

**Pitteuchar East Primary and Nursery.**



**Standards and Quality Report**  
***Achieving Excellence and Equity***

**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	School: 224 Nursery: 70 (3-5 year old) + 9 (Under 3s)			
<b>FME</b>	33.8% (31.9% 3 year average)			
<b>SIMD Profile for establishment</b>	4.3			
<b>Attendance 89.51%</b> Stretch target was 93.6%	<b>Authorised</b>	<b>7.38%</b>	<b>Unauthorised</b>	<b>3.11%</b>
<b>Exclusion (%)</b>	0%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£86,975			

Vision, Values and Aims: Pitteuchar East is a busy, hardworking school and nursery, where everyone is valued. We are privileged to work in an ethos of respect and improvement, where everyone's views matter. Our school is driven by our values of Nurture, Inclusion, Respect, Compassion and Ambition. Our school motto is "It's all about the bairns". And this is reflected across the ELC and school.

At Pitteuchar East, we recognise that children learn in different ways and at different levels, and we have tailored our work to ensure that all children's needs are being met, through the work and pastoral support we provide. Staff are committed to continuous improvement, and to the education and well-being of every child. They are supportive of each other, and work as a very strong team. The whole staff, teaching and non-teaching, do their very best for every child.

Relationships at Pitteuchar East are strong. Children get on well with adults in the school and are polite and courteous. Children are encouraged to treat each other well, and to solve conflicts in a restorative way, where everyone gets to 'have their say', to reach a solution which everyone is happy with. All of our team reinforce this approach.

All staff at Pitteuchar East value your child as an individual and work tirelessly to get the best from every child. Staff are highly skilled and constantly strive for excellence in all aspects of their work. Professional Development is a priority. We are proud to work as a team.

We are well supported by our children's parents and families.

We plan to revisit our values, vision and aims, as a school community, early in session 2023- 24.

**Improvement Priority Session 2022 – 2023**

**Priority 1 – Attainment will continue to improve, in keeping with our 5 year stretch targets. All children will have short term targets, to increase pace and evaluate progress over time. Writing will be evaluated and assessed across the curriculum to ensure transference of skills.**

NIF Priority

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

HGIOS 4 Quality Indicators

Attainment:

- 1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation
- 1.2 Children and young people leading learning
- 1.3 Strategic planning for continuous improvement
- 2.3 Quality of teaching
- 2.3 Effective use of assessment
- 2.3 Planning, tracking and monitoring
- 2.4 Personalised support- Universal, targeted and removal of barriers to learning
- 2.6 Transitions
- 3.2 Attainment in literacy and numeracy
- 3.2 Attainment over time

HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.4 Leadership and management of practitioners
- 3.2 Securing children’s progress -Progress in communication, early language, mathematics, health and wellbeing
- 2.2 Curriculum
- 2.3 Learning, teaching and Assessment
- 2.4 Personalised Support -Universal and targeted
- 2.6 Transitions

Has this priority been:  
(please highlight)

**Fully Achieved**

Partially achieved

**Continued into next session**

**Progress:**

- Much work has been carried out to track pupils throughout the session and create Short Term Targets for those who are not achieving expected levels in literacy and numeracy.
- Results from standardised assessments (BASE/ SNAs) have been shared and discussed with teaching colleagues to ensure that all children make progress in learning from prior levels of attainment.
- A sustained programme of Quality Assurance activities was carried out throughout the year, including regular attainment meetings.
- Tracking in Literacy and Numeracy has benefitted from teaching colleagues using Fife’s Record of Understanding. The use of electronic ROUs has helped the transfer of information on children’s skills and understanding.
- Our annual Attainment Strategy was updated (August 2022) shared and discussed with all teaching colleagues. Our Feedback Agreement was revised with colleagues, after our Learning Partnership visit in November. Actions agreed in both these documents have been observed in almost all observations.
- Children at Early Level have had rich learning experiences through play, and this will be further developed, next session, through our Improvement Priorities.
- We have scrutinised record keeping in Nursery, and discussed ways in which we can improve learning transitions from our ELC setting to Primary1.

**Impact:**

- Most children (75%- 90%) of children have achieved expected CfE levels, this session.
- Again, we have exceeded our Stretch Targets for Literacy and Numeracy. This was a target in last year’s Improvement Plan and will remain as a target in session 23/24.
- Our Learning Partnership visit focused on how feedback moved learning forwards and the quality of learning and teaching in our classes. The summary of their observations/ discussions is listed in another section.
- In a recent survey (145 children) 93% indicated that feedback received gives them a clear idea of what they have done well and what they have to do to make their work even better.

<b>Next Steps:</b>			
<ul style="list-style-type: none"> <li>Next session, we will continue to build on our success in raising attainment to ensure we continue to exceed our stretch targets.</li> <li>All teachers will use the Fife Records of understanding in Literacy and Numeracy, and the Fife Moderation approach to literacy.</li> <li>We will continue to have Raising Attainment as a key Improvement Priority.</li> <li>Next year, our stretch targets for literacy and numeracy are 80.2% and 82%, respectively. We are confident we will exceed these targets next session, based on current attainment data from nursery, P3 and P6</li> <li>We hope to be allowed to pilot using the shared records of understanding in nursery, instead of the current PLJ pro-formas to ensure Early Level is a continuum between nursery and Primary One, as suggested in our supportive visit from Education Scotland, in June 2021. This should reduce workload in P1 and increase pace at the start of P1.</li> </ul>			
<b>Priority 2 – Creativity in the curriculum will allow children to express themselves through a variety of ways, including all the Expressive Arts.</b>			
<u>NIF Priority</u>		<u>HGIOS 4 Quality Indicators</u>	
<ul style="list-style-type: none"> <li><b>Improvement in children and young people's health and wellbeing</b></li> <li><b>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</b></li> </ul>		2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 1.1 Self-evaluation for self-improvement	
		<u>HGIOELC Quality Indicators</u>	
		2.2 Curriculum 2.3 Learning, Teaching and assessment 3.1 Wellbeing. 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	
Has this priority been: (please highlight)	Fully Achieved	<b>Partially achieved</b>	<b>Continued into next session</b>
<b>Progress:</b>			
<ul style="list-style-type: none"> <li>Professional Learning and collegiate activities have given teachers experiences in the Expressive Arts and have revisited the benchmarks in these curricular areas. All teachers reported that these activities were helpful to their practice.</li> <li>All children have had the opportunity to participate more in art, music, drama, PE and dance.</li> <li>All children have had the opportunity to hear two live concerts in school and as part of our transition to secondary school, our P7 pupils invited P7s from our neighbouring school to enjoy a live ceilidh.</li> <li>All children have had the opportunity to see a live puppet show.</li> <li>Targeted year groups and classes have benefitted from blocks of swimming lessons.</li> <li>Other cohorts have been supported in getting their NEC card and using it to travel by bus to our nearest library and ice rink.</li> <li>Identified children also participated in/ participated live sporting events and cookery sessions with their parents.</li> </ul>			
<b>Impact:</b>			
<ul style="list-style-type: none"> <li>All children surveyed intimated that they had benefitted from the additional experiences, such as concerts, swimming and library visits and were able to link these to skills for life, learning and work.</li> <li>Most children (79%) feel more confident in their skills and knowledge in the Expressive Arts, but almost all children surveyed (94%) agree that this should continue to be a key priority next session.</li> <li>Most children (79%) said they were more confident in these subjects than they were at the start of the year but almost all (94%) felt we should continue this focus next session.</li> <li>From pupil voice all children (100%) felt they had benefitted from experiences to visit the local community using their NEC card.</li> </ul>			

**Next Steps:**

- Teaching colleagues will use Records of Understanding in Expressive Arts and Health & Well-being to track children's progress and ensure breadth and progression in the curriculum.
- Quality assurance activities will focus on this range of subjects.

**Priority 3 – Children will use the Language of Well-being/ Connection to describe their feelings. The school and nursery will work to regain the strong sense of community, before the school closures of 2020/ lockdown.**

<p><u>NIF Priority</u></p> <ul style="list-style-type: none"> <li>• <b>Improvement in children and young people's health and wellbeing</b></li> </ul>	<p><u>HGIOS 4 Quality Indicators</u>                  2.5 Family learning – Engaging families in learning.                  2.4 Personalised support                  3.1 Well-being/ inclusion and equality                  3.2 Raising attainment – overall quality of learners' achievement and Equity for all learners.</p> <p><u>HGIOELC Quality Indicators</u>  <b>2.2 Curriculum</b> - Learning and developmental pathways / Pedagogy and play  <b>2.5 Family learning</b> - Engaging families in learning                  2.7 Partnerships - Engagement of parents and carers in the life of the setting                  3.1 Ensuring well-being, equality and inclusion</p>
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Has this priority been: (please highlight)	Fully Achieved		<b>Partially achieved</b>		<b>Continued into next session</b>	
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**Progress:**

- All children were introduced to the UNCRC this session and the articles within this. Pupils (Learning Reps) created a video and presented an assembly to the whole school,
- A few classes looked at Global Goals, how they tie in to UNCRC Articles, and how they also sit with our own school values.
- The language of well-being has been introduced across the school but is not yet embedded.
- Work has also been done through assemblies on the well-being indicators. Children know what these are, but further work is needed to develop a shared understanding of what these mean for them in relation to their lives and education.
- An agreement on the Language of Well-being and UNCRC was created and shared amongst teaching staff. This will be revisited to ensure progress in this area continues.
- The school and nursery have been successful in regaining the sense of community, evident before covid restrictions.
- Shared starts and finishes/ stay and play sessions, face to face parent meetings and visits to local groups (care homes etc.) have been well received by parents.
- Our Learning Festival in Term 3 was well attended by parents and other guests, and gave our learners across the school and nursery, the opportunity to share their learning with many adults. Comments from visitors were positive and a few examples are listed below:

“Enthusiasm is everywhere! I was also impressed by the breadth of knowledge of people so young.”  
 “I enjoyed seeing all the clever things the children have been working on, very talented children.”  
 “Helps parents feel like we are part of their [children] learning.”

<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>From feedback gathered almost all children are aware of UNCRC and what those rights are.</li> <li>Almost all (91%) children surveyed and almost all teaching colleagues (92%) responded that they feel our work in this area should continue to be developed.</li> <li>Almost all children can speak about the rights of the child but are not yet sure of what all the articles mean for them/ others. Almost all children surveyed (91%) felt that work should continue in this area, as a priority.</li> <li>Learners (random sample) are not sure what our vision and aims are but know and model our school values.</li> </ul>
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>All staff will revisit our agreement on The Language of Well-being and UNCRC. This agreement will form part of our quality assurance work, next session.</li> <li>As a community, we will revise and amend our vision and aims to incorporate UNCRC and The Promise.</li> <li>We will also revise our Relationships Policy to incorporate these.</li> </ul>

<b>Priority 4 – Improvement in attainment, particularly in literacy and numeracy- NURSERY</b>			
<u>NIF Priority</u>		<u>HGIOELC Quality Indicators</u>	
<u>NIF Driver</u>		1.1 Self-evaluation for self-improvement 1.4 Leadership and management of practitioners 3.2 Securing children’s progress -Progress in communication, early language, mathematics, health and wellbeing 2.3 Learning, teaching and Assessment 2.4 Personalised Support -Universal and targeted 2.6 Transitions <b>2.2 Curriculum</b> - Learning and developmental pathways / Pedagogy and play <b>2.5 Family learning</b> - Engaging families in learning 2.7 Partnerships - Engagement of parents and carers in the life of the setting 3.1 Ensuring well-being, equality and inclusion	
Has this priority been: (please highlight)	Fully Achieved	<b>Partially achieved</b>	<b>Continued into next session</b>
<b>Progress:</b>			
<ul style="list-style-type: none"> <li>All staff were involved in agreeing expectations to develop consistency in children’s PLJs.</li> <li>For a few staff further professional learning support was given around their understanding of significant observations and how to use the Early Level progressions to identify strengths and next steps.</li> <li>We have scrutinised the content of PLJs to cut down on duplication in order that more frequent observations of significant learning can be included.</li> </ul>			
<b>Impact:</b>			
<ul style="list-style-type: none"> <li>From observations and Care Inspectorate feedback it is clear that nursery staff know children well and are attuned to their emotional, social and learning needs.</li> <li>From PLJ and [progress towards early level data almost all children show good progress in learning.</li> <li>Outside agencies work well with us to support the needs of our children and this is evident in the interventions observed during playroom visit.</li> </ul> <p>Extract from Care Inspectorate report: “Children had fun as they experienced high quality play and learning. Staff demonstrated a genuine interest in supporting play as they valued the importance of children having fun. Staff interacted skilfully to support children’s curiosities. This meant that interests were responded to in the moment as staff engaged with children to deepen the learning. As a result, children were happy and confident and were making progress.”</p>			

**Next Steps:**

- As part of our quality assurance work, we agreed that pastoral transitions are strong. However, learning transitions are not yet seamless. The recording of progress in nursery could be streamlined to ensure no information is lost in transition to P1.

**Attainment of Children and Young People (Primary and Secondary)****Overall Attainment for 2022 - 2023**

	Literacy	Numeracy
P1	78%	88%
P4	85.7%	87%
P7	83%	75%

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	78%	76%	80%	88%
P4	87%	80%	90%	87%
P7	89%	77%	83%	75%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
73.7	82.2%	77.3	83.4%

**Evaluative statement of attainment over time.**

Overall, attainment in literacy and numeracy is good and exceeds our stretch targets, set by The Scottish Government.

Almost all children are making very good progress from their prior levels of attainment in literacy and numeracy. By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy. By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy. By the end of P7, most children achieve second level in reading and talking and listening and numeracy.

Most children achieve national expected levels of attainment at early, first and second levels in reading, writing, listening and talking and numeracy.

**Evidence of significant wider achievements**

Our Learning Festival (Term 3) was well attended, and feedback was positive. (Successful Learners)  
 Following a visit from Micro:Bit Foundation Education Officer, our work was featured in their promotional video. SSERC STEM have recommended that our work be used in a SEEIRH case study of good practice. (Successful Learners)  
 Our Learning Reps helped take part in the recruitment process, to support the Commissioner for Children's Rights, Scotland. (Effective Contributors/ Responsible Citizens)  
 The school supported one of our Primary 1 children to raise over £700 for Motor Neurone Disease. (Effective Contributor)  
 In Nursery, children have benefitted from work with SALT on "High 5 communication". This will be further developed next session, along with colleagues from Speech And Language Therapy.

**Extended Learning Partnership**

Key strengths:

**Outcome/Strengths identified:**

Key themes from classroom observations:

- In almost all classes the learning intention was clearly shared with the children. The learners understood the language which was being used/ language of learning.
- In the majority of lessons observed, the success criteria was co-constructed and understood by the children.
- In all classes observed, almost all children were engaged in learning which allowed teachers to maximise on opportunities for learning.
- In some classes observed, the children had opportunities to use digital technology to enhance learning.

Key themes from playroom observations:

- In all playrooms visited, the environment was welcoming, nurturing, inviting and resources gave opportunity for open-ended play.
- All children were engaged in learning which for almost all was sustained over a period of time. All practitioners observed interacted well with the children and used questioning and comments effectively.
- In the best examples, child-led learning was evident in PLJs, planning, learning walls, and floor books, with evaluation linked to CfE
- In all observations, it was clear that children's voice is listened to, valued and acted upon.

Key themes from focus groups of children in the school:

- All children were aware of "green for growth/ tickled pink" and knew what they represented.
- All children understood that feedback tells you what you are doing well, and what they had to improve.
- All pieces of work in jotters had been reviewed/ assessed by a teacher. Eg. Teacher's comment, verbal feedback/ stamps to highlight success/ next steps,

#### Areas for Improvement/Planned Next Steps

Key themes from classroom observations:

- Revisit the PEPS Feedback on Learning agreement with the whole staff team to ensure there is consistency in feedback given, aligned to this agreement, and that children understand this.

Key themes from playroom observations:

- In some playrooms there is opportunity to further develop the outdoor provision, although it is recognised that this is a relatively new area and vandalism has impacted on this.
- Opportunities for practitioners across playrooms to share best practice to ensure consistency would be beneficial.
- It may be beneficial for practitioners to work to an agreed standard for PLJs to ensure all are aware of expectations.

Key themes from focus groups of children in the school:

- Revisit school feedback agreement for consistency.
- Consider further opportunities for peer/ self-assessment by children.

#### Care Inspectorate - Strengths and Areas for Improvement

Care Inspectorate report from an unannounced inspection on the 25<sup>th</sup> of October 2022.

##### Key messages:

- Children were happy, confident, and motivated to play and learn.
- Children experienced kind, compassionate care and support.
- Staff worked as a team to meet children's individual needs.
- The management team had successfully led staff to deliver a service that had shared vision, values and aims.
- Children benefitted from an environment that was maintained to a high standard.
- Children received interventions that were right for them.
- Children experienced high quality learning and fun experiences.
- Staff were committed to improving outcomes for children.

##### Areas for Improvement:

Management and staff should carry out further quality assurance. This should include but not limited to the monitoring of medication systems and children's personal learning journals to ensure a consistent approach across all playrooms.

**PEF Evaluation/Impact**

All children have benefitted from a programme of cultural and creative experiences, which included concerts, sports and literacy.

**Progress & Impact:**

1. In Aug 2022, **38%** of our P1-7 pupils had visited a library. This rose to **98%** in May 2023.
2. In Aug 2022, **15%** of our P1-7 pupils had an active library card. This rose to **59%** in May 2023.
3. In Aug 2022, 22/29 (**75.9%**) of SIMD 3 pupils from Rms 9,10,13,14 had been to a live sporting event. After taking them to the World Cup of Tennis (Davis Cup) event in Sept 2022, this rose to 27/29 (**93.1%**).
4. 62 non-swimmers from Rms 5,6,8,9,10 have learned basic swimming skills by participating in swimming lessons, ensuring that they have developed skills for life and developed a means to keep themselves safe. This also ensured they would be confident enough to benefit from the Council's provision of a free daily swimming session for children, at our local sports centre.
5. 17 of our SIMD 1,2 & 3 families participated in a Family Learning Cookery Club run by our school cook.
6. With adult supervision, 21/44 (**47.7%**) of our P7 pupils went out into the community to utilise a public bus service using their NEC bus pass.
7. With adult supervision, 20/38 (**52.6%**) of our P6 pupils went out into the community to utilise a public bus service using their NEC bus pass.
8. **All children** from Nursery to P7 attended a theatre experience brought to school by the Clydebuilt Puppet Theatre
9. All P7 children experienced a 'live' ceilidh, and invited P7s from our neighbouring school, as part of P7- S1 transition.
10. Identified children benefit from a quiet breakfast club.
11. Our walking bus has supported identified children to improve their attendance and punctuality.
12. Groups have been out to visit local care homes.
13. Our gardening group has 16 children.
14. 48 children have taken part in regular kitbag sessions.
15. 19 children attended our breakfast club (9am – 9.20am).
16. Identified P7 pupils were supported through additional work on their transition to secondary school.

**School/Setting Name: Pitteuchar East Primary School and Nursery**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Very good	Very Good	Satisfactory	
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Satisfactory	



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

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2020 -2021</b>	<b>2021- 2022</b>	<b>2022-2023</b>
<b>QI 1.1 Nurturing care and support</b>			Very Good
<b>QI 1.3 Play and Learning</b>			Very Good
<b>How good is our setting? QI 2.2 Children experience high quality facilities</b>			Very Good
<b>QI 3.1 Quality Assurance and improvements are well led</b>			Good

**Headteacher** Jennifer M Knussen

Session 2023 - 2024 Improvement Plan

<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>	
<p><b>Focused Priority:</b> Attainment will continue to improve, in keeping with our 5-year stretch targets with all children having short term targets, to increase pace and evaluate progress over time. Specific focus includes: assessment of writing across the curriculum to ensure that children are transferring skills across the curriculum, assessment of listening and talking skills,</p>	
<p><b>HGIOS4 Quality Indicators</b></p> <p>Attainment:</p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement- collaborative approaches to self-evaluation</li> <li>1.2 Children and young people leading learning</li> <li>1.3 Strategic planning for continuous improvement</li> <li>2.3 Quality of teaching</li> <li>2.3 Effective use of assessment</li> <li>2.3 Planning, tracking and monitoring</li> <li>2.4 Personalised support- Universal, targeted and removal of barriers to learning</li> <li>2.6 Transitions</li> <li>3.2 Attainment in literacy and numeracy</li> <li>3.2 Attainment over time</li> </ul>	<p><b>HGIOELC Quality Indicators</b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.4 Leadership and management of practitioners</li> <li>3.2 Securing children's progress -Progress in communication, early language, mathematics, health and wellbeing</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised Support -Universal and targeted</li> <li>2.6 Transitions <b><u>Particularly learning transitions</u></b></li> </ul>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Most (75%+) children will be within expected levels in literacy and numeracy. Attainment in Writing will continue to exceed our stretch target at P1,4 &amp; 7 to ensure all children make progress from prior levels of attainment.</p> <p>Fife's Writing Moderation document will be shared with teaching colleagues and become part of our quality assurance calendar. Activities around this will enhance professional confidence and ensure that all children experience planned and progressive learning experiences.</p> <p>Note: Writing will be assessed across the curriculum, with identified groups being assessed in writing through health &amp; well-being/ Expressive Arts/ Cultural experiences to ensure all children are assessed across the BGE.</p> <p>Stretch target for literacy = 78.9% Stretch Target for numeracy= 81.3%</p> <p>All children at the Early Level and into First Level will experience rich play opportunities which develop their language and communication skills.</p>	<p>A sustained programme of Quality Assurance activities will be implemented. This will, as always, include termly attainment discussions. QA calendar will be shared with teaching colleagues and EYOs.</p> <p>Our annual Attainment Strategy will be updated (August 2023) shared and discussed with all teaching colleagues.</p> <p>All children will have short term targets. These will be shared with learners.</p> <p>Our Feedback Agreement will be revised, to ensure continued consistency across the school.</p> <p>Data from SNSA and BASE will be discussed with teachers, to ensure pace and challenge across targeted year groups.</p> <p>Writing assessments will be agreed to allow all teaching staff to assess children's transference of skills across the curriculum.</p> <p>Professional learning for all staff working within the early years on Realising the Ambition with professional dialogue to agree how this impacts on progressive play pedagogy across the early years.</p> <p>All staff in the early years will have access to the Fife Playful Pedagogy</p>	<p>SLT All staff</p> <p>DHT to lead. All teaching colleagues.</p> <p>PT Early Years</p> <p>All early years staff</p>	<p><b>Data</b> Attainment data P1 BASE, NSAs data analysis Quality assurance data Attainment data analysis termly to measure against stretch targets. Planning and attainment meetings</p> <p><b>Observations</b> Jotter monitoring Classroom SLT observations Play Pedagogy focus (P1/2)</p> <p><b>People's Views</b> Pupil Voice Groups Professional dialogue at planning and attainment meetings Professional dialogue and evaluations using Realising the Ambition</p>	<p>Ongoing tracking and quality assurance activities – see annual overview of agreed activities. These are linked to the Working Time Agreement.</p> <p>INSET Day 2 + collegiate sessions throughout the year, including across the cluster.</p> <p>INSET Day 2 15<sup>th</sup> Aug Follow-up training sessions with SALT, throughout the year.</p>

<p>Children will benefit from greater consistency in learning experiences.</p> <p><b>Nursery:</b> Children will benefit and further develop language and communication skills from further work in High 5 communication strategies, particularly “Intense Interventions.”</p>	<p>website to support their own professional learning and development.</p> <p>Play Plenaries will be introduced in the Early Years setting, to promote the language of learning.</p> <p>Colleagues in Early level to share learning with Teaching &amp; PSA colleagues. Initial workshop led by P1/ 2 teachers.</p> <p>Whole community review of our Learning, Teaching and Assessment Policy, based on HGIOS4? Quality Indicator 2.3</p> <p>Whole school programme of standardised assessments will be introduced.</p> <p><b>Nursery and Early Level:</b> Professional learning for all staff on Communication High 5. Nursery colleagues will work with Vikki Roscoe (SALT) to develop High 5</p> <p>Playroom environments adapted to ensure literacy, language and communication play opportunities available for all children.</p> <p>Skills demonstrated through play will be observed by the teacher/ EYOs and will be added to the children’s record of understanding.</p>	<p>PT, Nursery teacher and EYO colleagues.</p> <p>P1/2 Class Teachers</p> <p>HT, PT Nursery Teacher and all EYO colleagues. Vikki Roscoe (SALT)</p> <p>SLT + all teachers, parents and children</p> <p>DHT Class teachers</p>	<p><b>People’s views.</b> Children, parents, all staff</p> <p><b>Observations</b> SLT classroom observations Learning Partnership observations</p> <p><b>Data</b> ELips data analysis Achievement towards early level data analysis</p> <p><b>Observations</b> Playroom observations PLJ monitoring</p> <p><b>People’s Views</b> Children’s views gathered in floorbooks, learning walls and PLJs EYO professional dialogue</p>	<p>December 23/ Jan 24.</p>
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<b>Ongoing Evaluation</b>
<b>This should be updated as part of on-going cycle of self-evaluation</b>

**National Improvement Framework Priority:**

- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

**Focused Priority:** To further develop learning pathways and skills progressions to ensure learning is skills-based, children know the skills they have learned and can transfer these skills across areas of the curriculum..

<b>HGIOS4 Quality Indicators</b> 2.2 curriculum 2,3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement. 3.3 Increasing creativity and employability. 1.1 Self-evaluation for self-improvement.		<b>HGIOELC Quality Indicators</b> 2.2 Curriculum 2.3 Learning, Teaching and assessment 3.1 Wellbeing. 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Timescales</b>

<p>All children will have the opportunity to explore the full range of skills across the curriculum. Their skills in these subjects will be evaluated and discussed through plenary sessions and assessment (Peer, self and teacher assessments) ensuring that they experience a progressive Broad General Education.</p>	<p>Update School Vision to inform the Curriculum Rationale  <b>Update Curriculum Rationale</b> to ensure that it is reflective of the curriculum provided for all children.  <b>Share updated vision and Curriculum Rationale with parents.</b></p> <p><b>Skills and progressions in all areas of the curriculum will be reviewed and refreshed, to ensure breadth and depth across the curriculum</b>  <b>Learning pathways will be clearly evidenced</b> Children will be able to articulate which skills they are learning and transfer these skills across the curriculum.</p> <p><b>The Moderation Cycle is used effectively to support transitions at all stages.</b></p>	<p>HT + Colleagues, parents, children and partners  HT + children</p> <p>Staff working groups:</p> <p>Professional Learning Team</p> <p>All teaching colleagues.</p>	<p><b>People's views:</b>  Children, parents (surveys and Learning rep feedback).  Activities with Staff and Parent Council.</p> <p><b>Data</b>  Monitoring of tracking information  Forward planning monitoring</p> <p><b>Observations</b>  Classroom observations by SLT  Forward planning and attainment meetings  Jotter monitoring</p> <p><b>People's Views</b>  Collegiate discussions  Feedback from learners  Feedback from teachers' survey.  Tracking is completed across the whole school.  Pupil voice.</p> <p><b>People's views:</b>  Parents, children, staff (through updated Vision &amp; Aims)</p>	<p>Vision: October 2023  Curriculum Rationale: Nov 2023</p> <p>October 2023 – February 2024</p>
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<b>Ongoing Evaluation</b>



<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li><b>Improvement in children and young people's health and wellbeing</b></li> </ul>	
<p><b>Focused Priority:</b></p> <p>To further develop the health and wellbeing curriculum to ensure that the children’s understanding of the Language of Well-being/Connection enables them to describe their feelings how these relate to the Well-being Indicators. A specific focus on the articles within the UNCRC will ensure that children are aware of their rights and how these apply to life in the nursery and school.</p> <p><b>A focus on school values, anti-bullying, diversity and equalities to raise awareness and understanding of these and to ensure they are embedded in our curriculum.</b></p>	
<p><b>HGIOS4 Quality Indicators</b></p> <p>2.5 Family learning – Engaging families in learning.</p> <p>2.4 Personalised support</p> <p>3.1 Well-being/ inclusion and equality</p> <p>3.2 Raising attainment – overall quality of learners’ achievement and Equity for all learners.</p> <p>.</p>	<p><b>HGIOELC Quality Indicators</b></p> <p><b>2.2 Curriculum</b> - Learning and developmental pathways / Pedagogy and play</p> <p><b>2.5 Family learning</b> - Engaging families in learning</p> <p>2.7 Partnerships - Engagement of parents and carers in the life of the setting</p> <p>3.1 Ensuring well-being, equality and inclusion</p>

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>All children will be aware of UNCRC Rights, and actions outlined in The Promise to ensure that these are reflected across all aspects of their learning and development.</p> <p>Children will benefit from a programme of planned inputs on Wellbeing Indicators &amp; school values, Respect me (anti bullying) UNCRC and how rights impact on children, directly Global Goals Equities and equalities. Diversity. Human rights.</p> <p>Children will benefit from our values being further embedded. Children will model our values more consistently.</p>	<p>All staff will be supported to plan class lessons which focus on the UNCRC Professional learning for nursery staff to ensure that they are providing opportunities for play/ exploration in nursery around the UNCRC.</p> <p>A programme of assemblies and follow up class activities will raise awareness and understanding of these issues. The school will share some of these resources to inform parents of our work and to enable them to share their child's learning.</p> <p>Audit the school library to ensure texts reflect diversity</p> <p>Reiterate school values with children across a range of aspects of school life. Update Relationships policy and share with parents. Hold a discussion event on relationships &amp; behaviour for parents and stakeholders (see also Vision and Aims).</p>	<p>All teachers</p> <p>PT Early Years</p> <p>SLT + all teachers.</p> <p>Parents</p> <p>SLT</p> <p>Class teachers</p> <p>PT Early Years</p>	<p><b>Data</b> Achievement of a Level data PLJ monitoring – progression pathways overviews Glasgow Motivation and wellbeing questionnaire with targeted children.</p> <p><b>Observations</b> Classroom/playroom observations Forward plan monitoring Responsive planning monitoring PLJ monitoring</p> <p><b>People's Views</b> Pupil Focus Groups Professional dialogue at forward planning and attainment meetings and collegiate activity sessions Parent/Partner views gathered – parent focus groups/parent council/questionnaires</p>	<p>Term 1</p> <p>December 2023</p> <p>March 2024</p> <p>June 2024</p> <p>February 2024</p> <p>February 2024</p>

**Commented [LHE2]:** I've not added here as I'm not sure what data you gather to measure engagement in learning e.g. Leuvsans, Glasgow Motivation and Wellbeing etc. You might want to add to this to ensure you know what data you will have to measure impact.

<p><b>NURSERY</b> The development of responsive planning will ensure that children in the nursery are engaged in activities which promote their views and ensure that they have a voice in play opportunities.</p>	<p><b>NURSERY</b> Professional learning for staff in the nursery to support the development of children's voice being at the centre of responsive planning.</p>	<p>SLT / EYOs Zara Hodge (Acting PT)</p>		<p>November 2023</p>
	<p>Responsive planning developed to ensure that children's voice is at the centre of decision making and informs play activities offered to children.</p>	<p>EYOs</p>		<p>June 2024</p>
	<p>A clear system for gathering children's views in small groups will be developed and incorporated into daily/weekly plans.</p>	<p>EYOs</p>		<p>April 2024</p>
<p><b>Ongoing Evaluation</b></p>				

Auchmuty High School Cluster Schools 2023-24



**National Improvement Framework Priority:  
Curriculum and Assessment**

Improvement in attainment, particularly in literacy and numeracy.

**Focused Cluster Priority:**

- Develop a shared understanding of standards and expectations of achievement of a level across all cluster schools, with a particular focus on attainment in P4 and Early Years, to raise the attainment of all our learners and in particular our most disadvantaged children and young people.
- Initial focus on the moderation cycle before a focus on literacy- based on the SNA P4 data and Early Years ELIPS.

**HGIOS4 Quality Indicators**

- 1.2 Professional engagement and collegiate working
- 1.3 Strategic planning for continuous improvement
- 2.4 Personalised Support
- 3.2 Raising attainment and achievement

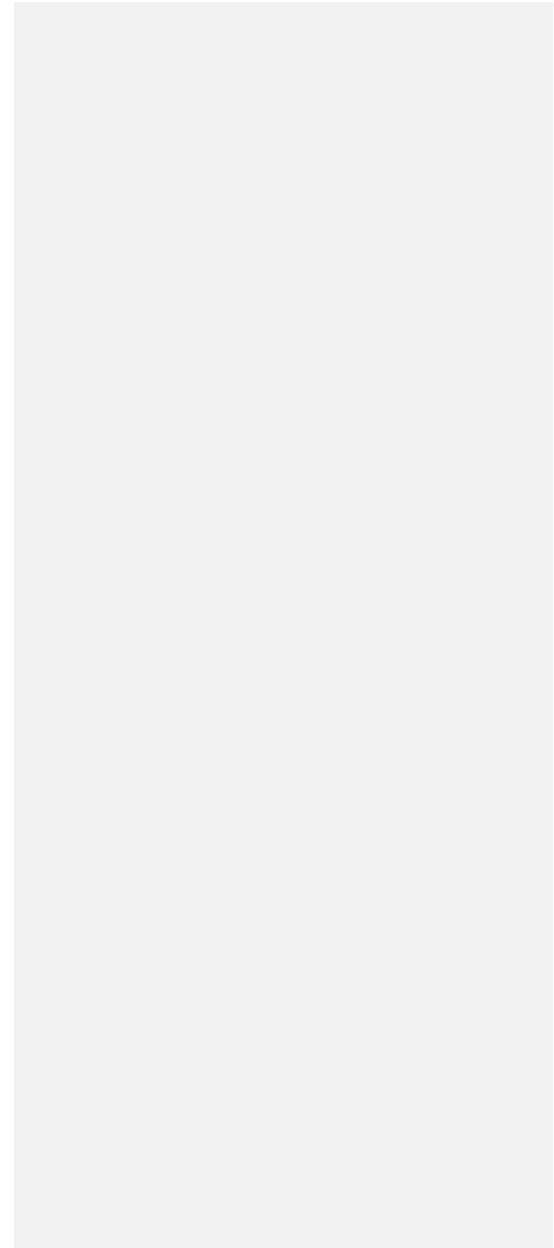
**HGIOELC Quality Indicators**

- 1.2 Professional engagement and collegiate working
- 1.3 Strategic planning for continuous improvement
- 2.4 Personalised Support
- 3.2 Raising attainment and achievement

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<ul style="list-style-type: none"> <li>• All settings will have effective systems in place to promote equity of success and achievement for all our children and young people across clusters schools and ELCCs.</li> </ul>	<p><b>Term 1:</b> Raising attainment cluster meeting to share priorities</p> <p>Raising attainment PT to meet with QAMSOS to plan in-service input</p> <p>Raising attainment PT to meet with ELCC staff and Jill Fraser (EY Team)</p>	<p>Kat Easson to line manage RA PT</p> <p>Raising attainment PT (also to join LPs) to work with targeted schools until Dec.</p> <p>Cluster QAMSOS</p>	<p>SNA Nov P4 data</p> <p>ELIPS data Aug, Jan , April</p> <p>Records of understanding</p> <p>TRAMS- attainment over time</p> <p>Pitt West trialling Didbook</p>	<p><b>Term 1</b></p> <p><b>Friday 1<sup>st</sup> Sep- cluster meeting -planning with RA PT.</b></p> <p><b>Friday 10<sup>th</sup> November in-service day</b></p>

<ul style="list-style-type: none"> <li>All settings will have raised the attainment of all learners and in particular our most disadvantaged children and young people in reading.</li> <li>Across all cluster settings, our staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources.</li> <li>All staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</li> <li>As learners move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</li> </ul>	<p>What's in a level? -focus on moderation</p> <p>All P4s to have completed SNA in Oct. Data to be analysed by PT to prioritise raising attainment in reading priorities.</p> <p><b>Term 2</b> Whole cluster in-service input 9:15am-12pm at Carleton Primary School with a moderation focus.</p> <p>In-service 1:30-3:30pm- 'Up, Up and Away' focus on high quality learning opportunities within the ELCCs. (Carleton PS)</p> <p>In-service 9:15am-12pm PSAs at Pitt East</p> <p>14 P4 teachers in trios/fours for moderation across cluster working with JF ASN outreach teacher</p> <p><b>Term 3</b> EYO in-service 1pm-3pm at Carleton</p> <p><b>Term 4</b> EYO in-service 1pm-3pm at Carleton PSAs to Pitteuchar East 'Making a difference' evaluation</p>	<p>Jenn Knussen</p> <p>Jenna Gilfillin (DHT Markinch)</p> <p>Wendy Anthony (HT Carleton and Ladybird) JF ASN outreach teacher</p> <p>Warout 1.0 FTE and Thornton 1 FTE (0.5 top up) additionality</p>	<p>Staff evaluation of moderation process</p> <p>Observations- across cluster and learning partnerships</p> <p>Tracking of attainment gap through Power BI</p>	
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Ongoing Evaluation



Session 2023-2024 PEF Plan

<b>Attainment Fund Rationale</b> Improve attendance in Primary 1		<b>Amount of Fund</b> PSA hours £21 798 (till Mar 24) £9 222 (till Aug 24) <b>Total £31 020</b>	
Last year, attendance in P1 was 87.33% along with P5 this is the weakest area in the school and greatly contributed to us missing our stretch target of 93.61% for attendance. We have a poverty related attendance gap of around 6% (5 pupils in SIMD 1 and 2 this session).			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b>Intervention 1</b> By June 2024, attendance in P1 will be in line with other year groups and be above 90% for most of the year an increase of 3%</p> <p>Targeted children in P1 and P2 will attend our breakfast club at least 3 days a week (5 pupils in P1 and 4 in P2).</p> <p>Targeted children will use the walking bus to get to school on time 3 days a week. (6 pupils across the school)</p>	<p>PSA will support the running of our breakfast club alongside older children. PSA will track the attendance at breakfast club of targeted P1 and P2 pupils (9 pupils in SIMD1,2). PSA will make contact home on first day of absence for a targeted group of families (9 pupils in SIMD 1,2). PSA will seek views from families to plan further interventions to support attendance.</p> <p>A PT Early Years will support the HT and DHT in developing good attendance at nursery and P1.</p> <p>Progress will be monitored through regular tracking meetings and if required intervention will be adapted.</p>	<p><u>Data</u> Attendance data Number of targeted children using breakfast club</p> <p><u>Views</u> Pupil and family views will be sought.</p> <p><u>Observations</u> Staff will observe improved attendance and timekeeping.</p>	

<b>Attainment Fund Rationale</b>	Improved Engagement at Early Level Improved Attainment at Early Level	<b>Amount of Fund</b>	PT 1FTE £43 910 (till Mar 24) £26 664 (till Aug 24) <b>Total £70 574</b>
As well as our concerns around our attendance and attainment data we observed inconsistencies in the implementation of play pedagogy across early level. Moderation of achievement of Early Level could be more robust. We have a 12% poverty related attainment gap for listening and talking, a 5% gap for writing and a 5% gap for numeracy in P1.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b>Intervention 2</b> Play pedagogy and consistency of practice will be evident across Early Level.</p> <p>Levels of engagement in learning will improve.</p> <p><b>Intervention 3</b> Pupils affected by poverty in P1 and P2 will achieve expected levels of literacy and numeracy.</p> <p><i>Literacy</i> P1 3 pupils early level by Dec 23 P2 1 pupil early level by Dec 23</p> <p><i>Numeracy</i> P1 2 pupils early level by Dec 23</p>	<p>A PT Early Years post has been created to support children across the Early Level, through Play Pedagogy in Primary 1,2 and the Curiosity Approach in all playrooms (post filled by 28<sup>th</sup> August).</p> <p>P1 and P2 teachers will work with Nursery staff lead by the PT to improve their understanding of achievement of early level. PT will support class teachers to ensure targeted pupils achieve early level.</p> <p>PT will support families through Nursery P1 transition Identifying targeted families for additional support.</p> <p>The PT will also moderate and Quality Assure these areas to ensure consistency of learners' experiences.</p>	<p><u>Data</u> BASE data CFE declarations Time engaged in learning</p> <p><u>Views</u> Feedback from pupils Feedback from families</p> <p><u>Observations</u> Staff in early years SLT walkthroughs ELP feedback</p>	



Attainment Fund Rationale	Amount of Fund	PSA hours (as intervention1)	
<p>We have a few children in P1 - 4 who require support with their wellbeing in order to improve their readiness to learn and to help them regulate their behaviours, at times.</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><b>Intervention 4</b> Pupils will display more regulated behaviours and will spend sustained times in class with their peers.</p> <p><b>Intervention 5</b> Pupils will develop resilience, communication and listening skills. (Targeted pupils across all stages tbc)</p>	<p>Kitbag will be used to support children in targeted groups to improve the regulation of their emotions and their readiness to learn.</p> <p>Building on our success with our community gardening project and school gardening groups, Outdoor education will be explored to support a targeted group of children across all stages of our school.</p>	<p><u>Data</u> Time engaged in learning.</p> <p><u>Views</u> Feedback from pupils Feedback from families</p> <p><u>Observations</u> Staff in early years SLT walkthroughs ELP feedback</p>	