

Parkhill Primary School



Standards and Quality Report 2023-2024 *Achieving Excellence and Equity*

Context

Setting/School Roll (including ELC/ASC)

Parkhill is a non-denominational school situated in the centre of the town of Leven. Leven has an approximate population of 9420 and Parkhill is one of 3 primary schools in Leven. The school opened in 1910 and the new extension opened in 2010. We are a feeder primary for Levenmouth Academy.

During session 2023-2024 the school had 11 classes. There is currently a roll of 294 pupils. The school has a joint Headteacher who has responsibility for Viewforth ELCC as well as Parkhill. The school has a leadership team of one Headteacher and one Depute Headteacher.

77% of the school's population live in SIMD bands 1-4 meaning most of our families meet significant challenges around the cost of living.

19% of children are from countries out with the UK and 2% of children are care experienced.

The school had identified three areas of improvement this session.

Parkhill Primary's vision is **Learning Together – Achieving Together**.

Our school values are

- **Positive**
- **Achieving**
- **Respectful**
- **Kind**

FME

19.4%

SIMD Profile for establishment

	SIMD 1/2	SIMD 3/4	SIMD 5/6	SIMD 7/8	SIMD 9/10
Number of pupils	131/289	92/289	17/289	30/289	19/289
Percentage	45%	32%	6%	10%	7%

Attendance (%)	Overall	93%	Authorised	60%	Unauthorised	40%
Exclusion (%)	0%					
Attainment Scotland Fund Allocation (PEF and SAC)	£67375.00					
Cost of the school day statement	<p>At Parkhill Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings;</p> <p>Uniform,</p> <ul style="list-style-type: none"> • We always have a second-hand uniform stand within the school. • Whilst we have a school uniform with a badge on, we also document and share that non badged uniformed is acceptable too. • We hold an annual fashion show where clothes of all ages and purposes can be purchased for a donation or free. • P7 Leavers Hoodies are provided for all. <p>School Trips and Travel,</p> <ul style="list-style-type: none"> • School trip costs are kept to a minimum and we offer to pay for anyone who is unable to pay. <p>Learning and Home learning,</p> <ul style="list-style-type: none"> • All homework is sent with the resources needed. • We provide all resources for all lessons within school <p>After school Clubs</p> <ul style="list-style-type: none"> • All after school clubs are free and accessible to all families. <p>Eating</p> <ul style="list-style-type: none"> • A daily breakfast club is available to all children from 9am to ensure they are not hungry at the start of the school day. • Snacks are provided for those who need them <p>In addition, we run a workshop session annually with our parent council to look at the cost of the school day and ways to reduce this. This is factored into any fundraising and parent council organised events.</p>					

Improvement Priority Session 2023 – 2024

Priority 1 – To have a consistent whole school approach to assessment and moderation						
Directorate Improvement Plan (delete as necessary) Achievement			HGIOS 4 Quality Indicators <u>2.3</u> <u>3.2</u>			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	X
<p>Progress:</p> <ul style="list-style-type: none"> All staff received input on ongoing assessment and how to evidence this. Every class has an assessment folder with evidence of assessment in Literacy and Numeracy. Moderation has been carried out termly across 4 curricular areas. Approaches to formative assessment have been visited throughout the year giving time for strategies and techniques to be undertaken. Summative data has been shared with each class teacher and discussed at planning, tracking and attainment meetings. Groups of children identified and received targeted work based on this. An agreed level of assessment is in place and has been seen in folders and within class visits All staff have explored differentiation and how this is implemented within lessons. 						
<p>Impact:</p> <ul style="list-style-type: none"> Use of our new progression pathways have made staff more confident in planning for learners which has been enhanced by moderation activities and gathering of assessment evidence. At Planning Tracking and Attainment meetings almost all staff can discuss children’s learning in a more focussed and evidence-based way. This in turn has helped the pace of learning within classrooms. All teachers have reported that they have found the moderation helpful in aiding professional judgements in attainment. <i>“It was helpful to engage in professional dialogue with others and compare abilities across the same stages”</i> This in turn has led to more effective planning which are better meeting the needs of learners. <i>“Moderation has allowed me to ensure that there is an equality and consistency in my marking across the year group.”</i> During the learning partnership and through class visits a consistent approach to teaching was observed in almost all classes. This has resulted in learners beginning to speak about their learning and have confidence in what was expected of them. Furthermore, we can see more evidence of progression within the jotter work. In the majority of classes, a block of teaching around peer and self-assessment has allowed learners to develop the desired skills and are showing a better level of ability to carry out peer and self-assessment. The use of summative data throughout the year has led to challenging discussions at planning and tracking meetings which has allowed for evidence-based discussions around where learners are and their next steps meaning children are moving at a more appropriate pace. Gaps in learning are identified and addressed quickly meaning learners have the appropriate strategies and supports in place which have allowed them to increase their confidence and access their classroom work Almost all staff are showing lessons with greater differentiation which have increased pupil focus Formative assessment was carried out in tapestry model with a focus on self and peer assessment, co constructing success criteria, plenaries and the use of exit passes. The work undertaken here was evident at the learning partnership as well as within class visits throughout the year as a result children are starting to speak more confidently about their learning and next steps. Almost all staff in the infant department have engaged in key professional learning around playful pedagogy and how to evidence and assess within this. This has led to further development of appropriate and challenging play within their classrooms. In both primary 1 classes teachers used assessment and data from BASE to ensure children did not spend time on learning they already had acquired, and appropriate differentiation has been clear all year. This was highlighted as a strength at this year’s learning partnership. On end of session report acknowledgement returns all parents who made a written comment wrote about the positive progress their child had made. 						

Next Steps:

- Get a consistent standard with clear expectations around the content and standard within the assessment folders across all curricular areas
- Continue to develop and expand moderation activities. Including moderating work across a level
- A focus on written feedback to develop next steps and learners' ownership of these
- Continue to develop approaches to differentiation
- Staff to become familiar tracking, moderating and reporting across all curricular areas.

Improvement Priority Session 2023 – 2024**Priority 2 – To develop a consistent approach across the school to the teaching of literacy and numeracy to raise attainment.**

Directorate Improvement Plan (delete as necessary)

Achievement

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators
2.3

Has this priority been:
(please highlight)Fully
AchievedPartially
achievedContinued into next
session - Numeracy**Progress:**

- Teachers have planned and delivered numeracy and literacy in shorter more frequent blocks
- Cluster PT has worked with targeted groups of learners
- Planning Tracking and Attainment meetings have a strong focus on targeted work
- Reflective reading by Anne Glennie read and reading grids are now used in all classes from P4-7
- Paretos used in reading to develop skills across P4-7
- Each class has a range of concrete materials to support numeracy work.
- Extended writing sessions have been carried out twice a week all year.
- Reading areas have been set up in every class and the learning centre which holds the library has been revamped and organised.
- Lexia has been purchased and used at all stages within the school to target learners who are behind in reading. All staff received training from Lexia staff on how to interpret the data.

Impact:

- All children in P4-7 speak positively about the impact of the literacy grids in their learning and enjoy having choice over the activities they do.
- At the learning partnership and within class visits an improved pace of learning was observed which is leading to increased engagement as well as pupil motivation.
- The Cluster PT has built capacity in all the teachers involved and PSA's meaning learners have been better supported and staff confidence in supporting their next steps in learning has increased.
- The Cluster PT has targeted work within P3 and P6 where all children have closed gaps in learning with a half the children in each group making enough gain to now be on track.
- The new format for planning tracking and attainment meetings along with the use of data has kept each group of learners' progress at an appropriate pace with clear targets.
- The reading grids used by all staff in Primary 4 to 7 have led to increased work evidenced towards learners' progress. Differentiation is better evidenced and Fife's core approaches are evident throughout as well. As a result, learners are accessing work at a level appropriate to them in a relevant and engaging way.
- The use of Paretos in reading has kept next steps in learning clear and teachers are planning appropriately.

- The implementation of the shorter more varied approach to literacy and numeracy has led to an increase of ICT being used across the school as a well children demonstrating a better understanding of key concepts within pupil focus groups and discussions about their learning.
- The reading intervention programme rapid reading has helped almost all learners to progress in reading. 36% of learners increased 10 months to +1 year, 54% of learners made an increase of 1 month to 9 months and the 2 learners who made significant progress of 1 year and 1 month were children with English as a second language.

Next Steps:

- Introduce literacy grids to P1-3 and train any new members of staff to use Reflective reading grids.
- Increase challenge on learners by completing the full grid each week.
- Introduce numeracy grids to P1-7 to replicate style of teaching in reading and ensure a better coverage of numeracy and maths work. Targeted work will aid effective planning from assessment work.
- Continue to develop approaches to differentiation

Improvement Priority Session 2023– 2024

Priority 3 – To embed nurturing approaches and emotional wellbeing supports across every class.

Directorate Improvement Plan (delete as necessary)
 Equality & Equity
 Health & Wellbeing
 Attendance & Engagement

HGIOS 4 Quality Indicators
HGIOELC Quality Indicators

3.1

Has this priority been: (please highlight)

Fully Achieved

X

Partially achieved

Continued into next session

Progress:

- De-escalation training and trauma informed practice revisited with all staff
- Readiness to Learn and Demand Avoidance input from the ASIST team undertaken by all staff.
- Training and use of the Reason, Regulate and Respond pack carried out by all staff throughout the year.
- Anchor Groups, Seasons for Growth and Kitbag groups have run throughout the session
- The quiet room has been set up with sensory lights and equipment. This is timetabled for groups each day as well as spontaneous use.
- The Sensory Circuit room has been set up and work with the inclusive practice team has been undertaken. OT have also devised programmes for use
- The Rainbow room has continued to develop and has been used to host kitbag, anchor groups as well as work from Viewforth Nursery’s family worker to support the local community.
- Circles Framework has helped teachers to think about ways to support learners within their environment.
- Emotion Works has been used in all classes and at assemblies.

Impact:

- Staff have a deeper understanding of how the wider aspects of the outside influences can affect the children before they come into school and while in school. This has meant that all class teachers are more responsive to the children and have supports ready in every class should children need help to regulate, calm down and be in a place to engage with learning.
- In all corridors and outside toilets, posters showing breathing techniques and tapping strategies mean if children need a reminder/prompt they are visible and accessible at all times. This means learners can independently access strategies to help them when they start to become dysregulated.
- Staff development work from ASIST has led to better understanding of the needs of all children and how they can help children re energise and recognise what they need to do to look after their wellbeing.
- Pupil voice gathered from Kitbag sessions have been positive and most children who have attended the group have found the sessions helpful “I have learned about my emotions” “I have learned how to be happy”
- The quiet room is used daily for children to have a break from classroom engaging in a brain break and calming activities or movement breaks this has resulted in the children having more focussed and sustained time in class. In the best cases children are recognising when they need time in the room and are coming when they need to.
- The circles framework has helped staff to put in interventions to help individual children and through the use of the document at the start of the session meant all classroom environments were set up to promote inclusion and support.
- In the recent parentwise survey the majority of parents felt the school supported their child well with emotional supports.
- Work in all areas of emotion works and reason, regulate and respond has been shared with our parent council along with our refreshed anti bullying policy and relationships policy.

Next Steps:

- From August 2024 continue to embed these emotional strategies within RRR and emotion works
- Assemblies to continue to promote RRR and emotion works
- Support sections within the school to move to a central area so that the support offered can be wider with greater options.
- Workshops to be delivered to parents on scripts we use and strategies within Reason, Regulate and Respond pack

Attainment of Children and Young People (Primary and Secondary)

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	82%	82%	82%	80%
P4	79%	74%	74%	74%
P7	72%	70%	67%	74%

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80%	82%	84%	82%
P4	68%	74%	74%	74%
P7	78%	65%	80%	74%

S3 CfE Declarations				
Stage	Reading	Writing	Listening and Talking	Numeracy
S3 (Level 3)				
S3 (Level 4)				

S4 Literacy & Numeracy				
Level/ Measure	Literacy		Numeracy	
	Stretch Target	Actual	Stretch Target	Actual
Level 3				
Level 4				
Level 5				

Evaluative statement of attainment over time.

Almost all children are making good progress from their prior levels of attainment across literacy and numeracy. By the end of Primary 1, most children achieve early level in reading, writing, talking and listening and numeracy. Base data also indicates that most children are above the average score of 85.

By the end of P4, the majority of children achieve first level in reading, writing and most achieve first level in talking and listening. The majority of children achieve first level in numeracy and NSA data shows that 70% of children were on track and beyond.

By the end of P7, the majority of children achieve second level in reading, writing, talking and listening and numeracy.
NSA data

Overall attainment in literacy is good. In P7, NSA data shows that 36% of our learners attained Band 10 or above in reading. This is an increase of 16% from last year. 29% of P4 children are on track and 39% are beyond the expected level in reading. In P1 the Base data shows that 60% of our children are above the national average in literal.

NSA data for writing show that 68% of P4 learners are on track and beyond. Most of the learners in P7 are on track or beyond in writing.

Attainment in P2 has maintained the same level as the previous year with most children still on track. Targeted work in P3 from our Support for learning teacher and interventions such as Lexia has made small gains with further work planned in P4. In Primary 5 attainment in literacy has maintained levels, In Primary 6 targeted work in literacy from our Support for Learning teacher shows small gains with expected impact in P7.

Overall attainment in numeracy is good. Base data shows that most of our P1 learners are on track or beyond. This correlates with our TRAMS data. NSA data in P4 shows that the majority of our learners are on track or beyond. NSA data in P7 shows that most children have achieved the expected level or beyond in numeracy. Numeracy attainment in P2 has maintained this session. Targeted work in P3 and P6 from the Cluster PT has shown the following impact. In Primary 3 55% of learners targeted are now back on track with their numeracy. Most children within the group have closed gaps in their learning and are engaging with numeracy better. In P6 work has resulted in 50% of learners to now be on track in their learning with almost all within the group making gains through showing increased confidence in numeracy and speed of mental maths. Further targeted work by a raising attainment teacher will continue in P4. Attainment in numeracy in P5 has seen a 3% increase.

Overall, almost all year stages have seen improvement in attainment this session with continued embedding of the Fife Core approaches of Workshop for Literacy and Conceptual Numeracy. The introduction of Literacy grids in P4-7 have further increased this in reading.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across Parkhill this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These have also linked to our school values of Positive, Achieving, Respectful and Kind. These have been shared throughout the session through – newsletters and Twitter and celebrated through – PARK awards, assemblies, and achievement board.

<p>Primary 1 St Andrews Aquarium visit Library Visits Buddies Nativity Planting</p>	<p>Primary 2 Deer Centre Buddies Planting and gardening</p>	<p>Primary 3 Input from Leven Baptist Church Youth worker- Christmas and Easter workshops. Visit to Leven Beach and Silverburn</p>
<p>Primary 4 Methil Heritage Centre East Fife Stadium Fife Heritage Centre Levenmouth Foodbank Fife Coast and Countryside Trust- Silverburn</p>	<p>Primary 5 Big Strum Hopetoun House visit YMI African Drumming Levenmouth Foodbank Fife Coast and Countryside Trust- Silverburn</p>	<p>Primary 6 Uke Festival Falkland Palace visit Rota Kids charity work Enterprise to raise money for Edinburgh Playhouse Fife Rail Link Event- Savoy Park</p>
<p>Primary 7 P7 Rotary Quiz First Aid Course UkeFest Ford Castle- Residential Sky Academy Instructors Concert 'Witch Trials'- local historian visit Barnardos visit- Drug Input Science Centre Glasgow visit Leavers' Assembly Mock political elections</p>	<p>Whole School Christmas Service – Christmas Around the World Production Children in Need Judo Tasters Tennis Tasters Leven Baptist Church- RME inputs Pupil Leadership Groups Network Rail – Inputs and visits to new rail station. Time Capsule Comic Relief 1 plus2 week, including showcasing work at assemblies. Easter Parade Sports Day Parkhill's Got Talent Park Awards</p>	<p>P4-7 Leadership Groups Pupil Council TAG/JRSO ECO Reuse and Recycle ECO Waste Management ICT Rights Respecting Schools House Captain Junior Leaders Playground Improvements</p>

The school has had the privilege of working with Network Rail over this session educating and preparing the children for using the new railway in Leven. The school had children from P1-P7 represent us at several events in the run up to and on the day of the opening of Leven Railway. Stella Chan Community Liaison Officer said “

“First of all, I would like to thank Parkhill Primary school for attending the Opening ceremony! We hope everyone had a good day!

I would also like to personally thank you both for being so accommodating throughout the last couple of years. You have both made me feel welcome and I've enjoyed doing rail safety talks and career talks with your school as well as the other events that has happened. Hopefully it has brought benefits to your students too and they can stay safe and enjoy using the new railway.”

The work undertaken with Network Rail and the involvement of the school in creating and burying a time capsule as well as attending events has allowed the children to create memories of this historic moment in the town's history.

Learning Partnership

The team gathered evidence around the following strengths:

- In all classes the learning intention and success criteria was shared and in the majority of classes the Success Criteria was co constructed.
- In most classes (8 out of 10 observed) differentiation was appropriate and matched the needs of the learners and teachers showed a good understanding of where their learners were. Particular strength identified in Primary 1 with children doing very different activities and teaching input and in the upper stages P5-7 with the literacy grids.
- The team felt there was a consistency in learning environments across the school with all curricular areas displayed and learning journeys showing current work in classes.
- Formative assessment was seen in all classes observed and this now needs to develop into quality written feedback.
- In almost all classes ICT was on offer to either consolidate learning or support learners. In the majority of classes it was being used to enhance learning.
- The pace of learning in almost all classes has improved since the last learning partnership and children spoke in focus groups positively about their learning.

From discussion and staff evaluation prior to the learning partnership the following next steps were identified:

- Continue to work on differentiation and development of plenary sessions.
- Assessment folders to be developed across all curricular areas with a minimum agreed.
- Look at written feedback across the school and develop a consistent approach that takes learning forward.
- Numeracy to be an improvement priority for next session looking at coverage, QI methodology and structure of lesson. There was a lot of evidence in jotters of numeracy, thinkboards and the cubes strategy but not wider maths topics.
- Increased engagement from parents to be a priority next session.
- The roll out of literacy grids into the infant department.

Consultation with Stakeholders

All parents/carers had the opportunity to feedback through questionnaires, questions at parent evenings and forms. In the recent parentwise survey 88% of parents felt welcomed within the school. Most parents felt communication was good through sways etc.

Pupils on-going feedback has been gathered through pupil focus groups, leadership groups and information gathering from the pupil council.

Parentwise surveys have given us good feedback and actions to work on.

The parent council meets at least once a term and ongoing updates are shared at each meeting.

Partners are consulted and have fed back. Below is a quote from one our partners at Leven Baptist Church

"At Leven Baptist Church we greatly appreciate working alongside Parkhill Primary. We regularly are involved in Assemblies and enjoy giving faith input and Bible stories. We find that it encourages wider thinking and some really good conversations. We also have the chance to offer Easter and Christmas workshops in classes looking at the Christian roots of these celebrations. This encourages good questions, and discussion and we find that pupils learn a lot in these environments. We run an external Kids Club for Primary 4 - Primary 7 and many children join us from Parkhill. This has built great relationships and we continue to discuss important questions about faith and life. We also are involved in many community events and our work with Parkhill helps us engage with more children and families in the community."

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

In September IP and SQR are shared with all parents/carers through our normal communication eg Group call, email, school display and posted on website,

Display within school for all visitors – updated throughout year with evidence

Termly newsletters share with parents/carers progress throughout session

Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.

PEF Evaluation/Impact

Targeted Interventions

- Raise attainment in Reading in P5-7

Progress:

- Rapid Reading has been done three times a week by a PSA with identified children
- SFL and PSA worked with parents on carrying out rapid reading and Lexia at home so children were getting this five times weekly
- Reading areas set up in every class and daily reading for enjoyment encouraged
- PSA takes groups of children supporting reflective reading tasks
- Children from P4-7 identified for targeted SFL working on gaps in learning

Impact:

- Almost all children who have undertaken Rapid Reading have shown improvement in reading. Gains have been up to 14 months.
- Parents who attended the workshops run by our SFL teacher and PSA all carried out the programme at home and those children made the most progress gaining between 9 months at 14 months.
- Between the refreshed areas for reading and the reflective reading grids implemented pupil focus groups have shown a greater ability to talk about their learning and are more motivated in reading. Almost all children felt the reflective reading took away the stigma of different work as although differentiated everyone's work was presented in the same way. This was particularly important to children identified in Primary 7.
- Almost all the children working with a PSA with support in reflective reading report being more confident in tackling this independently and having better strategies to call upon when met with something they are unsure of.
- Targeted work from our SFL teacher with identified children is showing improvement for almost all learners. Learners with an identified learning need require further interventions.

Targeted Interventions

- Raise engagement in learning

Progress:

- Daily nurture sessions for identified pupils first thing in the morning.
- Breakfast provision is available to all children from 9am until 9.40am. Any child who arrives later who has not had breakfast has a quick version offered.
- Relate, regulate and respond training has happened with all staff and has been used with children throughout the year.

- Anxiety (Anchor group) groups, kitbag groups and seasons for growth groups have run through out the session.
- The quieter working room has been available all session supported by a PSA and our Support for Learning teacher
- The CIRCLES framework has been used by all teachers throughout the session as needed.
- Each class has a regulation pack

Impact:

- Daily nurture sessions and regrouping sessions at different points in the day have allowed children to access learning better in either the class or the quiet classroom. They are better prepared emotionally for the day ahead. This has also helped with events that can cause pupils anxiety and allowed them to take part in the wider school community.
- Breakfast provision and takeaway breakfast options have meant that children are not hungry and are better placed to learn. In the recent parentwise survey the majority of parents felt that the school was working to minimise the cost of the school day for families.
- Anchor Group has enabled most learners to use the techniques and strategies to regulate their emotions. One parent whose child attended the group shared that it has been so successful that her child is teaching her younger sibling the strategies and speaks about them at home frequently as well as using them at home as well as school.
- Kitbag sessions have allowed children the opportunity to explore their emotions in a small group and discuss some issues they have faced. Children have reported an increased understanding of emotions, teamwork and helped them to meet new people who they wouldn't normally work with.
- Regulate, reason and respond has introduced learners to breathing techniques and tapping to help in times of unregulated behaviour. Children are practising this daily within the classroom and it is hoped that next session children will start to use these independently.

Targeted Interventions

- Raise attainment in numeracy

Progress:

- Assessments carried out for identified children showed gaps
- Daily numeracy work carried out by PSAs
- PSA development sessions in conceptual numeracy run by cluster PT over 6 weeks
- Online resources such as education city used with targeted pupils

Impact:

- Comprehensive assessments carried out at the start of the school year in numeracy allowed for better planning and support to plug gaps identified in numeracy. This resulted in the majority of children within the identified groups moving back on track. Almost all children have progressed with greater speed of recall and known strategies to help them work out what to do.
- Daily numeracy activities carried out with children by PSAs on a one to one or small group basis has led to increased confidence and children more willing to 'have a go'. Through presenting the work in a different and more practical way learners were showing more engagement in numeracy.
- All of the PSAs reported feeling more confident in supporting learners as a result of the conceptual numeracy development work carried out and have gone on to create support packs for individual children to support them in numeracy. These support packs have been positively received by children particularly in the upper school who are using them independently and have reported it makes them feel more confident.
- Data from sumdog and education city show almost all the children using them are progressing and have closed some gaps in learning.

School/Setting Name – Parkhill Primary School

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

Headteacher Jill McEwan

Appendix B - Session 2024-2025 Improvement Plan Priority 1

Education Directorate Improvement Plan: Achievement				
Focused Priority: To continue to broaden the use of formative assessment focussing on written feedback, gathering evidence and ensuring appropriate next steps for each learner as well as use of benchmarks across all curricular areas to measure children's progress and achievement of a level across the broad general education to aide professional judgements.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.3 3.2 2.2			N/A	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will experience a progressive curriculum ensuring a broad general education.</p> <p>All staff will develop their assessment skills through moderation activities to ensure progress across all areas of the curriculum.</p> <p>Staff will continue to use planning tracking and attainment meetings to discuss progress across all curricular areas to ensure all children are receiving their entitlement to the broad general education.</p> <p>All staff will continue with formative assessment strategies and will focus on the development of written</p>	<ul style="list-style-type: none"> Review curriculum pathways that have been in place for a year. All staff to continue to engage in moderation activities each term. Expanding the curricular areas covered to aid with reporting across the curriculum. Professional learning on Written Feedback using Shirley Clark, John Hattie Continue to build on use of assessment folders. Data shared and used with each class. Start of year assessment Professional learning on how to feedback using a 3 week marking cycle. Professional learning using Fife Professional learning site Professional learning on meta skills 	<ul style="list-style-type: none"> Julie Brown DHT All staff Jill McEwan HT Jill McEwan HT and Julie Brown DHT with all staff Hollie Thomson Class Teacher 	<ul style="list-style-type: none"> Data from CFE/BASE/NSA Moderation record sheets Staff development record and work carried out Assessment folders Pupil voice from pupil focus groups Planning tracking and attainment meeting records Class visit records Jotter monitoring Parental feedback 	<ul style="list-style-type: none"> Review curriculum pathways in August Inset Day 2 Moderation twice in following blocks <ul style="list-style-type: none"> T1 Literacy T2 Numeracy T3 Theme/IDL & Expressive Arts Music T4 HWB & Expressive Arts –Art Ongoing staff development sessions Planning Tracking and attainment meetings <ul style="list-style-type: none"> Term 1 Wk 2nd Sept Term2 Wk 28th October Term 3 Wk 13th Jan 25 Term 4 Wk 27th April

<p>feedback resulting in children being familiar with where they are doing well and what they need to do to better/improve.</p>	<ul style="list-style-type: none"> • Planning tracking and attainment meetings will add in progress levels for all curricular 			<ul style="list-style-type: none"> • Termly discussion to track attainment SLT
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<p>Ongoing Evaluation</p>
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Appendix B - Session 2024-2025 Improvement Plan Priority 2

<p>Education Directorate Improvement Plan: Achievement</p>				
<p>Focused Priority: To develop a consistent approach to the teaching of numeracy ensuring good coverage and application of skills across different contexts</p>				
<p>HGIOS4 Quality Indicators</p>			<p>HGIOELC Quality Indicators</p>	
<p>2.3 3.2 2.2</p>			<p>N/A</p>	
<p>Expected Impact</p>	<p>Strategic Actions Planned</p>	<p>Responsibilities</p>	<p>Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i></p>	<p>Timescales</p>

<p>Attainment in P4 will rise from 74% to 78% and in P7 from 56% to 75%</p> <p>An increased pace of lessons with learning happening in shorter more frequent episodes will allow children to retain and revisit learning more often helping it to become secure.</p> <p>Increased pace and structure from learning and teaching policy with further ensure consistency and allow learners to progress across contexts</p> <p>QI methodology to be used again from P4-7 and introduced from P1-3 which will help close gaps and support progress</p> <p>Whole school numeracy assessments to be carried out in week 2 in August.</p> <p>Numeracy across contexts will become part of learning walks and PTA discussions</p>	<ul style="list-style-type: none"> • PEF funded PT to work with groups of learners in P4 and P7 who are just behind attaining using QI methodology. • Numeracy grids to be developed covering 5 numeracy tasks, 2 maths topic tasks, 1 ICT task and a problem-solving task each week. • Professional learning revisit on numeracy teaching in conceptual numeracy and the structure of a numeracy lesson. • Parental numeracy workshops sharing conceptual numeracy and teaching of numeracy skills. • Professional learning using the Numeracy Professional Learning Team's online resources • Professional learning using numeracy in expressive arts and numeracy in RME documents • Whole school numeracy assessments to be carried out in Week 2 in August. • Numeracy across contexts will become part of learning walks and PTA discussions. 	<ul style="list-style-type: none"> - PT Andria Wakingshaw - Class teachers and SLT - Julie Brown DHT - Jill McEwan HT - SFL teacher 	<ul style="list-style-type: none"> • Paretos • Beginning and end of year Asessments • Pupil Voice • Leuvin scales • Class visits • Collegiate session records and evidence • Learning Environment Walk round sheets • Parental views gathered on numeracy learning and progress. 	<ul style="list-style-type: none"> • Termly PTA meetings • Initial assessments by end of week 2 (30.8.24) • QI methodology from week 3 and reported on at collegiates and PTA meetings • Ongoing professional learning at staff development sessions • Numeracy Grid examples at Aug Inset • Parental workshops for Early, First and Second/Third level throughout the year.
<p>Ongoing Evaluation</p>				



Appendix B - Session 2024-2025 Improvement Plan Priority 3

Education Directorate Improvement Plan: Equality & Equity Achievement Health & Wellbeing Attendance & Engagement				
Focused Priority: To increase parental engagement and develop partnership working				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.5 2.7 3.1 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

<p>Through planned opportunities with parents/carers knowledge of the full curriculum will be developed along with suggestions and sharing ways of supporting their children with the whole curriculum.</p> <p>Communication will improve and be in line with what parents are telling us they need to support their child's learning.</p> <p>Parents will have more opportunities to give their views and be part of the improvement journey</p> <p>Families struggling with attendance will be supported through individual work with the PT to get back into good attendance.</p>	<ul style="list-style-type: none"> • Seesaw to be used by all year stages to communicate and share learning with parents • Cuppa and chat sessions to be undertaken with HT, DHT and PT to gather wider views • Progress Jotters to go home 6 weekly throughout the year – with option for parental feedback. • Review of our curriculum rationale and development to ensure it reflects the experiences of the children across the full curriculum. • Displays in common areas to reflect work across levels in literacy and numeracy • Parent council to offer two sessions a day time as well as night session • Workshop sessions for new P1 parents and curricular workshops before open afternoons • SFL workshops around supporting specific needs eg reading, dyslexia, dyscalculia • Parent and child learning Homework • PEF PT remit for working with families on attendance • Regulate, Reason Respond and Emotion Works to be shared with parents along with scripting 	<ul style="list-style-type: none"> - All staff - Jill McEwan HT, Julie Brown DHT, Andria Walkingshaw PT - All staff - Julie Brown DHT - Parent Council chair – Peter Foster with SLT - SLT - SFL teacher - PSAs 	<p>Seesaw Records of cuppa and chat sessions Progress Jotters-views from parents and children about impact on sharing. Refreshed Curriculum rationale Environmental walk rounds Parent Council meetings Feedback from parental workshops.</p>	<p>Seesaw implemented from August 24 Parent council meetings termly Workshops P1 – Term 1 P2 and P3 – Term 2 P4 – Term 1 P5 and P6 –Term 3 P7 – Term 2 Homework in place from September 2024 Curriculum Rationale – Term 2 and Term 3 Progress Jotters every 4 weeks. Starting August 24 Reason, regulate and respond sessions for parents at each open afternoon Attendance weekly on a Monday</p>
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Ongoing Evaluation



Appendix C

Session 2024-2025 Improvement Plan – PEF Plan Examples

Pupil Equity Fund allocation for session 2024/25	£ 67,375
School Context	
<p>Parkhill is a non-denominational school situated in the centre of the town of Leven. Leven has an approximate population of 9420 and Parkhill is one of 3 primary schools in Leven. The school opened in 1910 and the new extension opened in 2010. We are a feeder primary for Levenmouth Academy.</p> <p>During session 2023-2024 the school had 11 classes. There is currently a roll of 294 pupils. The school has a joint Headteacher who has responsibility for Viewforth ELCC as well as Parkhill. The school has a leadership team of one Headteacher and one Depute Headteacher.</p> <p>77% of the school's population live in SIMD bands 1-4 meaning most of our families meet significant challenges around the cost of living. 19% of children are from countries out with the UK and 2% of children are care experienced.</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>At Parkhill Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings;</p> <p>Uniform,</p> <ul style="list-style-type: none">• We have a second-hand uniform stand within the school which available at all times.• Whilst we have a school uniform with a badge on we also document and share that non badged uniformed is acceptable too.• We hold an annual fashion show where clothes of all ages and purposes can be purchased for a donation or free.• P7 Leavers Hoodies are provided for all.	

School Trips and Travel,

- School trip costs are kept to a minimum and we offer to pay for anyone who is unable to pay.

Learning and Home learning,

- All homework is sent with the resources needed.
- We provide all resources for all lessons within school

After school Clubs

- All after school clubs are free and accessible to all families.

Eating

- A daily breakfast club is available to all children from 9am to ensure they are not hungry at the start of the school day.
- Snacks are provided for those who need them

In addition, we run a workshop session annually with our parent council to look at the cost of the school day and ways to reduce this. This is factored into any fundraising and parent council organised events.

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?)
Parent Council Meetings Stakeholder consultation	N/A

Rationale PSA to work with groups of children in supporting attainment and emotional regulation		Amount of Fund allocated (if appropriate) £ 34,896	
Across the school we have children who are unregulated and cannot cope with the demand of a busy classroom. We have a quieter nurture based classroom from which learners can work at different points throughout the day			
Expected Impact (What is the expected impact on outcomes for children and young people)	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)

If this links to a SIP priority, please reference			(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<p>To have spaces available to children to work and regulate themselves.</p> <p>A nurture room environment where small groups work which allows learners to access learning in a positive way.</p> <p>Breakfast offered daily to ensure all learners have eaten in order to fuel them for learning until lunchtime.</p> <p>Kitbag, Anchor Group and nurture sessions to run weekly.</p>	<ul style="list-style-type: none"> ● Room 8 Quiet room set up and used from August. PSA and SFL teacher working out of here full time. ● Identified learners timetabled to attend as well as ad hoc times when needed. ● Sensory Circuits completed daily with identified children ● Breakfast offered daily to every class through Stephen's foundation funding ● Kitbag, anchor and nurture sessions run weekly ● Quiet sensory room and rainbow room available for calming time. 	<ul style="list-style-type: none"> ● Leuvan scales ● Child's plan ● Timetables ● Record of activities ● More time in class ● Less calls to SLT ● De-escalation records ● Attendance data ● Views of children and families involved. ● Individual pupil observations in classrooms. 	<p>What has been the impact? Have you met your original expected impact?</p>

<p>Rationale</p> <p>Employing a differential PT to work with families and children to raise attainment including taking a focussed look at attendance</p>	<p>Amount of Fund allocated (if appropriate) £ 22,000</p>
<p>A lot of our learners who are behind in their learning also have poor attendance. Through having small groups often throughout the week to engage with one to one work or small group work we should be able to significantly shift learning to becoming back on track with their peers.</p> <p>Working with key families to educate on the importance of attending and to provide support in removing the barriers to attendance</p>	

<p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p>	<p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p>	<p>Measure of Success (Triangulation of Evidence/QI Methodology)</p>	<p>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?)</p>
<p>PT will work with families across the school on improving attendance.</p> <p>PT will work with children across the school identified through PEF who are behind in learning and set up interventions and QI methodology where appropriate bringing learners back i</p>	<ul style="list-style-type: none"> • Weekly review of attendance. Families contacted and plans put in place. • Pupils identified in August from attainment for work in literacy and numeracy with PT 4 x a week • Homework programme for the year to be created and shared with a focus on the cost of the school day and ensuring it is affordable for all • Quality improvement methodology to be used where appropriate to help get learners back on track • Work with key families on building stronger relationships and removing barriers to engagement 	<ul style="list-style-type: none"> • Attendance reports, communications and meeting notes • Assessment folder • Records of work • Paretos/Fishbone • Homework programme • Attainment figures each term • Leuvan scales 	<p>What has been the impact? Have you met your original expected impact?</p>

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

[PEF Planned and Actual Spend Template 2024 25 - Parkhill PS \(3\).xlsx](#)

