

Torbain Primary School & Early Learning Centre

Standards and Quality Report

2022- 2023

‘Achieving Excellence and Equity’



“Try, Participate, Succeed”

Torbain Primary School

Standards and Quality Report 2022-2023 Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC) <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC setting times • May include specific cohorts relevant to your context eg Care experiences, EAL etc 	<p>Current School Roll – 523 19 School Classes ELC – 89 full day, term time spaces, for three and four-year-old children across 3 Playrooms - with free access.</p> <p>We have 15 care experienced children, 7 who are from out with Fife, and 3 who are kin-ship</p> <p>30 EAL children</p> <p>8 children to be monitored through Armed Forces covenant</p> <p>24 children have an identified additional support need or have an assessment in process</p>				
FME	127 (24%)				
SIMD Profile for establishment	<p>7.3% of our catchment fall into SIMD 1-2,</p> <p>51% in SIMD 3-4,</p> <p>28% in SIMD 5-6,</p> <p>2.2% in SIMD 7-8</p> <p>11.4% in SIMD 9-10.</p>				
Attendance (%)	90.4%	Authorised	5.93%	Unauthorised	3.66%
Exclusion (%)	0				
Attainment Scotland Fund Allocation (PEF and SAC)	£123,725				

Vision & Values

At Torbain we believe children should have the right to the best possible childhood, where they are respected, listened to, well looked after, safe and happy. We want the best for every child and our motto is...

'Try, Participate, Succeed'

We are committed to encouraging resilience and we believe that skills development is crucial for our pupils' life-long learning. Our core values, chosen by pupils are:

Friendship, Fairness, Respect & Honesty

At Torbain our vision is to create a culture that successfully contributes to the development of skills and qualities needed for lifelong learning – not just focusing on the academic. We want children to experience a "quality education" which in turn produces young people who are "enterprising, friendly, moral and imaginative".

*"Intelligence plus character -
that is the goal of true education"*

Martin Luther King

Torbain Primary School is one of the largest primary schools in Fife. The surrounding area comprises of several large housing estates and some rural properties with ongoing expansion in the local area. A number of pupils live out-with our catchment area and are parental placement requests. 7.3% of our catchment fall into SIMD 1-2, 51% in SIMD 3-4, 28% in SIMD 5-6, 2.2% in SIMD 7-8 and 11.4% in SIMD 9-10.

The children who attend Torbain Primary School are accommodated in two buildings within extensive grounds at Blairmore Road. Pupils start in the Nursery and stay for Primary One / Two in the Infant Building, which was designed to accommodate this age group. Torbain is part of the Kirkcaldy High Cluster group. The other schools in the cluster group are Capshard, Valley and Fair Isle.

The school has excellent links with the community and offers a range of academic and active learning after school clubs, working in conjunction with the Active Schools Co-ordinator who operates within the cluster. We work in partnership with the health professionals, our Educational Psychologist and the Supporting Learners Service.

Early Learning and Childcare Setting: Torbain Nursery is accommodated in the infant building of Torbain Primary. The Nursery comprises of three playrooms and a well-proportioned garden adjoined to the building allowing children free access. The Nursery has 89 full day, term time spaces, for three and four-year-old children. The Nursery makes good use of the local community including the nearby woods where the children benefit from Forest Kindergarten activities.

We have a highly committed staff team who engage in professional development and involve themselves in leading curricular work and who contribute greatly to the wider life of the school through e.g. running of clubs / leading pupil groups and leading change and improvement. We have key members of staff who are involved in work across the council e.g. HWB, Train the Trainer, and Digital.



Improvement Priority Session 2022 – 2023

Focused Priority: 1 **RAISING ATTAINMENT / IMPROVING LITERACY & NUMERACY**

- ✓ *ALL staff will have a shared understanding of expectations and consistent practice will be evident across the school.*
- ✓ *To ensure ALL staff are confidently using the 'Talk for Writing' approach (& Helicopter Stories at the Early stages) to ensure effective learning, teaching and assessment of Writing.*
- ✓ *To improve writing further with a focus on Spelling, as a result of analysis of SNSA data at P.4 & P.7*
- ✓ *Sustained conversations and high-quality interactions between children and staff in nursery*

NIF Priority

1. Improvement in attainment, particularly in **literacy & numeracy**

NIF Driver

4. Assessment of children's progress
5. School improvement

HGIOS 4 Quality Indicators

2.3 *Learning, teaching & assessment*
2.4 *Personalised Support*
3.2 *Raising attainment and achievement*

HGIOELC Quality Indicators

2.3 *Learning, Teaching & Assessment*
2.4 *Personalised Support*
3.2 *Securing Children's Progress*

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

√

Continued into next
session

Progress:

- Staff collegiate sessions have led to revised shared agreements for planning, teaching and assessment in Writing at Early, First and Second Level
- Training for all staff through Sharing Practice in the Talk for Writing approach, and support for new staff to ensure consistent approaches to learning, teaching and assessment of writing
- Collegiate Sharing Practice Sessions
- Reading Reflection: 'Talk for Writing' by Pie Corbett and Helicopter Stories: 'The Growth of a Storyteller' by Trisha Lee
- Peer Learning Visits / Lesson Study across Middle & Upper School
- Staff Collegiate Sessions on Effective Teaching of Spelling included opportunities for all staff to engage in research papers for reflection. Staff then trialled approaches in their own classes before sharing back together
- Staff engaged with the Fife WfL pack
- All the Time Toolkits created for all stages

In Nursery:

- Staff committed to developing further positive interactions – collegiate sessions / planning meetings / professional reading: 'Interacting or Interfering' Julie Fisher & Reggio Emilia approach
- Staff engaged in Mind stretchers training related to shared thinking through the use of Floor-books
- Staff worked collegiately with Capshard Nursery to develop the use of learning walls and evaluations
- Staff engaged in Kodaly training
- Staff focus on planned quality literacy sessions
- Family Learning Sessions including a focus on literacy

Impact:

We continue to see a positive impact on writing attainment across the school with all staff having a clear understanding of expectations. There is consistent practice across the school - evidenced in Learning Visits / Jotter Monitoring and Pupil Voice feedback. This ensures that all children are experiencing a consistent approach to the teaching of writing.

Increase in attainment in Writing evident at P.1 (from 67% to 72%). At P2 there was an increase of 3% with 70% of children now at the expected level; and at P.3 an increase of 8% with 69% now at the expected level. At P.4 we had a significant range of challenges (*ASN / Social, Behavioural & Emotional*) and there is a continued focus on improving Literacy and Numeracy attainment for this cohort. Attainment at P.5-P.7 remained consistent with most children attaining expected levels in writing.

All Staff are using Helicopter Stories (P.1-P.2) and the 'Talk for Writing' approach (P.3-P.7) with greater confidence, as evidenced through staff feedback, learning visits & DHT Planning Discussions. Rich, professional dialogue through staff moderation sessions have resulted in further reflection on approaches and pedagogy. There are shared agreements for Early, First and Second Level following staff collegiate working.

Children have a clearer understanding of the key features of different genres & a better awareness of next steps.

'My teacher has supported me in my writing by giving us a cold task and a hot task giving me confidence that I am improving.' I am proud of my spelling and advanced vocabulary and implementing this into my pieces of writing.' Lewis P7B

'I am proud of my spelling because now I can spell longer and harder words.' Lachlan P6

'I am very proud of my writing because my writing has got more interesting. My teacher has helped me in writing because of a writing flap (All the Time Toolkit).'' Vania P6

'I am proud of my spelling because when I was in P3 I couldn't spell long words now I can.' Kayden P 4

'My teacher has helped me by giving us word mats.' Macy P.6

100% of children surveyed across P4-P7 said they felt their writing had improved this session.

Parent Survey feedback – 87% of parents who responded rated progress / improvement in writing 4-5 (out of 5).

'Marked improvement in my son's writing through the use of helicopter stories.'

'It seems like the school has done an excellent job of preparing the older kids for high school.'

NURSERY:

Through playroom observations in the Nursery setting, children are engaging more meaningfully in planned literacy sessions. This was evidenced also in our Learning Partnership visit. Staff noted more engagement of the children in story sessions. Children engaging more confidently and independently in conversation in the nursery session. Children enthusiastically lead their own learning by asking to engage in story sessions, rhymes and songs throughout the nursery session, indoors and outdoors. Literacy embedded in outdoor environment.

Staff commented on the positive impact of Kodaly training.

eLIPS Analysis: Of our current N5 children: on entry to Nursery, 49% had the expected level of language development (i.e. 2 Green / 1 Orange); 35% were Green x3. On leaving Nursery, 74.5% are now at the expected level of language development, a 25.5% increase through the Nursery experience.

25% of parents engaged with the Family Learning sessions over a 4-week block and gave positive feedback.

"I enjoyed getting to see how my child is in the Nursery environment and learning some of the songs she loves to sing."

"We made some lovely memories..."

As evidenced in the recent Care Inspectorate Inspection:

"Staff successfully engaged children's imagination and enriched their play and learning in literacy. Skilful approaches such as introducing words to extend children's creative play helped develop vocabulary related to real life experiences."

"Children experienced warm, caring, and nurturing interactions from a team that knew their individual needs and preferences."

"Staff interacted skilfully to support children's curiosities. This meant interests were responded to in the moment as staff engaged to deepen learning."

Next Steps:

- Ensure consistency in teaching of Writing / Spelling and the use of All the Time Toolkits
- A3 Poster version of All the Time Toolkits for all classes
- Spelling Agreements shared with staff for new session
- Pedagogy Team input early in session for Workshop for Literacy refresher

NURSERY:

- Staff to observe Helicopter Stories in P.1 to see how this may be incorporated into Nursery
- Commitment to continuing planned quality literacy sessions
- Promoting children's voice further through e.g. UNCRC / presence & observations / including children in decision-making and active involvement

Focused Priority: 2 Health & Wellbeing

- ✓ Shared understanding of Wellbeing with SHANARRI as overarching banner
- ✓ Nurturing Approaches impacting positively on engagement
- ✓ Emotion Works embedded & Accreditation
- ✓ Our Girls' Can
- ✓ Safeguarding & Child Protection
- ✓ Focus on Food / Sustainability in Nursery

<p><u>NIF Priority</u> NIF 3 - Improvement in children young people's health and wellbeing</p> <p><u>NIF Driver</u> 1. school leadership 2. teacher professionalism</p>	<p><u>HGIOS 4 Quality Indicators</u> 3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding & Child Protection 2.4 Personalised Support</p> <p><u>HGIOELC Quality Indicators</u> 3.1 Ensuring Wellbeing, Equality & Inclusion 2.1 Safeguarding & Child Protection 2.4 Personalised Support</p>
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved		Continued into next session	√
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Progress:

- Staff In-Set (August) and collegiate sessions (3.1 focus) to ensure a shared understanding of Wellbeing & Children's Rights (Term 1 & Term 4)
- Targeted children identified for Nurture Groups & a shared understanding of Nurturing approaches across the school through staff sessions and sharing practice
- All staff engaged in Reflective Reading (Term 1 / 2) led by teachers (*Victoria Hatfield, Natalie Wishart, Nicola Ness and Jenna Cushnie*). Focus texts: 'Inside I'm Hurting' / 'Know Me to Teach Me' / 'Distressed or Deliberately Defiant' helping to support shared understanding of nurture, relationships and wellbeing across all staff
- Staff sharing practice session - key reflection posters created by each group and displayed in staff work base
- Nurture spaces across the school developed further with a new Nurture Room set up on Bottom Floor for planned & responsive interventions with daily nurture sessions for identified pupils
- Key staff – including Support Staff – engaged in the Practice Sessions offered across the authority to support Trauma-Informed Practice and De-Escalation
- 'Our Girls Can' group developing the physical and emotional wellbeing for identified pupils in P6/P7. Victoria Hatfield / Veronica Girdwood trained to support
- Targeted approach to Nurture in Upper school (led by Rose Laing & teachers)
- Emotion Works Accreditation - in process

Nursery:

- Nursery staff formed a working group to audit / focus on the lunchtime experience, using the Fife Council's early learning audit tool & Care Inspectorate documents. As a result, they worked on improving the mealtime experience for all children. The Work Party visited other settings and worked with EYDO / Nursery Teacher
- Introduced aspects of self-service
- Opportunities for snack indoors & outdoors and across the Nursery setting
- Promoting independence
- Focus on creating a relaxed, nurturing atmosphere e.g. table runners, calming music, flowers, crockery
- Fair Trade Ambassadors introduced & display
- Recycling Centre encouraging awareness of the importance of recycling and their responsibility in this

Impact:

There is a shared understanding of Wellbeing & Children's Rights promoting a climate where all children feel safe and secure.

Parent Feedback was very positive, and of the 132 responses:

My child likes being at this school...	98% Strongly Agree / Agree
Staff treat my child fairly and with respect...	100% Strongly Agree / Agree
My child is safe at the school...	98% Strongly Agree / Agree
The school helps my child to feel confident...	98% Strongly Agree / Agree
I feel staff know my child as an individual...	95% Strongly Agree / Agree
The school supports my child's emotional wellbeing...	97% Strongly Agree / Agree

Almost all parents / carers feeling that their child is safe, nurtured, and respected.

Learning Partnership feedback on climate and relationships was very strong:

"Relationships and nurturing environments are very strong across all classes. A welcoming ethos was evident in all class visited / A very nurturing environment, built on trusting relationships."

- Morning Breakfast Club enables children's first interactions with staff to be positive
- Circle Framework is providing an initial response to identifying support required before communicating with Support for Learning team

Nursery:

Within the constraints of the setting, EYOs worked together to improve the snack / mealtime experience for our nursery children.

Through observation, children are more independent and more social interactions evident in the dining experience.

Care Inspectorate noted a positive impact: *"Snack-time was relaxed, unhurried and promoted children to have ownership of this routine and staff supporting children to develop healthy food habits."*

Next Steps:

- Nurture Room to be completed with purpose clear (timetabled / responsive?)
- Using 'Together We Can' as an approach through Upper School and rolling out to Middle School
- Consider further opportunities for extending Breakfast Club / Nurture Breakfast
- Focus group to engage in De-Escalation Fife approach to inform Positive Relationships and Behaviour Policy
- Nursery to continue on the journey of improving mealtime experiences, in particular lunchtime, with a focus on reducing food waste and increasing independence

Focused Priority: 3 Digital Learning / Meeting Learners Needs

- ✓ Chromebook / Netbook Allocation
- ✓ Digital Mascots enhancing learning and promoting online safety

National Improvement Framework Priority: NIF2 - Closing the attainment gap NIF 4 - Improvement in employability skills	HGIOS4 Quality Indicators 2.4 Personalised Support 3.3 Increasing creativity and employability (Digital Literacy) HGIOELC Quality Indicators 2.4 Personalised Support 3.3 Developing Creativity & skills for life and learning
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Has this priority been: (please highlight)	Fully Achieved		Partially achieved	√	Continued into next session
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Progress:

- ✓ Chromebook allocation across Upper School has enhanced confidence and digital skills – supporting transition to High School
- ✓ Netbooks allocated 1-1 for identified pupils to support in class (immersive reader / text to speech etc.)
- ✓ Digital mascots shared across classes through assembly focus - class chosen each week to receive mascot and focus on the digital learning happening in class with a view to sharing at the next assembly
- ✓ Focus on 'Digital Wellbeing' in classes / assemblies - in addition to Safer Internet Day
- ✓ Torbain Techies / Digital Leaders supporting across classes and leading Digital Assemblies and Parent Drop-in
- ✓ Staff professional learning sessions delivered by PT & SfL staff

Impact:
 Digital Learning (particularly online safety) is evident in all classes and enhanced through use of 'Digital Mascots'. Children are innovative, confident, and responsible in the use of technologies and staying safe online.

This is evidenced also through positive feedback in our Learning Partnership.

In Primary 7, children are using Glow / Microsoft Office very independently and are working with some specific P5 and P6 pupils to support and develop their skills.

In Primary 7 children's digital skills have significantly improved, especially with Microsoft Office.

In P.5 and P.6 – specific children have been identified and targeted using Chromebooks for supporting class work.

Digital mascots are raising the profile of all digital work across classes and used to support pupils sharing their learning in assemblies.

Torbain Techies were involved with the Fife team to review software and inform Fife plans and progressions,

Kim Wyse took part in a Digital Schools Award session sharing practice around our Digital Award and the progress we have made towards the Digital Wellbeing Award. This process acted as a review and evaluation of the progress we have made towards the Wellbeing Award and allowed us to feel confident in applying for validation early next session.

Parent Feedback in relation to this Improvement Priority was positive:
 78% of parents who responded rated improvement in this area as high (4-5)
'I think there have been great opportunities for pupils to get involved in developing digital skills' P.7 Parent

Next Steps:

- Continued use of mascots – with a different digital focus each term. (i.e Term 1: Digital Wellbeing, Term 2: Tools to Support Learning, Term 3: Online Safety/Digital Literacy, Term 4: Computer Programming/Coding)
- Children from P.3 / P.4 upwards need to be confident in using Glow as everything on the Chromebook is accessed via Glow
- Home Learning devices allocated to families who don't have a non-shared device at home - to take place when we are confident the children can access and use Glow independently.
- Application for validation for Digital Wellbeing Award – Term 1/2 next session
- Updated Fife Progressions and pathways fully implemented next session

Attainment of Children and Young People (Primary and Secondary)

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	75%	72%	84%	80%
P4	87%	71%	89%	88%
P7	85%	78%	97%	84%

Overall Attainment for 2022 - 2023		
	Literacy	Numeracy
P1	77%	80%
P4	82%	88%
P7	87%	84%

Literacy		Numeracy	
Stretch Target	Actual	Stretch Target	Actual
71.8%	82%	76.5%	84%

Attainment over time % Achieved expected level												
	Reading			Writing			Listening & Talking			Numeracy & Maths		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
2019-2020	89.2%	87.5%	78.3%	89.2%	75%	72.3%	89.2%	90.3%	91.6%	92.8%	86.1%	79.5%
	84.9%			79%			90.3%			86.1%		
2020-2021	71.2%	77.9%	73.5%	61.6%	72.1%	71.1%	74%	84.9%	86.7%	79.5%	83.7%	81.9%
	74.2%			68.3%			81.2%			81.7%		
2021-2022	75%	90%	81%	67%	75%	78%	86%	90%	85%	83%	78%	80%
	82%			73.3%			87%			80.3%		
2022-2023	75%	87%	85%	72%	71%	78%	84%	89%	97%	80%	88%	84%
	82%			74%			90%			84%		

Evaluative statement of attainment over time.

- Most children are attaining expected levels in Reading at P1, P4 and P7
- We are exceeding stretch targets in Literacy and in Numeracy
- Attainment in Listening & Talking is very good across P1, P4 and P7 with most children (90%) achieving expected levels
- Attainment in Writing is lower than in other areas and continues to be a focus for improvement: Writing attainment has increased by 5% at P.1, -4% at P.4 and = at P.7. *There are significant challenges at P3 and P4 this session with ASN, as well as social and behavioural needs and a high level of support has been required*
- Attainment in Numeracy & Maths has increased by 4% across P.1, P.4 and P.7: +10% at P.4 and +4% at P.7 with most children attaining expected levels. There was a particular focus on targeted groups at P.4 and P.7 with targeted interventions (Raising Attainment Teacher) – positive impact evident in NSA results this session (see table below)
- ELiPS Analysis: Of our current N5 children: on entry to Nursery, 49% had the expected level of language development (i.e. 2 Green / 1 Orange); 35% were Green x3. On leaving Nursery, 74.5% are now at the expected level of language development, a 25.5% increase through the Nursery experience. However, 25% of our children coming into P.1 next session continue to have limited language experience.

BASE / NSA Data:

P1 BASE EoY May 2023	Literacy	Numeracy
Above 130 ++	2%	7%
115-130 +	7%	17%
85-115 (average national mean score is 100 with deviation of 15)	65%	70%
70-85 -	25%	7%
/below 70 --	2%	0%

P4 NSA Band Results	Numeracy	Reading	Writing
Band 8 / 9 +	22/23: 9% (21/22: 19%)	22/23: 43% (21/22: 27%)	22/23: 33% (21/22: 26%)
Band 6 / 7	22/23: 76% (21/22: 48%)	22/23: 49% (21/22: 59%)	22/23: 54% (21/22: 47%)
Band – 4 / 5	22/23: 16% (21/22: 33%)	22/23: 9% (21/22: 14%)	22/23: 14% (21/22: 27%)

P7 NSA Band Results	Numeracy	Reading	Writing
Band 10 / 11 +	22/23: 29% (21/22: 12.5%)	22/23: 28% (21/22: 16.25%)	22/23: 18% (21/22: 13.75%)
Band 8 / 9	22/23: 47% (21/22: 61.25%)	22/23: 58% (21/22: 71.25%)	22/23: 49% (21/22: 65%)
Band – 6 / 7	22/23: 24% (21/22: 26.25%)	22/23: 14% (21/22: 12.5%)	22/23: 32% (21/22: 21.25%)

Evidence of significant wider achievements

Awards currently held by the school:

- Excellence in Professional Learning Award
- Digital Schools Award
- **Nursery** – Curiosity Approach Accreditation
- Emotion Works Accreditation – in process
- Nurturing School Award – in process
- Gold Sports Scotland Award – in process



Wider Achievement this session:

- **Dragon's Den – Social Enterprise:** Miss Cushnie and the WOW Ambassadors were winners at the Dragon's Den at Carnegie Business Centre in May 2023, securing £100 to support their whole school plan for a more bio-diverse playground. They worked together with our ECO Ambassadors and Garden Gang to encourage planting. As well as developing their skills as effective contributors, they were also very motivated in their goal of promoting ECO awareness across our school community. Caoimhe Fisher and Eve Court were invited to present the Awards Ceremony in Edinburgh following their impressive and confident performance.
"Your pupils were brilliant and delivered an amazing pitch and we were so impressed by them that we wondered if your presenters would like to be our hosts for our Edinburgh Awards on 15 June 2023 in The Assembly Rooms, Edinburgh."
(Claire Fraser – Education Manager, Social Enterprise Academy)
- **Torbain Techies / Digital Leaders:** Our Torbain Techies supported with a Chromebook roll-out to targeted children across P.4-P.6. Our P.7 Techies trained P.6s and they all supported with digital learning in classes across the school. They led Safer Internet Assemblies and shared digital mascots at Assemblies to raise awareness of digital wellbeing and learning across classes. Miss Wyse and the Techies have also contributed to discussion and improvement work for Fife, working with the Fife Digital Team – Miss Wyse was also invited to share our good practice with other schools in a sharing practice session. The use of digital technology to support and enhance learning was a key strength in our Learning Partnership visit.
- **Fair-Trade Ambassadors:** The Fair-Trade Ambassadors and Primary 4b / 4c planned and prepared for a Fair-Trade Community Café with Mrs Fisher and Ms Birse. They developed skills as effective contributors with an enterprising attitude - planning a Fair-Trade Tuck Shop, with a showcase of learning and presentations / storytelling. These responsible citizens all made commitments to support Fair-Trade and encouraged our parents and community to contribute to this too.
- **Science Ambassadors:** Our Science Ambassadors from across Nursery – P.7 successfully led their classes in learning about science – engaging them in different science experiments during British Science Week.
- **Crystal Growing:** Classes linked with Fife College to engage in the Crystal Growing with STEAM Education Officer, developing skills in problem solving, applying critical thinking.
- **Cycling Proficiency:** 90 Primary 6 children achieved Bikeability Level 1 this session - each individual building their confidence and developing cycle safety / road awareness as well as being encouraged to pursue a healthy and active lifestyle. The children worked well individually and in teams and encouraged each other to achieve personal goals. School staff were trained and led the sessions with the support of Lochore Meadows staff.
- **Summit to Sea Bike Challenge:** A group of P6 children and Miss Grange took part in the Summit to Sea Bike Challenge where they cycled from Falkland Hill to West Wemyss! We are so proud of their achievement!



- **Munro Challenge:** A group of Primary 6 children, together with Miss Strachan, participated in the Munro Challenge – a project organised in partnership with Active Schools and Lochore Meadows. Children were motivated to try a new activity and challenge themselves whilst improving Physical and Mental Health & Wellbeing. Through participation, those involved developed new skills. They were involved in teamwork, risk assessing, problem solving and decision making nurtured in a different environment whilst allowing them to develop an appreciation for their natural surroundings. They made it to the top of Beinn Ghlas!



- **First Chances:** A group of six P7 children completed First Chances this session and graduated Year 1 of First Chances at St Andrews University. We hope they continue their journey through High School. We are very proud of their efforts.



- **Fife Road Safety Roadstars:** P.5/6 and P.4/5 won 3rd place in the Fife Road Safety Roadstars competition. They produced a film to present their Road Safety message in rap and worked successfully in teams to create and communicate in different ways – showing confidence through their performance. We were very proud of them!
- **National Handball Tournament:** Our Handball team represented Fife in the Scottish Handball Tournament and we were exceptionally proud of their teamwork and success in this sporting event.
- **Tennis:** P.3/4, P.4b and P.4c all took part in Tennis sessions in partnership with the Kirkcaldy Tennis Club and Active Schools. All children participated and
- **Golf:** P.4/5 and P.5/6 have enjoyed partnership working with Dunnikier Golf Club and learned new skills – we even have a few budding golf pros in the making and 3 of our pupils have joined the Girls Golf Hub.
- **Curling:** P.5b Through Active Schools and in partnership with Kirkcaldy Curling Club, P5b enjoyed a taster session in curling at Kirkcaldy Ice Rink. They learned new skills and enjoyed participating.
- **Sporting Success through Cluster League:** We have continued to work closely with Active Schools and our P.6/7 children have had the opportunity to participate in Cluster / Inter-Schools events this session. Mr Spencer has led our P6 & P7 Football teams as well as supporting Lunchtime and After-School clubs. We are particularly proud of the increase in participation in Sports, evidenced through our tracking with Active Schools.
- **Cross-Country Fife Championship:** Mr Moffat took a team of P.6 & P.7 children to the Cross-Country Fife Championships where they enjoyed success and lots of personal bests...Special mention to Ava Ramsay who came 10th out of 240 entrants in the P.6 race and Aiden Robertson who placed 14th in the P.7 Boys race. Amazing achievements for all.
- **Extra-curricular Clubs:** offered through appointment of a trained, qualified coach, impacting positively on targeted pupils e.g. lunchtime focus clubs; providing opportunities for sporting / physical activity after school across a range of stages.



Learning Partnership Strengths and Areas for Improvement

Strengths identified from our Learning Partnership Visit:

- Relationships and nurturing environments are very strong across all stages. A welcoming ethos was evident across all classes visited 'very nurturing environment, built on trusting relationships'
- Children were actively engaged in their learning and well behaved
- Strong, nurturing relationships across all classes and staff know their children well
- Very good use of IT to support and enhance learning e.g. Clicker, netbooks 'Strong use of supports for learning including PSA'
- Strong team teaching and collegiate working evident across the school: 'Strong learning culture with clear links between QI and improvement in learning and teaching'
- Evidence of collaborative planning between classes ensuring consistency of approach and experience for children at all stages

Areas for Improvement:

- Use of feedback and children's ability to articulate what they are learning and why? (*This was not consistent across the school. 'Can all children articulate their levels & targets?'*)
- Effective co-construction of success criteria – (*This was not consistent across stages. Best practice was observed where it was linked to a WAGOLL or using model texts*)
- Consider further effective differentiation

Care Inspectorate - Strengths and Areas for Improvement

Key Messages from the published report:

- Children benefitted from a team that were nurturing and caring.
- Children led their play and were supported to develop their interests.
- Children were supported to reach their potential at a pace that was right for them.
- The service was well led with a clear vision on improving children's experiences through play and learning.
- Staff engaged in regular self-evaluation for improvement to ensure they continued to provide high quality experiences.
- Children were able to access outdoors for their session. This promoted their health and wellbeing.
- Children experienced learning in their wider community.
- The team should continue their mealtime experience improvement journey.

Children experienced warm, caring, and nurturing interactions from a team that knew their individual needs and preferences. As a result, children felt safe and relaxed in the care of the team and were confident to explore. Parents felt welcomed and were confident their children were happy and having fun. Comments included:

"I have never felt more at ease, everyone is welcoming".

"Staff are absolutely brilliant; I cannot fault them".

"Such a fantastic setting with a dedicated and nurturing team".

Children had fun as they experienced high quality play and learning within creative and inspiring environments. Staff demonstrated a genuine interest in supporting play as they valued the importance of children having fun. Staff interacted skilfully to support children's curiosities. This meant that interests were responded to in the moment as staff engaged to deepen learning.

The team recognised the importance of continuous professional learning. This had enabled them to achieve an accredited award for creating inspiring and rich play spaces. The evidence and positive impact of this training was reflected in the environment and rich provision.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, high-quality provision and inspiring environments. As a result, children, staff and parents were very happy at Torbain Nursery.

PEF Evaluation / Impact

Targeted Intervention: 1

To improve health and wellbeing (physical and mental) of our young people through increased opportunities for quality physical activity / multi-sports activity. This will in turn impact positively on engagement.

Progress:

- Qualified coach employed 20 hours per week to target identified groups, engaging them in quality activity (including lunchtime clubs, Nurture, Get Physical and After-School club provision)
- We worked closely with our Active Schools coordinator who supported in addition, with offers of activities / clubs and experiences both in school and out with

Impact:

- A wide range of clubs are on offer across stages (*including Football, Cheerleading, Netball, Basketball*) with 52% of the whole school roll participating in active clubs this session. All clubs are free and offered universally.
- Over the session 150 boys and 129 girls have taken part in active clubs
- Lots of teams representing the school in cluster and inter-school events for football, netball, handball and athletics
- Increased engagement – particularly for girls' football

Next Steps:

- Build on the successes this session and look at more effective ways to track progress across groups
- Extend opportunities through similar funding for sports coach next session to support / increase participation

Targeted Intervention: 2

By June 2023, 21 identified learners across P2-7 will have an average attendance of 75% or above, from an average of 63.9 %

Progress:

We had planned to allocate PSA / PSO time to work with families of identified children in order to offer support and intervention to remove barriers to attendance however, due to significant challenges with staffing and the level of individual support required this time was limited. Raising Attainment teacher and DHTs continued to track attendance termly with more focused monitoring meetings to target poor attendance. Of the 21 children identified from last session, 3 moved away and 1 chose to Home School.

Impact:

Out of the 17 children identified at the end of last session, the average attendance has increased from 63.9% to 70.13% (an increase of 6.2%)
Of the 17 children identified, 14 of them (82.3%) showed an increase in attendance this year from last year.

Next Steps:

Identify key focus group of children for monitoring from August
Look more closely at tracking attendance of those between e.g. 80 – 85%
Consider Family engagement to target support / interventions

Targeted Intervention: 3

By June 2023, all identified pupils for nurture intervention (12 pupils) will have improved wellbeing, engagement, and their barriers to learning will have been reduced.

Progress:

We identified a group of pupils who were displaying increased distressed and deregulated behaviours. This was having a negative impact on their attainment and achievement especially in reading, writing and numeracy. Time was spent on creating a safe space / nurture area to support interventions e.g. nurture breakfast, nurture groups, play therapy.

Children engaged in nurture breakfast club daily and / or specific targeted nurture groups or small focus groups e.g. Get Physical, Cooking Club, Seasons for Growth

Morning Club: The club has provided a safe space for children to transition smoothly from home into school. It has provided an emotional check-in, calming activities and supported social interactions for those who require it.

Impact:

Morning Club: has been available and responsive to 36 children over the session. It has helped to enable smoother transition and readiness to learn. Out of 36 who have accessed the club as a needs basis the number has dropped from a weekly average in term 1 & 2 of 23 children attending across the week, to in term 4 only having 13 children who require to access the club weekly. Only 3 children now require the support of the club on a daily basis.

Cooking Club: This group has focused on cooperation, social skill development and building confidence through the development of life skills. The children worked cooperatively on creating recipes, choosing and measuring ingredients etc.

- Pupil participation scale / Circle Framework assessments have enabled staff to identify specific areas of need
- Pupil Support Staff leading groups responsive to needs
- Identified children are more settled in the morning / calming quicker / regulating
- There are less circle frameworks / pupil profiles required for next session
- Staff know children well and are very responsive to their individual needs
- Of the 12 children originally identified for nurture intervention 10 are successfully engaging in class with 2 receiving one-to-one support

Next Steps:

- Working with Senior Leadership Team / Support for Learning Team / Pupil Support Staff to plan for nurture / use of nurturing spaces, group support – once pupils are identified through consultations and Circle Frameworks.
- Continue to promote the use of nurturing approaches / environment in classrooms – e.g. calm corner / calm box / fidgets / self-regulation strategies
- Develop Morning Club across the school – each floor?

Targeted Intervention: 4

The purchase of digital licences for Lexia, IXL, Phonics Hero and Sum-Dog, will impact positively on attainment for targeted pupils across the school.

Lexia (55 licenses) £4,235 P.5 – P.7; IXL (30 licenses) £575 P.5 & P.6; Phonics Hero (30 licenses) £90 P.2 & P.3

Progress:

- Lexia – 55 licenses allocated (P7s completing in class on Chromebooks)
- IXL – *issue with software so subscription had to be cancelled *alternative software being considered for next session*
- Phonics Hero - 60 licenses for use across P.2 - P.5

Impact: Lexia 2022/23

Pupil Voice:

70% of pupils asked said they enjoyed taking part in Lexia.

60% of pupils found it just the right amount of challenge (30% found it too easy / 10% too hard)

'I enjoy it and sometimes it helps but not all the time' – 7/16 pupils agreed

'When it's hard I find it difficult to get through the levels' – KG (P6)

'Level 10 is quite a challenge' – EC (P6)

'I'd like to have it a different time' – AO'B (P5)

'Add more levels' – VI (P6)

Next Steps:

Revisit lexia training for all involved in delivering the programme.

More discussion with pupils regarding why they are on lexia and what the benefits are.

Setting personal targets for Lexia – not just setting time targets but unit targets too.

Using the data more effectively to target support

Phonics Hero: Very positive feedback from staff and from pupils. All children said they enjoyed Phonics Hero. Jacob, Amelia and Hollie said they enjoyed achieving new levels. Kiara enjoyed achieving stars to shop.

All children said Phonics Hero had helped them: *e.g. Phoenix said, 'It helps me read'; Carly said, "It helps me learn new words I didn't know"; Kate & Piper said, "It helps me to spell new words."*

Children reported that Phonics Hero helped them with: spelling, silent letters (k – knew), tells you mistakes so you know, it shows you sentences, help option to help sound out, I learn new words and it helps me read

All children felt Phonics Hero has made a difference to how they manage to read and write.

Staff report that children are beginning to transfer skills into other literacy work. They see an increase in confidence in class (phonics). Good pace has been observed through the programme and teachers see improvement in classwork.

Next Steps:

- Encouraging more use in class and at home
- Use of additional resources by class teachers to support further
- Reduce group sizes to support with smaller groups

Targeted Intervention: 5

Attainment in Numeracy will increase from 78% to 85% at P.4, and from 80 % to 85% at P.7

Most children will be able to explain strategies used to complete mental maths calculations

Targeted children will be identified through PEF, Analysis of Data & targeted interventions planned with focus groups at P.4 & P.7

Progress:

Raising Attainment teacher focus groups in Literacy & Numeracy from October '22 including:

1. P.4 Reading extension group
2. P.7 Numeracy; Reading / Phonics group
3. P.4 Numeracy / Reading Groups (Band 6 NSA)

Impact:

1. P.4 Reading Extension Group – average gain 5 months. 42% of the group made 6m+ progress following intervention
2. P.7 Numeracy - increase in attainment from 80% to 84%; Phonics / Reading – average gain of 4-5months
3. P.4 Numeracy – increase in attainment from 78% to 88% with a 28% increase of children achieving at Band 6/7 from last session

There has been a definite positive impact on attainment at P4 and P7 with interventions from Raising Attainment teacher.

Next Steps:

Focus groups P4 & P7 based on historical analysis of writing / reading at Band 6

Continue Numeracy focus groups at Band 6

Extension Numeracy based on P4 NSA 8/9+

Extension Numeracy group P.6/7 in response to parental feedback re. challenge

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2020 -2021	2021- 2022	2022-2023	Inspection Evaluation <i>(since August 2022)</i>
1.3 Leadership of change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Very Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

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

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2020 -2021	2021- 2022	2022-2023
Quality of care and support			Very Good
Quality of environment			Very Good
Quality of staffing			Very Good
Quality of leadership and management			Very Good

Headteacher Louise Yuile (who completed SQR)

National Improvement Framework Priority: NIF 1 – Improvement in attainment through Key Driver 2 - Teacher professionalism				
Focused Priority: 1 Research School Learning, teaching and assessment practice will be improved through staff engagement in the SEIC Research School programme – promoting professional learning and practitioner enquiry for all <i>(Quality Improvement is about giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them)</i>				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
1.2 Leadership of Learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment & achievement		1.2 Leadership of Learning 2.3 Learning, Teaching & Assessment 3.2 Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>1. Learning, teaching and assessment practice will improve and impact positively on learners, through a focus on individual research and enquiry, bespoke to each practitioner's development needs</p> <p>Practitioners will engage in collaborative, evidence-based research / enquiry with a specific focus on either:</p> <p><i>High Expectations</i> <i>Assessment</i> <i>Differentiation</i> <i>Pace & challenge</i> <i>Feedback</i></p> <p>As areas of enquiry are developed – specific improved outcomes for pupils / key cohorts will be identified based on research / areas of focus e.g., Increased attainment in reading at P.1 & P.4</p>	<p>SLT / Enquiry Leads - Link with SEIC Research School's Supporter to drive focus on enquiry / research</p> <p>Whole staff session – 'What is enquiry?'</p> <p>August In-Set Speaker (Andy Griffith) *Teaching Backwards – to initiate thinking around enquiry related to Learning, Teaching & Assessment</p> <p>Reflective Reading Text/s for teachers: Teaching Backwards</p> <p>Staff TLCs to engage in collaborative research & reflection - all staff engaging in a TLC approach</p> <p>Working collaboratively through Research School sessions / drop-ins</p>	<p>SLT: L.Yuile M.McNeill – Q.I. Lead</p> <p>Enquiry Leads: C.Black A.Murray R.Laing K.Wyse</p>	<p>Enquiry Audit - August</p> <p>All staff / groups engaging in Practitioner Enquiry linked to their own model for improvement / change idea e.g. <i>QI methodology</i></p> <p>Staff reflections on ongoing learning from their QI focus e.g. <i>'What does 'better' look like?'</i> Measure of success will be dependent on each individual research / enquiry; use of data / measuring of engagement</p> <p>QI methodology to measure ongoing impact</p> <p>Triangulation of data from individual research / enquiry</p> <p>Staff / Pupil Feedback Peer observations / Learning Partnership feedback</p> <p>Sharing Practice – Practitioner Enquiry (May '24)</p>	<p><i>*see SEIC Overview for Research Schools</i></p> <p>August In-Set: Speaker – Andy Griffith (Teaching Backwards)</p> <p>August Collegiate Session: 'What is enquiry?' * <i>Enquiry Audit</i></p> <p>Drop-in sessions for Enquiry Leads and all staff over the session (see Overview)</p> <p>May In-Set – Sharing Practice <i>café-style</i></p>

<p>2. Shared understanding of the Learning, Teaching and Assessment Cycle / effective moderation practice will impact positively on pupils' experiences and attainment</p> <p><i>*Children will be more involved in their learning</i></p> <p><i>*Children will experience consistent approaches to learning, teaching and assessment</i></p>	<p>Follow on from June In-Set 2.3 Learning, Teaching & Assessment – features of highly effective practice</p> <p>Shared agreements on Learning & Teaching Cycle = Moderation statement / policy agreed by all</p>	<p>M. McNeill</p>	<p>Moderation / Collegiate Planning sessions</p> <p>Staff Feedback</p> <p>Pupil Feedback</p>	<p>Term 1 / 2 - Collegiate Session / Nov In-Set</p>
<p>3. Learning Powers encouraging and promoting a growth mindset and resilience (supporting focus from 'Teaching Backwards')</p> <p><i>*Children will have a better understanding of positive characteristics & this will support them in their learning</i></p>	<p>L.Grainger to share Learning Powers with all staff and launch characters through Assemblies</p> <p>Pupil involvement in naming / designing characters</p>	<p>L.Grainger</p>	<p>Pupil / Staff Feedback</p> <p>Reflective Questions / Class observations</p> <p>Learning Partnership Feedback</p>	
<p>NURSERY: Experiences for children will be enhanced through EYOs engaging in reflective reading / practitioner enquiry</p>	<p>In-set / collegiate session to review eLIPS data and share analysis which will then focus enquiry</p> <p>Focus / agenda point in SLT – EYO planning discussions</p> <p>Shared working between Nursery / P.1 (Enquiry Lead to support staff)</p> <p>Language of Learning e-learning module to be undertaken by staff</p>	<p>J.Houston R.Walker</p> <p>C. Black (Enquiry Lead)</p> <p>EYOs</p>	<p>QI Methodology / Practitioner Enquiry / Action Research to measure impact</p> <p>SEIC Literacy Self-Evaluation Reflection Questions (Staff Meetings)</p> <p>Staff Feedback / Reflections from enquiry focus</p> <p>HGIOELC Challenge Questions</p>	<p>Nov In-Set</p> <p>Term: 2 / 3 focus</p>

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

National Improvement Framework Priority: (1) Improvement in attainment, particularly in literacy (& numeracy)				
Focused Priority:2 Literacy – Reading Attainment in Literacy in the Early years (and beyond) will improve with a focus on Reading and Family Engagement – <i>this priority supports a need for focus on literacy at the early stages as evidenced in eLIPS / BASE data</i>				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
3.2 Raising attainment and achievement 2.3 Learning, Teaching & Assessment 2.5 Family Learning 2.7 Partnerships		3.2 Securing children’s progress 2.3 Learning, Teaching & Assessment 2.5 Family Learning 2.7 Partnerships		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
An increase in Literacy attainment at Early Level through targeted Family Learning / Parental Engagement: <i>Attainment will increase from 75% to 80% at P.1, in Reading</i> <i>Parents will have a better understanding of reading approaches and how they can support their children with reading out of school</i>	Family Learning Sessions / PEEP / Bookbug with a focus on Reading Library for Infant Building / Bottom Floor MB? <i>*Develop class libraries further</i> Parent Workshops & Parent Helpers supporting reading for enjoyment	SLT: J.Houston R.Walker (<i>Nursery Teacher</i>) T.Gillies S.Rankine	eLIPS data – Nursery / P.1 using data to identify learners not on track PLJ Monitoring Parent / carer engagement / feedback Class learning visits / Learning Partnership visit feedback Supported practice / targeted groups Reading age (pre/post)	Term 1 / 2 - Class Learning Visits Term 2 – Parent Workshops (Literacy / Reading focus)
Attainment will increase from 75% to 82% at P.4 <i>Current P3s – 75% are on track / projected to achieve First Level May’24</i> <i>Children will be more aware of reading skills & strategies to support them in their understanding of reading</i>	Cluster PT Raising Attainment - to focus on Reading at P.4 Focus Group of pupils identified: 5 who are projected to achieve First Level – Dec’24 (6 months off track) A further 11 pupils identified who are 12 months off track	C.Devine-Fowler (<i>Cluster Raising Attainment P.T.</i>) P.4 Teachers	Pre / Post – Reading Age BASE / CfE data to identify those not on track & analysis end of year Phonics Hero data from this session Planned P.L. for staff (PT Raising Attainment) Pupil Feedback Staff Feedback Parent Feedback Learning Partnership Feedback	Term 1: Planning focus / P.T. linking with P.4 teachers and Support for Learning staff Term:2: PL for Staff Parental / Family Engagement Session

<p>Increase in reading for enjoyment evident for most / almost all children</p>	<p>Workshop for Literacy focus / refresher collegiate session Book Bug / World Book Day focus / Introduce Reading Ambassadors? Community Café Book Swap Bedtime Story Session in school Raise the profile of reading across the school through e.g. 'Reading Schools' Initiative (fostering a positive reading culture)</p>	<p>DHTs G.McCafferty (<i>Pedagogy Team</i>) / C.Devine-Fowler (PT Raising Attainment) K.Gillespie / A.Conroy</p>	<p>Learner engagement feedback & observations Parent feedback Pupil feedback Staff feedback Learning Partnership Feedback</p>	<p>Term 1 / 2 – WfL Refresher <i>*G.McCafferty / PT Raising Attainment</i></p>
<p>NURSERY: Engaging literacy learning experiences for our Nursery children (and families) will have a positive impact on the development of early reading skills (<i>evidenced in eLIPS data</i>)</p>	<p>Family Learning Sessions / PEEP with a focus on Reading / Literacy Library visits / Book Bug / Fiction & Non-Fiction Texts across the environment Planned literacy sessions encouraging the development of early reading skills <i>*Targeted interventions through eLIPS data (intensive interactions) / Early Level Benchmarks and Pyramids used for Planning & Tracking</i> Parent Workshops & Parent Helpers supporting reading for enjoyment World Book Day focus on reading and family engagement / sharing learning from home Lending Library promoted so children can share stories at home</p>	<p>J.Houston (DHT) R. Walker (Nursery Teacher) EYOs</p>	<p>eLIPS data Learning Visits to Nursery / Learning Partnership Visits ECERS, CIRCLE Literacy and core provision used for Environment Monitoring (focused on reading & pre-reading skills) Early Level pyramids used to track experiences offered Parent / Staff Feedback / Pupil voice Reflection Questions from SEIC Literacy document used for self-evaluation Family Engagement / Parent Feedback *documented in PLJs & Seesaw</p>	<p>Term 2 / 3</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				

National Improvement Framework Priority: NIF 3 Improvement in young people's health and wellbeing				
Continued Priority: 3 HWB - Positive Relationships Strategy, Nurture & De-Escalation				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
3.1 ensuring wellbeing, equality and inclusion 2.3 Learning, Teaching & assessment			3.1 ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Staff, pupils and families will have a shared understanding of our school approaches to promoting Positive Behaviour and Relationships – pupils feel safe, respected and included Positive approaches impacting positively on engagement of pupils	De-escalation – Fife Strategy approach (Audit & Training) Staff Session (EYOs / PSAs) on De-Escalation Policy updated through Working Party focus PACE approach / scripting / further exploration of visuals to communicate expectations & boundaries Family Learning Sessions linked to Behaviour and Relationships / Nurture focus	F.Ward R.Laing & focus staff group K.Mitchell (Ed.Psychologist) SfL team F.Ward N.Ness J.Kirk	UNCRC children's questionnaire (Baseline) to inform actions Staff Feedback from De-Escalation Session Parent / Pupil / Staff Feedback Evidenced in practice / Learning Environments / Planning & Tracking Discussions Parent Feedback	August '23 (Audit & Baseline) Nov' In-Set *Fife input Term 1 Term 2 (Nov' In-Set & Collegiate Sessions) Term 1 & ongoing Term 3 / 4
School Vision & Values / House System – revisit to ensure shared vision for the school community	Consultation with all stakeholders Parent / Pupil Council	L.Yuile M.McNeill (DHT)	Feedback from all stakeholders	Term: 3 Parents Night / Shared Finish focus *School Vision & Values Feedback from Parents / carers
Our approaches to nurture and use of nurture spaces will impact positively on pupils who struggle with regulating their emotions	Shared Nurture Focus / Rationale Nurture room / spaces to be timetabled & responsive Nurture breakfasts across stages	J.Houston (DHT) D.Shiels (DHT) R.Laing Support for Learning Team	Pupil / Staff / Parent Feedback Learning Walk / Learning Visits & L. Partnership Feedback	Term 1 – focus on wellbeing, equality and inclusion (Reviewed termly with support staff / Support for Learning)

	<ul style="list-style-type: none"> • PACE approach / scripting / further exploration of visuals to communicate expectations & boundaries • Sign-along Development Session • ASIST input for staff • Emotion Works refresher input for staff and update of area in nursery <p>Develop a nurture space to cater for individual needs</p>	<p>R.Walker (Nursery Teacher)</p> <p>S.Bryson - EYDO</p> <p>A.Harley (ASIST) R.Walker (Nursery Teacher) / C.Budd (EYO)</p> <p>S.Stocks (EYO)</p>	<p>Observations in Nursery / Bee-Hive Nurture Space</p> <p>Observations of Key Children</p>	<p>Sign-along Session Term 2</p> <p>Term: 1</p>
Children engaged in physical activity and taking ownership of their health and wellbeing, supported through Family Engagement	<p>Daily Mile Accreditation</p> <p>Regular opportunities planned for engagement</p> <p>Family Engagement sessions</p>	<p>C.Budd (EYO)</p> <p>S.Turner (EYO)</p>		Term:4 Accreditation
<p>Developing Pupil Voice in Nursery:</p> <p>Children are involved in the daily running of our nursery; their rights are valued and promoted under the UNCRC with opportunities for pupil voice</p>	<p>Actions:</p> <p>Involving children in assessing risk-benefits e.g. garden / set up of the playrooms & recording evidence of this</p> <p>Nursery Ambassadors / EYO Leads</p>	EYO Ambassador Leads	<p>Observations of children / Pupil Voice</p> <p>Learning Walls / Floor books</p>	Term: 3/4
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Attainment Fund Rationale		Amount of Fund £20,000 *PSA 25hours p/week	
1. Develop HWB, Playground / Outdoor Learning & Physical Activity			
Through feedback from staff, parents and pupils, physical activity, and opportunities for engaging further in outdoor learning / sports and activity were identified as a development opportunity / priority for next session.			
Feedback from parents (<i>Participatory Funding</i>) – 45% of the responses from parents focused on HWB (<i>Physical Activity</i>) / <i>Playground / Outdoors & After School Clubs</i>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention: 1</u></p> <p>To improve the health and wellbeing (physical and mental) of our young people through increased opportunities for play and sport. This will in turn impact positively on engagement.</p>	<ol style="list-style-type: none"> 1. PSA/PSO qualified coach – employed to target identified groups, engaging them in quality activity (<i>including Lunchtime clubs, Nurture, Get Physical and After-School Club provision</i>). 2. Sports Leaders / Play Leaders identified to develop responsibility and leadership skills, to enhance opportunities for play & sport 3. Review of provision in MB playground to consider further quality play / activities on offer for the children at break / lunchtimes. Purchase of playground equipment to enhance existing provision. 	<ol style="list-style-type: none"> 1. % attendance / engagement levels measured and compared with Cluster Data <i>*link with Active Schools</i> Pupil / Staff and Parent Feedback 2. Pupil / Staff and Parent Feedback 3. Pupil and staff feedback in relation to playground incidents / positive playtimes. Data tracking referrals / incidents. 	

Attainment Fund Rationale	Amount of Fund £22,000*PSA (27.5hr) to target attendance / nurture +£6000 PT to target attendance / nurture
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2. Improve attendance
 ✓ Through analysis of attendance and attainment data, we have identified a target group of ...learners who have attendance below 85% - some living in SIMD 1/2 and / or FME. Support and planned interventions would increase attendance and improve attainment as a result.

Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p>Intervention: 2</p> <p>By June 2024, 21 identified learners across P2-7 will have an average attendance of.... % or above from an average of....%</p>	<ol style="list-style-type: none"> 1. Raising Attainment Teacher (&PSA) to liaise with the families of identified children to offer support and intervention in order to remove barriers to attendance. 2. Parental communication for identified learners will include attendance discussions. 3. Weekly monitoring attendance meetings to focus on attendance rates across the identified children. <i>Termly Attendance Monitoring over the school as per current practice.</i> 	<ol style="list-style-type: none"> 1. Raising Attainment Teacher will identify and collate potential barriers to attendance. 2. Parents and pupils' views on attendance barriers sought. 3. Attendance records will identify trends and improvements. Attendance % for identified learners will be monitored weekly, and for all learners termly. 	

3. Raise engagement in learning through nurture
 ✓ We have identified a group of ... pupils who are displaying increased distressed and dysregulated behaviours. This is having a negative impact on their attainment and achievement. Time would be spent on creating a safe space / nurture area to support interventions e.g. nurture breakfast, nurture groups, play therapy.

<p>Intervention: 3</p> <p>By June 2024, identified pupils for nurture intervention (? pupils) will have improved wellbeing, engagement and their barriers to learning will have been reduced</p>	<p><i>Safe space / nurture area developed to support planned interventions including nurture, play and outdoor learning.</i></p> <ol style="list-style-type: none"> 1. Daily nurture sessions for identified pupils 2. Skills analysis completed for all pupils using 'The Circle Framework' / SHANARRI wheels, then used to create individual action plans. This would be used to track progress for each child. 3. Leuven's scale of engagement completed for each identified pupil on a termly basis. Strengths and difficulties and individual plans adapted. 	<p>Nurture spaces across the school are being used effectively to support identified children.</p> <ol style="list-style-type: none"> 1. Attendance and engagement data will be gathered daily. 2. Individual pupil targets will be created and monitored based on a range of data sources. 3. Leuven's scale data analysis. <p><i>*Identified pupils' engagement in their learning will increase (age and stage dependent).</i></p>	
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Attainment Fund Rationale	Amount of Fund +£6,000 P.T. (Digital) & Digital Licenses £7,800
4. Meeting Learners' Needs / Raising Attainment Groups / Digital Support	

We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils.
Targeted software and Raising Attainment Teacher has been a positive factor in raising attainment.

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence / QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p>The purchase of digital licences for Lexia, Dynamo Maths, Phonics Hero and Sum-Dog, will impact positively on attainment for targeted pupils across the school.</p> <p><i>Lexia (55 licenses) £4,235 P.4 & P.5</i></p> <p><i>Sumdog £2000</i></p> <p><i>Dynamo Maths</i></p> <p><i>Phonics Hero (30 licenses) £90 P.2 & P.3</i></p>	<p>Purchasing of digital licenses for identified groups of pupils:</p> <p>Lexia (55 licenses)</p> <p>Dynamo Maths</p> <p>Phonics Hero (60 licenses)</p> <p>Sum-dog Spelling & Maths (P.4-7)</p>	<p>Lexia – initial & ongoing assessment Evidence of application in reading / writing in class Teacher / Pupil Feedback & analysis of data</p> <p>Evidence through direct observation of vocabulary development / sentence structure</p> <p>Evidence of improvement in phonics through observations of Reading / Writing in class</p> <p>Staff feedback re. Phonics Hero Ongoing tracking of Progress through Phonics Hero digital package (Support for Learning)</p> <p>Dynamo Maths – ongoing assessment & monitoring Teacher / Pupil Feedback</p> <p>Evidence of increased engagement through analysis of class data</p> <p>Teacher / Pupil / Parental Feedback Is there an impact in attainment evidenced through SNSA at P.4 & P.7?</p>	

Attainment Fund Rationale	Amount of Fund
5. Meeting Learners' Needs / Raising Attainment Groups	+£51,000 1 x FTE (Raising Attainment Teacher)

We have identified a need across the school for support in developing literacy and numeracy skills for targeted pupils. Targeted software and R.A. Teacher has been a positive factor in raising attainment.

Expected Impact	Interventions Planned	Measure of Success <i>(Triangulation of Evidence / QI Methodology)</i>	Impact on learners Ongoing evaluation Dec/June
<p>Specific interventions based on prior assessment will improve Literacy and Numeracy attainment for targeted learners at P.4 and P.7</p> <p>Literacy: Writing Tools 10 children identified in P.7 11 children identified in P.4</p> <p>Numeracy: 9 children identified at P.7 7 children identified at P.4</p>	<p>Completion of pre-assessment to target groups of learners at P.4 & P.7</p> <p>Analysis of Data & targeted interventions planned with identified focus groups</p> <p>Use of software for focus groups e.g. Dynamo Maths / Sum-Dog</p> <p>Use of Torbain Mental Maths Overview / progression to target formative assessment of mental calculations weekly</p>	<p>Analysis of Data – to show progress with evidence of positive NSA results at P.4 & P.7 for targeted learners</p> <p>Further analysis to consider % of learners attaining bands below or above average at P.4 & P.7</p> <p>Pupil Surveys & assessment information (Pre & Post)</p> <p>Planning & Tracking Discussions</p>	

Appendix D – Pupil Equity Financial Plan Session 2023- 2024 (Business manager has this template)

[Fife PEF Planned and Actual Spend Template - Final.xlsx](#)

Pupil Equity Funding Projected Spend



School (select from dropdown):	Woodmill High School
PEF Allocation 2021/22:	120 000

2022-2023 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Standardised Assessments	tests for S2	£ 2,000.00
Total Spend		£ 2,000.00

EXAMPLE

Numeracy		
Category	Brief Description	Cost
Numeracy resources/programme	SumDog	£ 5,000.00
Total Spend		£ 5,000.00

Health & Wellbeing		
Category	Brief Description	Cost
Breakfast initiatives	Breakfast club	£ 5,000.00
other (please detail)	Mentoring	£ 10,000.00
other (please detail)	Fighting Chances	£ 720.00
Total Spend		£ 15,720.00

Staffing		
Staffing	FTE	Cost
PSA 2	1	£ 33,250.00
Family Worker	1	£ 35,000.00
Acting PT	4	£ 10,230.00
Total Spend		£ 78,480.00

Other		
Category	Brief Description	Cost
Tracking Resources	OTB	£ 6,500.00
Police Scotland		£ 4,000.00
School Apps	Show my Homework	£ 8,000.00
Total Spend		£ 18,500.00



Amount of spend planned	£ 119,700.00
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Unallocated spend	£300.00
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Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2022- 2023

	Comments					
Agreed format for SQR 2022- 2023 has been used						
Context table completed Shared vision and values shared						
Improvement Work 2022 – 2023 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2022 – 2023 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences, this can be linked to four capacities)</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>PEF Evaluation (per priority) Progress: Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
<p>NIF quality Indicators are evaluated using six point scale (School)</p>	
<p>NIF quality Indicators are evaluated using six point scale (ELC)</p>	
<p>Care Inspectorate Grades included (where relevant)</p>	

Improvement Plan Session 2023- 2024

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> • High level • Realistic 	

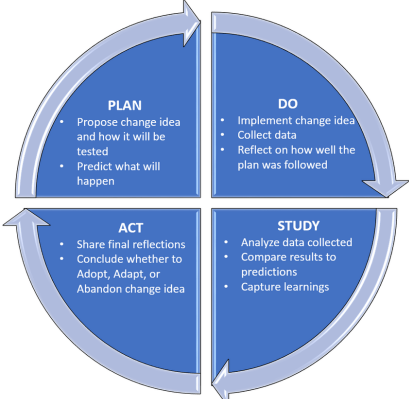

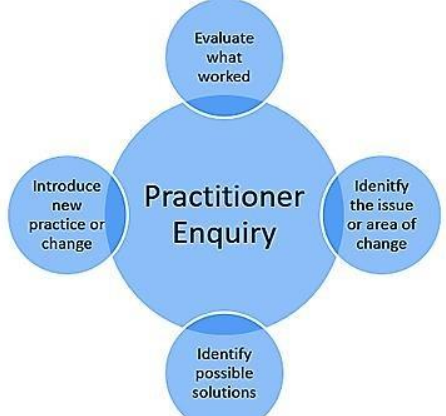
<p>Responsibilities</p> <ul style="list-style-type: none"> • Identified • At all levels 	
<p>Measure of Success (including Triangulation of evidence/QI Methodology)</p> <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
<p>Timescales</p> <ul style="list-style-type: none"> • Realistic 	
<p>PEF Plan (included)</p>	
<p>PEF Financial Plan (included)</p>	

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	 <p>The diagram illustrates the PDSA cycle as a circular process with four quadrants: PLAN, DO, STUDY, and ACT. Arrows indicate a clockwise flow between the stages.</p> <ul style="list-style-type: none"> PLAN: Propose change idea and how it will be tested; Predict what will happen. DO: Implement change idea; Collect data; Reflect on how well the plan was followed. STUDY: Analyze data collected; Compare results to predictions; Capture learnings. ACT: Share final reflections; Conclude whether to Adopt, Adapt, or Abandon change idea.
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	 <p>The diagram shows a five-step circular process for the Visible Learning – Impact Cycle:</p> <ol style="list-style-type: none"> 1 Gather evidence to determine areas of focus 2 Plan professional learning based on evidence 3 Implement professional learning plan 4 Track progress and outcomes 5 Assess impact and next steps
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram illustrates the Practitioner Enquiry process as a central circle surrounded by four key stages:</p> <ul style="list-style-type: none"> Evaluate what worked (top) Identify the issue or area of change (right) Identify possible solutions (bottom) Introduce new practice or change (left) <p>The central circle is labeled Practitioner Enquiry.</p>