**Fife’S SCHOOL IMPROVEMENT PLANNING 2025/26**

**SSE, SQR and SIP GUIDANCE (PRIMARY/Early Years/Special)**

Diagram

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1. **SUMMARY SELF-EVALUATION APPROACH**

Self-evaluation is at the core of all Quality Improvement activities within an educational setting. Education Scotland’s [effective-school-improvement-planning-guidance-2023-2024.pdf](https://education.gov.scot/media/pvqpkrhv/effective-school-improvement-planning-guidance-2023-2024.pdf) outlines the following features:

* Self-evaluation is accurate, rigorous and robust based on reliable and comprehensive data and information.
* Collaboration with all stakeholders, **especially children/young people**, is important to inform self-evaluation and identification of priorities.
* Approaches to deliver identified priorities, including outcomes, provide a clear, effective framework to track, monitor and assess continually the impact of planned improvements.
* Clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, are based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
* How good is our school? 4th edition (HGIOS4) and “How good is our Early Learning and Childcare?” (HGIOELC)/Quality frameworks, and other relevant self-evaluation tools, such as “How Good is OUR School?”, are used effectively to evaluate progress.

Fife’s Summary Self-Evaluation (SSE) Approach focusses on the key high-level messages for each of the four main Quality Indicators, 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equality and inclusion and 3.2 Raising attainment and achievement.

This tool should capture the results of your **on-going self-evaluation** activities over the last three sessions and measure them against the level 5 illustrations to support you in evaluating your school against the six-point scale.

In considering each evaluative statement you should focus on the three evaluative questions from HGIOS:

* How well are we doing? What is working well for our children/young people? **This statement should focus on the impact on children/young people.**
* How do you know? What evidence do you have?
* What are you going to do now?

In formulating your SSE, you should ensure you:

* Keep the statements concise – High level evaluative messages.
* Include/thread through progress and impact from previous school improvement priorities.
* Can triangulate each statement to ensure that judgements are robust.
* Always consider the ‘so what?’ question.

It is not intended for Fife’s SSE to be a public document. It should be in a format that can be shared as part of our Self-Improving Networked Learning System, and it should form a key part of preparation for your (extended) learning partnership. This document would also be available for local authority officers or an Education Scotland inspection visit. Local authority officers may support the development of this document where a school has been identified as needing additional support or is preparing for an Education Scotland inspection.

As this document should contain high-level strategic messages about the strengths of your school the following is suggested:

QI 1.3 – no longer than 3 pages

QI 2.3 – no longer than 3 pages

QI 3.1 – no longer that 2 pages

QI 3.2 – no longer than 2 pages

The columns to note ‘how do you know? and ‘what evidence do you have?’ and ‘what are you going to do next?’ have not been split into themes as statements may cover all themes within that QI or link to other QIs within HGIOS4 or HGIOELC/the quality framework.

All SSEs should be shared with the Education Manger and their Business Support, with the intention of storing these within a MS TEAM for each LIF in the longer term. It should be noted that you do not need to make a statement in your SSE for every part of these self-evaluation documents or HGIOS4, you should only make comment about the strengths in your own school.

As we move into session 2025-26 it would also be prudent for leaders to reflect QI evaluations for the ELC and the new quality framework. At present the existing QIs from HGIEOLC map to the following QIs:

**HGIOELC 1.3 =**[**Leadership of Continuous Improvement**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/leadership-of-continuous-improvement/)

**HGIOELC 2.3 =**[**Learning, teaching and assessment**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/learning-teaching-and-assessment/)

**HGIOELC 3.1 =**[**Wellbeing, inclusion and equality**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/wellbeing-inclusion-and-equality/)

**HGIOELC 3.2 =**[**Children's progress**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/children-s-progress/)

1. **STANDARDS AND QUALITY REPORTING**

Schools’ annual Standards and Qualities Reports (SQR) will be a concise document aligned with legislation and therefore statutory requirements. SQRs should avoid jargon, be written in plain English and be based on robust self-evaluation evidence. Your SQR should include the following information:

* Context of the school **(1 page)**
  + - Vision Values and Aims.
    - Attendance and exclusion data.
    - Consultations with stakeholders.
    - Cost of the school day statement
* Summary of **progress** and **impact** of last session’s Improvement Plan and **next steps**. **(Approx 300 words per priority)**
* Improving Outcomes **(Approx 600 words, delete tables as appropriate)**
  + - Attainment including progress and impact of PEF and progress towards NIF priorities. (Tables can be deleted or altered as appropriate)
    - Closing the attainment gap.
    - Achievements.
* Overall evaluations of 1.3, 2.3, 3.1 and 3.2 using the 6-point scale. **(1 page)** (Delete tables as appropriate)

A suggested format has been given in Appendix B. Where schools choose to present their SQR in a different way, they should maintain the same content/headings to ensure legislative requirements are adhered to.

Note: A summary of progress and impact of PEF is required in this SQR document. More detailed evidence of impact on children will be collected in Appendix D (Impact on children/young people Ongoing evaluation Dec/June) each December and June. This document must be shared with EMs and business support in the first instance before being stored in the MS TEAM in time.

1. **SCHOOL Improvement plan/pef plan guidance**

**Improvement Planning Principles**

There are key principles that should underpin the establishment of effective approaches to self-evaluation and improvement planning in **all** Fife schools and Early Learning Centres (ELC). These are outlined below:

* Improvement Planning should lead to improved outcomes for children and young people.

* Effective engagement and participation by all stakeholders at key stages in the improvement planning process.

* Priorities identified should be based upon evidence/data gathered from self-evaluation activities within school involving all stakeholders. **Consideration should be given to a wide range of data e.g. attainment, attendance, health, Staffwise, Pupilwise and Parentwise.**

* Priorities may also be based upon feedback from external scrutiny.

* High quality professional learning opportunities for all staff are integral to improvement processes. All staff should be empowered, and empower others, to take ownership of their own learning and take forward aspects of improvement priorities.

* Leaders and their teams take account of the findings of *Tackling Bureaucracy* working group report [[ARCHIVED CONTENT]](https://webarchive.nrscotland.gov.uk/3000/https:/www.gov.scot/Resource/0047/00473538.pdf)Clearly defined timescales are agreed with all involved and reflected within Working Time Agreements.

**Improvement Planning Format**

The Education Directorate takes the view that empowered individual schools and early learning centres can develop their own format, should they wish to. School/ELC leaders and their teams may develop a format different to that provided in Appendix C, that suits their school and local context, ensuring that they adhere to the above principles. Planning and reporting processes should be designed to produce robust, consistent and transparent data that improves understanding of what works and ultimately what drives improvement for the benefit of our children and young people.

While establishments are free to develop their own format, we are providing a suggested format which you may wish to use. (Appendix C).

Key sections and details of aspects of the improvement planning process that **must** be included in the chosen format are outlined below.

* Each priority should be specific and measurable and should clearly state what will change, who will change and how it will change.
* Each priority **should link to the key priorities of the Directorate Improvement Priorities and relevant quality indicators within HGIOS4 and Quality Framework.**
* **Expected impact within each priority should focus on children/young people.**
* Each priority should have clearly identified **responsibilities** for implementation and change, linked to named individuals or teams.
* **Measures of success** *(triangulation of evidence)* this should clearly state how evidence/data will be gathered and analysed to measure success. Consideration should be given to triangulation of evidence including quantitative data, people’s views and direct observations. As well as triangulation of evidence QI methodology used to measure impact should be stated.
* Triangulation of evidence should be planned for throughout the school session and be linked to individual quality assurance calendars. (ELC/school, cluster or LA level)
* “The Promise” states that reference should be made to care-experienced young people in improvement planning.
* Each priority should have **clear timescales,** these timescales must be flexible and adapt with the on-going gathering of evidence.
* Establishments should ensure priorities are relevant for all aspects of the establishment (ASC/DAS, ELC and school). You may have a separate priority for an area within the establishment e.g. ASC/DAS or ELC. If priorities are shared there must be clear links with outcomes for all children/young people and involvement of all staff.
* Priorities may be for cohorts of children/young people especially if related to specific data.

**Equalities**

Throughout your Standards and Quality report/improvement plan you should be mindful of where aspects of the Equalities Act, 2010 have underpinned elements and addressed any areas covered within the act (age, disability, gender, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity). For example: - This may be that where you have been focused on reading that you have enhanced the school library to include books which highlight that we are all the same but different or where you have enhanced relationships with parents where English is not the first language through developing communications in their own language. This should also be reflected in your Vision, Values and Aims as this will set the tone for all the work that you do. When analysing data, it is important to consider all groups within your setting, including Armed Forces, EAL, other minority groups and Care- Experienced children. It is also important to engage with a wide range of diverse stakeholders when forming your evaluation and determining next steps.

**ACCESSIBILITY**

New accessibility regulations came into force in September 2020, setting a legal duty for public sector bodies to make their public documents accessible. The aim of the legislation is to help make sure online public services are accessible to all users, including people with disabilities.

As the SQR, SIP and PEF Plan must be made publicly available (preferably online) – they must be created in an inclusive and accessible way. For your documents and any appendices to be fully compliant with legislation, you will need to consider:

• Structure - Headings and Styles

• Colour and Contrast

• Use of Images

• Links (hyperlinks)

• Plain English

• Table Structure

1. **TIMELINE**

26th February 2025 – MS TEAMS information session

4th/5th March 2025 – LIFs, collaborative approach to support HTs to write SSEs

17th March 2025 – Updated guidance issued. **At least one QI by summer 2025 and the rest before the end of session 2026.**

28th April 2025, 29th April 2025 and 1st May 2025 – Support for SQR/IP Professional Learning Sessions (see Directorate Calendar for dates/times/venues)

23rd June 2025 –**SSE** (at least one QI), **SQR**, **updated PEF plan and completed evaluations** and **SIP** to be sent to Education Manager and Education Manager’s Business Support (see checklist below)

18th August 2025 – Written feedback given on SQR and SIP from local authority and informal feedback given on first SSE QI.

26th September 2025 – Final SQR/SIP to be submitted to Education Manager and Business Support

10th October 2025 – All documentation must be shared with all stakeholders through school communications

21st December 2025 –Updated PEF plan to be completed and shared with EM and business support/MS TEAM

**Checklist:**

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| --- | --- | --- | --- |
| **Date** | **What is to be submitted** | **Who to submit to** | **Completed** |
| 23rd June 2025 | * SSE (at least one QI) * SQR * SIP * PEF Plan and completed evaluations for Session 24-25 * PEF Plan for Session 25-26 * PEF Financial Plan for Session 25-26 | Education Manager & Education Manager Business Support |  |
| 26th September 2025 | * Final SQR & SIP to be submitted | Education Manager & Education Manager Business Support |  |
| 21st December 2025 | * PEF Plan with completed Interim Evaluations | Education Manager & Education Manager Business Support |  |

**APPENDIX A – SUMMARY SELF-EVALUATION**

**ST COLUMBA’S PRIMARY**

**SUMMARY SELF-EVAlUATION**

Diagram

Description automatically generated**Schools may add their school badge/logo to this page**

**to personalise to their own setting**

**APPENDIX A - SUMMARY SELF-EVALUATION TABLES.**

You should copy/present the data from Power BI into this section of your SSE, so you can comment on your context/demographic.

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| **St Columba’s Primary**  **1.3 LEADERSHIP OF CHANGE** | | | | | | |
| Date last updated:  20/06/2025 | **How well are we doing?**  **What is working well for our learners?** | **How do you know?**  **What evidence do you have?** | **What are you going to do now?**  **What are your improvement priorities?** | **How would you evaluate yourself using the six-point scale?** | | |
| Developing a shared vision, values and aims relevant to the school and its community. | Our vision and values were developed through collaboration with all pupils, staff and parents/carers in 2024 -2025. The shared ownership of our values: *Ambition, Belief and Courage (ABC)* create the conditions for everyone to empower their potential, build their character and shape their tomorrow.  The majority of children and almost all staff know our school’s Vision and Values of Ambition, Belief and Courage.  Almost all staff demonstrate and talk about them as part of daily practice across the school.  The values are based on our Catholic faith. The ambition to be good role models of our faith, to love and care for those in our community. To believe in the Catholic values that underpin the ethos of our lives. And finally the courage to stand up for what we believe in and ensure the respect of others.  This reflects our focus, commitment, and high expectations for all of our children.  **Demographic**  The whole school community have a good understanding of our school context and demographic, this includes:   |  |  | | --- | --- | | **SIMD Information** | Band 11 – 0.09% | | Band 3 – 14.00% | Band 12 – 0.05% | | Band 4 – 0.09% | Band 13 – 0.27% | | Band 7 – 5.40% | Band 14 – 16.2% | | Band 8 – 10.40% | Band 15 –21.20% | | Band 9 – 8.60% | Band 17 – 0.05% | | Band 10 – 5.00% | Band 18 – 11.30% | | New build houses – No SIMD assigned | 2.26% |   FME for the single Year is 13.57% and 3 -Year is 14.9% and 9.95% EAL children, and how this impacts our children and families. | **Direct Observations**  Our school vision and values are regularly reviewed and underpin everything we do.  Values & Aims are embedded in our Standards and Quality Reports 2023-24 & 2024-25  **Quantitative Data**  Our improving levels of attainment, achievement and engagement. Attendance meets FC attendance stretch targets.  **People’s Views Our People’s Views data** All stakeholders have ownership of new values which are easily remembered as ***ABC,*** for **Ambition**, **Belief** (in self and faith) and **Courage**.  All pupils helped create the logo design creation.  Values displayed on the main exit doors & displays around the school.  Values displayed in all classrooms.  Values shared regularly with parent / carers in PC meetings, newsletters and shared learning opportunities.  *Parent Questionnaire feedback* <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=Ib7zhUZuTmgkc4PIVYR6tfxeaGyajDsD&id=oyzTzM4Wj0KVQTctawUZKWHDieVg_YdKgOG_kYnZOhNUNlFERUNXVVRHMEIwWTlBWUc0OEo1TEZZOC4u>  *Pupil 5 - 7 Questionnaire* <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=ILVaDESAJ7TdVj9wpqE5SqYIjZk4YYNx&id=oyzTzM4Wj0KVQTctawUZKWHDieVg_YdKgOG_kYnZOhNUQUJETzFTR0hEN01PMEg5NFVGUlZZSkFEUS4u>  *Staff Questionnaire* <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=YtVTqXaXb2j6svclYbyhO5ROsCnDC20F&id=oyzTzM4Wj0KVQTctawUZKWHDieVg_YdKgOG_kYnZOhNURUNJUURETUdKM0NLRFY3QTBRNFBKSDVJQi4u>  *Primary 1 – 4 Pupil Questionnaire* <https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=qHkGDbR6WDd0aNQLDARj9UA1ZjzTIXDh&id=oyzTzM4Wj0KVQTctawUZKWHDieVg_YdKgOG_kYnZOhNUQUY5VFEzWVgzOVJUUVFGTzJBOTRDR1M4VC4u>  3. Assemblies – weekly with a focus of discussing values. Values are *taught, sought and caught.*  **Direct Observations**  All stakeholders are encouraged to regularly participate in self-evaluation. We use a wide range of data and pupil information to enhance our provision. We value staff CPD, professional dialogue and ensure the working time agreement allows teaching staff opportunities to develop their careers.  **Quantitative Data**  Our approach to the self-evaluation of learning, teaching and assessment has allowed us to gain a clear understanding of our collective strengths and areas for development. This data is used to support staff to share good practice and ultimately improve the learners’ experiences in the classroom. Our questionnaire data confirms that all groups of stakeholders feel involved in school self-evaluation and believe their views are listened to.  **Direct Observations**  Our School Quality Improvement Plan (SQIP) is written taking into account the views of all stakeholders. (See above) | Developing a shared vision, values and aims relevant to the school and its community.  Values & Aims are embedded in our School Improvement Plans 2023-24 & 2024-25  We have robust plans in place to build on our values based approach and work with our young people to understand the UNCRC and become a Rights Respecting School. We will do this through continuous use of class charters and assemblies.  We are in the process of reviewing how we can align our values with our Managing Positive Behaviour Policy  We have comprehensive strategies in place to embed our newly created vision and values. | **22/23**  Good | **23/24**  Good | **24/25**  Good |

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| **2.3 LEARNING, TEACHING AND ASSESSMENT** | | | | | | |
| Date last updated:  17/06/25 | **How well are we doing?**  **What is working well for our learners?** | **How do you know?**  **What evidence do you have?** | **What are you going to do now?**  **What are your improvement priorities?** | **How would you evaluate yourself using the six-point scale?** | | |
| Learning and engagement | Most of our children, parents and staff have a good understanding of our school values of Ambition, Belief and Courage and this is reflected in the positive relationships across the school. This ensures that all the children are emerged in a Catholic ethos where they feel loved and cared for and eager to learn. | * Classroom/School Environment Observations * Forward Planning feedback * Lesson observations * Summaries of Support * Individual Classroom Observation Feedback * Jotter Monitoring Feedback * Examples of children’s work * Assessment Calendar * Tracking & Monitoring Meetings – Progress * Pupil Focus Group Feedback * Meta-Skills Parent Council Workshop PowerPoint/staff feedback * Support for Learning Overview * CIRCLE Framework Inclusive Classroom Scale audits/reflections/next steps | **Transforming learning project**  We will develop our use of digital technologies and creative pedagogical approaches to support and enhance learning and teaching.  We will look for creative ways to incorporate the use of iPAds into the curriculum.  **Numeracy**  We aim to develop a more structured approach to the teaching of numeracy across stages, using Fife numeracy documentation.  **Feedback to staff**  Reviewing how staff are feedback to on classroom visits based on recent visits to Donnibristle & St Patricks’ Primary schools  Collated Overview of Classroom Visits | **22/23**  **Good** | **23/24**  **Good** | **24/25**  **Good** |
| Quality of teaching | Almost all of our children experience high quality digital technologies learning experiences e.g. moki, etc.  The 4 part model is being used in all classes. In almost all classes children are given the opportunities to make choices about their own learning.  All pupils have access to IT and digital software.  All children experience outdoor learning using the Natural connections program  The school has a UNRCR group and have achieved the bronze award status. UNRCR articles are promoted in assembly and are incorporated into the class charters and the school rules. |
| Effective use of assessment | Assessment is integral to our planning and teaching. We have an assessment calendar aimed at providing valid and reliable evidence.  Children undertake National assessments at Primary 1 (BASE and follow up), NSA’s Primary 4 & 7.  We use a range of assessment strategies to gather evidence including summative, formative and standardized assessments.  Assessment evidence is shared and analysed by teachers. The assessment outcomes are used to evaluate, plan and direct learning experiences for children, to ensure all children make good progress.  The range of attainment data Cfe, BASE & NSA’s and classroom assessments are used by senior leaders, support for learning staff and class teachers during planning and progress meetings. |
| Planning, tracking and monitoring | We plan for all children including: universal, additional and intensive support.  We aim to ensure that all children have access to resources to support them in their learning.  Working with our SFL teacher – we identify children who require additional and/or intensive support and highlight interventions and measurable targets which are regularly reviewed.  All staff plan across all 8 curricular areas, using Fife’s Progression Pathways. This ensures children are receiving their entitlement to a BGE |

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| **3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION** | | | | | | |
| Date last updated:  20/6/25 | **How well are we doing?**  **What is working well for our learners?** | **How do you know?**  **What evidence do you have?** | **What are you going to do now?**  **What are your improvement priorities?** | **How would you evaluate yourself using the six-point scale?** | | |
| Wellbeing | **School Values & expectation**  We have high expectations for our children and for ourselves. This year we completed a 2 year engagement with all stake holders to review and embed a series of values that reflect our school community: Ambition, Belief & Courage.  As a result of this, positive relationships are evident across the school with most children reporting that they feel safe and valued in school.  **Pupil Concerns**  Where children report that they have concerns about their wellbeing this acted upon.  Children have a greater understanding of their own wellbeing needs and strategies which support them.  A focus on promoting the Catholic faith, UNRCR and wellbeing indicators with children at assemblies  Children involved in their planning, aimed at increasing the number of children being able to demonstrate and articulate their learning | * Pupil Focus Groups – SLT * Classroom Observations * Pupilwise Survey Results (June 2024) * Pupil questionnaire:   + <https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUOEkxS1RJOVhBOTNSRlNGQUtWQkJHRENHRC4u&analysis=true> * Staffwise Survey Results (June 2024) * Parent / carer questionnaire: * <https://forms.office.com/Pages/DesignPageV2.aspx?prevorigin=shell&origin=NeoPortalPage&subpage=design&id=oyzTzM4Wj0KVQTctawUZKdmKF4ve4idIjUnZaNwIVFVUQUdXNFJQQlZIMEcyREpCQUxaUTJHRFNUSS4u&analysis=true> * Oracle Cloud Mandatory e-Learning Overview * First Aid Folder * SMART Targets – Child's Plans * Support for Learning Chronologies * Support for Learning Cycle of Review * Equality, Diversity & Inclusion Planner | **Positive Relationships Policy**  Embed the positive relationship policy  **Health & Wellbeing**  To continue to review our Health and Wellbeing curriculum to ensure that this is reflective of national/local reports and trends to meet the needs of all children in the St. Columba’s family. | **22/23**  **Good** | **23/24**  **Good** | **24/25**  **Good** |
| Fulfilment of statutory duties | **Child Protection**  All staff have completed the mandatory child protection training and visitors are made aware of Child Protection Coordinator and Depute Child Protection Coordinator.  All new staff complete Safeguarding and Child Protection Induction processes.  All volunteers complete a Safeguarding and Child Protection induction process.  **Medical training**  3 PSA’s and the HT staff have completed first aid and emergency administration of medication training. |
| **Inclusion and equality** | We work collaboratively with a variety of partners to ensure plans for individual children are supporting their engagement, attainment and achievement. Parents / Carers are involved in this process.  **Cricle Framework**  We use the CIRCLE Framework audit tools to evaluate how we set up an appropriate environment and culture for learning..  **Health & Wellbeing program**  Our Health and Wellbeing progression planners, support our children both at universal and additional levels. |

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| **3.2 RAISING ATTAINMENT AND ACHIEVEMENT** | | | | | | |
| Date last updated:  10/02/2025 | **How well are we doing?**    **What is working well for our learners?** | **How do you know?**    **What evidence do you have?** | **What are you going to do now?**    **What are your improvement priorities?** | **How would you evaluate yourself using the six-point scale?** | | |
| Attainment in literacy and numeracy |  |  |  | **22/23** | **23/24** | **24/25** |
| Attainment over time |  |
| Overall quality of learners’ achievements |  |
| Equity for all learners |  |

**APPENDIX B - SQR TEMPLATE**

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| **St Columba’s Primary School**  **Context of the School** | | | | |
| **Demographic** | 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 222 pupils in the school, including 3 care experienced children and 9.95% 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.  For academic session 2024-25 there were 9 classes, consisting of 222 pupils across Primary 1 -7. The pupils at St Columba’s Primary reside within SIMD deciles 3 – 18 with an average SIMD of 5.9%. As of September 2024, the free school meal entitlement for Primary 6 and 7 was 13.57%. 9% of pupils enrolled at St Columba’s Primary have English as an additional language (EAL), 16 % of pupils have a recognized and recorded additional support need, with 12% of children having being declared disabled and another 8% assessed as disabled.  General levels of attendance are high with a school average of 95.39%. We achieved our stretch target of 95.4%. Percentage of the number of pupils with less than 90% was 14.5%. | | | |
| **Vision, values and aims** | **School Aims**:  Learners will be safe, happy, and included, Learners will be supported and challenged & Learners will achieve success and develop their faith  **School Values:**   * Ambition – *ambition to fulfil our potential* * Belief -  *in self and faith* * Courage - *to face challenges*   **School Vision:**   * To engage the learning community to instill believe in themselves and give them every opportunity to achieve their very best | | | |
| **Attendance** | **Authorised** | 4.12% | **Unauthorised** | 0.85% |
| **Exclusions** | 0% | | | |
| **Summary of 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 / parent questionnaires | | | |
| **Attainment Scotland Fund Allocation (PEF)** | £34,300.00 | | | |
| **Cost of the School Day statement** | At St Columba’s RC Primary School, we recognize 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, social media, school emails and at the Primary 1 transition meetings.  We have clean laundry available for pupils who need school uniforms. 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 subsidize Primary 7s 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. | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: SIP Priority 1: **Increased attainment in writing and reading in Primary 4 and 7** | | | | | | |
| HGIOS 4 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 | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Progress of writing:**   * Baseline assessments carried out in August using Fife Moderation Writing pack indicated:   *The majority of pupils in Primary 4 (60.6%) were on target. We targeted 9 pupils – (a potential increase of 27.3% to achieve first level in writing).*  *Less than half of pupils in Primary 7 (44.4%) were on target. We targeted 8 pupils (a potential increase of 29.6% to achieve second level in writing).* Using the Fife Assessment pack all staff worked to establish consistency in teaching, assessment, moderation and evaluation in writing across the school.   * All staff received training in using the PM Writing Scheme / 6 staff members have attended the QI writing wave program 11 & 12 * All staff attended Stephen Graham’s Writing Training CPD   **Progress of reading:**   * The majority of pupils in Primary 7 (55.6%) were on target for their reading. We targeted 6 pupils – (a potential increase of 22.2% to achieve second level in reading) * The majority of pupils in Primary 4 (69.7%) were on target. We targeted 5 pupils – (a potential increase of 15.2% to achieve first level in reading) * The whole school community will engage in reading for enjoyment by building a culture of reading to positively impact on attainment across the wider curriculum and support wellbeing, critical thinking, creativity, empathy and resilience. | | | | | | |
| **Impact of Writing**   * Most pupils in Primary 4 achieved first level in writing. (Attainment 91% based on 31/34 pupils = 3 pupils off track, May 2025). This is a 30% increase in attainment. * The majority of pupils in Primary 7 will achieve second level in writing. (Attainment 81% based on 22/27 pupils = 5 children off track May 2025). This is an increase in 36.6%.   **Impact of reading**   * Almost all pupils in Primary 4 achieved 1P reading. (Attainment 88% based on 30/34 pupils = 4 pupils off track May 2025). This is an increase of 18.3%. * Almost all pupils in Primary 7 achieved 2P reading. (Attainment 89% based on 24/27 pupils = 3 children off track May 2025). This is an increase of 33.4%. * SfL and PT to engage with Read, Write, Inc training to introduce programme and use for targeted interventions, to meet the needs of all learners. | | | | | | |
| **Next Steps Writing**   * A whole school approach to assessing and moderating writing using the Fife Assessment Resource pack * Introduce a QI approach * Whole school analysis of NSA to increase staff confidence when declaring cfe levels. * A creation of whole school writing policy   **Next Steps Reading**   * Use the PM Benchmarking kit to assess children from Primary 1-3 to give them an accurate banded level. * Book band current story world texts and purchase a range of additional texts, both fiction and non fiction at each of the banded levels to give children access to a wide range of texts. * Link class reading books to IDL topics and writing texts types. * Use the Fife Reading progression pathways to inform planning at all stages. * The whole school community to engage in reading for enjoyment, creating a culture of reading to positively impact on attainment across and support wellbeing, critical thinking, creativity, empathy and resilience. | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| SIP Priority 2: **Implement Progress / Didbook as a planning and a reporting tool across all stages** | | | | | | |
| 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 | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Progress:**   * All children migrated onto Progress / Didbook with Cfe / NSA grades transferred * All children experience planned, progressive learning experience across the broad general education * All staff have developed their assessment skills through planned assessment and moderation activities * All staff track children’s progress across the broad general education and use assessment evidence to support professional judgment to ensure children experience their entitlement to a broad general education * Parents / carers, knowledge of Progress / Didbook has been shared regularly at Parent Council meetings / Newsletters * Staff engaged in professional dialogue on assessment of all areas of the curriculum during their collegiate sessions. | | | | | | |
| **Impact:**   * All staff have revisited the E&O’s & benchmarks in all aspects of the BGE * All parents / carers have a more detailed report on their child across the BGE and where their child sits nationally * Almost all pupil / parents / carers & staff have a better understanding of the transferable skills that their child will require in the work place (meta skills) * All children have benefited from increased opportunities from each area of the curriculum e.g. drama, dance, music * Due to individual children being assessed in the wider curriculum, their learning journey is more specific to them and consequently enhanced * All staff have developed their understanding of the Progression Framework. Staff use these to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children**.** * Almost all experiences areprogressive for allchildren. * All attainment and forward planning dialogues will support assessment within all curriculum areas linked to assessment evidence which informs professional judgment. * All staff have increased their confidence in planning for assessment | | | | | | |
| **Next Steps:**   * Continue to upskill teachers in reporting all curriculum identifiers * Develop staff confidence in identifying levels across the BGE * Staff to have clear benchmarks for each phase (each stage has 3 phases) * Staff to develop assessments across the BGE to help teacher judgement * Develop our Curriculum Rationale to ensure that it is reflective of the experience the children are experiencing across the school | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| SIP Priority 3: **Enhance staff, pupil and parent understanding of equality & diversity and create opportunities for pupil voice to develop** | | | | | | |
| HGIOS 4 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 | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Pupil Voice progress:**   * Ensure that the whole school community will have greater understanding of how our actions affect others in the world. * Implement a robust program to ensure pupils at St Columba’s feel listened to, respected and that we ‘get it right for every child’. * Almost all pupils felt they had an adult in school they could share their achievements both in and out of school * Almost all pupils felt they had an opportunity to join a group or share their opinions with a group who would represent them * Almost all pupils were aware of the Fair-Trade vison making the school aware of our responsibility for a more sustainable way of living * Almost all pupils continue to promote the ECO agenda ensuring sustainability and environmental awareness * School achieved thee Bronze Rights Respecting School Award   **School Values:**   * All stakeholders have ownership of new values which are easily remembered as ***ABC,*** for **Ambition**, **Belief** (in self and faith) and **Courage**.   **De-escalation & Trauma Informed:**   * All staff are trained in *De-escalation* and *Trauma Informed* sessions embedding inclusive and nurturing practices throughout the school.   **Circle:**   * All staff continue to use CIRCLE Framework to inform practice / 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. | | | | | | |
| **Pupil Voice Impact:**   * Almost all pupils and staff, have a clear focus in explaining what “Student Voice” is has been established * All parents / carers are updated on the impact of pupil voice on Seesaw * All classes have access to a classroom ideas and suggestions box * Student Voice representatives join with the House Captains on a three weekly rota, Student Voice representatives join with Parent Council when appropriate * **Eco Schools** Almost all pupils, parents and staff have reduced the litter in school ground by promoting recycling and promoting pride in our school environment. * **Rights Respecting Schools – Bronze Award / RRS** Following a survey of all stakeholders we changed our front facing social media platform for the school, moving from ‘X’ to Facebook. The school achieved the Bronze award * **Character Education Quality Mark Program.** All stakeholders have ownership of new values which are easily remembered as ***ABC,*** for **Ambition**, **Belief** (in self and faith) and **Courage**. * **De escalation.** All staff are trained in de – escalation & trauma. All staff use consistent scripting used across the school to support learners. * **Circle** All parents / carers offered opportunities to attend “Calm & Connect” workshops. | | | | | | |
| * **Pupil Voice.** Continue to embed the role of Student Voice Reps. Continue to promote the message of a cleaner greener community / retain Green Flag / Carry out a local bird / insect survey * **Eco schools, Rights Respecting Schools / Fair trade.** Continue to develop links with the JRSO to ensure safe travel. Continue to incorporate RRS through school managing positive behaviour policy / choosing school charity partner * **Character Education Quality Mark Program.** Continue to promote school values in all aspects of our school life * **De-escalation & Trauma Informed.** Continue to e sure that all new staff are trained in de – escalation & trauma | | | | | | |

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| **Improving Outcomes** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | 81.0% | 81.0% | 81.0% | 78% | | **P4** | 97.0% | 79.0% | 79.0% | 79% | | **P7** | 74.0% | 89.0% | 81.0% | 81% |   **Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2024 - 2025** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | 80% | 81% | 88% 25.3.25 | 78% | | **P4** | 72.7% | 72.7% | 81.8% | 79% | | **P7** | 77.8% | 77.8% | 81.5% | 81% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **S3 CfE Declarations** | | | | | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | | **S3 (Level 3)** |  |  |  |  | | **S3 (Level 4)** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **S4 Literacy & Numeracy** | | | | | | **Level/ Measure** | **Literacy** | | **Numeracy** | | |  | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | **Level 3** |  |  |  |  | | **Level 4** |  |  |  |  | | **Level 5** |  |  |  |  |   **Impact of Writing**   * Most pupils in Primary 4 achieved first level in writing. (Attainment 91% based on 31/34 pupils = 3 pupils off track, May 2025). This is a 30% increase in attainment. * The majority of pupils in Primary 7 will achieve second level in writing. (Attainment 81% based on 22/27 pupils = 5 children off track May 2025). This is an increase in 36.6%.     **Impact of reading**   * Almost all pupils in Primary 4 achieved 1P reading. (Attainment 88% based on 30/34 pupils = 4 pupils off track May 2025). This is an increase of 18.3%. * Almost all pupils in Primary 7 achieved 2P reading. (Attainment 89% based on 24/27 pupils = 3 children off track May 2025). This is an increase of 33.4%. |
| There has been a wide variety of success and achievements at St Columba’s Primary School. All learners have been supported to develop a range of skills and engage in activities linked to the four capacities, our school values, meta skills, RE programme, UNRCR and the four context of learning. Wider achievements in and out of school are shared at Friday assemblies and tracked through the Praxis award and active schools opportunities.  **Curriculum Areas & Subjects**  All Primary 4 - 7 learners have been given the opportunity to participate in a variety of sports events: Basketball, Badminton, Football and Mini Wimbledon Tournaments at local and cluster level promoting interpersonal and resilience skills. All children were involved with the Scottish Book trust event promoting our value of Ambition.  **Interdisciplinary Learning**  All pupils and parents were involved in our Careers Week. This week looked at all the meta skills and provided a platform for shared learning experiences between home and school. All of our school family (all parents and carers were invited), participated school 60th anniversary trip to Craigtoun Park - June. All pupils promoted inter generation awareness and reflected on their place in the community.  **Ethos and the life of the school**  We are committed to our value of Belief. Our Faith journey included children celebrating the Sacrament of Reconciliation, the Sacrament of Confirmation and the Sacrament of Holy Communion. Our school became the First Catholic School on the east coast to receive the Missio Scotland award. We celebrated the Jubilee of the Pilgrims of Hope School by participating in a Pilgrimage to the Pilgrim Way in Ceres.  **Opportunities for learning**  All Primary 7 residential trip to Lendrickmuir – February. This built resilience, confidence, risk assessment skills and team work. All Primary 7 pupils attended Banardo’s substance abuse visit – February. This developed their life sills.  Change of social media platform following consultation with parents / carers – March. This raised pupil, parent and staff awareness of the dangers of technologies.  Hear my Music’ project – with Kilmaron School – May. 4 pupils worked in the Hear my Music Project  School retained Green Eco Flag / All pupils were made aware of their role in maintaining a healthy environment, thus developing their life skills. |

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| **Evaluations (School)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (since August 2024) |
| 1.3 Leadership of Change | Good | Good | Good |  |
| 2.3 Learning, teaching and assessment | Good | Good | Good |  |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good |  |
| 3.2 Raising attainment and achievement | Good | Good | Good |  |
| **Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change |  |  |  |  |
| 2.3 Learning, teaching and assessment |  |  |  |  |
| 3.1 Ensuring wellbeing, equity and inclusion |  |  |  |  |
| 3.2 Securing children’s progress |  |  |  |  |
| **Care Inspectorate Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? |  |  |  |  |
| How good is our setting? |  |  |  |  |
| How good is our leadership? |  |  |  |  |
| How good is our staff team? |  |  |  |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. | Summary of key strengths and areas for improvement identified in report.  **All text to be Calibri font size 11.** | | | |

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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:** To improve numeracy outcomes for all students by fostering an inclusive classroom environment, implementing regular moderation of planning and assessments, and providing accessible, high-quality numeracy resources. | | | | | |
| **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** |
| Most of pupils in Primary 4 (76.%) are on target. We aim for 2 pupils – an increase of 10.0% to achieve first level in writing.  All staff to develop a consistency in moderation, assessment and evaluation of numeracy.  Whole school agreement in the progression in numeracy  School to raise the importance of mental maths in our school community | **Planning and assessment**   * Headteacher to meet PT regularly to monitor progress of action plan. * Baseline assessments carried out in August and NSA’s will be carried out in February * Headteacher, class teacher and SFL will monitor and track progress of children.   .  **Professional Learning Activity**  Staff base line assessment of numeracy  All teachers will have a consistent approach using Fife Numeracy Progression pathways and track progress using Record of Understanding  Teachers will participate in professional learning, both reading and through staff development sessions: on the new Numeracy materials, including apps to be used as part of the Transforming Learning project  By December 2025 a resource will be investigated and purchased.  **Learning & teaching**  Primary 6 & 7 learners will be provided with a digital access to apps to use on their iPads  **Creating an inclusive environment**  Create a Numeracy display standard in terms of expectation and consistency across all numeracy environments. | Headteacher to meet PT  Class teachers  All staff  All staff  All staff  KR, SM & all staff  Maths working party – KR Transforming Ambassador  Maths working party – KR Transforming Ambassador  All staff | | **Data**  Moderation of planning  Professional Dialogue with staff meetings  Tracking meetings  Forms form to be completed  Teacher PRD s  Attainment and progress  Analysis of assessment data and tracking of numeracy progress.  Observations of classroom practice  **People’s Views**  Pupil, parent and staff feedback required  Observations of classroom practice showing inclusive numeracy teaching.  Pupil and staff feedback required | October 2025  September 2025  September 2025  Tracking meetings  September 2025  August & September 2025  Nov INSET |

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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:** Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.  To support all staff through the use of digital technologies to effectively assess children’s progress, leading to a learning environment which ensures appropriate pace and challenge, leading to improved outcomes for children. | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith Quality Indicators** | | |
| 1.3 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.6 Transition  3.2 Raising Attainment and achievement  3.3 Increasing creativity and employability | | | 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** |
| All children will experience improved engagement and motivation in learning through creative pedagogical approaches to delivering learning and teaching using a wide range of resources and digital tools.  The focus in Year 1 of our planning cycle will be to Identify 2 main aspects of learning teaching assessment cycle. These will be “using a wide range of evidence is gathered which demonstrates breath challenging application” and “feedback is linked to success criteria and next steps are identified”. Staff members will use transforming learning tools to gather a range of evidence including photos, videos and voice notes to evidence successful learning progression in numeracy. | **Professional Learning Activity**   * As part of the agreed WTA collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. * All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills. * As part of collegiate activity all staff will further develop their understanding of using assessment information effectively to plan appropriate pace and challenge for all children and to ensure professional judgements are based on robust assessment evidence.   **Enhancing learners’ experiences**   * Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. This will includes photos and videos of pupil work with individualised feedback provided at targeted points.   **Learning, Teaching and Assessment**   * Teachers will use their digital skills to provide high quality feedback, in numeracy lessons. * Teachers will use a range of creative pedagogical approaches and digital tools to create and share explanations and to model learning processes.   **Assessment and Feedback**   * All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. * Using innovative technologies such a speech to text, staff will be able to provide high quality feedback in a timely manner without increasing teacher workload. * Development of Digital Portfolios to showcase learning over time using Showbie. * Make use of data gathered through digital evidence to support ongoing moderation of learner attainment across levels. | Led by ESO’s, Digital PT’s  Led by KR & SM  All staff  Led by KR & SM  All staff  ESO’s, Digital PT’s  Led by KR & SM  All staff  Led by KR & SM  All staff | | **Data**  Analysis of attainment data in Numeracy.  Analysis of CFE and BASE/NSA data  Analysis of data for identified cohorts e.g. SIMD ASN, EAL, LAC.  **People’s Views**  Staff views on use of digital technology to enhance learning.  Self-evaluation (2.3) on strengths and next steps.  Staff professional dialogue with school/cluster colleagues.  Feedback from Professional Learning activity.  Parent/carer views on children’s experiences.  Children’s views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.  **Observations**  Forward planning documentation.  Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.  Focus for LP – analysis of learning experiences through the use of technology to support ongoing progression within numeracy. | Initial handout 14th November INSET 2025  PL3 13th January 2026  PL3 27th January 2026  PL4 3rd March 2026  PL5 26th May 2026 |

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| **Education Directorate Improvement Plan:**  Achievement | | | | | |
| **Focused Priority:** Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.  Use benchmarks for all curriculum areas to measure children’s progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. | | | | | |
| **HGIOS4 Quality Indicators** | | | **Developing in Faith Quality Indicators** | | |
| 1.2 – Leadership of Learning  1.3 – Leadership of Change  2.2 – Curriculum  2.3 – Learning, Teaching and Assessment  3.1 – Ensuring wellbeing, equality and inclusion  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** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.  Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of all/identified areas of the curriculum e.g. health & wellbeing, science, modern languages and social studies. * All staff will use CfE benchmarks (found in progress) for identified / all curriculum areas to engage in moderation activity linked to e.g. health & wellbeing, science, modern languages and social studies   .  **Forward Planning**   * All staff will continue to use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within identified/all curriculum areas linked to assessment evidence which informs professional judgements. * Staff will develop confidence in planning for assessment.   **Tracking & Monitoring**   * All staff in liaison with SLT will further develop their working knowledge of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individual or cohorts of children. * Schools to look at moderating from one of the following: health & wellbeing, science, modern languages and social studies   **Learning, teaching and assessment**   * Focus for parent/carer workshops/open mornings – sharing progression across identified curricular areas   **Curriculum Rationale**  Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE. | Led by PT’s & DHT  Led by HT  All staff  Led by SLT  All staff  All class teachers  Curriculum Development Working Group: Led by PT’s & DHT | | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum  Analysis of CFE, BASE & NSA  Analysis of data for identified cohorts e.g. SIMD, ASN, EAL, LAC, deferred nursery placement etc  Analysis of the wellbeing wheel  Analysis of wellbeing data including from apps on iPads  **People’s Views**  Teacher professional dialogue with SLT at FP & Attainment Meetings  Feedback from moderation activity  Parent/carer views on children’s experiences of BGE  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas e.g. from health & wellbeing, science, modern languages and social studies.  Sharing the learning opportunities  Classroom observations linked to identified areas of the curriculum (QA calendar)  Analysis of data, Learning experiences across the curriculum/identified area of curriculum, parent/pupil views of the delivery of the curriculum | October 2025  September 2025  September 2025  Tracking meetings  September 2025  August & September 2025  Nov INSET |

**APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan**

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| **Pupil Equity Fund allocation for session 2025/26** | **£** £34,300 |
| **School Context (copied from SIP)** | |
| 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 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. | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | |
| 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 *Caring for Cupar,* 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. | |
| **Stakeholder engagement**  (in what ways have you engaged with your stakeholders – children/parents/community etc.) | |
| * In September SIP, SQR and PEF were shared with all parents/carers through our normal communication, e.g.: 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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| **Rationale: Intervention 1** | | | **Amount of Fund allocated (if appropriate) £** £34,300 | |
| **18% of learners are not on track for writing**  Of these 12 learners 33.3%are identified as at risk from experiencing child poverty as defined in Scottish Government Equity Funding Guidance and/or receive free school meals and 33.3% have support needs. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on children**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of children)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| ***RWI-Fresh Start & Nessie***  Attainment in writing across Primary 1 – 4 is 72%. We aim to raise attainment in writing by 8%. And as a result, develop pupil confidence in their sound blends and letter recognition. | * Baseline RWI entry assessments to be completed with identified learners. * Initial sounds, letters of the alphabet, sound blends, set 2 and set 3 sounds assessments will be used to identify gaps and next steps. * Identified learners will focus on initial sounds and handwriting * This is carried out twice a week (30 minutes). * PSA will support individuals as identified – in addition to CT / SFL / NY input. * Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks). * Nessy in an e – intervention, which targeted children will complete three twenty minutes sessions every week completing online Nessy spelling and reading progressions. | 1. CT will complete baseline assessment and identify explicit areas to be taught. 2. Termly RWI assessments 3. BASE assessment for Primary 1 & NSA assessment Primary 4 & 7 4. Class teacher will explicitly teach agreed targeted areas. 5. Attainment discussions and records will identify trends and improvements. 6. Regular tracking meetings with SLT, Teachers and PSA 7. Feedback from children about their progress (6 weeks) | |  |

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| **Rationale: Intervention 2** | | | **Amount of Fund allocated (if appropriate) £** £4412 | |
| **10% of learners are not on track for reading**  Of these 6 learners 28.7% are identified as at risk from experiencing child poverty as defined in Scottish Government Equity Funding Guidance and/or receive free school meals and 50.0% have support needs. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on children**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of children)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| **Intervention 2 – *PM Benchmark Literacy Assessment***  We identified 6 learners across Primary 1 - 2 who are not on track.  To raise attainment in reading by 10%  To increase the fluency, intonation of readers.. | * By January 2026, all Primary 2 pupils will have reading levels assessed, identified and matched to accurate *PM* banded level to support them in becoming balanced readers. * By May 2026, all Primary 1 pupils will have reading level identified and matched to accurate *PM* banded level to support them in becoming balanced readers. | 1. NY (PT) will complete baseline assessment and identify explicit areas to be taught. 2. PM initial assessments 3. BASE assessment for Primary 1 4. Class teacher will ensure regular opportunities to read and assess the pupil’s progress. 5. Regular tracking meetings with SLT, Teachers and PSA 6. Feedback from children about their progress (6 weeks) | |  |

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| **Rationale: Intervention 3** | | | **Amount of Fund allocated (if appropriate) £** £330 | |
| There is a strong base of evidence showing the benefits of small targeted intervention groups, aimed at targeting children across all year groups. | | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | | **Impact on children**  **Ongoing evaluation Dec/June**  **(**What has been the actual impact/outcome, in particular for the targeted group of children)  (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?) |
| By June 2026, all identified pupils for nurture intervention (48 pupils) will have improved wellbeing, their barriers to learning will have been reduced.  All targeted pupils will meet individual targets.  Progress and Impact Reviewed termly by PT & SFL have become familiar with strategies to manage challenging situations | * All class teachers will complete the Inclusive Classroom evaluation in order to ensure the learning environment is set up to best meet the needs of their pupils (Creating an Inclusive and nurturing environment) * Target group to meet with PSA to have opportunity to discuss emotions. * Opportunities to engage with Kitbag (18 pupils), LEGO (9) and Knitting Club (9). * Targeted group to participate in transition activities, e.g.: physical/gross motor programme (12 pupils) including planned visits to sensory, music and nurture room and have extra opportunities for outdoor learning. * Circle Participation Scale completed for targeted pupils (reviewed at least termly | 1. Attendance and engagement data will be gathered monthly. 2. Individual pupil targets will be created and monitored based on a range of data sources including, 3. Circles Participation Scale data. Identified pupils’ engagement in their learning will increase (age and stage dependent | |  |

**APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)**

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

