



## Touch School and Nursery

### Standards and Quality Report

***Achieving Excellence and Equity***

#### Context

<b>Setting/School Roll (including ELC/ASC)</b>	268 Sept census + 57 ELC June 022 Total 326 on 14/6/2022			
<b>FME</b>	29.36% (21.3% FMR for P6 and P7)			
<b>Attendance (%)</b> 93.41%	<b>Authorised</b>	3.58%	<b>Unauthorised</b>	2.97%
<b>Exclusion (%)</b>	0.04%			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£78,840 for session 2022/2023 £120,263 (£89,440 +15% additional of £13,416 + carry forward £17,407)			

Touch Primary School is a medium sized primary school that serves the communities of East Dunfermline. The school has a roll of around 250 and the nursery attached caters for up to 74 three and four year olds. We currently offer all nursery children a 6 hour full day place, 5 days a week during term time.

Children from the surrounding areas of Touch, Garvock, Bellyeoman and the Eastern expansion of Dunfermline attend the school and nursery. The school serves very mixed catchments of private and public housing and caters for a very broad spectrum of socio/economic groupings. This is a strength of the school.

Touch School was built in 1970 and is in reasonable repair with the majority of classrooms refurbished between 2016 and 2018. The school has 17 classrooms, 10 of which are currently used for classes. The remaining spaces allows for a music room, Support for Learning Base and a number of 'break out' multi purpose areas. The school also has an ICT Suite and large hall which is used for PE, assemblies and dining. The school benefits from a variety of external places for children to learn and play. This includes a secure, enclosed area outside P1-3 classrooms allowing freeflow play and learning for children from nursery to the end of P3. The outdoor spaces include a gravel pitch, areas of tarmac and a grass area. The school also benefits from a quad at the centre of the school which is used for growing and studying wildlife.

Touch Primary has a very active Parent Council who support the work of the school, fundraises and is involved in supporting the school with its self-evaluation processes, as well as being a voice for all parents.

The school and nursery enjoy a very good and purposeful relationship with parents and the local community. With many parents attending school events, shared starts, workshops and helping in class, with educational excursions.

At present there are 10 classes ranging from P1 to P7 and 3 nursery classes. Our school has recently been extended to add a further 4 classrooms and lift for accessibility, as well as the nursery being refurbished and an additional room added.

In addition to a number of after school activity clubs and lunch clubs the school also has a Breakfast Club which runs from 8.15am each morning.

Our school and nursery vision is 'Touch School and Nursery, a community with learning at its heart; striving for excellence for all.' This was last reviewed with all stakeholders in 2017. We have four school

values: Honesty, Aspiration, Respect and Kindness. Everything we do and say is based on these values. Children, families and staff are all well aware of these values and our actions relating to these.

Our aims are:

- To provide an ethos where children are valued and happy as their wellbeing needs are met and their learning is supported and challenged.
- To ensure children develop across the four capacities (Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor) and live our school and nursery values.
- To equip our learners with the skills, knowledge and attitudes for learning, life and work.
- To provide an equity of experience and opportunity to ensure all learners are able to fulfill their potential.
- To raise attainment and narrow the attainment gap.

**Improvement for Recovery Priority Work  
Session 2021 – 2022 – Nursery**

**90% of children score at an age appropriate level (green or amber) in all 3 areas of Elips (doing, using and saying) by the end their pre-school year**

NIF Priority

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

HGIOELC Quality Indicators

- 1.2 leadership of Learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support
- 2.7 Partnerships
- 3.2 Securing Children’s progress in Learning

NIF Driver

teacher professionalism, assessment of children’s progress

**Progress:**

- Regular planning and tracking meetings between nursery staff and nursery teacher to look at each child’s progress and next steps
- Regular reviews meetings with keyworker, parent, nursery teacher and HT regarding progress and targets for children with additional support needs
- Staff supported in use of Elips (training, buddying, nursery teacher)
- Communication high 5 implemented
- communication strategies and Top Tips shared with parents
- Signalong implemented and signs shared with families
- Increase in stories and frequency of the same book read to aid familiarity
- Children’s story telling -use of recordables, scribing and children sharing their stories verbally with the group

**Impact:**

To evaluate the impact of this priority we assessed children’s learning using Elips observations. This includes general observations and a set of focused observations of their play, looking at what they were doing, understanding and saying. This is repeated at the end of a child’s nursery experience to allow progress to be determined. Most (80.6% of) children demonstrated an age appropriate level (green or amber range) in all 3 areas (doing, understanding and saying). At the start of nursery 61% of children were scoring in the green and amber range, showing an increase of 19%. This data includes children who are deferring.

Ongoing observations of a child’s play and learning also allows a holistic picture of their progress. This is recorded in individual trackers, with evidence of this in a child’s online journal and summarised in our nursery tracking spreadsheet. This showed almost all (90%) of children are working on Early

Progressing at the end of their nursery experience. This data excludes children whose parents have chosen to defer their entry to school.

Children's language development and early writing was evidenced in their story writing floorbook, where the children had explored being an author. This evidenced examples of their mark making and early writing, along with examples of the stories they had told and had scribed, using a variety of resources such as picture blocks.

**Next Steps:**

Support from SALT on communication for children who are non-verbal  
Signalong – training or cluster support  
Parent input on communication, Top Tips etc to continue via SeeSaw

(These next steps will sit within the improvement priority – improving outcomes for children with additional support needs)

**Almost all children in nursery demonstrate high levels of wellbeing and engagement in learning outdoors by April 2022**

NIF Priority

improvement in children and young people's health and wellbeing

NIF Driver

teacher professionalism

HGIOELC Quality Indicators

- 1.2 leadership of Learning
- 2.2 Curriculum 2.4 Personalised Support
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

**Progress:**

- Staff professional dialogue and research on outdoor provision
- Each room took responsibility for observing and making changes to a part of the outdoor area
- Outdoor provision changed – access across whole outdoor area, planting and growing spaces, more defined spaces for small group play, 'stage' area, music area, bug / wildlife area
- Children involved in ideas for outdoor area
- Storage and accessibility of resources
- Staff observing engagement levels in outdoor area and making changes to the area based on this

**Impact:**

Staff observed children's outdoor play prior to making changes to the outdoor area, planned areas with the children and observed play again after making changes. Children's views were also listened to and recorded in the Garden floorbook. These measures allowed us to determine the impact of this priority area. Engagement levels were assessed using the Leuven scale. Observations were taken at different times of day and in different weather conditions.

Starting point

Sand pit – majority of children showed engagement during their play here initially

Writing area – minority of children showed engagement

Climbing frame – almost all children engaged during play here and this was sustained, but some inappropriate use of climbing up other side – no major changes necessary, safety reminders

Digging area -Most engaged but some inappropriate use of resources; Almost all children engaged at later observations but children now using the resources to support their play

Bottom tarmac area – lot of fleeting engagement without sustaining play – lot of free running noted. 41% showed sustained engagement during the observation periods.

Staff observed play and engagement levels throughout and made changes to support continued engagement or higher levels of engagement.

Although the initial reaction from most children when they first go outside is to run around, the new areas in the garden are now supporting children to then settle and engage in play. This may be due to the number of children who live in accommodation which does not have a garden. Most children are now using the bikes on the tarmac area – sharing, taking turns, behaving safely and independently using the timer.

Most children are keen to look after the plants (watering), are noticing the fruit and veg growing and taking time during the day to look at what is happening.

Almost all children in the digging / bark area are engaged. This is used for imaginary play and the search for worms and minibeasts.

The sand pit area is very popular and most children are spending a longer time here and being more productive with their play, however there are still some issues regarding the storage of sand toys and accessibility, despite different solutions being trialled. Planters which have been added near to this area has made it feel more enclosed, leading to less running around the area.

Accident levels outside were also looked at as a data source but no notable differences were noted in either the number or causes, with the exception of a lessening in the number of incidents involving the tyres and crates for loose parts play after term 1.

Children’s voice around this development was evidenced in their garden floorbook. The children had found pictures of spaces they wanted to recreate, resources and statements. They said ‘I would like to grow carrots and cucumber’ ‘lots of plants and flowers’ ‘a bug house’ ‘a fairy garden’ ‘treasure in the sand pit’ ‘shells’ ‘I want to grow tomatoes’

**Next Steps:**

- Continue to observe the outdoor area and refresh as necessary
- Sand toy storage solution and cover
- Seating in the garden
- shade
  
- Use of local community spaces and clubs e.g. playpark, Touch garden, Forest area, Babyballerz, church
- Parent and child groups e.g. Peeps, Stay and Play, Book bugs
- Parental involvement – STEM bags, Library, Active play bags etc

These are all activities which were in place pre-Covid. Individual members of staff having been identified through PRD to take a lead with these areas. Progress will be discussed during staff meetings. This will be an area of improvement planning next year.

**Improvement for Recovery Priority Work**

**Session 2021 – 2022 School**

Writing - Stretch target aim of 68.3% is met in Writing at P1, P4 and P7 by end of May 2022  
(please note the percentage was amended when we received an updated stretch target reflective of our SIMD average)

NIF Priority

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

NIF Driver

teacher professionalism, assessment of children’s progress

HGIOS4 Quality Indicators

- 1.2 leadership of Learning
- 2.3 Learning, teaching and assessment
- 2.4 Personalised Support
- 3.2 Securing Children’s progress in Learning

**Progress:**

- Professional Learning input to staff on structured approach to writing using 'The Writing Revolution' by J Hochman and N Wexler
- Professional Learning for P1 and 2 staff on Talk to Write
- Daily writing opportunities for children
- Play based writing opportunities for P1-3
- Real and relevant writing opportunities developed
- Development of universal writing supports
- Writing supports implemented in classes and children taught how to use the supports
- Begun development of WAGOLLS for different writing genre
- Children's writing assessed each term, support plan for those not making expected progress

**Impact:**

The impact of this area was evaluated through professional dialogue with class teachers during planning and tracking meetings, pupil sampling (examples from jotters and discussions) and through the analysis of writing attainment data, teacher questionnaire and pupil focus groups

- All teachers reported they used WAGOLLS to support the exemplification of writing expectations and said they found this useful in supporting learners. Pupils in all classes also agreed these were used and this helped them make sense of writing success criteria and was best when a WAGOLL and SC were used together. They commented 'it helps' 'it helps you understand the success criteria' 'if I don't understand, the WAGOLL helps me'. Some younger children were not sure of the terminology but recognised a WAGOLL when it was described. Majority of classes also spoke of using WAGOLLS.
- Most classes engaged in daily writing experiences and those which did not wrote at least 3 times per week. The main barriers to daily writing were classes which had NCCT, assemblies PE etc all on one day. This had a greater impact in Terms 1 and 2 but was difficult to sustain pupil motivation as the year progressed.
- All children in the focus group agreed writing supports were available to them, but the majority reported they did not need them. Children commented 'I use it when I am stuck' 'I use it when I need it' 'it's ok – you don't need to be embarrassed' 'It's in the baskets, but we're smart enough to do it on our own.' 'I use my word book to help me if I don't know how to spell it' This would indicate that there is still work to be done on helping children to understand the tools and strategies which support them are universal and not a sign of intelligence.
- We had set a original stretch target of 76.1% for writing in P1, P4 and P7. This was beyond the stretch target of 68.3% in literacy indicated by Fife Council due to our average SIMD Quintile of 2.6. Through moderated writing samples our current writing data for P1 is 74%, P4 68.2% and P7 75%. We did not meet our initial target in writing at P1,4 and 7 but equalled or surpassed the Fife. Stretch targets in literacy.

**Next Steps:**

- Continue with developing bank of WAGOLLS across levels and genres
- Continue to promote and develop real and relevant opportunities for writing, including within play to sustain pupil motivation
- Continue Talk to Write in P1-2
- Continue structured pedagogical approach to writing skills
- Continue to support pupils in identifying the tools and strategies which support them
- Staff to be aware of stretch target for 22/23 of 74.6%
- Parent guides to support parents understand expectations in literacy, curriculum coverage and the support they may provide

**(Using the Wellbeing indicators) almost all children score 3 or above out of 5 in almost all areas of wellbeing by the end of May 2022**

**Revised to**

**'almost all children will evaluate their wellbeing across home, school and community as 7/10 or above in 6/8 or more wellbeing indicators.'**

<p><u>NIF Priority</u> improvement in children and young people’s health and wellbeing</p> <p><u>NIF Driver</u> teacher professionalism</p>	<p><u>HGIOS4 Quality Indicators</u> 1.2 leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised Support 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and <b>achievement</b></p>
<p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• Professional reading groups on ‘Motivated Teaching’</li> <li>• Shared expectations across the whole school identified for Terms 1-3</li> <li>• Whole staff training on PACE linked to Trauma informed practice – delivered by Ed Psych</li> <li>• New achievement framework finalised and launched – progressive across levels linked to CfE capacities, school values and learning words</li> <li>• All classes agreed to use Achievement Framework to share achievements and plan for wider achievements</li> <li>• P2 and 3 outdoor space developed with children</li> <li>• P1 and 2 outdoor space refreshed with classes</li> <li>• Pupil groups established – RRS, Pupil Council, Eco and Health. Each group developed their own plan and worked towards this over the year. Sharing this with their class and wider school during assemblies. Shared with parents through videos, links and newsletters.</li> <li>• New library space established</li> <li>• P5-7 break out space developed for children who needed a quieter space at break or lunch time</li> <li>• P7 responsibilities put back in space – Messenger, Play leaders, Sports leaders. Training developed for Play leaders. Sports leader training delivered through Active Schools.</li> <li>• House events put back in place – House lunch, House Captain roles</li> <li>• Opportunities for children to work across classes established to support school feeling like one community together.</li> <li>• Health and Wellbeing framework updated – this will be used in session 2022/2023</li> <li>• Play based pedagogy progressed into P4 and beyond – but requires more time and input. This area of development was put on hold as we needed to put in place a more robust planning across the curriculum. These plans have now been updated and will be put in place session 2022/2023</li> </ul>	
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Slightly different measure was used due to an update in evaluation tools. New tool looked at a 10 point scale so the target was re-written to ‘almost all children will evaluate their wellbeing across home, school and community as 7/10 or above in 6/8 or more wellbeing indicators.’</li> <li>• A representative sample of children across the school used the evaluation tool across the school. This included different ages, genders, cultural groups, English as an additional language, SIMD , FSM, additional support needs and care experienced.</li> <li>• The same member of staff was used in each case to support consistency in the implementation of the tool</li> <li>• 89% children rated their overall wellbeing as 7/10 or above in 6 or more wellbeing indicators</li> <li>• Children involved in specific pupil groups (Eco, RRS, Pupil Council, Health, Sports Leaders) participated in a focus group to find out if they felt their group had made a positive difference to the school and give examples to the impact their group had made. All (100%) of the Health Committee felt they had made a difference and were able to talk about their Water Wednesday campaign. 87% (7/8) children in The Pupil Council felt they had made a difference with one child disagreeing. They were able to talk about the lunch survey they had carried out, Kindness nomination boxes, Playground Awards and Successful Learner display. 87% (7/8) of the Rights Respecting Schools Committee felt they had made a difference with one child saying they were unsure as although they had done lots of work there were still some children who stopped others from having their rights. They were able to speak about the Rights they had worked on and display they had created. They had seen other children looking at this. They also spoke of the information which had been sent to parents to raise their awareness of Children’s Rights. The</li> </ul>	

Eco Committee felt that although they had met to do some planning, making changes had been limited to doing litter picking on one occasion. 25% felt they had made a difference and 25% felt they had made a little difference. Across all of the groups children felt they could have made more difference if they had more regular meetings.

- All classes were involved in a Sports Pentathlon led by the Sports Leaders. Almost all children in the focus groups felt this had been successful and would like something similar in the future. They commented 'It was fun' 'Amazing' 'I liked every part' 'I didn't mind it. It helped you get fitter'. All teachers agreed this had been successful and supported almost all pupils in engaging with sports.
- All classes used the revised Achievement Framework to plan and celebrate wider achievements linked to the 4 capacities, the totality of the curriculum, school values and learning words. Almost all (98.5%) children receiving certificates for each of the capacities. Almost all (90%) teachers said the Wider Achievement section supported them to know their pupils better. Almost all (90%) teachers said the framework allowed them to better plan experiences so that all pupils could achieve as well as attain.
- All pupils in P1-3 classes regularly used their outdoor space for play based learning, based on both teacher questionnaire and pupil focus groups. Teachers felt this area was well planned for on a few occasions. Children spoke of using the area to play and in a few cases were able to talk about skills they were learning 'we learn we can do more than we think we can' 'when I play babies it helps me to know how to look after a baby when I am older' 'technically you are learning when you are playing with the bricks because you learn what can take a lot of stress and what can't'
- Almost all pupils in P5-7 focus groups welcomed the quieter indoor space to use over break and lunchtime, although almost all preferred to be outdoors unless it was too cold or hot. However the majority felt they did not have enough opportunity to use this space due to the restriction in numbers who could use the space at one time, to ensure the space remained a quiet area. Younger children spoke of not being comfortable when a lot of older children were present.
- Almost all staff felt they had increased their knowledge and understating of PACE and trauma informed approaches Almost all felt this was now becoming embedded in their practice. This was strongly linked to our PEF work on self -regulation. The number of requests for school leadership team attendance in class for whole class issues is almost 0. The number of requests for school leadership presence for dis-regulation of pupils is now centred around 5.9% of pupils (16).

**Next Steps:**

- Review vision, values and aims with all stakeholders
- Review curriculum Rationale with all stakeholders
- Implement updated health and wellbeing framework
- Play based pedagogy P4-7 needs further input to become established and consistent continuum form nursery to P7
- A script to go alongside the tool has been developed with examples for each wellbeing indicator, to support children's breadth of understanding of the indicators as they self-assess each area – this will be used in subsequent years so that staff teachers may use the tool with their class and data analysed at group, class, stage, and school level
- Committees
- P5-7 indoor playtime space

**SAC / PEF Priorities 2021 / 2022**

**Improve attendance of targeted group from an average of 80% in 20/21 to 90% in 21/22 by May 2022**

NIF Priority

- Improvement in children and young people's health and wellbeing
- Improvement in attainment
- Closing the attainment gap

NIF Driver

- Parental engagement

HGIOS4 Quality Indicators

2.4 Personalised Support

**Progress:**

- Identification of targeted group – focused this to group with 80% or below (average for group 71.4%) due to less staffing than initially anticipated
- Communication with teachers and PSAs of targeted group
- Ongoing re-evaluation of group members (add children where attendance is an issue)
- Support of parents to enable children to attend school – one to one basis dependant on the needs of that family. Encourage attendance even if child is late.
- Support of child to attend school – amending start and finish times, Flexible packages, ‘soft’ starts, Brighter Thinkers group, Lego ‘club’, Kit bag etc
- Daily update on individual attendance so that contact can be made with the family quickly
- Support at end of the year on transition into new class so that ground is not lost at beginning of next year.

**Impact:**

Original targeted group of 12 pupils

One pupil changed school - I understand attendance continues to be an issue.

Of the remaining 11 pupils 18% of pupils increased attendance to 90% or beyond; 64% of pupils in the group increased their attendance from the previous year and the overall average for the group increased from 73.55% to 78.4%. We are aware that the previous year’s attendance may be inflated due to the way attendance was calculated during the lockdown period, as children completing a minimum number of activities over the week.

Additions to group included one current pupil and one pupil who transferred from another school who were school refusers, and a pupil who transferred who was in school for one hour per day heavily supported and who had attended on 33% of occasions.

All children who were added to the group are now in school full time and accessing all areas of the curriculum including playgrounds. Average attendance for the additional children in the final term was 78%. Although this group are not yet meeting the 90% attendance target their attendance increase is substantial. In discussions with this group 66% spoke very positively about their school experience ‘this is the best school in the world’ ‘I like going out to play now’.

**Next Steps:**

- Continue additional monitoring and support for those pupils who did not meet the targeted attendance rate (pupils already within the targeted group and any other pupils whose attendance falls below 80%).
- New group of targeted pupils with attendance of 80% or below identified for session 2022/23
- Communication strategy for parents regarding attendance

**Group of 11 learners in P2 achieve Early Level writing by October 2021**NIF Priority

- Improvement in attainment
- Closing the attainment gap

NIF Driver

- Teacher professionalism
- Assessment of children’s progress

HGIOS4 Quality Indicators**3.2 Raising Attainment and Achievement**



**Progress:**

This group of learners were provided with additional small group support in phonics and writing. 2 children from the group moved school, bringing the group number to 9

**Impact:**

Using moderated teacher assessments of writing, most (77%) of the group achieved early level in writing by the beginning of November 2021 and (100%) by the beginning of December 2021.

**Next Steps:**

- We will continue to closely monitor and support the learning of this group in writing to ensure progress is maintained and work towards closing the gap. A stretch target for October 2022 has been set for this group to achieve First Early Engagement.

**(Position in June 2021: 38% of pupils at end of P3 and 53% of pupils at end of P6 showing anxiety and dis-regulation)**

**80% of P4 and P7 pupils are able to self-regulate to allow themselves and others to learn by Dec 2021.**

**80% of P4 and P7 pupils have developed the skills to support positive wellbeing and use strategies to support their wellbeing (ie. levels of happiness, engagement, anxiety) by May 2022.**

NIF Priority

- Improvement in children and young people's health and wellbeing
- Closing the attainment gap

NIF Driver

- Teacher professionalism
- Parental engagement

HGIOS4 Quality Indicators**2.4 Personalised Support****3.1 Ensuring wellbeing, equality and inclusion****Progress:**

- A copy of Mark Rashford's book, 'You are a Champion: Be the Best You Can Be' was purchased for all P7 pupils
- PT developed companion programme to go along with the book
- PT led weekly sessions with P7 pupils on 'You are a Champion be the best you can be'
- Class structure in P7 developed to allow pupils to be with those they are engaging with positively and in a supportive way
- PSA refresher training (kitbag, Lego therapy, PACE and trauma informed practices with Ed psych)
- PSA individual and group support for targeted pupils

- SfL PT (extra time) Brighter Thinkers group – targeted pupils
- Support from PSS, Ed Psych and ASIST to support teacher and PSA approaches
- Part time PSS support for one pupils

### **Impact:**

The evidence used to evaluate this has included data from calls for the leadership team to support in class and calls to the playground, along with teacher judgment on children who were not engaging in class learning and whose behaviour was not having a negative impact on the ability of others to learn, and evaluations of specific groups (Anxiety Group, Brighter Thinkers, Lego group)

Almost all (95%) of children in P7 were self-regulating by April 2022 and anxiety was no longer having an impact on learning. This has lowered slightly during the final term and additional support has been provided for pupils around the transition to secondary school. This has included all P7 pupils working in a small group of six over 5 sessions using the Fife CAHMS Primary School resource to look at anxiety and strategies. Most (81%) children recorded a lowering of anxiety scoring by the final session. A focus group of children gave more detailed feedback following the sessions. Most (75%) felt that anxiety was now a topic they could easily discuss. 50% said they now had a better understanding of anxiety and 38% felt their understanding had stayed the same. All of the children felt they now had one or more strategies to help them with anxiety, the most popular one being breathing exercises.

Brighter Thinkers group for P4 pupils showed that most of the children felt more in control of how they feel, had less worried at school and were not as angry. Looking at pre and post self-evaluations, only one child scored the same and one child scored less. All other children made very good progress. The results from weekly scaling on reflection of the previous week were mixed. On the whole children scored their weeks more positively as the weeks progressed. There were however some dips, this may be due to the age of the children and being caught in the moment of the day rather than being able to reflect back over the period of a whole week. Children were able to reflect on their learning after a period of time and talked about 'optimistic' and 'pessimistic' thinking and were able to give examples of how their views have changed since completing Brighter Thinking. Children commented, "My favourite part of Brighter Thinking was the scaling, I like how I could share my feelings and showed me how happy I was" "Thought catching meant that I could focus on different things, and not worry about the things that are not important." "When you worry, you just need to take your time and not stress." "My worries are smaller because I know I can fix things, I think now before I have a meltdown."

Lego Therapy P4 group - Children have shown better resilience whilst working as part of a small group to complete a Lego project. All four children have identified additional support needs. Structure and specific roles provided enough structure for the children to feel comfortable taking instructions and carrying out tasks.

It was evident that vocabulary was improved during these sessions as well as relationships with others. One pupil commented that he now realised that one of the other pupils was 'alright' after thinking they were 'horrible'. The children showed that they knew when to ask for help and who could help them during the session.

Most (84%) pupils in P4 were self-regulating by December 2021 and this had increased to 86% by May 2022. Of those children who were still exhibiting times of dis-regulation which impacted their learning and that of others progress could be seen in all cases with the exception of one pupil with complex needs. In the main dis-regulation was seen more frequently in the playground, which on occasions then spilled over into class. Specific supports and strategies were put in place for the playground and transition from playground to classroom, where this was the case. Pupils told us this was helpful, particularly when a PSA could be there to support. Unfortunately due to high levels of PSA absence this was not always possible and therefore the progress in this area was slowed.

**Next Steps:**

- Support for the 6 pupils who will now be entering P5 in session 22/23, who are displaying some dis-regulation, particularly at transition into the new school session.
- Additional specialist support is being requested for the pupil with complex needs
- Lego Therapy will now run with PSA and a pupil trainer from this cohort
- Feedback to parents – sharing of information between home and school

**Most parents of target group of P4-7 children feel more confident in their parenting. Most children in the target group feel safe, supports and boundaries are in place at home, by March 2022.**

NIF Priority

- Improvement in children and young people's health and wellbeing

NIF Driver

- Parental engagement

HGIOS4 Quality Indicators

2.7 Partnerships

**Progress:**

This target area was not progressed for the reasons outlined below. The resources have been bought for the programme and this will run next session.

- High levels of staff absence
- Parents uncomfortable carrying out the group via Teams
- Difficulty having parents attend in person due to anxiety / mitigation measures in place for COVID

**Targeted pupils with English as an additional language to develop functional literacy (basic nouns and verbs, sentences to make needs and wants known, simple grammatical sentences)**

NIF Priority

- Improvement in attainment
- Closing the attainment gap

NIF Driver

- Teacher professionalism

HGIOS4 Quality Indicators

2.4 Personalised Support

**Progress:**

- Links were made with EAL team for support in taking this targeted work forward
- EAI teacher liaised with class teachers and SFL (additional time) on approaches and activities
- Approaches and activities were put in place

**Impact:**

All children met the target of having basic functional literacy in English, evidenced through formal assessments and through day to day interactions and class work. All children report they are able to communicate with their peers and teachers.

In addition to this, the work with the EAL team has allowed for a deeper assessment of one pupil and the potential need for other language and communication supports which goes beyond English as an additional language.

**Next Steps:**

*Identify a few next steps linked directly to progress and impact for this priority*

*If there are numerous next steps does this need to be a continued priority for following session?*

- Approaches learned can be used with new pupils

**Attainment of Children and Young People (Primary and Secondary)**

*Attainment evidence/Achievement within a level information from ELC/school from this session*

*Successes and gaps identified throughout session (this should link to improvement plan for session 2022 – 2023)*

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	77.4%	74.2%	83.9%	83.9%
P4	61.4%	68.2%	86.4%	75%
P7	72.7%	75%	88.6%	86.4%

**Evaluative statement of attainment over time.**

There have of course been fluctuations in attainment over the last few years due to children being out of school for long periods and the difficulty in getting reliable assessment data during periods of home learning and the settling back into school after lockdowns.

Last year 74% our nursery pre-school cohort were within age appropriate levels in all 3 areas (doing, using, saying). Although there were changes to the cohort in coming into P1, we can see from this year's P1 data that this progress has been maintained or surpassed in all areas. Significant progress was made in writing comparing last year's attainment in writing of 45% with this year's attainment of 74%.

Our average SIMD quintile in 2020/2021 was 2.6, which set our stretch target in literacy at 68.3% and in numeracy at 73.7% for pupils in P1, P4 and P7 for session 2021/2022. These stretch targets were met or exceeded in all areas with the exception of P4 reading. Looking ahead to session 2022/23 our expected stretch targets are 74.6% in literacy and 78.1% in numeracy. With predictions made on current level attained and progress in learning we expect these targets to be met at P7.

The current P4 year group (P5 for session 2022/23) continue to be a group where additional support will be necessary. With the anticipated attainment of the current P3 year group (P4 in session 22/23) also below the stretch target in literacy these two year groups will be a strong focus for next year. We intend to engage with the QI Literacy Programme for Writing to support us with work on this.

**Nursery Elips**

39% of pre-school children on entry to nursery scored below age expectation (red) using Elips in one or more areas (doing, using, saying) and required additional support. 19% scored below age expectation in all three areas with all 39% showing a difficulty within the saying category. Using the Elips assessment prior to leaving nursery, 80.6% were now at an age appropriate level (green or amber) in all 3 areas of doing, using and saying; compared with a starting point of 61.3%. 48% of children scored in the green area across all 3 areas (rise of 22%) 13% of children were still below age expectation (red) in all 3

categories. This continues to show a high level of difficulty with early language on entry to nursery which, although progress is made is not sufficient to enable almost all children to be at an age appropriate level on entry to school. This means language should continue to be an area of focus for us in nursery and into the early years of school.

### **Evidence of significant wider achievements**

All children participated in our new Wider Achievement framework, this is a skills based framework which records children's achievements in and out of school and helps staff to plan experiences and skills across the four capacities – with 98.5% of children showing achievement across the 4 areas at some level. This supports all children in developing a range of skills and competencies across the four capacities (Successful Learner, Effective Contributor, Responsible Citizen and Confident Individual). The framework will be further developed with children this year.

Here are some of our wider achievements:

#### **Successful Learners**

- Children in P3/4 and P4 shared pictures and messages about their learning around The Queen with a care home in the community. This provided an audience and real purpose of their learning as well as helping them to understand others in their community.
- P3 and P2/3 worked on their communication and organisational skills as they wrote letters and organised their own garden party to celebrate the jubilee and their learning around the queen. The children in these classes also developed decision making skills as they designed and resourced their outdoor area.

#### **Confident Individuals**

- Pupils in P6 learned application writing and interview skills through the application for Sports leaders, Play Leaders and House Captain.
- The introduction of an Autism Ambassador started to raise the profile of neurodiversity in our school
- All classes took responsibility for delivering an end of term service. This was filmed and shared with the rest of the school and school community, with the exception of the P7 Leavers' Service which was shown with a live audience.

#### **Effective Contributors**

- All children in P7 were given the opportunity to develop their team working skills, alongside perseverance and problem solving during their Ardroy residential experience
- Children in P6 and 7 who engaged in Sports and Play Leader training developed skills in communication, creativity, resilience and diplomacy. Children in both groups were able to put this into action with younger children in the playground. P7 Sports leaders were able to put this into practice when they worked with classes across the school when they organised and carried out a pentathlon challenge.
- P7 pupils worked with classes across the school to organise and support Sports Day. This helped them develop their communication and organisational skills.

#### **Responsible Citizens**

- Children in P1/2 and P7 worked together to develop their understanding of the world of work and enterprise skills when they organised a whole school fundraising fair.
- Across the school children have learned about others in the community and beyond and how they can help them through fund raising efforts. This year the children have been involved in

fund raising for Children in Need, Save the children (Christmas jumpers), UNICEF (Ukraine), Comic Relief and our school fundraiser for a Tiny Trax.

- Children in P5 furthered their knowledge of Global Goals and sustainability. Along with P6 they supported this work by planting trees in our school grounds with the Fife Coast and Countryside Trust.

**Impact of Local/National resources to support recovery within your setting (additionality of staffing)**

Additionality in staffing (teaching/support)

Our school roll dropped at the beginning of Term 1, necessitating a decrease of one class. This meant restructuring across the whole school. This was very unsettling to a minority of pupils, especially those around the middle of the school. The 'additional' teacher (until she was re-deployed) was used to support those pupils who found this transition time difficult. This was a nurture remit focused on supporting emotional containment and readiness to learn. Unfortunately, it was not possible for Fife Council to let us know if they could fund the 'additional' teacher for term 1 until the end of the financial year. This meant this was initially funded through our additionality budget and it was not possible to give extra time out of class for the school leadership team.

Groups of children were identified for support through additionality of staffing. These were groups of children who were at risk of not achieving the level or sub-level by their forecast date. Unfortunately, high levels of staff absence meant that the additional staffing was needed to cover classes to provide a consistency in educational experience.

In the case of teacher absence, additional staffing meant, we were able to keep all classes in school for the whole year and with one teacher per class i.e. we did not need to put classes together in order to keep children in school. The need for additional teachers and leadership team to teach across a variety of classes in the school showed some inconsistencies in planning and the need for us to develop more robust planning formats which would allow another person to easily pick up the intended learning for every child. This became an area of priority which was added to our improvement planning.

When small group support was able to be provided this was focussed on literacy within the early years. Individual support for learning was also given to pupils who had either been school refusers or who had very low attendance rates at other schools. The results of each intervention are detailed below. In most groups (84%) all or almost all children were able to meet the targeted learning with this extra support.

**Groups Aug to Dec 2021**

Year group	Number in group	Target	Impact
P1	4	Fine motor control Ready to write symbols	All - 100% improved control Minority -25% all symbols Most - 75% all symbols except side ways 8
P1	6	Jolly phonics sets 1,2 CVC blending	All - 100% Most - 83%
P1	6	Jolly phonics set 1 Jolly phonics set 2	Majority - 50% Majority - 67%
P2	3	All initial sounds Recognising set 2 blends	All – 100% All – 100%
P2	5	Initial consonant blends (say, read and write) Write a sentence (cl, fs, fs)	All – 100%
P2	2	Say and read Set 4	All – 100%

		Write set 4	Majority – 50%
P2	2	Recognise set 1 sounds Recognise set 2 sounds	All – 100% Majority 50% recognised all sounds in set 2 50% Majority recognised 6/7 sounds
P2	2	Storyworld key words	1 child increased sight words from 4-20/22 1 child increased sight words from 3-15/20
P2	6	Common words set 1 reading	All children made progress 17% all words in set plus 15 of next set 33% Over 20 out of 25 50% between 15-19 words
P2	1	Pencil grip and letter formations	Correct pencil grip used All letter formations correct
P3	4	Initial sounds	Majority – 50%
	6	Initial sounds Blending set 1	All know 100% All know 5/6 blends
	6	Storyworld 2 Keywords First 25 common words	50% know all SW 2 key words All children made progress, normally doubling original score
	4	Storyworld 1 keywords First 25 common words	1 child knows almost all; 3 children know 50% or more All children know 50% or more
	5	Writing a sentence with CL, FS, FS	All children are able to have all 3 features
	3	Say, read and write consonant blends CVC, CCVC, CVCC Write a sentence with CL, FS, FS	All – 100%  All – 100%  All – 100%
	4/5	Read common words (first /second 25) Initial sounds CVC blending	Majority -60% 1 <sup>st</sup> set, Minority - 20% second set  All – 100% Majority 66%

### Groups Jan – June 2022

Year group	Number in group	Target	Impact
P1	5	Understanding numbers within 10 Subitising to 6	All – 100% numbers after Most – 80% - numbers before Most -80% numbers between All - 100% subitising to 6 All – 100% largest number All -100% smallest number All -100% number sequence forwards and backwards
P1	5	Rime and blending	Majority - 60%

P1	3	Pencil grip Ready to write symbols	All – improvement in pencil grip, but requires support to focus 33% 5/6 symbols 66% 4/5 symbols
P1	1	Jolly phonics set 3	Learned additional 2 sounds
P1	7	Jolly phonics set 4 Reading CVC	Majority - 71% Most – 86%
P1	3	Jolly phonics set 4  CVC s	33% all, 33% 5/6, 33% 4/6 All -100%
P1	4	Jolly phonics set 2	25% all sounds in the set 75% 6/7 sounds in the set
P1	2	Jolly phonics sets 1 and 2	100% all sounds in set 1 All 5/7 sounds in set 2
P2	2	Storyworld key words	100% - all Storyworld2 50% all Storyworld 3
P2	2	Blending sets 1,2 CVC	All-100% All -100%
P2	3	Understanding numbers within 20	Majority – 66% number sequence forwards and backwards, numbers before, after and between, largest and smallest number Majority – 66% reading numbers writing number 9 some reversals remaining)
P2	2	Jolly phonics set 5 and 6 ,7(say, read and write) Write a sentence	All can say, read and write sets 5,6, and 7  All can include CL, FS, FS in a sentence
P2	6	First 25 common words	Most – 83% 17% - knows 22/25
P2	1	Pencil grip Letter formations	Correct tripod grip Correct formation of 23/26 letters
P3	5	Common words 1 <sup>st</sup> 25	All – 100%
P3	2	Read and write 1st 25 common words	All able to read 24/25 words and write over 20/25
P3	4	Write a sentence with CL, FS, FS	All -100%
P3	5/6	Read Storyworld 2 and 3 sight words	All – 100% SW2 40% - know all SW3 40% - know 23/25 of WS 3
P3	4	Writing CVC words Write a sentence with CL, FS, FS	All – 100% All – 100% CL and Full stop Most – 75% finger spaces
P3	2	Oral segmentation and blending	All children now engaging with this learning but require a lot of support in each area



		Rhyme and auditory discrimination	
--	--	-----------------------------------	--

An additional £600 was allocated to school to support children currently care experienced. After consultation with the families, it was agreed this would most usefully be deployed to support the children with extra reading practice and homework help. It was agreed that a member of staff well known to the children would allow the children to be comfortable with this extra support. Each child was given one to one support with a PSA for 15 minutes prior to the beginning of the school day five days per week during June 2022. All of the children involved reported enjoying the experience and having the time to practise their reading. The PSAs reported high levels of engagement until the final week of term.

We have found PSA and teacher support in small groups to be very beneficial at supporting children at an early point, to ensure the gap between them and peers does not widen further. This is an area we intend to continue to support with additional staffing moving forward.

School/Setting Name \_\_\_\_\_

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

<b>Quality Indicator</b>	<b>2019 – 2020</b>	<b>2020 - 2021</b>	<b>2021- 2022</b>	<b>Inspection Evaluation</b> <i>(Within last 3 years)</i>
<b>1.3 Leadership of change</b>	good	Very good	good	
<b>2.3 Learning, teaching and assessment</b>	good	good	good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	Very good	Very good	
<b>3.2 Raising attainment and achievement</b>	good	good	good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2019 – 2020	2020 - 2021	2021- 2022	Inspection Evaluation (Within last 3 years)
1.3 Leadership of change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Securing children’s progress	Good	Good	Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)			
	2018 - 2019	2019 – 2020	2020 - 2021	2021- 2022
Quality of care and support	Very good			
Quality of environment	Very good			
Quality of staffing	Not assessed			
Quality of leadership and management	Not assessed			

Last Care Inspectorate inspection was 2018 / 2019

We are aware that our gradings have not moved over the past three sessions. This is mainly due to a period of disruption due to Covid, resulting in high staff absence and extensive periods of time when it was very difficult for staff to be able to work together. During this time we also had major building work carried out in both school and nursery. This necessitated a number of moves of resources and classes. In addition to this there have been a number of changes of staff.

As part of our self evaluation we looked at each of the core QIs and wrote a statement of our current position based on the level 5 illustration. This allows us to clearly see the steps we need to make to progress to very good.

**Appendix B**

**Session 2022 – 2023 Nursery Improvement Plan**



<b>National Improvement Framework Priority:</b> Improvement in attainment, Improvement in health and wellbeing Drivers – practitioner professionalism, assessment of children’s progress				
<b>Focused Priority: All children with additional support needs in nursery will make good progress in their learning by May 2023</b>				
<b>Rationale</b>		<b>HGIOELC Quality Indicators</b>		
We are seeing increasing numbers of children attending nursery with little verbal communication and with ASD characteristics. Staff self-evaluation showed this was an area of lower confidence and a desire to do more to support children in this group.		2.4 Personalised Support 3.2 Securing children’s progress 3.1 Ensuring wellbeing, equality and inclusion <b>Sub QIs – theme indicated</b> 1.1 – ensuring impact of success for children and families 1.2 – professional engagement and collegiate working 1.4 - Building and sustaining a professional team 2.2 - skills for life and learning 2.3 - learning and engagement, quality of interactions		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>Children with communication difficulties will be supported to make better progress in learning and to lessen their frustration caused by communication difficulties.</p> <p>Children exhibiting ASD characteristics will be supported by knowledgeable staff deploying a range of strategies suitable for the individual, allowing this group of children to display less anxiety and make progress in learning.</p>	<ul style="list-style-type: none"> <li>• Staff training from SALT, ASIST, Ed Psych.</li> <li>• Professional reading</li> <li>• Reach out to cluster colleagues, FNC, ASC, Calaiswood regarding a signalong network to support staff learning</li> <li>• Sharing of practice at Learning Partnership visits</li> <li>• Sharing of practice across nursery rooms to ensure consistency</li> <li>• Sharing of strategies for specific children, including their action plan so that all staff can behave</li> </ul>	<p>Keyworker for specific children to lead meetings sharing information on their child</p> <p>Mrs Miller to organise staff training – ASIST, Ed Psych, SALT</p> <p>Mrs Miller and Mrs Rossborough to conduct direct observations of interactions and provide feedback</p> <p>All staff to engage in professional reading and virtual nature school on-line events and training</p>	<p>Parental views</p> <p>Child’s Plan and action plan – progress towards targets, assessment profile</p> <p>Elips data</p> <p>Staff feedback on confidence and training</p> <p>Direct observations in nursery of practitioner interactions with targeted children</p>	<p>Weekly meetings have been agreed with nursery staff. These will take place alternately in the morning and at the end of the day to allow all staff to participate.</p> <p>Main training elements will take place on Inset but will be dependent on availability of SALT, ASIST, Ed psych – this is therefore flexible at the moment until dates are confirmed.</p> <p>Virtual nature school – 12/9 – 11/11</p>

	<p>consistently towards a common goal</p> <ul style="list-style-type: none"> <li>• Participation in professional learning with virtual nature school 'a nature based approach to speech and language development'</li> <li>• Signalong Sway to be developed – collecting information together and allowing one stop shop for staff</li> </ul>	<p>Rainbow room staff to lead on signalong; each member of staff to engage with Signalong cluster network.</p>		<p>Signalong network meetings monthly</p>
--	---	--	--	---

**Ongoing Evaluation**

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

<b>National Improvement Framework Priority:</b> Closing the gap between the most and least disadvantaged children and young people Drivers – Practitioner professionalism, Parental Engagement				
<b>Focused Priority: All Children and parents will have a consistency of experience across all 3 nursery rooms by April 2023</b>				
<b>Rationale</b>		<b>HGIOELC Quality Indicators</b>		
Over the last few years we have undergone significant staff changes as well as physically packing up and moving nursery twice, Covid mitigations and a change in the children’s attendance patterns. This has led to 3 separate nursery rooms rather than one team working together. We are aware that experiences across the rooms are not the same.		1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.5 Family Learning  <b>Sub QIs – theme indicated</b> 2.7 – engagement of parents and carers in the life of the setting 2.4 – removal of barriers to learning 2.2 - Pedagogy and play 1.3 – implementing improvement and change		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>All staff will feel part of the whole team and will be confident there is equity between all rooms.</p> <p>All staff will understand their role and be confident in carrying it out.</p> <p>Almost all children will experience a consistent approach from all practitioners</p> <p>Almost all parents will experience a consistent approach from all practitioners.</p>	<p>Weekly meetings with specific items on a set agenda – including budget and nursery fund, sharing and location of resources, updates on specific leadership responsibilities of the team. Meetings will also be the opportunity to discuss new documentation, agree approaches, share good practice etc</p> <p>Calendar of activities so that there are a range of additional experiences– related to parent engagement group and learning out of nursery group</p>	<p><b>Parental engagement group</b>  Jillian – PEEPS as Stay and Play  Dana – parent ‘give aways’ after stay and play  Lorna – Storybags and Lending library  Susan – Bookbugs and STEM bags  Nadia – active bags and link to learning out of nursery group</p> <p><b>Learning out of Nursery</b>  Jacqui – church links and Forest  Lorraine – Forest and other outdoor areas, visitor links  Lauren – clubs and wider experiences</p>	<p>Pupil survey</p> <p>Parent feedback</p> <p>Staff feedback</p> <p>Observations across all rooms – consistency</p> <p>Observations of children’s engagement during parent engagement sessions and out of nursery experiences.</p>	<p>Weekly meetings have been agreed with nursery staff. These will take place alternately in the morning and at the end of the day to allow all staff to participate.</p> <p>Forest training in our forest area – looking at particular areas of concern. Nov Inset.</p> <p>Virtual nature school training 12/9 -11/11</p>

	<p>Subgroup meetings and individual 'research' as part of own CPD</p> <p>Forest - all staff training (Link to virtual nature school input as in last priority)</p> <p>Consultation with parents regarding financing extra activities e.g. fundraising, grant applications, donation etc</p>	<p>Quality assurance visits to each room Mrs Miller and Mrs Rossborough</p> <p>Mrs Miller to organise Forest training Mrs Miller and Mrs Rossborough to lead weekly meetings</p>	<p>Monitoring of floorbooks, learning walls and journals</p>	
--	---	--	--	--

**Ongoing Evaluation**

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





<b>National Improvement Framework Priority:</b> Improvement in Children’s health and wellbeing Drivers – Practitioner professionalism				
<b>Focused Priority: All staff know how to keep children safe and their responsibilities within safeguarding and child protection by June 2023.</b>				
<b>Rationale</b>		<b>HGIOS4 Quality Indicators</b>		
This priority is based on the actions we should carry out following our Child protection and Safeguarding self-evaluation and following the feedback from our self-evaluation		2.1 Safe-Guarding and Child protection 3.1 Ensuring wellbeing equality and inclusion <b>Sub QIs – theme indicated</b> 2.7 – development and promotion of partnerships 2.2 skills for learning, life and work 1.3 implementing improvement and change		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
Almost all parents report they are aware of how to keep their children safe in the digital world.	Parent workshop and information leaflet – potential to do this as a cluster or learning partnership. Link with CEOP Ambassadors (Steven Eagleston)	Mrs Miller with CEOP ambassador	Staff survey	Dec 2022
All staff are aware of sexual exploitation, female genital mutilation, care categories and The promise and use this to ensure children are safe and well.	Staff training elements added to August input	Mrs Miller and Mrs Wilson	Parent feedback Attendance data Exclusion data Pupil focus groups	August 2022
Teaching staff are aware of children who have previous exclusions – so that appropriate support is in place to prevent further exclusions	Exclusions added to tracking spreadsheet	Mrs Miller and Mrs Wilson		Aug 2022

Almost all children have attendance above 90% and support is in place for children with lower attendance to attend.	Attendance analysis includes CP register, gender, ASN	Mrs Miller		Process in place by Oct 2022
Policies and guidance is in place and used by staff to ensure children are safe and well	Update associated policies: Child Protection – to include school excursions The promise ICT and Digital learning Equalities policy Resilience integrated into Achievement and health frameworks	Mrs Miller  Mrs Rennie Mrs Miller / Mrs Rennie		Oct 2022 Oct 2022 Oct 2022 June 2023
Children know how school keeps them safe – safeguarding and CP	Assemblies with information on these topics	Mrs Rennie and Mrs Wilson		June 2023

**Ongoing Evaluation**

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

<b>National Improvement Framework Priority:</b> Improvement in attainment, closing the attainment gap Drivers – Practitioner professionalism				
<b>Focused Priority: 75% of pupils in P4 will attain First Level Writing by June 2023 and 75% of pupils in P5 will be on track by June 2023 to achieve second level in writing by the end of P7</b>				
<b>Rationale</b>		<b>HGIOS4 Quality Indicators</b>		
On analysis of the attainment data for session 21 22, P3 and P4 pupils we see low attainment particularly in writing. This will mean stretch targets to close the attainment gap will not be met unless this is an area of priority		<b>2.3 Learning, teaching and assessment</b> <b>3.2 Raising attainment</b>  <b>Sub QIs – theme indicated</b> 1.1 ensuring impact on learners’ successes and achievements 1.3 implementing improvements and change 2.4 removal of potential barriers to learning		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
P4 attainment in writing (currently forecast as 50% by June 2023) will rise to 75%  P5 attainment will rise from 68% to 75% projection for completion of second level in P7 by June 2023.	Involvement in Fife QI literacy programme  Daily writing opportunities Writing for real and relevant purposes  Writing supports understood by children and used appropriately  Parent workshop	P4 teacher – Mrs Brown P5 teachers – Mrs Moles and Mrs Bond SLT – Mrs Miller  Attend training Carry out actions from training Regularly assess children’s progress	Sample children’s writing Moderate writing  QI methodology	Sept – Nov 2022 input  More detail around timescales and actions after initial training
<b>Ongoing Evaluation</b>				
<b>This should be updated as part of on-going cycle of self-evaluation</b>				



<b>National Improvement Framework Priority:</b> Improvement in attainment, closing the attainment gap Drivers – Practitioner professionalism				
<b>Focused Priority: Almost all children experience a consistent approach from all staff by June 2023</b>				
<b>Rationale</b>		<b>HGIOS4 Quality Indicators</b>		
We have a number of changes in staffing this year – new staff, staff returning after maternity leave or for other reasons. There have been significant changes in the last few years and it is evident from our self-evaluation that in order to move forwards we need to first ensure consistency so that we can all pull in the same direction.		<b>2.3 Learning, teaching and assessment</b> <b>Sub QIs – theme indicated</b> 1.3 Developing and shared vision, values and aims relevant to the school and community 2.2 rationale and design 3.1 wellbeing 1.2 professional engagement and collegiate working		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>Attainment will be in line with stretch targets for all year groups by June 2023</p> <p>All children will feel safe and nurtured in school due to consistent approaches from staff</p> <p>All staff will feel confident in their understanding of their role and are clear on the specific policies, procedures and approaches reviewed.</p>	<p>Review Vision, Values and Aims with all stakeholders</p> <p>Review and re-fresh Curriculum Rationale</p> <p>Implement new planning formats (agreed May 2022)</p> <p>Review and agree our approaches</p> <ul style="list-style-type: none"> <li>• Achievement framework</li> <li>• Support for learning – approaches, universal supports, processes</li> <li>• Play based learning – planning and observation, progression through school</li> <li>• Writing</li> <li>• Assessment</li> <li>• Spelling</li> <li>• Library</li> </ul>	<p>Katrina to lead</p> <p>Katrina to lead</p> <p>All staff involved – Nicola lead</p> <p>Lara lead Linsay lead</p> <p>Jennie G lead</p> <p>Katrina lead Nicola lead TBC Alana lead</p>	<p>Parent survey Child focus groups Staff survey Classroom observations Attainment data</p> <p>- Looking for consistency and understanding</p>	<p>October 2022</p> <p>October 2022</p> <p>October 2022</p>

	<ul style="list-style-type: none"> <li>• Communal areas</li> <li>• 1+2 languages</li> </ul> <p>These are all areas which should be a light touch to ensure consistency – not major pieces of work. Other areas may be added as necessary</p>	<p>TBC TBC</p>		
--	--	--------------------	--	--

**Ongoing Evaluation**

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



<b>Attainment Fund Rationale</b> Improve attendance	<b>Amount of Fund PSA time £7554 (includes 5 hours breakfast club and 12.5 hours each week)</b> <b>cluster support worker share unknown presently</b> <b>potential purchase of resources such as alarm clocks £100</b> <b>Breakfast club £500</b>		
Overall school attendance is 93% with a group of 13 pupils sitting with an average attendance of 70.24% and spread of 58% -79%			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><u>Intervention 1</u> The group of 13 pupils between P2 and P7 with an average rate of attendance of 70.24% will increase their average attendance to 90% by June 2023.</p>	<p>PSA and PT to provide one to one support for children in the group and their families Identify barriers and problem solve with families Potential strategies may include:</p> <ul style="list-style-type: none"> <li>- Provide 'soft' starts to enable children to come into school</li> <li>- Free breakfast club to encourage attendance</li> <li>- Purchase of alarm clocks</li> <li>- Support to get children to school – e.g., walking, arranging friend meet ups etc</li> <li>- Parental information - illness</li> </ul> <p>Cluster support worker to work across families where school interventions ae not having sufficient impact.</p>	<ul style="list-style-type: none"> <li>- Attendance data on group to be looked at fortnightly</li> <li>- Non-attendance to be reported by office to PT that morning for call instead of normal groupcall message</li> <li>- Parent views</li> <li>- Child views</li> </ul>	



<b>Attainment Fund Rationale</b> Raise attainment	<b>Amount of Fund</b> <b>Homework packs, toolkits £3500</b> <b>Teacher time £1000</b>		
<p>In term 1 we will identify those children not engaging in home learning and investigate why.          In term 2 we will identify pupils in each class who have not had additional support but would benefit from this and whose parents would like extra support to help with home learning</p>			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Impact on learners</b> <b>Ongoing evaluation</b> <b>Dec/June</b>
<p><b><u>Intervention 2</u></b>          By April 2023 those targeted pupils will be returning home learning most of the time.</p>	<ul style="list-style-type: none"> <li>- Identify those pupils who need stationery packs and home based toolkits</li> <li>- Make and distribute packs and toolkits</li> <li>- Teachers identify group of targeted pupils from their class based on pupil attainment, completion of home learning and parents who have indicated they need extra support during Parent Teacher Interviews</li> <li>- Teachers / PSAs run a 6 week intervention group for pupils and parents after school</li> </ul>	<p>Attainment data, including sampling pupils' jotters and other work output          Homework records          Parent views          Pupil views</p>	

<b>Attainment Fund Rationale</b> Raise engagement in learning	<b>Amount of Fund</b> <b>PSA time- 25 hours £10,793</b>		
We have identified a group of 16 pupils across P1-7 who are displaying distressed and deregulated behaviours. This is having a negative impact on their attainment and on the attainment of others in their class.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b><u>Intervention 3</u></b> By June 2023, all identified pupils for nurture intervention (16 pupil) will have improved wellbeing, their barriers to learning will have been reduced.</p>	<ul style="list-style-type: none"> <li>- PSA support around transition points of the day</li> <li>- Analysis of observations to look for patterns in behaviour and antecedents. Plan of support in place for these times.</li> <li>- Scheduled support daily for proprioceptive activities</li> <li>- Scheduled daily support for areas of learning which are proving challenging</li> <li>- Weekly Lego therapy groups</li> <li>- Weekly Kitbag groups</li> </ul>	<p>Attendance data Attainment data, including sampling pupils' jotters and other work output Leuven scale of engagement Incident log</p>	

<b>Attainment Fund Rationale</b> Raise engagement in learning	<b>Amount of Fund</b> 1 PSA 25 hours ½ year £5,396 Resources £800		
We have identified a group of 13 pupils across P6-7 who are displaying forms of anxiety. This is having a negative impact on their wellbeing and ability to engage with their learning. We want to ensure this does not have a longer term risk to their wellbeing and attainment.			
<b>Expected Impact</b>	<b>Interventions Planned</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Impact on learners Ongoing evaluation Dec/June</b>
<p><b>Intervention 4</b> By June 2023, all identified pupils for anxiety intervention (13 pupil) will have improved wellbeing, their barriers to engagement in learning will have reduced</p>	<ul style="list-style-type: none"> <li>- PT support using Fife CAHMS anxiety material</li> <li>- Weekly Lego therapy groups</li> <li>- Weekly Kitbag groups</li> <li>- Brighter thinkers groups</li> </ul>	<p>Attendance data Attainment data, including sampling pupils' jotters and other work output Leuven scale of engagement Pupil feedback - scaling</p>	



School	Touch Primary School
PEF Allocation 2021/22:	£ 78,840.00



### 2022-2023 Projected/Anticipated Spend

Literacy		
Category	Brief Description	Cost
Literacy resources	homework packs	£ 1,000.00
Literacy resources	toolkits - copying and laminating	£ 1,000.00
<b>Total Spend</b>		<b>£ 2,000.00</b>

Numeracy		
Category	Brief Description	Cost
Numicon	Homework packs	£ 500.00
Practical maths materials	toolkits - copying and laminating	£ 1,000.00
<b>Total Spend</b>		<b>£ 1,500.00</b>

Health & Wellbeing		
Category	Brief Description	Cost
Breakfast initiatives	payment 5 childrenx 5 days x40	£ 500.00
Sensory equipment/resources/pro	yoga mats	£ 300.00
Trips/Residentials	residential and day excursion	£ 2,500.00
other (please detail)	kitbags	£ 500.00
<b>Total Spend</b>		<b>£ 3,800.00</b>

Staffing		
Staffing	FTE	Cost
PSA 2	25 hours	£ 10,733.00
PSA 2	25 hours	£ 10,733.00
PSA 2	25 hours	£ 10,733.00
Teacher	100 hours total	£ 1,000.00
Family Worker		£ 10,000.00
<b>Total Spend</b>		<b>£ 43,379.00</b>

Other		
Category	Brief Description	Cost
<b>Total Spend</b>		<b>£ -</b>



Amount of spend planned	£ 50,679.00
Unallocated spend	£28,161.00



## Appendix E

Name of Establishment

Education Manager

Standards and Quality Report Session 2021- 2022

	Comments
Agreed adapted format for SQR 2021- 2022 has been used	
Context table completed Shared vision and values shared	
<b>Improvement Work 2021- 2022</b>  Progress noted 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	
Clear impact shown for children and young people <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
Limited number of next steps identified	
Attainment Overview/Evaluative Statement	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"> <li>Successes and gaps identified</li> <li>Destination trends (secondary)</li> </ul>	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
Impact of Local/National resources to support recovery within your setting (additionality of staffing)	
Attainment Scotland Fund Evaluation (PEF/SAC) 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	
Impact <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
NIF quality Indicators are evaluated using six point scale (School)	

NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

### Improvement Plan Session 2022- 2023

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> <li>Do they cover school, ELC and ASC?</li> </ul>	
Are relevant QI's identified for priority identified?	
Expected impact <ul style="list-style-type: none"> <li>Is this focused on children and young people</li> <li>Is this written evaluatively</li> <li>Is this linked to data</li> </ul>	
Strategic Action/tasks identified: <ul style="list-style-type: none"> <li>High level</li> <li>Realistic</li> </ul>	
Responsibilities <ul style="list-style-type: none"> <li>Identified</li> <li>At all levels</li> </ul>	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> <li>Is there evidence that evidence will be gathered from different stakeholders and through different ways</li> </ul>	
Timescales <ul style="list-style-type: none"> <li>Realistic</li> </ul>	
PEF Plan	
PEF Financial Plan	

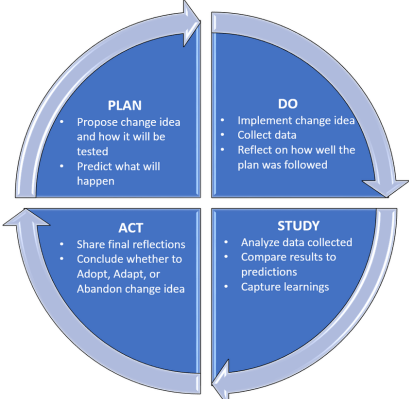

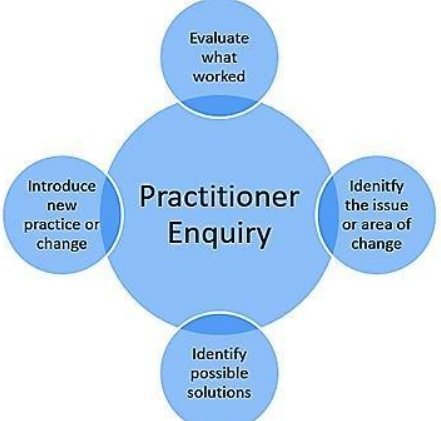


## Appendix F

### 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 (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), and ACT (Share final reflections, Conclude whether to Adopt, Adapt, or Abandon change idea). Arrows indicate a clockwise flow between the stages.</p>
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 cycle: 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, and 5. Assess impact and next steps. The steps are arranged in a circle and connected by arrows.</p>
Practitioner Enquiry/professional Enquiry Process		 <p>The diagram features a central circle labeled 'Practitioner Enquiry' surrounded by four smaller circles: Evaluate what worked, Identify the issue or area of change, Identify possible solutions, and Introduce new practice or change.</p>