

St Columba's RC Primary School Cupar



Standards and Quality Report Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)

- Can also include number of classes
- Can also include ELC sessions offered
- May include specific cohorts relevant to your context eg Care experiences, EAL etc

St Columba's RC Primary School is one of four schools in the former market town and royal burgh of Cupar in Fife.

There are currently 228 pupils in the school, including 3 care experienced children and 9.64% EAL children who come from various countries around the world. There is a strong connection with the local parish, St Columba's RC Church and the wider Cupar community.

St Columba's RC Primary is a PPE school built in 2007 on the old Bell Baxter Junior School site. There are 10 classrooms available, currently 9 are used, and various other smaller rooms used as creative and nurturing spaces. There is a music room and library, dinner hall and large gym hall. There are smaller spaces for staff offices, two medical rooms and community lounge. The playground has a garden including outdoor prayer space, large playground and grass area. There is a trim trail and other outdoor equipment for playtime activities. The surrounding area supports topic and outdoor learning and PE opportunities.

FME

Single Year is 20.7% and 3-Year is 16.8%

SIMD Profile for establishment

| SIMD Information | |
|------------------|------------------|
| Band 3 – 15.76% | Band 11 – 0.90% |
| Band 4 – 0.90% | Band 12 – 0.90% |
| Band 7 – 4.50% | Band 13 – 3.15% |
| Band 8 – 12.61% | Band 14 – 13.51% |
| Band 8 – 9.50% | Band 15 – 22.07% |
| Band 10 – 4.85% | Band 17 – 0.90% |
| | Band 18 – 10.81% |

Attendance (%)

| | | | | | |
|----------------|--------|-------------------|-------|---------------------|-------|
| Overall | 94.41% | Authorised | 4.13% | Unauthorised | 1.46% |
|----------------|--------|-------------------|-------|---------------------|-------|

Exclusion (%)

None

Attainment Scotland Fund Allocation (PEF and SAC)

£34,300.00

Cost of the school day statement

At St Columba's RC 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:

Uniform: We promote the school clothing grant through our website, school emails, weekly update and at the P1 information session. We have clean laundry available for pupils who need school uniform. We share promotions run by our school uniform providers (e.g. 10-20% off) and promote uniform recycling opportunities at school events. Our school uniform is also on sale for a minimum price (e.g. 50p - £2) from *Caring for Cupar*, our church charity shop.

Travel, Residential and School trips: To support any costs connected to school excursions we try to use the Under 22s Free Travel Cards. We

keep the cost of school trips to a minimum, only asking for donations of £5. We subsidise P7s residential so all children can attend.

Eating: All children in Primary 1-5 have access to free school meals. Grants for free school meals and school milk are promoted. Fruit is available for all children who need snack. There is a breakfast Café available from 8:00am which is free for children and families. Café Inc runs from our school during the holidays which makes it a familiar venue for families to come for a daily meal. We also link with our partner agencies and local parish priest to support families in crisis for extra assistance.

Home Learning: Digital Devices are provided for children who do not have access to them at home. Children who join the school or are identified through parent meetings in Term 1 are given a device to support learning.

School Vision:

- To engage the learning community to believe in themselves and achieve their very best

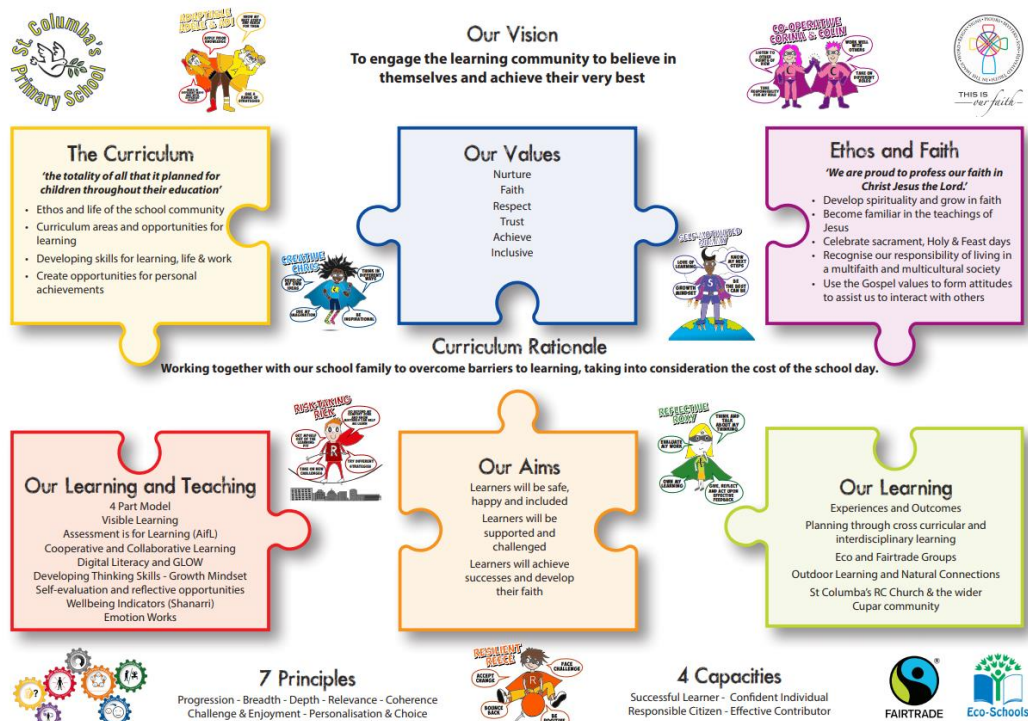
School Values:

- Nurture, Faith, Respect, Trust, Achieve & Inclusive

School Aims:

- Learners will be safe, happy, and included
- Learners will be supported and challenged
- Learners will achieve success and develop their faith

School Curriculum Rationale (As agreed with our school family 2021):



Improvement Priority Session 2023 – 2024

**Priority 1 –
Improvement in Religious Education and Spanish - Develop a cohesive curriculum that reflects the uniqueness of our school setting**

A. Religious Education

B. Spanish

Directorate Improvement Plan (delete as necessary)
Equality & Equity
Achievement

HGIOS 4 Quality Indicators:
QI 1.3 Leadership of Change
QI 2.2 Curriculum

Developing in Faith Quality Indicators:
Theme A

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

A - Religious Education

Progress:

- All staff have implemented Diocesan RERC Planners
- Whole school audit on staff confidence in delivery of RE. CPD sessions provided. Data gathered and analysed to inform strategic delivery of what our school required - planners, resources, assemblies, links with Parish, Mini Vinnies. Audit of resources was conducted to see what each class required.
- Most staff engaged with Advent daily activity
- A minority of staff attended the Lenten Spiritual Retreat
- Mission Champions are in each class and Mini Vinnies group (22 pupils from P4-7) has been established.
- 2 members of staff have engaged with *Middle Leadership in a Catholic School* course

Impact:

- All staff have gained confidence in delivering RE programme and almost all pupils are able to discuss various RE themes from their learning.
- Resources were purchased for play based learning toys and crosses chosen by the pupils to engage all in class prayer/reflection tasks.
- Whole school participated in daily Lenten challenges to develop a better understanding of its importance to Christians.
- Mission Champions have the responsibility for the altar reflecting the liturgical calendar.
- Mini Vinnies group link with peers, parishioners and Church, meeting fortnightly and termly with parishioners
- Positive feedback regarding learning and teaching at LP. For RE presentation click link: [RE update 2023-24 \(cloud.microsoft\)](#)

Next Steps:

- To update Equalities and Inclusion (including Gender Equality) policy and share with school community
- Create a record of pupils engaging in the sacraments for clear progression pathway from Baptism to Sacrament of Reconciliation, Holy Communion and Confirmation
- Continue to provide staff with CPD opportunities and key dates, especially for probationers and new members of staff.
- Ensure pupils are leading in RE through assemblies, work of Missio Champions and Minni Vinnies

B - Spanish

Progress:

- All P5-7 classrooms were provided with resources to support learning, such as Spanish dictionaries, games, flashcards and visuals.
- Further resources were made available for staff individual professional development.
- All staff participated in CPD session and shown how to access, find and use resources for lesson planning using Power Language Platform.

Impact:

- All pupils in P5-7 have access to a variety of Spanish resources within their classroom.
- There was no significant change in pupils' views towards having an interest in learning other modern languages from the work done in Spanish.
- Opinions of all pupils stayed the same when asked why it was important to learn Spanish. Almost all said it was good to learn Spanish as it helped when you went on holiday/visited Spain/spoke to Spanish people.
- There was an improvement made in pupil enjoyment and confidence throughout the year.
- All P5-7 classroom teachers know how to use Power Language Platform, and almost all use it as a form of planning and teaching Spanish. However, there was only a small increase of 0.54 in average rating from September to May in staff using it.
- Almost all staff responsible for teaching Spanish, have increased in confidence with teaching the language.

Next Steps:

Spanish

- All staff responsible for teaching modern languages will continue to use resources and Power Language Platform to plan and teach a language, especially with pronunciation.
- Spanish will be shared at whole school at assemblies to encourage an interest in the language in the majority of pupils before they reach P5.
- All P5-7 teachers will continue to develop confidence in teaching Spanish for reporting next session.
- All pupils in P5-7 will continue to have opportunities for learning Spanish as part of their daily routine and planned learning.

Priority 2 –

Increase attainment in writing in Primary 4 & 7 – Closing the attainment gap

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Attendance & Engagement

HGIOS 4 Quality Indicators

QI 1.3 Leadership of Change
QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment
QI 2.7 Partnerships
QI 3.2 Raising Attainment

Developing in Faith Quality Indicators:
Theme A

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

Progress:

- Staff Working Party formed (September 2023)
- Four teachers took part in Workshop for Literacy refresher training (13 hours over 7 sessions) (September – December) Two more teachers enrolled for March - June sessions.
- P4 and P7 teachers started using Fife 9 text types resource pack, teaching specific writing skills to meet different text types.
- P4 and P7 teachers attended Stephen Graham "Creating a Balanced Writer" training day

- Moderation meetings arranged for Staff Collegiate time, one in school with stage partners, one with cluster schools.
- Staff worked closely with Cluster PT to target specific groups of pupils.
- January update of Projected Dates – improvement in Primary 7, Primary 4 stayed the same
- February Inservice – Whole teaching staff agreement to invest in PM writing scheme; desired aim - to have consistency in writing lessons from P1-P7.
- March update of Projected Dates – improvement in Primary 7, Primary 4 stayed the same
- May update of Projected Dates – improvement in Primary 7 and improvement in Primary 4.
- Ongoing collaboration of P4 and P7 teachers - shared materials and planned for different text types
- May 2024 – Arrival of PM Writing scheme – Whole staff training planned for academic session 2024-25

Impact:

- There has been an increase in attainment of 3.1% in writing between Terms 3 and 4. The majority of P1 pupils are now achieving expected levels in literacy.
- The majority of pupils in Primary 4 (58%) were on target and we aimed for 8 pupils - an increase of 21%, to achieve first level in writing. We met our stretch targets (69%) with an increase in attainment of 21.4% in literacy between Term 3 and Term 4. Most pupils are achieving the expected levels.
- The minority of pupils in Primary 7 (29%) were on target and we aimed for 20 pupils - an increase of 52%, to achieve first level in writing. There has been an increase in attainment of 10.9% in literacy between Term 3 and Term 4 with most pupils achieving the expected levels.
- Staff highlighted judgement of a level, developing assessment, moderating, and teaching writing as areas for guidance and training with less than half (33%) feeling confident.
- All teaching staff engaged in development sessions with most now feeling confident in using the Writing Assessment Resource Pack. Almost all commented on the need for the continuation of writing as a focus to have a greater level of consistency across the school.
- Moderating writing across P4 and P7 has led to an improvement in attainment in Primary 4 and Primary 7.
- Pupils who worked in the targeted support group with the cluster PT were surveyed at the end of their targeted support.
- All pupils stated that they felt as though they had improved in their writing.
- The majority of pupils felt more confident when writing across the curriculum, 50% of pupils stated that they sometimes feel confident and sometimes need support.
- This additionality has resulted in higher levels of confidence, with pupils more willing to write extended pieces of writing and with newly learned strategies, using the VCOP mat, vocabulary books, description bubbles and talking to discuss their ideas before trying to write.
- This improvement in confidence has had a positive impact on writing attainment.

Next Steps:

- Establish consistency in teaching, assessment, moderation and evaluation in writing across the school using the Fife Assessment Resource Pack.
- All staff to receive training in using the PM Writing Scheme (2024-25)
- All staff are enrolled on Stephen Graham Writing Training, scheduled for August and September 2024
- Staff lead, with working party and staff to update the current school writing policy.
- Pupils in Primary 3 and Primary 6 identified to be targeted for additional support by Support for Learning Teacher and Principal Teacher.
- PSAs to be trained in leading VCOP skills sessions support pupil learning.

Priority 3 –

Improvement in children Health and Wellbeing – 95% of SfL and ASN pupils feel included and fully participate in their school day therefore increasing their attainment in literacy, numeracy and their personal wellbeing.

A. CIRCLE Framework

B. Character Education Quality Mark Programme

Directorate Improvement Plan (delete as necessary)

Equality & Equity
Achievement
Health & Wellbeing
Attendance & Engagement

HGIOS 4 Quality Indicators

QI 1.3 Leadership of Change
QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment
QI 2.7 Partnerships
QI 3.2 Raising Attainment

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

Continued into next
session

A - CIRCLE Framework

Progress:

- All staff given the CIRCLE Framework document to become familiar with and inform practice.
- Circle Inclusive Classroom Scale (CICS) in August, to identify resources needed/changes to be made - during the term staff made changes to class environment to be more inclusive to the needs of all children - Sensory toys were purchased for all classrooms.
- October – staff peer observation of class environment to discuss changes and next steps
- Further resources were purchased - soft furnishings were bought, cosy areas were created, more resources were purchased for the sensory room and a set of small bikes and trikes
- November – CICS redone and Circle Participation Scale completed to highlight targeted support groups of children in each class
- CIRCLE working party decided on opportunities to support highlighted pupils – Term 3 would offer LEGO Club, Decider skills, nurture groups and Dino club
- January- one child from each class was chosen from the targeted group by class teacher to engage in a small test of change and groups/clubs were started as planned
- February – Learning Partnership – one focus was on Leadership of Change and our progress with CIRCLE framework towards inclusion
- February Inservice - staff shared positives and challenges with small test of change – support was given from SfL where necessary and teachers continued with targeted support
- May- CICS redone to compare data.
- At a universal level – changes in all class environments were made and positive feedback was given at Learning Partnership

Impact:

Results from CICS, staff and pupil questionnaires regarding *Physical Environment, Structure and Routines* and *Social Environment* highlight the impact of the CIRCLE Framework.

Physical Environment

- Although adequacy of space is at the highest level in all classes, accessibility of space decreased in P5 as the space seemed to feel smaller as the pupils had grown over the year.
- Significant increases were seen in the majority of aspects in almost all classes, but availability of objects is needing to be addressed in 4 of the 7 classes.
- Alternative seating choices in P4 supported the adequacy of space for pupils.
- The opportunity to use the sensory room supported pupils in almost all classes.

Structures and Routines

- All classes saw an increase in specific aspects of the structures and routines apart from P7.
- All staff communicate clearly and consistently with almost all classes and rated provision highly.
- Almost all will need to continue to encourage meaningful participation and engagement of pupils.
- Most classes felt pupils were empowered as staff responded well to learners needs.
- The majority of classes saw no change with attitudes as we promote an ethos of respect for each other.
- Almost all staff felt measures were in place to support and facilitate social interactions.
- There was an increase in relationships in almost all classes, especially from P3/4 - 7

Social Environment

- Views of pupils on the noise, temperature and lighting increased in P1 and P1/2, were consistent in P2/3, stayed the same in P3/4 and mostly the same in P4.
- There was a decrease in what P5 thought but more consistent across each of the areas relating to the class environment with P5/6 increasing their opinions slightly.
- The most significant increases were seen from P6/7 and P7.

Targeted Support

- All pupils highlighted through CPS were given assistance/had measures put in place by class teachers, PSAs and SfL teacher as applicable.
- All pupils in *small test of change* target group of 9 have made progress in relation to their specific focus of improvement - 1 pupil made significant progress with 4 pupils making very good and 4 making some progress.

The work on inclusion means,

- All children can access all areas in the class independently or with support.
- All SfL and ASN pupils feel included and fully participate in meaningful ways in their school day.
- 99.56% of SfL and ASN pupils can sustain a full day in their class environment.

Through our focus on HWB, we realised there was a need coming from the parents/carers about how school could support them in managing their children's behaviour at home. The CIRCLE working party met with the Education Psychologist and together planned a HWB Sharing Event. This was held at the end of an open afternoon and parents/carers were invited to attend. All classes were involved in preparing and delivering information on specific strategies they had been learning and using to support their emotional wellbeing, Groups of children from each class led at the event, highlighting Kit Bag, Decider Skills, having a growth mindset, music therapy, emotional regulation strategies and how to set up your own cosy corner. There were visitors from the wider community, such as our EP and school nurse, who were available to engage in conversations with families about the various issues and concerns coming from home. Most pupils attended the event, either leading with peers or engaging with parents/carers.

There was a feedback questionnaire for parents/carers offering a workshop to support with emotional regulation, anxiety and brain development. All but one statement in the feedback was positive (*see the chart below*) and 13 out of 18 parents/carers who completed the questionnaire noted an interest in receiving an invitation for the follow-up workshop in June. Almost all attended.

Next Steps:

- All staff to continue to use CIRCLE Framework to inform their practice for inclusion for all.
- All staff to complete CICS in Term 1 to assist in creating the best class environment for all pupils
- All staff to use the CIRCLE Framework and follow the SfL policy to provide the best learning and teaching support for all pupils.
- All pupils to feel included through the staff's continual use of the CIRCLE Framework
- All pupils involved in a *small test of change* will have strategies continued as part of their learning in their next class.
- Run *Calm and Connected* workshops in September following our successful HWB Sharing Event and follow-up session.

B - Character Education Quality Mark Programme

Progress:

- Lead staff member visited Auchmuty High School in Glenrothes and liaised with PT who shared their experiences and journey with Character Education
- School was enlisted with Character Education Scotland to begin accreditation journey.
- All staff, parents/wider community and pupils completed questionnaires to gauge an awareness of familiarity with the current school values.

It was clear that almost all stakeholders were unable to name all the current values (nurture, faith, respect, trust, achieve, inclusive) but shared their ideas on what makes St Columba's special and what the values should be.

- The gathered data on opinions from parents, staff, pupils and wider community on what their ideas for new school values should be were collated.

- A list of values was shortlisted and critically evaluated against existing ethos and national priorities to ensure synergy.
- The new values were shared at assembly and a whole school pupil competition to design a new school *values* logo was announced. The winning pupil designs were awarded.

Impact:

- New values were selected from shortlist. All stakeholders have ownership of new values which are easily remembered as **ABC**, for **Ambition**, **Belief** (in self and faith) and **Courage**.
- Pupils engaged in process of logo design creation and winners decided by the working party.
- Lead staff member collaborated with print designer from the Print Room using winning designs and a new school value logo has been agreed.

Next Steps:

- Whole school community launch planned for August 2024.
- Pupils will be chosen as values ambassadors to support each class with becoming familiar with the chosen values.
- Working party to continue to gather resources (e.g. books, short videos, etc) that demonstrate and assist teaching the values in a fun and interactive way for all children to engage in the launch
- All pupils to participate in House challenges each term next session relating to the new school values.

Attainment of Children and Young People

| Stage | Listening and Talking | Reading | Writing | Numeracy |
|-----------|-----------------------|---------|---------|----------|
| | Actual | Actual | Actual | Actual |
| P1 | 78.8% | 78.8% | 72.2% | 81.8% |
| P4 | 84.6% | 84.6% | 76.9% | 79.5% |
| P7 | 81.1% | 78.4% | 75.7% | 72.1% |

| Overall Attainment for 2023 - 2024 | | | | |
|------------------------------------|----------|--------|----------|--------|
| | Literacy | | Numeracy | |
| | Stretch | Actual | Stretch | Actual |
| P1 | 71% | 72.6% | 79% | 81.8% |
| P4 | 69% | 82% | 79% | 79.5% |
| P7 | 73% | 78.4% | 78% | 72.1% |

Evaluative statement of attainment over time.

Most children in P1, 4 & 7 are making good progress from their prior levels of attainment.

By the end of P1, most children achieved early level in talking and listening, reading and numeracy and a majority achieved early in writing.

By the end of P4, most children achieved first level in talking and listening, reading, writing and numeracy.

By the end of P7, most children achieved second level in talking and listening, reading and writing and a majority achieved second in numeracy.

Overall, attainment in Literacy is mostly good. Most children achieve CfE levels as expected at early level for listening and talking and reading and the majority for writing. 85% of all children achieved national expected levels of attainment in talking and listening and 80% for reading at first level. Most children achieve CfE at first level for writing. 74% of children achieved expected CfE levels in talking and listening at second level. The majority of children achieve national expected levels of attainment at second level for reading and writing.

As a school we have made good progress in most classes in writing and will continue to build upon this success next session.

Almost all pupils regularly attended school this year with **an overall** 94.29% which is higher than our stretch target of 93.00%.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the school this session. All pupils have engaged in opportunities to develop a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These opportunities have also linked to our school values, RE programme, UNCRC, 4 contexts for learning and Praxis award scheme.

| Successful Learner | Effective Contributor | Responsible Citizen | Confident Individual |
|--|--|---|----------------------|
| P1 | | P2 | |
| <ul style="list-style-type: none"> Participated in JoJoGnome workshop to create story and music. Supported transition of newly enrolled children on visits | | <ul style="list-style-type: none"> Took part in a class enterprise project, to raise money towards a class trip or visit. Participated in JoJoGnome workshop to create verse and music. | |
| P3 | | P4 | |
| <ul style="list-style-type: none"> 8 pupils prepared and celebrated the Sacrament of Reconciliation Engaged in class enterprise project to raise money to go towards a class trip | | <ul style="list-style-type: none"> 10 pupils prepared and celebrated the Sacrament of Holy Communion Engaged in class enterprise project to raise money to go towards a class trip. Planned a Medieval Banquet as part of history topic. Worked with the Minni Vinnies to complete stained glass windows for the church | |
| P5 | | P6 | |
| <ul style="list-style-type: none"> Engaged in class enterprise project to raise money to go towards a class trip All pupils attended a STEM outdoor learning day organised by Elmwood College Engaged with RHET, Cupar Food & Drink Festival event linked to topic learning. Participated in STEM Challenge with St Andrew's University to support work on biology-our skeleton. | | <ul style="list-style-type: none"> Engaged in class enterprise project to raise money to go towards a class trip Almost all pupils attended a STEM outdoor learning day organised by Elmwood College 12 pupils volunteered to engage with a YMI project – Hear My Music with Kilmaron School 5 pupils were successful in their application to be a member of the Royal Party for the Cupar Gala Day – 2 were chosen to be Senior Royals Engaged with RHET, Cupar Food & Drink Festival event linked to topic learning. 8 enterprising pupils raised money for the Cupar Foodbank by creating and selling origami. | |
| Primary 7 | | | |
| <ul style="list-style-type: none"> 12 pupils prepared and celebrated the Sacrament of Confirmation Two groups participated in the local Cupar Rotary Quiz, with Group A making it to the Regional/District Final Almost all pupils participated in activities and tasks to develop their math skills. Nine pupils were chosen to represent St Columba's RCPS at a full day Maths Challenge event at Bell Baxter Almost all P7 pupils attended Lendrick Muir residential experience | | | |
| Groups | | | |
| House & Vice Captains - P7 pupils | Choir – 25 pupils from P4-7 | ECO Club – 12 pupils from P1 -7 | |
| Houses: Burns, Baird, Lennox & Drummond <ul style="list-style-type: none"> responsible for counting and collecting class House Points, leading whole school assemblies and meeting for Pupil Council | <ul style="list-style-type: none"> performed in our Christmas Carol Concert and Celebration of Our Lady Mary during the Mother Theresa nuns visit to the school performed Age Concern, Tesco and at 3 local care homes | <ul style="list-style-type: none"> Our Eco Club led an assembly for Earth Day has organised litter pick regularly in the playground | |

| | | |
|---|--|--|
| <p>JRSO Group – 6 pupils from P6</p> <ul style="list-style-type: none"> • were successful in their application to become a member of the group • promoting safe travel to school • organising whole school competition to design a poster to raise awareness of road safety • have successfully gained their Bronze Award for completing the Travel Tracker Plan • Leading on Bike Week | <p>Gardening Club – 6 pupils from P4-7</p> <ul style="list-style-type: none"> • collected leaves in the autumn to create clear paths • monitored the frog spawn in the pond • carried out a big spring clean • planted salad leaves and strawberries for summer term • planned tasks for the new session | <p>Digital Leaders – 10 pupils from P5-7:</p> <ul style="list-style-type: none"> • organise and meet weekly • research various software and hardware and report back to group with potential use • support teacher in planning lessons to deliver in class • creation of innovative method to relay digital news • created digital radio show • supporting classes with a variety of requests • organise hardware in school • creation of timetables for laptops, iPads and class requests |
| RE Groups | | |
| <p>MISSIO Champions – 6 pupils from P5/6</p> <ul style="list-style-type: none"> • have worked on achieving the 5 Stars for our school • ran a Christmas card competition • shared daily Advent and Lenten class challenges • performed the story of St Columba as a play at assembly to celebrate the saints feast day | <p>Minni Vinnies – 22 pupils from P4-7</p> <ul style="list-style-type: none"> • were successful in their application to become a member of the group • link with the parishioners of St Columba's RC Church • completed work on the stained-glass windows for Holy Communion • planned Mass for the visiting Mother Theresa nuns visit to school | |
| Whole School | | |
| <p>All pupils:</p> <ul style="list-style-type: none"> • shared their learning during two whole school open afternoons where almost all pupils had someone from their family in attendance. A group of 50 enthusiastic pupils continued to showcase what they use in the classroom to support their emotional wellbeing during a HWB sharing event for families. • performed to an audience of the school family, local nursery providers and school community at our Christmas Carol Concert • engaged with a variety of sporting sessions through Active Schools, local clubs and an enthusiastic parent. • shared their enthusiasm for staying active and encouraging others through various activities during our Health Week and whilst competing in a friendly environment at Sports Day • 42 pupils from P4 - 6 participated in the Westfield World Book Day Competition and wrote stories for the children at the nursery to support their learning. The selected pupils visited the nursery to read their stories to the children who then voted on their favourite one and complete their data handling charts. • tried to gain house points through their behaviour and/or learning to earn School House Rewards <p>Pupils, staff members and parents across the school took part in the Rotary Club's Santa's Sleigh fundraising project.</p> <p>Pupils, staff members and Parent Council members across the school engaged with the Cupar Gala Day.</p> | | |

These experiences and opportunities have been shared throughout the session with the whole school community via termly newsletters, social media (X), Seesaw, TEAMS and celebrated at assemblies where pupils received star of the week, Headteacher or other specific/special awards.

Extended Learning Partnership - Strengths and Areas for Improvement

Date Of Visit: 7th February 2024

Focus Priority 1:

QI 1.3 Leadership of Change with a particular focus on all children feeling included and fully participating in their school day.

Strengths:

Strong sense of community – commitment, care and positive ethos is evident across the whole school team and parents in focus group value the ease with which they can talk with members of staff (e.g. at the beginning/end of the day or through phone calls, etc.)

An improvement in shared areas with purposeful learning opportunities for play based learning was noted.

Quiet safe spaces with visual timetables and learning walls with current visual prompts were evident in all classes.

Development of sensory room to create a positive safe place for learning and opportunities for positive shared play experiences with peers.

Areas for improvement:

Continue to work on completing school values and embed as part of positive ethos.

Continue implementing CIRCLE framework for a consistent approach of inclusive practices.

Focus Priority 2:

QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching and Use of Assessment with a particular focus on closing the attainment gap and improvement in writing.

Strengths:

Observations in classroom noted nurturing and inclusive positive interactions with attractive and generally well-structured classroom environments.

Staff spoke about their increase in breadth of understanding and how to better support those with additional support needs.

Children in all classes experience good use of Learning Intentions and Success Criteria through use of the 4-part model and digital technology was used as a teaching tool and to support learners.

Almost all lessons were challenging with well-timed interventions, guided learning and check-ins to gauge success with learners experiencing effective questions from their teachers.

Children across the school experience liturgical areas in each of their classrooms and were able to discuss themes they have been learning about. Teachers, children and parent speak very positively about the learning experiences in RE, which is meaningful, progressive and well planned.

Areas for improvement:

Ensure all staff have an opportunity to discuss and Stephen Graham input and plan for a consistent approach to teaching writing across the school.

Review and agree expectations in use of Formative Assessment across the school (a) What would we expect to see in practice across all classrooms and (b) What does progression look like across the school?

Staff members recognise the opportunity to extend the use of Kit Bag practice and should broaden out to include parents in the experience.

Continue to reflect upon how children's play experiences progress as they move through the school.

Continue to raise the profile of the school in the local community (e.g. work with Parent Council to explore the opportunity to build- the school community's partnership in the planning for the Cupar Gala).

Consultation with Stakeholders

- all parents/carers had the opportunity to feedback on specific improvement priority work through questionnaires from staff working parties
- a parent focus group was part of Learning Partnership
- Parent Council meetings are held termly with a few small meetings held with office bearers when necessary -discussions regarding the SIP/children's learning and other important aspects are discussed
- pupil feedback is on-going throughout the year and gathered through regular pupil focus groups, and questionnaires
- Pupil wise and parent wise

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

- In September SIP, SQR and PEF were shared with all parents/carers through our normal communication, eg: Parent Council meeting, as a SWAY through email and posted on our website.
- Termly newsletters are shared with parents/carers to highlight and explain progress made throughout the session on various aspects of SIP/PEF along with other important school information regarding teaching and learning, staffing and events/celebrations.
- At Parent Council meetings, parents/carers are given a progress update. This is then available for all parents/carers through PC minutes.

PEF Evaluation/Impact

Most of our PEF allocation was used to buy Pupil Support Assistants to assist with raising attainment in Literacy and Numeracy and to support pupils with emotional regulation.

From the start of the academic year, there was a clear need for PSA support with transitions, especially with pupils in P1 & P1/2. Other nurturing interventions were necessary throughout the year to support individual pupils and targeted groups of pupils for a variety of reasons linked to ASN or personal situations.

There was the additional unforeseen issue of having no Support for Learning teacher for Term 1 and 2.

Targeted Intervention 1 – Numeracy

Progress:

Pupil group 1: regular weekly sessions with PSA using concrete material for pupils to recognise, name and count numbers to 20

Pupil Group 2: regular 1-1 support with PSA to recognise, name and count numbers to 100, calculate sums with concrete materials or learned strategies.

Impact:

Pupil Group 1: From observations of play-based learning activities, almost all pupils are familiar with and can confidently name numbers to 20.

Pupils Group 2: From discussions, observations, Sumdog and TeeJay assessments, on targeted pupil has made significant progress and can confidently complete tasks independently. Daily recap of current class learning strategies will continue to assist with this. The other pupil is benefiting from a tailored supported timetable and is making steady progress and is able to complete tasks with concrete material.

Targeted Intervention 2 – Reading

Progress:

Pupil Group 1: Term 2 and 3 – P2/3 given 2 sessions a week of PSA support with learning to recognise, identify and read specific Story World core vocabulary. Group tasks were through interactive and active learning.

Pupil Group 2: Target group were seen individually or in small groups for 2-3 sessions per week. Focus work was looking at phonic and spelling patterns. This was through interactive and active tasks or using Toe-by-Toe programme.

Impact:

Pupil Group 1: Almost all pupils in target group are able to read through two Story World stages core word lists. Pupils are familiar with vocabulary and common words included in text. Most are using early blending strategies to attempt reading unfamiliar words. Almost all pupils are more engaged in group reading together.

Pupil Group 2: From observations, spelling tests and the update of the phonic tracker, there was an improvement in almost all pupils' familiarity with the patterns practised. Most were able to transfer learning to reading and writing tasks. Almost all pupils exhibited confidence in their class Literacy tasks.

Targeted Intervention 3 – Writing

Progress:

Targeted pupil group with PSA support to improve writing, in particular the use of structure and grammar. These sessions were focused on an aspect of writing with more individual support being given.

Impact:

From observations and evidence in completed written work compared to the benchmarks, almost all pupils have improved confidence and are able to write with sentence structure and grammar independently. There has been an improvement in spelling due to the use of visual and overall presentation of handwriting.

Targeted Intervention 4 – Emotional Regulation and use of other nurturing approaches

Progress:

Pupil Group 1 (P1 – P3/4 targeted groups): PSA supported children using emotion/feeling stories, such as *The Big Bag of Worries*, to engage in discussion for appropriate strategies and 'who can help?' discussions. PSA engaged pupils in breathing exercises to support with emotional self-regulation and visualisation/mindfulness techniques through relaxation activities. A few pupils created colour mobiles to help identify safe adults who can help at home and at school.

Pupil Group 2 (P5/6 targeted group): PSA support was given through Kitbag and Time to Share sessions. This offered pupils an opportunity to discuss worries and challenges with emotional regulation. Pupils with support were able to look at situations and find ways to manage them better. All pupils were led in breathing exercises to recognise emotions and use breathing to help before reacting.

Pupil Group 3 (Transitions/Physical – Gross Motor Breaks): A variety of activities are included as part of daily routine for targeted group of pupils. These range from sessions in the sensory, nurture and music room. There are opportunities for physical movement sessions using PE equipment and a selection of trikes. Pupils are taken for outdoor activities with the PSA out with regular play and lunch times.

Pupil Group 4 (Life Skills for older pupils): 1-1 or small group activities led by the PSA to support with including life skills into daily routines. Morning hygiene routines and low demand skills which are fun are in place. These include baking, cooking, tidying, engaging in physical activity, being creative and using personal interest skills, such as woodworking, to engage in activities.

Impact:

Pupil Group 1 (P1 – P3/4 targeted group): From observations and discussions between PSA and CT, almost all pupils can ask for support or try to use strategies to assist them when necessary and all pupils are happier in class.

Pupil Group 2 (P5/6 targeted group): From observations and pupil comments, almost all pupils have developed confidence in dealing with situations and knowing when to seek adult assistance. Almost all pupils have been able to interact better socially with their peers socially.

Pupil Group 3 (Transitions): All in targeted group can engage in learning following transition/physical activity with PSA. With adult support all pupils can co-regulate and engage in social interactions. Almost all are managing to do this with less support. Most pupils have been able to build positive relationships with their peers unsupported in class and out in the playground.

Pupil Group 4 (Life Skills for older pupils): Breaking the daily routine supported all pupils to be more engaged in learning when in class. Offering activities of personal interest has been successful in the outcome - what was created/produced. Including opportunities for all pupils to work with their peers on specific projects or support younger pupils has assisted all pupils in becoming more confident within themselves.

School/Setting Name: St Columba's RC Primary School

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

Headteacher (Acting): Natalie Young (who completed SQR)

Session 2024-2025 Improvement Plan

| Education Directorate Improvement Plan: Equality & Equity and Achievement | | | | |
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| Focused Priority 1: Increase attainment in writing and reading in Primary 4 and 7 | | | | |
| HGIOS4 Quality Indicators | | | Developing in Faith Quality Indicators | |
| QI 1.3 - Leadership of Change QI 2.3 - Learning, Teaching and Assessment QI 3.1 - Ensuring wellbeing, equality and inclusion QI 3.2 Raising attainment and achievement | | | Theme A - commitment to the integrated education and formation of the whole person | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>Less than half of pupils in Primary 7 (44.4%) are on target. We aim for 8 pupils – an increase of 29.6% to achieve second level in writing.</p> <p>The majority of pupils in Primary 4 (60.6%) are on target. We aim for 9 pupils – an increase of 27.3% to achieve first level in writing.</p> <p>All staff to establish consistency in teaching, assessment, moderation and evaluation in writing across the school.</p> <p>Creation of whole school writing policy.</p> | <p>HT to meet with PT regularly to monitor progress of action plan</p> <p>CPT to provide additional input to targeted intervention groups identified.</p> <p>Baseline assessments carried out in August and January using Fife Moderation Writing pack.</p> <p>Analysis of writing assessments to identify gaps for additional writing inputs on identified areas of improvement.</p> <p>All staff to use the Fife Assessment Resource Pack.</p> <p>All staff to receive training in using the PM Writing Scheme (2024-25)</p> <p>All staff are enrolled on Stephen Graham Writing Training, scheduled for August and September 2024</p> | <p>HT – S Morrison PT – N Young</p> <p>CPT – C Adair</p> <p>Class teachers</p> <p>Class teachers /CPT</p> <p>All teaching staff</p> | <p>Baseline assessments Impact data DfE predictions Jotter monitoring Moderation – with stage partners and across the cluster QI methodology</p> <p>Baseline assessments Moderation – with stage partners and across the cluster</p> | Start August 2024 and ongoing re-evaluation. |

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| <p>The majority of pupils in Primary 7 (55.6%) are on target. We aim for 6 pupils - an increase of 22.2% to achieve second level in reading.</p> <p>The majority of pupils in Primary 4 (69.7%) are on target. We aim for 5 pupils - an increase of 15.2% to achieve first level in reading.</p> <p>The whole school community will engage in reading for enjoyment by building a culture of reading to positively impact on attainment across and support wellbeing, critical thinking, creativity, empathy and resilience.</p> | <p>HT to meet regularly with SfL and PT to monitor progress of action plan.</p> <p>SfL and PT to provide additional input to targeted intervention groups identified.</p> <p>SfL and PT to engage with Read, Write, Inc training to introduce programme and use for additional reading input.</p> <p>To enrol in Scottish Book Trust Reading Schools accreditation programme</p> <p>Continue to offer Library/Book Club for pupils after school.</p> | <p>SfL – F Hynes</p> <p>PT – N Young</p> <p>PSA - M Scott</p> | <p>Read, Write, Inc pre-assessment. Impact data CfE predictions Observations and class reading records.</p> <p>Baseline of pupil views and following Reading Challenge activities Engagement with programme Submission</p> <p>Record sheet of attendance Pupil feedback on club</p> | <p>Start September 2024 and ongoing re-evaluation.</p> <p>November 2024</p> <p>April 2025</p> <p>September 2024 November 2024</p> |
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Ongoing Evaluation

| Education Directorate Improvement Plan: Achievement | | | | |
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| Focused Priority 2: | | | | |
| <ul style="list-style-type: none"> Plan a progressive curriculum for all pupils across 8 curricular areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curricular areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. | | | | |
| HGIOS4 Quality Indicators | | | Developing in Faith Quality Indicators | |
| QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 3.1 Ensuring wellbeing, equality and inclusion | | | Theme A - commitment to the integrated education and formation of the whole person | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>All children will experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum.</p> <p>All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgment to ensure children experience their</p> | Professional Learning Activity <ul style="list-style-type: none"> As part of collegiate sessions staff will engage in professional dialogue on assessment of all areas of the curriculum All staff will use CfE benchmarks for all curriculum areas to engage in moderation activities. | Led by HT/PT All staff | Data Analysis of attainment data in Literacy, Numeracy along with all areas of the curriculum Analysis of CfE and BASE/NSA Analysis of data for identified cohorts, eg SIMD, ASN. EAL, LAC, AF, etc People’s Views Teacher views on new system Teacher professional dialogue with SLT at forward planning/tracking/attainment meetings Feedback from moderation activities Parent/Carer views on children’s experiences of BGE | September 2024 October 2024 September 2024 |
| | Forward Planning <ul style="list-style-type: none"> All staff will use the progression pathways for all curriculum areas to ensure planned learning | Led by HT All staff | | November 2024 January 2025 |

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| <p>entitlement to a broad general education.</p> <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed and this will ensure they can support children win their learning across the curriculum</p> | <p>experiences are progressive for all children.</p> <ul style="list-style-type: none"> Attainment and forward planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgment. Staff will develop confidence in planning for assessment. <p>Tracking and Monitoring</p> <ul style="list-style-type: none"> All staff in liaison with SLT will develop their understanding of the Progression Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. <p>Reporting</p> <ul style="list-style-type: none"> All staff will be familiar with the reporting framework built into progress and this will support reporting to parents/carers at key points throughout the session. All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parent/cares have access to an annual written report which ins informed by professional judgements. | <p>Led by HT/PT and SfL All staff</p> <p>Led by HT/PT All staff</p> | <p>Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum.</p> <p>Observations Forward planning Documentation monitoring Jotter sampling – literacy/numeracy and other curriculum areas</p> <p>Classroom observations linked to identified areas of curriculum (QA calendar)</p> <p>Focus for LP – analysis of data, learning experiences across the curriculum, parent and pupil views of the delivery of the curriculum</p> | <p>Ongoing</p> <p>February 2025</p> <p>April 2025</p> <p>May 2025/June 2025</p> |
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| | <p>Learning, Teaching and Assessment</p> <ul style="list-style-type: none">• Focus for parent/carer workshops/open mornings – sharing progression across BGE. <p>Curriculum Rationale</p> <ul style="list-style-type: none">• Our Curriculum Rationale will be further developed to ensure that this is reflective of the experience the children are experiencing across the school in relation to BGE. | Led by HT | | March 2025 |
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Ongoing Evaluation

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| Education Directorate Improvement Plan: Equality & Equity and Health & Wellbeing | | | | |
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| Focused Priority 3: Enhance staff, pupil and parent understanding of equality & diversity and create opportunities for pupil voice to develop. | | | | |
| HGIOS4 Quality Indicators | | | Developing in Faith Quality Indicators | |
| QI 1.3 - Leadership of Change QI 2.5 - Family Learning QI 2.7 - Partnerships QI 3.1 - Ensuring wellbeing, equality and inclusion. | | | Theme A - commitment to the integrated education and formation of the whole person | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>The whole school community will have greater understanding of how our actions affect others in the world.</p> <p>The whole school community will be aware of our responsibility for a more sustainable way of living.</p> <p>The whole school community will have greater understanding and awareness of the protected characteristics.</p> | <p>Whole school to achieve Fairtrade Fairer Achiever Award at next submission.</p> <p>Whole school to continue to promote ECO School agenda with planned experiences for pupils.</p> <p>Whole school to continue to progress through Rights Respecting School Award towards achieving silver.</p> <p>Create a whole school diversity calendar to embed in Monday assemblies and link to class learning.</p> <p>Launch school values and embed through assemblies and House activities.</p> | <p>K Robb & N Young (PT) with pupil group</p> <p>K Jones and pupil group</p> <p>MQ and pupil group</p> <p>N Young (PT) and House Captains & Vice Captains</p> <p>A Whyte and Values Ambassadors</p> | <p>Successful planned events and submission</p> <p>Successful planned experiences linked to learning.</p> <p>Achievement of silver</p> <p>Completed yearly assembly calendar linked to diversity, equality and RE programme.</p> <p>School community familiar with ABC values</p> | <p>October 2024</p> <p>Terms 1 – 4</p> <p>Terms 1 – 4</p> <p>Term 3</p> <p>August 2024</p> |

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| | <p>Use audit pack and training from <i>De-escalation and Trauma Informed</i> sessions to embed inclusive and nurturing practices throughout the school.</p> <p>Continue to use CIRCLE Framework to inform practice and work with EP service to offer opportunities for parent/carers to meet and gain information through workshops and drop-in sessions to support family HWB.</p> | <p>S McGregor, F Hynes (SfL) and D Munro (PSA)</p> <p>H Hynes, (SfL), G Janvier and N Young (SFL) with new EP</p> | <p>Completed school policy and shared with all stakeholders.</p> <p>Parent/Carer feedback</p> | <p>March 2025</p> <p>November 2024 April 2025</p> |
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Ongoing Evaluation

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| Pupil Equity Fund allocation for session 2024/25 | £34,300.00 |
| School Context (copied from SIP) | |
| <p>St Columba’s RC Primary School is one of four schools in the former market town and royal burgh of Cupar in Fife.</p> <p>There are currently 228 pupils in the school, including EAL children who come from various countries around the world. There is a strong connection with the local parish, St Columba’s RC Church and the wider Cupar community.</p> <p>St Columba’s RC Primary is a PPE school built in 2007 on the old Bell Baxter Junior School site. There are 10 classrooms available, currently 9 are used, and various other smaller rooms used as creative and nurturing spaces. There is a music room and library, dinner hall and large gym hall. There are smaller spaces for staff offices, two medical rooms and community lounge. The playground has a garden including outdoor prayer space, large playground and grass area. There is a trim trail and other outdoor equipment for playtime activities. The surrounding area supports topic and outdoor learning and PE opportunities.</p> | |
| Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day) | |
| <p>At St Columba’s RC 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: Uniform, Travel, Learning, Breakfast, Community, Residential and School trips, Clubs and Home Learning. We subsidise residential and school trips, so all children can attend. We keep the cost of school trips to a minimum and ask for donations of £5. We have clean laundry available for pupils who need school uniform and offer swap opportunities at school events. Our school uniform is also on sale for a minimum price from <i>Caring for Cupar</i>, our church charity shop. There is a breakfast Café available from 8:00am which is free for children and families. Café Inc runs from our school during the holidays which makes it a familiar venue for families to come for a daily meal. We also link with our partner agencies and local parish priest to support families in crisis for extra assistance.</p> | |
| 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?) |

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| <ul style="list-style-type: none"> - In September SIP, SQR and PEF were shared with all parents/carers through our normal communication, eg: Parent Council meeting, as a SWAY through email and posted on our website. - Termly newsletters are shared with parents/carers to highlight and explain progress made throughout the session on various aspects of SIP/PEF along with other important school information regarding teaching and learning, staffing and events/celebrations. - At Parent Council meetings, parents/carers are given a progress update. This is then available for all parents/carers through PC minutes. | |
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| <p>Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost</p> | | <p>Amount of Fund allocated (for 2024-25) £34,300.00</p> | |
| <p>A poverty-related attainment gap focus is to raise attainment in reading and writing through improved attendance and increased engagement in learning. We have identified pupils in Primary 1 – 4 who are not confident with phonics and early reading skills. This also affects their confidence and ability in writing simple sentences independently. The purchase of a new resources <i>Read Write Inc</i> will be used for teaching and learning of the pupils in these targeted groups.</p> <p>In this academic session there was a greater need for emotional support coming from both pupils and families. We plan to continue and embed some of the nurturing practices we have introduced this year to support pupil emotional wellbeing as a second focus.</p> <p>The focus on these priorities will be led by the Support for Learning teacher and targeted support given by PEF funded Pupil Support Assistants.</p> | | | |
| <p>Expected Impact (What is the expected impact on outcomes for children and young people)</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)</p> |

| 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?) |
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| <p>Intervention 1</p> <p>By June 2025 identified pupils will have made good progress in phonics to support reading and writing.</p> <p>By October, within this cohort of P2-P5 children:</p> <ul style="list-style-type: none"> 1 identified pupil will know 20 initial sounds. 2 identified pupils will know all the initial sounds. 4 identified pupils will be able to read, spell and write vowel diagraphs. 2 identified pupils will be able to read and write first 25 common words. <p>Intervention 2</p> <p>By June 2025, all identified pupils from P2– P4 will have developed confidence and made good individual progress in reading and writing.</p> <p>By December 5 pupils from P2– P4 will have engaged with <i>Read Write Inc</i> and have improved in reading and writing words by</p> | <ul style="list-style-type: none"> • PSA will support targeted group. • Pupils will engage in short interactive multi-sensory tasks. • iPad and laptops to support independent learning. • Tuft tray activities to support learning through play. <ul style="list-style-type: none"> • PSAs will support targeted groups following <i>Read Write Inc</i> programme. • Pupils will engage in daily <i>Read Write Inc</i> tasks. • Learning choices and areas will support reading and writing learning through play. | <ul style="list-style-type: none"> • Baseline assessment to be done in August. • Assessment to be ongoing throughout the year. • Phonic record sheet to be updated termly. • SfL, CT and PSAs to regularly discuss progress. • Term 1 plan will be re-evaluated in October. • SfL and PT to meet with PSAs to plan next steps for Term 2. <ul style="list-style-type: none"> • Read Write Inc pre-assessment. • Feedback at forward planning and attainment/tracking meetings (HT, SfL & CT) • Parent/carer feedback at review/parent meetings • Pupil feedback during learning conversations | |

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| <p>using sound blending and building sentences orally before writing them.</p> <p>Intervention 3: Nurture</p> <p>Nurture Group 1: (P6 & 7 pupils) By June 2025, targeted nurture group will have become familiar with strategies to manage challenging situations.</p> <p>Nurture Group 2: By June 2025, 4 pupils from P1-4 will have grown in confidence and gained skills to support transitions.</p> <p>Nurture Group 3: By June 2025, 6 pupils from P5-7 will be familiar with a variety of self-regulation strategies to use independently.</p> <p>Nurture Group 4: (P3 pupils) By December 2024, identified pupils will develop confidence and have fewer personal challenges.</p> <p>By June 2025, identified pupils will be able to recognise and verbalise when encountering personal challenges.</p> | <ul style="list-style-type: none"> • Target group to meet with PSA to have opportunity to discuss emotions. • Identified pupils to engage in visualisation activities. • Opportunities to engage with Kitbag, Monday Toast Club, LEGO and Knitting Club. • Targeted group to participate in transition activities, eg: physical/gross motor programme, planned visits to sensory, music and nurture room and have extra opportunities for outdoor learning. • Opportunity to attend <i>Seasons for Growth programme</i>. <ul style="list-style-type: none"> • PSA to support identified pupils. • Personalised timetable to support pupils. • Regularly change supportive resources for pupils. • Celebrate personal successes of identified pupils. • PSA to regularly communicate with CT, Sfl and PT who will continue to update parent/carer. • PT to continue to engage with dialogue with school nurse for school and home support for pupils. | <ul style="list-style-type: none"> • Sfl and PT to meet regularly with PSAs to evaluate progress and plan next steps <ul style="list-style-type: none"> • Pupils to complete WB measurement tool with PSA in August for baseline of emotional wellbeing. Redo in October to plan for next steps. • PSAs to complete nurture tracker • PSAs, Sfl and CT to regularly have informal check-ins with pupils. • Classroom and playtime observations • Parent/Carer feedback <ul style="list-style-type: none"> • Daily record keeping identifying patterns and successes. • Evaluate situation regularly to make necessary changes/plan next steps/get further support. • PT/Sfl meetings with PSAs • Minutes of meetings with parent/carer, especially with partner agency updates. | |
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