, EAL etc | Methilhill Primary School is an open plan building set in an area of significant deprivation.  We do not have an ELC attached to our school but receive almost all of our children from Woodlands FNC, Paxton ELC and Methilhaven ELC.  Our current school roll is 357 pupils across P1-7 organised into 14 classes.  In Methilhill PS we support 7 children who are currently Care Experienced and a further 9 who are previously Care Experienced and 8 children who have English as an additional language.  At present we have 4 children who are currently registered on the Fife Child Protection Register. | | | | | | | **FME** | 45.5% (P6 & P7 only) | | | | | | | **SIMD Profile for establishment** | 1.8 | | | | | | | **Attendance (%)** | **Overall** | 87.10% | **Authorised** | 6.31% | **Unauthorised** | 6.59% | | **Exclusion (%)** | 0.00% | | | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £216,825 | | | | | | | **Cost of the school day statement** | In Methilhill Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, Learning Visits (in and out of school) Eating, Extra Curricular Clubs and Activities and Home Learning/Digital Devices.  Further detail can be found in Appendix C. | | | | | |   **Our Vision, Values & Aims**  These underpin QI 2.3 across our school and are shared and understood by almost all stakeholders.  **Vision: “Together we Learn,** **Together we Achieve”**  **Values:**  Kind  Safe  Respectful  **In Methilhill we aim to:**   * Provide an inclusive learning environment that supports a positive learning culture. * Create a welcoming ethos where children, staff, parents, and the wider community come together to support our young people. * Provide a rich and stimulating curriculum which is suited to the needs of all the children who attend MPS. |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 1**   * **2.2 Review and update our Curriculum Rationale to ensure that it accurately reflects how we do things in Methilhill PS.** * Across our school community there will be a shared understanding of the purpose and design of our Curriculum. Almost all stakeholders will be able to talk about the unique features of our school community. * Curriculum Progressive Pathways will ensure almost all children experience high quality learning and teaching across the BGE, taking account of the design principles, with a particular focus on our Curricular Drivers – Literacy, Numeracy, H & W, IDL and Digital Literacy in a progressive way. * Aligned with Levenmouth Cluster priority, this should include further development of our school foreign language strategy to reflect the fundamental principles of 1+2. This will ensure that all children are experiencing their entitlement to 1+2 across our school.   **Strategic Actions**   * Through collaboration and partnership working, review and refresh our Curriculum Rationale which accurately reflects our current context and the needs of our children.   Finalise and embed our Digital Learning Strategy.  Apply for our Digital School Award.   * Taking account of current Local Authority Guidance, review our current strategic planning processes, making best use of the Curriculum Progressive Pathways to plan high quality learning experiences and assessment for all children. * Cluster SPoCs will meet termly to share progress and good practice.   Cluster SPoCs will work collaboratively with PT at LA to prioritise core themes in French & Spanish which will support P7 to S1 Transition. | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Achievement | | | HGIOS 4 Quality Indicators  1.1 Self Evaluation for Self-Improvement  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching & Assessment  2.4 personalised Support  3.1 Ensuring wellbeing, equity & inclusion  3.2 Raising Attainment & Achievement | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved |  | Continued into next session |  |
| **Progress:**  Curriculum Rationale   * Staff met collegiality over the session to discuss and update our unique learning experiences across the four contexts as well as self-evaluated against the Curriculum Rationale self-evaluation Wheel – please see below;      * Almost all staff - Teachers and PSA’s worked in three broad teams to review and update each area of our raising attainment Sway – Learning and Teaching, Literacy, Numeracy and Health and Wellbeing * All staff acknowledge it is a shared responsibility to design and deliver our school rationale. This is a working document that needs to be an ongoing focus. * The Literacy and Numeracy Rationale has been updated to reflect the Records of Understanding and Progressive Pathways. * Our Health and Wellbeing Rationale is now updated to share all our aims, interventions, class and whole school approaches which are the responsibility of all Staff. * Our School Rationale is in a SWAY format which is supported by a range of updated digital images & hyperlinks to evidence and support each context. * Supporting documents and guidance are now in one place for ease of access and to support all staff, including new staff, to ensure there is a shared understanding and a consistent approach. * Our Rationale focuses on raising attainment and achievement within the 4 capacities to ensure lifelong learning is at the centre of our approaches.   **Languages (1+2)**   * Mrs Rolland, DHT is our SPoC at Methilhill. She has attended regular meeting of SPoCs across Levenmouth Academy Cluster to drive forward improvement and raise the profile of 1 + 2 overall. * Mrs Rolland has toured various other Cluster schools to gain an insight into resources/ planning etc. which has then been shared with all Teachers. * Mrs Rolland continues to work alongside PT Modern Languages at Levenmouth Academy and the PT Modern Languages has visited all P6 and P7 classes as part of an early intervention model. * 1 + 2 Week (Wk Beg 29th May) was successfully launched at Assembly and was well received by most children and almost all staff. * Almost all staff supported, embraced and promoted 1 + 2 Week wholeheartedly. * 1 + 2 Week was celebrated across our whole school and shared with parents, carers and families on Seesaw. * Chidren across all classes showcased their 1 + 2-Week achievements at both Upper and Infant Assemblies. * Mrs Rolland has shared the 1 + 2 Network Team with our full Staff Team. * The majority (60%) of our Staff Team have now joined this Network. * Mrs Rolland continues to share updates around Professional Learning with the full Staff Team on a regular basis. * LA Masterclasses offered to all Teaching Staff in response to audit carried out at start this of academic session * All Fife 1+2 Network meetings have been attended by SPoC. * A staff audit has been undertaken demonstrating that the majority (55%) of all teaching staff feel confidently trained in French compared to a minority (11%) in Spanish. * Of the 48% who responded in the questionnaire, all expressed a desire to be able to access further training/ refresher courses which continue to be offered across Levenmouth Cluster and by Fife Council. * Most (74%) of current staff reported that they find the Fife 1+2 Language Skills Progression helpful in planning for 1 + 2 within their classroom. * The majority of staff who responded (71%) reported that they spend time each week on embedding daily routines of L2 such as register, calendar, greetings, etc. * Most (88%) report that they are the main teacher of L2 rather than the teacher of NCCT. * Only one third of staff who have children with an entitlement of L3 reported that they deliver this consistently. * Of those who completed the survey, all reported that the new curriculum outcomes on GLOW have some promising French teaching links * In addition to the two CTs who already play a very active role in 1+2, a new member of staff has also come forward indicating their interest too. * Digital Camembear was purchased again this year and shared with staff. This has been exceptionally well received and implemented in Early Years. * We continue to explore options for matching our school with a similar school in France via the Professional Learning Team. * Work has been undertaken with the Camembear creator in refining online tools to generate further impact on learning and teaching. * Aim to have Levenmouth Academy Ambassadors fully in place by September 2024. | | | | | | | |
| **Impact:**  **Curriculum Rationale**   * This work has raised awareness across all staff members on the fundamental principles of our vision and values and ambitions for our children and community. * There is a shared understanding of the approaches and language used in each context – Literacy, Numeracy and HWB across almost all staff. * Staff have an increased understanding of the resources and approaches used in Literacy, Numeracy and HWB across the school. This in turn supports the drive for consistency, progression of skills and pace and challenge across P1-7. * We recognise that more pupil and parent voice is required to ensure that our Curriculum Rationale reflects the views of all stakeholders. However, all staff agreed that our Rationale is a working document that should be regularly reviewed to ensure it reflects and meets the needs of all stakeholders. * Almost all staff now feel confident in sharing what our Rationale is, the approaches and resources we use and the shared language we use to support this. This in turn supports the universal delivery of the Broad General Curriculum across our school. * All staff understand that our Rationale is unique and designed to meet the needs of our Methilhill context. * All staff agree that inclusion, equity and equality are key drivers in our school Curriculum Rationale.   **Languages (1+2)**   * Reflecting the views of our audit, Staff are now more aware of PL opportunities available to build confidence in 1+2. PL offers have been taken up by a minority of staff with a focus on building confidence in pronunciations and resources available, which impacts positively on our children’s experiences. * Staff now have access to and receive regular updates via the Network Team. * Staff receive up-to-date information following each SPoC meeting, and most have reported this to be helpful. * SPoCs emails with resources, ideas and useful links are well received by most staff. * There has been a 100% increase in those now meeting the national requirements of L2 entitlement per week. * The majority of staff (70%) have increased their delivery in embedding daily routines. * There has been a 42% increase in those now being the main Teacher of L2 rather than during NCCT. * L3 remains a focus area for development. * New curriculum outcomes on GLOW will be adopted by all staff alongside planning formats. * Across Methilhill we note that for Class Teachers the active interest in 1+2 is increasing, demonstrating staff confidence in leading learning. * Levenmouth Cluster group will allow for consistency across the cluster as well as working with Levenmouth Academy Ambassadors to raise the profile and purpose of 1+2. * Digital Camembear allows staff to feel reassured and knowledgeable in French. * Daily 1 + 2 short, active tasks being noticeably used by P1-4 on a regular basis. * 100% increase in Writing in French across P7 year groups. * Children are now more willing to share and communicate in French/ Spanish. * 1 + 2 Week promoted culture, food, art and the language; this enthused almost all of our children. | | | | | | | |
| **Next Steps:**   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. * Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. * Further embed our Digital Literacy Strategy across P1-7 ahead of our application for Digital School Status. | | | | | | | |
| **Improvement Priority Session 2022 – 2023**  (Duplicate section to reflect number of priorities from 2022- 2023 improvement plan) | | | | | | | |
| **Priority 2 –**   * 2.3 Ensure that teaching staff apply the principles of planning, assessment, and moderation to deliver high quality teaching & learning. * Raise attainment in Literacy through a Workshop for Literacy approach. * All teaching staff will become increasingly confident in using the Fife Writing Assessment Pack to assess a range of writing genres and moderate across CfE levels in Methilhill & Kennoway PS. This will lead to professional judgements being moderated and ensuring that all children are achieving a level when appropriate. * Continue to develop our shared understanding and consistent delivery of high-quality teaching and learning with a particular focus on pace and challenge, differentiation, consistent use of proportionate high-quality written feedback and LI and SC that are focused on learning rather than task related. This will ensure that all children are fully involved in their learning. * Across all stages in Methilhill, the majority of children will progress towards the achievement of our 2023-24 School NIF Stretch Target in Writing. * Across P1-7 most children will progress in Reading and Numeracy from previous levels of attainment. (Align with PEF Improvement Priority).   **Strategic Actions**   * Deliver the underpinning principles of Fife Writing Assessment Pack to teaching staff.   Use the pack to plan for assessment and moderation from Early – Third Level as appropriate.  Deliver the “What’s in a Level” module to all Teaching Staff.  Ensure the collegiate calendar offers planned opportunities for assessment and moderation across Kennoway & Methilhill.   * Work collaboratively with Fife PL Team on Workshop for Literacy – Literacy Strand 4, through a Leader of Learning approach.   Appoint 2 WfL Champions to cascade PL.  PSAs to attend “Workshop for Literacy Approach for PSAs”   * Teaching Staff will engage with Spotlight SWAY - “What is High Quality Learning, Teaching & Assessment?” * PSAs to attend “Conceptual Understanding in Numeracy for PSAs”. * Ensure our core Numeracy and Maths resource – Leckie & Leckie is being used consistently specifically addressing pace, progression, challenge, and high-quality assessment. | | | | | | | |
| Directorate Improvement Plan  Equality & Equity  Achievement | | | HGIOS 4 Quality Indicators  1.1 Self Evaluation for Self-Improvement  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching & Assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equity & inclusion  3.2 Raising Attainment & Achievement | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved |  | Continued into next session |  |
| **Progress:**   * The fundamental principles of the Fife Writing Assessment Pack were delivered to all teaching and PSA staff across Methilhill and Kennoway PS on INSET Day 1. This work was led by Miss Kilpatrick (CT KPS). * An overview of genres was created to ensure that all genres of writing would be taught and assessed within a 2-year period. * This was followed up in Term 1 with the “What’s in a Level?” module, where staff had the opportunity to work collaboratively to consolidate their learning from INSET 1 and apply their professional learning to date to examples of writing. * Throughout the school year and in line with our Working Time Agreement, 2 collegiate sessions have been allocated each term to assess writing and to moderate examples with stage partners at Kennoway. * On INSET 4 Miss Hunter (CT MHILL) & Miss Kilpatrick (CT Kennoway), who are both QAMSO’S, led a session on quality proportionate evidence in a joint session with both Kennoway & Methilhill, hosted at MPS. * This session allowed staff to analyse and interpret examples of assessments and discuss the quality of each to determine if they were high quality and in turn provided enough evidence to support professional judgement. * Further to this we were keen to gather teaching staff evaluations of the Fife Writing Assessment Pack and the staff views on the professional learning that had been planned and delivered to date, and we did so by means of a Microsoft Form. * In line with our Quality Assurance Calendar in January 2024 the SLT sampled writing jotters, with a focus on the Effective Writing Process, as highlighted on INSET Day 1. * In December 2023, only 10% of the current P6 were predicted to achieve the National Expectation in Writing and subsequently a time limited but intensive intervention was planned, executed and assessed involving additional staff – SfL, PEF PT and NCCT/Raising Attainment Teacher worked collaboratively alongside class teachers and SLT. This involved assessing the children’s knowledge and understanding of those benchmarks associated with Tools for Writing and planning high quality teaching and learning to minimise these gaps, taking account of differentiation and appropriate pace and challenge for all. * Miss Reilly (CT) has consistently attended Workshop for Literacy Raising Attainment in Literacy (Strand), Professional Learning Meetings.   In early November we issued an audit to determine staff confidence in using the principles of WfL. We also conducted an audit of our pupil views across P3-7.  On INSET 3 we issued the WfL Principles and Practice Paper and protected time for staff to engage with this in groups and feedback to our wider Team.  In Term 3, in line with our planned collegiate calendar, staff planned and moderated a Workshop for Literacy lesson with a stage partner(s) and were asked to teach the lesson with a view to feeding back on INSET 4 to the wider group identifying what text their lesson linked with, what went well, what would they change and the impact on learners.  This was followed up by a whole school Learning Walk where teaching staff visited each class to primarily gain further understanding of the progression in Literacy across stages but also to share in the learning environment, resources used to support a WfL approach and examples of children’s work.  Miss Reilly has signposted staff to professional learning and reading as suggested by the Professional Learning Team.  In February 2024 we welcomed our Extended Learning Partnership Team to Methilhill, which focussed on;   * Driver   (1.2) In Methilhill planned Professional Learning is improving outcomes for our children.   * Process   (2.3) The key features of high-quality learning, teaching & assessment in Literacy can be evidenced in most classes.  Our ELP involved classroom visits for almost all teaching staff, pupil and staff Focus Groups and a review of attainment data.  In May, in line with our collegiate agreement, we revisited the fundamental principles of assessment, specifically the declaration of a CfE Level. This work was delivered by Mrs Thomson (PT/SfL). In doing so BASE, NSA and CfE data was shared again, key messages from Education Scotland. Staff were invited to share their confidence levels in their own professional judgements, 10 being very confident and 1 being least confident.  Pre-session evaluations highlighted that the majority of staff (70%) felt confident in professional judgments which increased to most (80%) after the session, with all staff rating themselves 7 or above.   * In November 2023 the SLT undertook a Numeracy Learning Walk based on 2.3 Themes 2 and 3 across 14 classes. * We have invested Pupil Equity Funding to purchase Numeracy & Maths resources. * Most of our current PSA Team have now attended either Conceptual Understanding in Numeracy for PSAs or Workshop for Literacy for PSAs or both. * Miss Hunter and Miss Adam (P7 Class Teachers) have undertaken a small test of change specifically focussing on assessment of listening and talking at second level. This has complemented the specific focus we have had in Planning and Teaching & Meetings to ensure that our assessments and professional judgements in L & T compared to the other Literacy pathways are robust. | | | | | | | |
| **Impact:**  Writing   * Feedback gathered from staff demonstrates that most (85%) feel that they have had adequate professional learning on using the Fife Writing Assessment Pack. * Further to this almost all (95%) stated that the moderation opportunities with Kennoway colleagues at the same primary stage had been useful. * Staff gave useful feedback to support next steps for the Professional Learning Team, which has subsequently been fed back. This included having examples of work for each genre, or examples of how to mark using the grids - including percentage cut offs for levels as well as what evidence could look like for each of the Success Criteria. * In addition, staff suggested that any further moderation across Methilhill and Kennoway could focus on achievement of a level across P2-4 for example which could include developing links with Levenmouth Academy to support progression in learning from 2nd – 3rd level. * This term, individual members of staff have developed Early – Second Level pupil friendly self-assessment checklists for information report writing which came as a direct result of feedback from staff gathered on INSET 4. These have been shared across both Methilhill & Kennoway. * Across our school, learning experiences for our children have improved, not only evidenced through our data analysis but also evidenced through positive engagement and participation for most children in Literacy & Numeracy learning & teaching. * Our attainment in Writing has improved in P2, P4 and P6 from last year’s declarations.   The P2 cohort have made significant gains, from their previous level whilst in P1. The majority of P2 children (70%) have achieved the National Expectation in Writing compared to 53% last session. P4 have improved by 1%.  Our analysis of Writing jotters highlighted that in most examples the process of planning, drafting, revising, editing, and presenting were consistent, however it was noted that in a minority of examples there was not enough evidence of completed written pieces to evaluate pace and progression. Furthermore, in the majority of jotters sampled, the publishing phase of the effective writing process could not be evidenced from jotters alone.   * As a result of our planned intervention in P6, Writing attainment improved from 10% in December 2023 to 36% which was actually an 11% increase from their previous level of attainment in May 2023, in P5. * In P7, 4 children were declared as working beyond the National Expectation for their age and stage and subsequently began 3rd IE in December 2023. * Our Extended Learning Partnership highlighted that there was significant evidence showing improved presentation /expectations evident in most Writing jotters and that children were very proud of their work. * In our recent ParentWise survey the majority of Parents/Carers who responded (72%), shared that they felt that their child was making progress at school. From PupilWise, most children (75%) reported that they think that they are making progress in their learning. * Although it continues to be our highest attaining pathway, the gap identified last session between projections in Listening & Talking and other literacy pathways has narrowed.   WfL   * Our staff survey identified that almost all staff feel confident in their understanding of the key principles of the Fife WfL Approach and how these inform their practice. Furthermore, most staff (82%) felt confident in their knowledge, understanding and professional practice in relation to Tools for Reading, Creating Written Texts (81%) and Tools for Writing (75%). The majority of staff (56%) felt confident in in Skills for Understanding, Analysis and Evaluating and Listening & Talking (69%). * All Teaching Staff collaboratively planned and moderated a WfL lesson, and provided evaluative feedback to the wider team. Almost all staff in P1-4 spoke positively about the learning episode, and although feedback was positive across P5-7 it was clear that levels of confidence were not as high. This was further evidenced in our Learning Walk. Staff across P1-4 presented literacy rich learning environments where the focus for learning was very much embedded in the WfL principles. This was less evident in P5-7.   Evidence from our Extended Learning Partnership in February highlighted the need to further embed our WfL approaches beyond P1-4 to ensure consistency across our school.   * P1 and P2 are our highest attaining cohorts in Reading and in Writing and as noted on Page 6. There has been an improvement in Reading attainment in P2, P3, P5 and P6 compared to final declarations in May 2023. * Our P3-7 Pupil Survey of Literacy experiences in our school highlighted that most children in P3 felt positive about Writing, however in P4 the majority responded that they did not know what the need to do to improve their Writing.   In P6 the majority felt that they did not engage with a variety of texts throughout the week. This was also reflected in P7.   * Feedback from Extended Learning Partnership classroom visits in February 2024 which had a Literacy focus noted that in most classes there was clear differentiation to meet the needs of children, using a variety of approaches, which supported higher levels of engagement for all children. It was also evidenced that there was very good use of our PSA Team to support individuals/groups in all classes.   Numeracy   * Analysis of whole school feedback from our Numeracy Learning Walk in November 2023, we found that in most classes (87%) differentiated learning had been planned with the majority of planned learning offering appropriate challenge, however in a minority of classes a number of children were not fully engaged and/or motivated. In the majority of classes (67%) of learning visits interventions were well timed and the pace of learning was appropriate in meeting learner’s needs. | | | | | | | |
| **Next Steps:**   * Continue to embed the principles of Fife Writing Assessment Pack. * Continue to develop and embed the principles of Workshop for Literacy in P5-7. * Improve attainment outcomes for all children in Numeracy & Maths. * Develop a school approach to planning & assessing Listening & Talking from P1– P7 to ensure that professional judgements accurately reflect children’s progress. | | | | | | | |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | 67% | 59% | 52% | 66% | | **P4** | 65% | 35% | 41% | 38% | | **P7** | 41% | 44% | 30% | 39% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | 73% | 59% | 81% | 66% | | **P4** | 65% | 47% | 70% | 38% | | **P7** | 64% | 38% | 70% | 39% |   Across P1, P4 and P7 we have not achieved our Literacy or Numeracy Stretch Target with the exception of P4 who have achieved the stretch target in Listening and Talking, with the majority of children (65%) achieving first level by May 2024.  As previously noted, the significant gap identified last session between projections in Listening & Talking and other literacy pathways has narrowed. This is largely due to the on-going discussions at Planning and Tracking Meetings on how we plan for and assess L & T.  Our P7 Team have also developed a rigorous assessment approach.  Attainment in P4 has declined in Reading, Writing and Numeracy from previous attainment levels in P3, according to the National Expectation. However, it should be acknowledged that from January 2024, the majority (68%) have progressed to the next learning phase in Numeracy, 65% in Writing and a minority (46%) in Reading.  Despite planned intervention in Terms 1 and 2 to support progress in Writing in P7, there are less children achieving the National Expectation, however as noted previously we have 4 children who have been predicted 6 months ahead of track and furthermore the majority of children (51%) have progressed at least one learning phase since January 2024.  This shows that we are closing the attainment gap.  It should also be noted that the total absence for the P7 (May 2024) cohort is 12.71%.  This session we have had an exceptionally large P1 cohort of 65 children, compared with only 46 last session. Our current P1 classes have a significant number of children with complex medical and ASN needs.  Although our P1 cohort has not achieved the Stretch Target in Reading this year, it should be noted that the majority of children have achieved Early Level. This is the third consecutive year we have improved Reading attainment.  There has been an improvement in Reading attainment in P2, P3, P5 and P6 compared to final declarations in May 2023.  In P2, the majority of children (70%) have been declared as achieving the National Expectation.  In P1, P2, P3, P5 and P6, we have made gains or maintained outcomes in Numeracy compared to last session.  Analysis of our NSA data identifies that for our current P7 cohort when comparing their P4 NSA data in 2020-21, in Writing, there is a positive shift in bandings. In Reading the positive shift is significant.  Our P4 NSA results show a similar picture in Literacy; however, outcomes in Numeracy are much more positive, which is not in keeping with our P4 Numeracy CfE attainment. 55% of our P4 cohort achieved band 6,7 or above compared to 39% of children who have achieved First Level.  Our SOY P1 BASE highlighted that most (90%) of our children had a standardised score falling between 85-130 in Literacy, with a further 5 children over 110.  The majority of (72%) of pupils scored standardised score 80 or above in EOY assessment in Literacy and align with CfE declarations in Literacy for almost all pupils (*only 1 or 2 anomalies in each class).*  Numeracy BASE standardised scores align with class Teachers CfE declarations in for *most* pupils (*2 or 3 anomalies*).  Across P1, P4 and P7, in 2022/23 Methilhill fall below our comparator schools and Fife CfE levels. In 2022/23 Methilhill had the largest percentage (30%) of children 2 or more phases behind the National Expectation compared to the comparator progression and Fife. 45% of our children living in SIMD Decile 1 are 2 or more phases off track, again significantly higher than our comparators and Fife.   |  | | --- | | Our Attendance Stretch Target is 89% and we are currently at 87%.  In terms 1 & 2 our PSO established positive links with identified families and was able to pro-actively target pupils with attendance below 80%. However, our PSO left in December and the impact can be seen in our data with our percentage of attendance falling below our stretch target and lower than last year.  Our unauthorised attendance is currently 6.59% which is 1.5% lower than last years’ 8%. | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | |
| There has been a wide variety of wider achievement opportunities across our School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals as well reflecting our school values, Kind, Safe, and Respectful.  This year, Methilhill Primary School achieved the Gold Sports Scotland Award, which we celebrated with a special Assembly.  Our Dance Club have showcased their talents at Lochgelly Centre and at Levenmouth Academy. Our Girls Football Team achieved joint first in the Cluster League and our boy’s football, our Rugby and Netball Teams have participated consistently in Cluster League throughout the session.  The majority of P7 children and 3 staff attended Ardroy. Our children represented Methilhill very well.  Our Pupil Leadership Teams - House Captains, Sports Leaders, Junior Leaders, Kitbag Ambassadors and Digital Leaders have all continued to contribute to the life and work of our school and led learning throughout the year.  Our P1 Team have been well travelled this year. They have visited Holyrood Palace and took part in the Confucius Classroom in Culross as well as visiting our local library and Methilhill Community Children’s Initiative. P1C also visited our local Co-op!  Most recently our P1 Team welcomed Dr Helen Bridle, Associate Professor, Heriot Watt University, who, earlier this month delivered STEM Workshops to Primary 1 as part of the Fife STEM Futures Festival.  Almost all of our children in P1, P2, P3/4 and P4 have worked collaboratively with Silverburn on their Outdoor Learning Programme with a focus on STEM.  Our P5 and P6 children have also enjoyed Hydrogen Workshops delivered by our friends at SGN and all Primary 5 children accessed a local Bush Craft opportunity run by a local environment group Green Action Trust in Term 4.  We have worked with Leven Rotary Club and Transportation to prepare for the opening of Levenmouth Railway, especially on aspects of safety, but also to celebrate such an exciting event in our local Community.  Our whole school contributed to the Levenmouth Railway Time Capsule and one of our P6 children achieved 2nd place in the Leven Rotary Club Cluster Poetry Competition.  Representatives from Methilhill attended the official opening of Levenmouth Railway.  All of our children across P1 -P7 worked with Fischy Music on a very exciting project! Our children learned some new Fischy songs and actions and also dazzled the Team with their enthusiasm and enjoyment of all things musical.  P5A worked on a song writing project and our children in P4-7 performed a concert at Levenmouth Academy with Buckhaven Primary School.  Our P1, P2, P3 and P3/4 welcomed the Fischy Music Team back to Methilhill HQ, and enjoyed a live concert. The Team were very impressed by our children’s enthusiasm so much so that they used our school for some promotional photographs.  During Child Mental Health Week, we had a surprise visit from Martin Burder from The Art of Brilliance. Martin led an Assembly and reminded us all of our worth and the importance of being resilient.  We have also welcomed Fife Flyers, Leven Rotary, the Fire Service and a representative from RNLI to our Assemblies.  A group of P5 and P6’s have worked with our CLD colleagues on a STEM project to build Goblin Kit Car, which they hope to race before the end of term.  These significant achievements have been shared throughout the session through termly newsletters, Twitter, Seesaw, Parent Open Sessions, Parent Teacher Interviews and Child’s Planning Meetings and celebrated through Methilhill Marvels, Attendance Certificates, Golden Bands and VIPs, CfE End of Year Reports, Assemblies and Award Ceremonies. | | | | | | | |
| **Extended Learning Partnership**  **Strengths and Areas for Improvement** | | | | | | | |
| Strengths Identified from our Extended Learning Partnership visit on 22nd February 2024 and not already noted throughout our SQR document include;   * Very good use of technology to support and enhance teaching and learning in most classes. Children demonstrated independence in the use of technology. * Clear evidence that professional learning, identified and led by the SLT/HT has developed staff knowledge, skills, understanding and confidence around expectations in 2.3 which is impacting positively on experiences for children across the school * Significant evidence of improvement work impacting on classroom practice and ensuring higher quality learning and teaching experiences in most classrooms where children were involved and understood their learning. * Children demonstrated good opportunities for leadership and spoke positively about their experiences at school. They had a good understanding of our school values. * The staff who participated in focus groups demonstrated a good understanding of approaches/priority work and impact for children.   Identified areas for improvement include;   * Further explore the accuracy of our professional judgements to support increased attainment across the school with reference to the feedback from observed lessons as part of this QA process. * Further develop our work on the moderation cycle, this would support consistency across the school in our expectations of high-quality learning, teaching and assessment and also confidence with professional judgements. * Agree consistent AiFL approaches to involve all children across P1-7 | | | | | | | |
| **Consultation with Stakeholders** | | | | | | | |
| In Methilhill Primary School we have consulted with Stakeholders through:   * PupilWise & ParentWise surveys. * StaffWise Survey * Child’s Planning Meetings * Pals of Methilhill (Parent Council) termly meetings * Pupil’s on-going feedback gathered through, Pupil Leadership Groups, Child’s Planning/CWM processes. * Staff Meetings * Family Open Sessions. * School Parent Surveys and Questionnaires | | | | | | | |
| **How is SQR, IP and PEF Plan shared with stakeholders?** | | | | | | | |
| * In October our School Improvement Plan and Standards and Quality Report is shared with all parents through our school website. * Termly Newsletters, shared with parents, families and elected members share progress throughout the session. * Pals of Methilhill (Parent Council) are given a progress update at each meeting. | | | | | | | |
| **PEF Evaluation/Impact** | | | | | | | |
| **Targeted Interventions**  **Attainment Fund Rationale:**  Improve attainment in Reading, Writing and Number.  **Expected Impact**  Across P1, the majority of children will achieve the National Expectation in Reading, Writing & Number organisers.  Across P3-7 the majority of children will achieve the National Expectation in Reading, Writing and Number organisers.  **Targeted Interventions**   * Continue to build upon the successes of this year by embedding our pedagogical approaches in P1 supported by our Early Years Practitioner. * Teaching Staff & Early Years Worker will engage with Spotlight SWAY “Skills for Reading.” * Distribute new reading resources to support increased engagement and participation. * Additional 1.0FtE Teacher allocated to class in order to minimise composite classes and reduce class sizes. * Targeted interventions will be provided specifically for children minus 6 months by SfL staff, SLT and additional teaching allocation. * Continue to embed our Paired Reading Programme. * Provide Digital opportunities for our children to engage in reading at home with their families. * Baseline writing assessments to be completed with all P2-7 in September 2023 and moderated with SfL staff and colleagues in Kennoway PS. * Reading Assessment for identified cohorts of children will be used to identify gaps and next steps. * Sumdog Diagnostic Numeracy Assessments will be used to identify gaps in conceptual understanding and next steps. * Ensure identified cohort have regular access to laptops to engage with relevant software. * Use of software including Clicker and Sumdog will be used to support progress. * PSAs will support individuals as identified. * Regular attainment meetings will identify the progress and attendances for the identified children. | | | | | | | |
| **Progress:**   * We have allocated our additional teacher, SfL Teachers, Early Years Practitioner, SLT and PEF funded staff to support across P1 and identified cohorts of children and individuals who were not achieving the National Expectation across all stages. However, this session our interventions have been significantly compromised by staff absence. Where possible we have prioritised our interventions. * Writing has been consistently assessed and moderated as part of our Improvement Priority on 2.3. * PSA Staff have undertaken Professional Learning in Conceptual Numeracy and Workshop for Literacy and have supported individuals and small groups across the school. * Staff have used summative assessment evidence, including NSA & BASE Data to identify secure learning and areas requiring further consolidation. * Across P1 we have continued to build upon and further develop our model which focuses on pedagogy of play, which is relevant and purposeful for our learners and our context. This model has been adapted to accommodate our 65 P1 children, with a range of complex medical and ASN needs. * All Teaching Staff have engaged in Professional Learning associated with the Tools for Reading Spotlight SWAY. * Reading resources were audited and additional reading material was purchased predominantly to address the gap across P5-7. * Paired Reading has been a focus for our P7 and P1 cohorts. * All children in P5-7 have access to their own digital device either as a result of the Scottish Governments additional funding or funded through our PEF allocation. This has enabled children’s Literacy & Numeracy to be further supported and increased engagement particularly in Writing. * The SLT have met at least termly with Class Teachers for Planning & Attainment Meetings. Progress for our identified cohorts has been central to the professional dialogue. * Regular Support for Learning Consultations have led to targeted interventions and in some cases further assessments or signposting to other agencies. | | | | | | | |
| **Impact:**   * Our Early Years Practitioner, Miss Millie Young, has worked with targeted cohorts across P1 identified through initial sounds assessments and SOY BASE results.   9 pupils were identified for phonic intervention with a focus on closing the Literacy attainment gap, specifically working on developing initial sounds, tricky words, CVC words and blending. Almost all of the group were able to identify only 1 or 2 sounds at the start of the year, however almost all can now read and form all initial sounds.   * 19 children have benefitted from support for fine motor skills in Term 1 and for almost all of the targeted cohort there is an improvement in their letter formation. * Miss Young has supported 9 children in early Numeracy skills, initially focussing on numbers to 5, moving on to 10.   Almost all are now able to count, read, order and form numbers to 10.  Further to this a small group of 5 have benefitted from support to consolidate learning associated with basic calculations.   * Miss Young has supported a targeted group of 20 children who were identified as requiring intervention to support their speech, further developing the work done previously with SaLT. The focus of this work was on speech sounds, speaking in sentences alongside initial sounds and blending. This work has impacted positively on most of the group to date. * Finally, Miss Young has supported Kitbag Groups involving 21 children. Most children are now able to share their feelings and emotions appropriately. * Miss Chelsea Young (Raising Attainment Teacher) has supported Writing across P2 classes, specifically the lowest attaining cohort. This has led to most children increasing the length of their writing as evidenced in termly writing assessment and moderation work.   The majority of (70%) of P2 children are currently achieving the National Expectation in Writing.   * Further to this Miss Young has supported a targeted group of 7 P5 children in Spelling. The children have engaged with active learning spelling activities to support their learning.  Assessment evidence shows almost all learners have made an improvement. * In Term 3 Miss Young supported the P6 Team in a collaborative intervention in Reading, Writing and Numeracy. Although the impact on Writing of this intervention has already been noted, in Reading attainment improved by 8% and in Numeracy by 6%. * Miss Vine has supported 18 children across P3/4 and P4 with a focus on Reading and spelling tricky words through weekly active learning sessions. All children have made progress reading tricky words. * Miss Vine also supported 16 targeted pupils across the 2 classes, focusing on comprehension skills and strategies identified as lacking, through the Schonell Reading Assessment. Almost all can now confidently approach comprehension tasks, and this has been reflected in assessments against identified benchmarks. | | | | | | | |
| **Targeted Interventions**  **Attainment Fund Rationale:**  Continue to embed our approaches to maximise engagement and participation across P1-7, supporting our children to do their best.  **Expected Impact**  Well planned, high quality additional and intensive support for identified cohorts of children will;   * Improve engagement and participation in learning by offering an additional level of support for most and intensive support for a few, through our DEN approach. * Improve attendances by embedding universal systems and strategies introduced in session 2022-23. * Reduce unauthorised absences by a further 2%. * Continue to offer additional and intensive support for an identified cohort of 8 children & families to improve attendances.   An identified cohort of 12 P7 children will benefit from the Natural Connections Programme. Those participating will;   * Make friends and be part of a group/team in range of situations Learning to recognise personal skills and abilities and that of others * Develop new skills and increase fitness levels. * Increase the confidence and self-esteem of young people participating * Demonstrate improved engagement in learning and attendance at school. * Feel more confident in their P7-S1 Transition.   Our P6 cohort will all benefit from a 8-week block of Outdoor Learning delivered by CLD. Those participating will demonstrate;   * Increased resilience & confidence. * Improved problem-solving skills. * Improved communication skills. * Ability to work as part of a team.   **Targeted Interventions**   * Offer opportunities for staff to spend time in the DEN to ensure a shared understanding of strategies used to support positive relationships and behaviour. * Continue to adapt our approaches to support an early intervention model. * Further develop positive wellbeing using short-term interventions using a model for improvement approach. * Develop a robust tracking process to measure the impact of interventions for those children benefitting from additional and/or intensive support. * Continue to robustly monitor and analyse attendance data across our school which will include ensuring registers are completed using the correct absence coding. * Continue with universal communications for families to share attendance data and celebrate successes. * Attendance will continue to be a standing item on our weekly SLT Agenda. * Our PSO and ADHT will continue to offer additional and intensive support through home visits, Planning Meetings, and engagement with partner agencies. * Our ADHT will continue to attend the QI Attendance Faculty & Fife’s Attendance Strategic Group. * Offer a range of weekly outdoor education sessions at Lochore Outdoor Education Centre and our surrounding local areas. * Participation in Natural Connections Award Programme. * Encourage and support our P6 children to actively engage in this bespoke Outdoor Learning Programme. * Work collaboratively with our CLD colleagues to plan a range of outdoor activities to best meet the needs of our children. * Work collaboratively with our CLD colleagues to assess the impact of the programme against the clearly defined outcomes. | | | | | | | |
| **Progress:**  **Participation & Engagement**   * All staff attended professional learning delivered by Mrs Paterson (PT) on November INSET Day which had a focus on our Relationships and Learning Framework to identify what approaches and language we needed to Stop, Start and Continue. Staff felt that some scripting e.g. ‘Big Deal, Little Deal’ had become outdated and that a focus on emotive language would support us better in our de-escalation practices. Zones of Regulation have been used as a universal whole school approach, however there was an overall consensus that these would support at additional and intensive level. There were also discussions around adapting our ‘Sort it Seat’ to become a calm corner with resources to support self-regulation. Staff felt that the following strategies should continue:   + Advice, warning, consequence – being used consistently P1-P7.   + Restorative practices also being used consistently.   + Meaningful praise e.g. Marvels and Golden Bands.   + Adapt the use of the sort it seat – add visuals and sensory supports e.g. fidgets or cuddly toy.   + Framework for intervention – useful in knowing what supports are available, can add in further support at universal level, such as Kitbag and Happy Healthy You resource.   + Kitbag – focussed weekly sessions, used more in class.   + Organised learning environment. * Staff also spent time exploring some key points of the national discussion related to Relationships and Learning which enabled staff to extend their understanding at National level. Staff found this valuable in having an open forum to discuss some of the “Call to Action” points and were able to identify what pro-active steps we can and are already taking in relation to these. The impact of this part of the session was that staff were able to see clearly the breadth and depth of supports available at school and local level which fed directly into the picture nationally. This also helped identify what priorities the team felt we should focus on at school level. This included: * Continued partnership working with outside agencies. * Updating our Relationships and Learning Policy to reflect diversity and equality as well as behaviour. * Further develop opportunities for children to share wider achievements beyond Seesaw. * Have a rolling Seasons for Growth Programme throughout the school year to support more children. * Protect time to focus on staff wellbeing. * Consistency was a recurring theme from feedback around approaches. * A group of 12 staff formed a Relationships and Learning working party who focussed on 3 priority areas as a result of data gathered during Inset. These were: updating Relationships and Learning Policy, gathering pupil voice, audit of class environments. * All staff attended 3 CAMHS professional learning inputs as part of the collegiate calendar. There was an offering of 6 additional opt in sessions, each with a specific focus, which were attended by a minority of staff. Feedback tells us that almost all staff feel more confident in accessing the CAMHS PMHW advice line, almost all staff felt the resources shared were supportive in promoting positive wellbeing. Most staff felt that they were more equipped to identify children who may be struggling with poor mental health and knew pro-active steps to take to address this. * Mrs. Paterson has been involved in the model for improvement approach associated with raising attainment in P6 as well as working collaboratively with Teaching Staff to identify the root cause of lack of engagement and has worked in partnership with the CT to develop strategies and supports within the classroom. * Our school has hosted a multi-agency information sharing session for parent and families which included CAMHS, Barnardos, Clued Up, Fife Loves team and School Nursing Service.   **Natural Connections**   * A targeted cohort of 14 P7 pupils have benefitted from weekly planned outdoor experiences to primarily support confidence, resilience and peer working in preparation for transition to secondary provision. * Our P7 Programme has been adapted over time to include more challenging hikes and increased leadership opportunities for the children in line with their needs. * Two additional Primary 7 children have been added to the group throughout the session to support emerging wellbeing and social and emotional needs. * All Primary 6 children were given the opportunity to experience an eight-weekly block of outdoor education throughout the session. * As previously noted, P1, P2, P2/4 and P4 have all visited Silverburn Park to experience a range of outdoor creative activities to support and IDL approach to learning inclusive of mindfulness and raising sensory awareness.   Primary 1 cohort and Primary 4B were involved in local area environmental print walks.  A targeted group of 8 Primary 5 and Primary 6 children have been involved in a CLD run STEM project to build a Goblin Kit Car. | | | | | | | |
| **Impact:**  **Engagement & Participation**   * Feedback from staff following the November INSET was very positive. Comments from staff included:   “I loved the session and felt everything discussed was so important to keep working as a team to support our learners,”  “It was good to go back and reflect on strategies as we can sometimes get caught up in ways we know aren’t helpful”  “I enjoyed listening to my peers ideas and suggestions to improve practice at school. It was great to hear and share strategies.”   * An audit of pupil views has evidenced that * A minority of children (40%) did not know what or when Zones of Regulation should be used * Most children (78%) felt they know when they could or should use the sort it seat * A minority of children (28%) were able to state their personal support strategies * Almost all children (91%) of children felt that they were valued and supported in their class * Most children (89%) felt their classroom was a calm and safe place to learn   Evidence from our Extended Learning Partnership highlighted that our high quality and skilled PSA Team contributed widely to the experiences of our children.  This session, our DEN has been through a transformative change which aims to support readiness for learning through a range of wellbeing interventions as well as offering a learning base for identified targeted children. ​Iinterventions have included Kitbag, Morning Meeting, Break and Lunchtime support, Self-Regulation Support and Anxiety Management support.  From Jan 2024 – June 2024: ​   * 65 children have engaged with group Kitbag sessions, some of these sessions have been led by our P7 Kitbag ambassadors​ – weekly evaluations were completed and almost all children evidenced and increased confidence through sharing their thoughts and feelings, reported Kitbag had helped them talk about their feelings and had developed their ability to take turns in the class and demonstrate improved Listening and Talking skills * 36 children have engaged with anxiety management groups​ using Dr Karen Treisman resources – use of Glasgow wellbeing webs identified an improved positive view of themselves and their likelihood to achieve success in the future. Almost all of the group feel they have individual support strategies they can use to manage feelings of anxiety. * 10 children have engaged with self-regulation groups – staff have reported that there have been less classroom or playground incidents involving those identified and the use of restorative practices has ensured that all children can take accountability and plan how to manage challenging situations in the future * 22 children access the DEN during break and lunch to focus on building positive friendships and developing social skills​ - 80% of children who attend the DEN during break and/or lunch are from early years (P1-P3). For the majority of children, they are now able to access the playground for small increments of time successfully without being involved in risk-taking behaviors. * 12 children benefit from 1:1 personalised support through the DEN focusing on self-regulation and de-escalation​ – data over time has shown that since October 2023 the majority (60%) children are now attending full time in class with a small minority on Agreed Reduced Attendance packages or split placement between Methilhill and PSS (40%).   Overall – 145 (40%) (an increase of 4% since last academic session) of children, have received additional or intensive support through the DEN in relation to supporting wellbeing which has had a positive impact on learning and engagement. There has been a clear focus on early intervention with cohorts being identified across the lower and upper department to ensure an equitable approach.  Our PupilWise Questionnaire tells us that the majority of our children (72%) report that school helps them to become more resilient and able to cope with challenges.  Feedback from our Extended Learning Partnership highlighted the positive *“impact of universal, additional and intensive approaches and focus on learning spaces to meet the diverse needs of a range of children to support ongoing participation and engagement in learning”.*  **Natural Connections**   * Children in P7 have now achieved their Natural Connections certification which is a recognised qualification. * All P7 and P6 children involved in the outdoor programmes have further developed their communication, team working, problem solving and resilience skills. * Primary 6 have improved their digital literacy skills by completing a weekly online log book supported by digital images of their experiences which has been shared with their peers. * Almost all children involved in the Natural Connections Programme, felt this opportunity has helped their self-confidence and ability to try new challenges. * Almost all children felt they were more able to work alongside new peers to develop this as a life-long skill. * Identified children in both Primary 7 and Primary 6 groups shared that this opportunity encouraged them to attend school and therefore improve attendance figures. * Primary 1, Primary 3/ 4 and P4 further developed language skills resulting from their real life outdoor planned experiences which have translated into their written and oral work. This has been evident in assessment folders and through teacher’s observations. * P3/ 4 and P4 were able to apply Numeracy/Maths skills in the outdoor learning environment to deepen their mathematical skills through a building structures and engineering approach, again evidenced through staff observations and formative assessments. * Goblin Kit Car has resulted in achieving improved attendance for almost all children in the group.   All children in Goblin Kit Car have improved in their teamworking and communication skills. Most children have become more confident to share their learning experiences to a wider audience by sharing updates in weekly assemblies adding to their leadership skills in line with developing the 4 capacities. | | | | | | | |

**School/Setting Name: Methilhill 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 2023)* |
| **1.3 Leadership of change** | Good | Good | Good | NA |
| **2.3 Learning, teaching and assessment** | Satisfactory | Satisfactory | Good | NA |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | NA |
| **3.2 Raising attainment and achievement** | Satisfactory | Satisfactory | Satisfactory | NA |

**Headteacher**: Mrs Jil Simpson

**Appendix B - Session 2024-2025 Improvement Plan**

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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:**  2.3 – Learning, Teaching & Assessment   * Improve attainment outcomes for all children in Numeracy & Maths * Build upon the work already started in P7 to develop a whole school approach to planning & assessing Listening & Talking to ensure that professional judgements accurately reflect children’s progress. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of Learning  1.3 Leadership of Change  2.2 Curriculum (Themes 3 Learning Pathways/Theme 4 Skills for Learning, Life & Work)  2.5 Family Learning (Theme 1 Engaging Families in Learning)  3.2 Raising Attainment & Achievement | | | NA | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| Improve outcomes from prior levels of attainment for all children in Numeracy and Maths.  Most children in P1 -P7 will achieve the National Expectation in Numeracy & Maths.  All staff will enhance their assessment skills through further developing a shared understanding of what progression of key skills in Numeracy looks like. This will support ongoing and consistent high-quality learning and teaching for all children.  Planned assessment and moderation activities in Numeracy will ensure that all children progress in their learning at an appropriate pace.  (Aligned with PEF Improvement Priority with a specific focus on cohorts within P4-P7) | Revisit the underpinning principles of Conceptual Numeracy with all staff.  Offer Drop In Sessions for Teaching/PSA Staff who have missed professional learning sessions.  Plan for daily mental maths sessions taking account of pace, challenge and progression.  Ensure the Collegiate Calendar offers planned opportunities for assessment and moderation with Kennoway PS.  This will focus on progression across a level, Early, First & Second and involve staff groups at each key stage.  Plan for peer learning visits across Methilhill & Kennoway PS.  Work collaboratively, across a CfE Level to develop a yearly overview of Maths benchmarks across Information Handling, Shape, Position & Movement and Number to ensure progression, breadth and depth.  Identify any gaps in our assessment calendar and in doing so make use of Cluster Progress Assessments e.g. for those one third through First Level and/or create our own assessments, which can be moderated.  Further analyse historical NSA Data to identify the skills required to support progress.  Offer Family Learning opportunities for P1 Parents/Carers to support families in their understanding of Conceptual Numeracy to enable them to actively & meaningfully engage in their children’s learning and life at school.  Share P7 Model for Improvement across the wider staff  Revisit our CfE overview of Listening & Talking across a level.  Develop robust holistic assessments to ensure our declarations accurately reflect progress across a level in;   * Enjoyment & Choice * Tools for Listening & Talking * Finding & Using Information * Understanding, Analysing & Evaluating * Creating Texts. | **Strategic Leads**  Jil Simpson (HT)  Sarah Lamb (DHT KWAY)  Joanne McGill (DHT)  **Strategic Leads**  SLT  **Operational Leads**  Teaching Team  PSA Team  **Strategic Leads**  Chloe Hunter (QAMSO)  **Operational Leads**  Teaching Team  **Strategic Leads**  Lynne Graham (Cluster PT)  **Operational Leads**  Teaching Team  **Strategic Leads**  Mrs Alix Rolland (DHT)  Lynne Graham (Cluster PT)  **Operational Leads**  Miss Gail Croft (CT)  Mr Kieran Mair (CT)  Miss Young (EYO)  **Strategic Leads**  Miss Chloe Hunter (CT)  Miss Hannah Adam – (CT)  **Operational Leads**  Teaching Team | | **Data**  Analysis of attainment data in Numeracy.  BASE/NSA data  Attainment data  Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC.  **People’s Views**  Teacher professional dialogue with SLT at Planning & Tracking Meetings  CT/SfL Consultations  Feedback from moderation activities.  Parent/Carer views on children’s experiences of Numeracy learning.  Children’s views gathered through class groups and pupil focus groups on Numeracy learning.    **Observations**  Forward planning documentation monitoring  Jotter sampling – Numeracy & Maths Focus    Classroom learning visits linked to Numeracy & Maths (QA calendar) – SLT in school and Peer across Methilhill & Kennoway. | INSET Day 1 – Aug 2024  Terms 1 & 2 Aug-Dec 2024  Termly  Term 2 Oct-Dec 2024  INSET Day 2 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |
| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:**   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. * Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 – Leadership of Learning  1.3 – Leadership of Change  2.2 – Curriculum  2.3 – Learning, Teaching and Assessment  3.2 – Raising attainment and achievement | | | **NA** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.    All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum    All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education. | **Professional Learning Activity**  As part of collegiate sessions staff will engage in professional dialogue on assessment for our identified areas of the curriculum in 2024-25   * Sciences * Technologies * Expressive Arts   Further embed our Digital Literacy Strategy across P1-7 ahead of our application for Digital School Status.  All staff will use CfE benchmarks for identified curriculum areas to engage in moderation activity linked to Sciences, Technologies & Expressive Arts  Develop staff understanding and confidence in the meta-skills in preparation for reporting.  **Forward Planning**  All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children.  Attainment and Forward Planning discussions will support assessment within identified curriculum areas linked to assessment evidence which informs professional judgements.  Staff will develop increased confidence in planning for assessment.    **Tracking & Monitoring**  All staff in liaison with SLT will develop their understanding of the Progress Framework.  This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children.    **Reporting**  All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.  All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements. | **Strategic Lead**  Jil Simpson (HT)  **Operational Leads;**  Alix Rolland (DHT)  Joanne McGill (DHT)  Megan Paterson (PT)  **Strategic Leads**  SLT  **Operational Leads**  Teaching Team  **Strategic Leads**  SLT  **Operational Leads**  Teaching Team  **Strategic Leads**  SLT  **Operational Leads**  Teaching Team  **Strategic Leads**  Teaching Team | | **Data**  Analysis of attainment data in Literacy, Numeracy along with Sciences, Technologies & Expressive Arts  Analysis of CFE and BASE/NSA data  Analysis of Attendance Data  Analysis of data for identified cohorts e.g. SIMD ASN, EAL & LAC  **People’s Views**  Teacher views on new system  Teacher professional dialogue with SLT at FP & Attainment Meetings  Feedback from moderation activity  Parent/Carer views on children’s experiences of BGE  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  Feedback from parents/carers through annual CfE Report Questionnaires.  **Observations**  Forward planning documentation monitoring  Jotter sampling – Literacy/Numeracy and H & W, Technologies & Expressive Arts  Classroom observations linked to identified areas of the curriculum (QA calendar)    Focus for LP – analysis of data, Learning experiences in Sciences, Technologies & Expressive Arts and parent/pupil views of the delivery of the curriculum. | Term 1 Aug – October 2024  Term 2 October – December 2024  INSET 3 – November 2024  Termly x 1 Collegiate Session  INSET 3/INSET 4  Terms 2, 3 & 4  Terms 2, 3 & 4  April 2025/ May 2025/June 2025 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

**Appendix C Session 2024-2025 Improvement Plan – PEF Plan Examples**

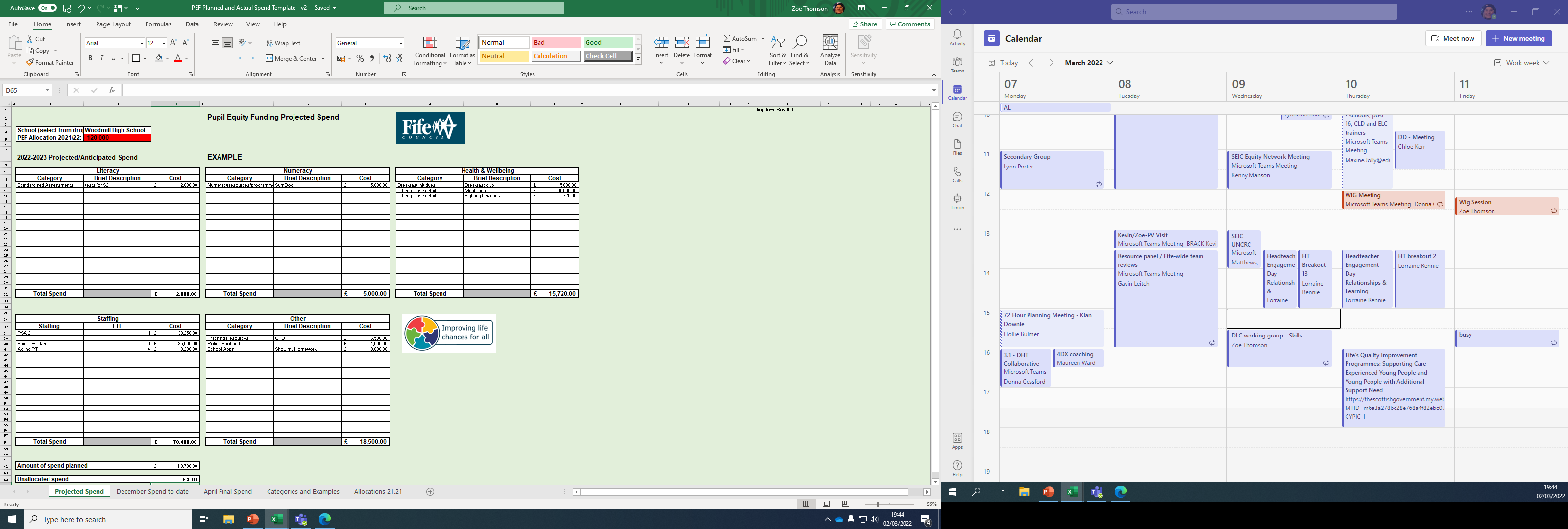
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| **Pupil Equity Fund allocation for session 2024/25** | | **£** 216,825.00 |
| **School Context (copied from SIP)** | | |
| Methilhill Primary School is an open plan building set in an area of significant deprivation.  We do not have an ELC attached to our school but receive almost all of our children from Woodlands FNC, Paxton ELC and Methilhaven ELC.  Our current school roll is 357 pupils across P1-7 organised into 14 classes.  In Methilhill PS we support 7 children who are currently Care Experienced and a further 9 who are previously Care Experienced and 8 children who have English as an additional language.  At present we have 4 children who are currently registered on the Fife Child Protection Register. | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| In Methilhill Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for our children who are already experiencing poverty.  We have a very good understanding of our socio-economic context.  We actively encourage through our regular communications, our eligible P6 and P7 families to apply for free school meals, all eligible families to apply for milk and the school clothing grant.  A range of extra-curricular classes, led by Active Schools and the majority of school staff are delivered free of charge.  We support uniform recycling, supported by Pals of Methilhill.  Our Breakfast Club is free for all children and families and in additional all of our P1 children are offered toast every morning. We advertise Café Inc on our social media platforms and through Seesaw.  We make best use of home learning digital devices to ensure that those in need of these devices are allocated one through our auditing processes.  We make best use of Pupil Equity Funding and School Fund to provided free or subsidised learning visits and experiences in school and out of school. Our staff are very good at seeking out funding from a range of organisations to allow for external visits or visits to our school.  In Methilhill we have an unwritten rule that cost should not be a barrier to our children’s learning experiences. | | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – learners/parents/community etc.) | **Participatory Budgeting**  (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?) | |
| In Methilhill Primary School we have consulted and engaged with Stakeholders through:   * PupilWise & ParentWise surveys. * StaffWise Survey * Child’s Planning Meetings * Pals of Methilhill termly meetings * Pupil’s on-going feedback gathered through regular Pupil Focus Groups, Pupil Leadership Groups, and Child’s Planning/CWM processes. * Staff Meetings * Family Open Sessions * Parent Surveys and Questionnaires | All children in P1-7 have been consulted on Pupil Equity Funding for 2024-25 through Assembly.  Our Parent Council have been engaged in dialogue associated with Pupil Equity Funding. This has been extended wider to all families and our elected members through our Term 4 Newsletter. | |

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| **Rationale**  In line with our 2.3 School Improvement Priority for 2024-25, improve attainment in Numeracy & Maths for identified cohorts of learners in P4-7. | | | **Amount of Fund allocated (if appropriate) £** 114,616 | |
| Analysis of our attainment data in May 2024 demonstrates that the majority of our children in P1 and P2 achieve the National Expectation in Numeracy. Despite the fact that our P1 children have not met their Stretch Target, our data shows in comparison to other stages the gap across these cohorts is narrower.  Our data trend highlights that a minority of children are currently predicted achieve to first and second level in P4 and P7 in Numeracy and Maths next session. Without planned and consistent interventions in session 2024-25, particularly in P4, P5, P6 and P7, the likelihood is that our attainment gap will continue to widen across first and second level. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| Aligned with SIP Priority, a cohort of children, identified in May 2024 as minus 6- minus 12 months “off track” in P4-7 will benefit from additional learning, teaching and assessment in 2024-25.  P4 – minimum of 14 children  P5 – minimum of 17 children  P6- minimum of 16 children  P7 – minimum of 14 children  This will ensure that most children across our school progress from previous levels of attainment in Numeracy and Maths.  All staff will enhance their assessment skills through further developing a shared understanding of what progression of key skills in Numeracy looks like.  Planned assessment and moderation activities in Numeracy will ensure that all children progress in their learning at an appropriate pace. | * Baseline First Level assessments to be completed with all P4 and second level assessments to be completed for P5-7 children in September 2024 and moderated with SfL staff and colleagues from Kennoway.   Identify any common themes.   * Termly Sumdog Diagnostic Numeracy Assessments will be used to identify progress, any ongoing gaps in conceptual understanding and plan for next steps. These will be discussed at Planning and Assessment Meetings. * Ensure that adequate and relevant resources are available to support active maths. * Planned and time limited interventions will be allocated to identified cohorts of children to increase direct interactive teaching opportunities and increase time to apply and embed knowledge, skills and understanding. This will include Teaching Staff, PEF Funded Teacher, PSA, SfL Staff. * All children will engage in daily mental maths activities. * Ensure identified cohort have regular access to laptops to engage with relevant Numeracy & Maths software & programs e.g. Sumdog, Seesaw. * PSA will support individuals and small groups as identified. * Termly attainment meetings will identify the progress and attendances for the identified children. | How will evidence be gathered – data, views, direct observations? | | What has been the impact? Have you met your original expected impact? |

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| **Rationale**: Continue to embed our approaches to maximise engagement and participation across P1-7, supporting our children to do their best. | | | **Amount of Fund allocated (if appropriate) £** 9,328 | |
| Across our school we continue to have a very good awareness of our children who find engagement and participation in their classroom environment challenging.  Following a period of transition in August 2024, we will identify a cohort of children who would benefit from additional and intensive support through our DEN approach and range of interventions.  A cohort of 12 children in P7 have been identified for a 40-week Natural Connections Programme to promote a range of skills for learning, life and work which will in turn support a positive transition to S1.  P6 have been identified as a year group who will benefit from a bespoke CLD Outdoor Learning Programme to promote skills for learning, life, and work. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on learners**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of learners)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| Well planned, high quality additional and intensive support for identified cohorts of children will;   * Improve engagement and participation in classroom learning by offering an additional level of support for most and intensive support for a few, through our DEN approach and range of interventions.   An identified cohort of P7 children will benefit from the Natural Connections Programme. Those participating will;   * Make friends and be part of a group/team in range of situations Learning to recognise personal skills and abilities and that of others * Develop new skills and increase fitness levels. * Increase the confidence and self-esteem of young people participating * Demonstrate improved engagement in learning and attendance at school. * Feel more confident in their P7-S1 Transition.   Our P6 cohort will all benefit from an 8-week block of Outdoor Learning delivered by CLD. Those participating will demonstrate;   * Increased resilience & confidence. * Improved problem-solving skills. * Improved communication skills. * Ability to work as part of a team | * Offer opportunities for staff to spend time in the DEN to ensure a shared understanding of strategies used to support positive relationships and behaviour. * Continue to adapt our approaches to support an early intervention model. * Further develop positive wellbeing using short-term interventions using a model for improvement approach. * Continue to refine our tracking processes to measure the impact of interventions for those children benefitting from additional and/or intensive support * Support children in identifying their support strategies * Share updated Relationships and Learning Policy with all stakeholders * Create classroom environment checklist for Term 1 2024 – 2025 to ensure consistency of environment * Build upon CAMHS input seeking further views from staff on which areas of wellbeing they would like to focus on whilst linking this in with the priority areas identified in the directorate Health and Wellbeing Strategy. * Continue to work with partner agencies to promote whole family wellbeing * Staff trained in using Circle Approach      * Offer a range of weekly outdoor education sessions at Lochore Outdoor Education Centre and our surrounding local areas. * Participation in Natural Connections Award Programme. * Encourage and support our P6 children to actively engage their Outdoor Learning Programme. * Work collaboratively with our CLD colleagues to plan a range of outdoor activities to best meet the needs of our children. * Work collaboratively with our CLD colleagues to assess the impact of the programme against the clearly defined outcomes. | Wellbeing Webs  Parent/Carer/Pupil Views  PSS Referrals  Exclusion Data  Learning Visits  Attendance Data  Summative Assessment Data including CfE/NSA  Planning & Attainment Meetings        Feedback from Pupils/Staff/Parents/CLD colleagues.  Attendance Data.  Transition feedback from Levenmouth Academy. | | What has been the impact? Have you met your original expected impact? |

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

[Fife PEF Planned and Actual Spend Template - Final.xlsx](https://fifecloud-my.sharepoint.com/:x:/r/personal/zoe_thomson_fife_gov_uk/Documents/QIO%20Files/PEF/PEF/Fife%20PEF%20Planned%20and%20Actual%20Spend%20Template%20-%20Final.xlsx?d=w90b51e4e52a04201a53c1e05d19a7105&csf=1&web=1&e=Ok4y5Q)



**Appendix E**

**Name of Establishment**

**Name of Headteacher**

**Education Manager**

**Standards and Quality Report Session 2023-2024**

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|  | **Comments** | | | | | |
| Agreed format for SQR 2023-2024 has been used |  | | | | | |
| Cost of the School Day statement included |  | | | | | |
| Context table completed  Shared vision and values shared |  | | | | | |
| **Improvement Work 2023-24**  **Priority 1** | **Fully Achieved** |  | **Partially Achieved** |  | **Continued next session** |  |
| **Progress**  **Clear progress been made with planned strategic actions** |  | | | | | |
| **Clear impact shown for children and young people**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| Limited number of next steps identified |  | | | | | |
| **Improvement Work 2023-2024**  **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**   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| **Limited number of next steps identified** |  | | | | | |
| Attainment Overview Completed |  | | | | | |
| Evaluative Statement about Attainment |  | | | | | |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) |  | | | | | |
| Wider achievement – impact on children and young people  Personalised for schools and significant events/achievements shared |  | | | | | |
| Feedback from External Scrutiny   * LP/ELP * Education Scotland * Care Inspectorate |  | | | | | |
| PEF Evaluation (per priority)  Progress:  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  | | | | | |
| Impact   * Quantitative or qualitative data to support this impact * Written evaluatively |  | | | | | |
| Consultation with Stakeholders |  | | | | | |
| How is SQR, IP and PEF shared with stakeholders |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (School) |  | | | | | |
| NIF quality Indicators are evaluated using six point scale (ELC) |  | | | | | |
| Care Inspectorate Grades included (where relevant) |  | | | | | |

**Improvement Plan Session 2024-2025**

|  |  |
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|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? |  |
| Are relevant QI’s identified for priority identified? (including Early years if relevant) |  |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data |  |
| Strategic Action/tasks identified:   * High level * Realistic |  |
| Responsibilities   * Identified * At all levels |  |
| Measure of Success (including Triangulation of evidence/QI Methodology)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. |  |
| Timescales   * Realistic |  |
| PEF Plan (included) |  |
| PEF Financial Plan (included) |  |

***Feedback given by ­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Date feedback given \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**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 :

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| **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. | A visual diagram of a Plan-Do-Study-Act (PDSA) Cycle | Download Scientific  Diagram |
| 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. | Education Sciences | Free Full-Text | Implementing High-Leverage Influences  from the Visible Learning Synthesis: Six Supporting Conditions | HTML |
| Practitioner Enquiry/professional Enquiry Process |  | The Flow Inquiry of Practitioner Enquiry | Download Scientific Diagram |