Touch Primary School and Nursery

Standards and Quality Report

Achieving Excellence and Equity

Context	
Setting/School Roll (including ELC/ASC)	239 children in P1-7
	10 classes
	2% care experienced
	5% armed forces
	5% English as an additional language
	2% Young Carers
	30% additional support needs
	3 nursery playrooms offering 9am – 3pm term time sessions
	Touch Primary School was built in 1970 and extensively refurbished between 2016 and 2018, with a 4 classroom extension finished in 2021. The nursery extension was built shortly after the school opened and was refurbished and extended to a third playroom between 2020 and 2022. The final part of the refurbishment took place over the summer of 2023.
	The school and nursery benefit from a wide variety of additional indoor and outdoor spaces.
	Outdoors: quad, wildlife garden, tarmac playgrounds, blaze pitch, fenced grass area, secure outdoor areas for nursery and P1-P2/3 classes.
	Indoors: music room, gym /assembly /dining room, stage, ICT suite, library, spare classrooms which are used to support proprioceptive experiences, additional play and self-regulation support, LS base, nurture nook and break out spaces.
FME	P6-7 FME 32.1
	(increase from 29% from previous year)

SIMD Profile for establishment	Average SIMD 4.6 52% in SIMD ½, 30% in SIMD 9/10					
Attendance (%)	Overall	90.36% Previous year – 89.98%	Authorised	4.9%	Unauthorised	4.65%
Exclusions	9 different pupils were excluded on 16 occasions with a total number of 30.5 days / 61 openings) lost to exclusion					
Attainment Scotland Fund Allocation (PEF and SAC)	£78,840					
Cost of the school day statement	We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.					

Vision, Values and Aims

Our school and nursery vision is **'Touch School and Nursery, A Community with Learning at its Heart: Built on Connection and Relationships**.' This was last reviewed with all stakeholders in 2023. 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 everyone in our school community is 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** (Aim high, Persevere, Reflect and Adapt, Wonder, problem Solve, Link Learning and Engage) 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 attaiment** and narrow the attainment gap.

Our Learning Words:

Aim High – have high expectations for myself and others. Aspire to be the best I can

Link Learning – make connections in my learning and to real life. See the purpose and relevance of my learning now and in my future

Reflect and Adapt- reflect on my learning and use feedback to help me know my next steps in learning and how I will get there

Wonder – Ask questions, explore, be curious and use higher order thinking skills

Problem Solve – Consider and use strategies. Know what works best for you

Persevere – Challenge yourself. Learn from mistakes. Keep trying and don't give up. Have a growth mindset.

Improvement Priority Session 2023-24

Priority 1 – Literacy in P4-6

83% of pupils in P4 will attain 1st Level Reading and Writing by May 2024 (baseline 0%)

72% of pupils in P5 will be on track to attain 2IE reading by Jan 25 (baseline 57%)

68% of children in P5 will be on track to attain 2IE writing by Jan 25 (baseline 62%)

70% of children in P6 will complete 2IE reading by Jan 24 (baseline 31%)

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
Equality & Equity	HGIOELC Quality Indicators
Achievement	**2.3 Learning, teaching, and assessment**
Health & Wellbeing	**3.2 Raising attainment**
Positive Destinations	
Attendance & Engagement	**Sub QIs – theme indicated**
	2.2 Curriculum – development of curriculum and Learning pathways
	1.1 Self eval for self-improvement - ensuring impact on learners' successes and achievements
	1.2 leadership of learning – all themes
	1.3 Leadership of Change - implementing improvements and change
	2.4 Personalised Support - removal of potential barriers to learning
	2.5 Family Learning – engaging families in learning

Has this priority been: (please highlight)	Fully Achieved	x	Partially achieved		Continued into next session	

Progress:

The following actions took place:

1. Professional Learning supported by PL team on QI Writing with P4/5 and P5/6
2. Reading working party formed to investigate reading skills and progression
3. Pupil committee on reading formed to promote reading for enjoyment and use of library
4. Reading skills programme identified and matched in with Writing genre programme
5. Reading material progression – matching novels into reading books levels
6. Parent workshops through Shared Starts with follow up in class
7. Literacy events for each term to promote reading for enjoyment
8. Literacy policy updated

Impact:

Assessment and attainment data showed:

- The majority (60.4%) of children in P6 achieved second level initial engagement by January 2024 from a baseline of 31%. This was short of our 70% target by 4 children.
- The majority (65.2%) of children in P5 are on track to achieve second level initial engagement in reading by Jan 2025. A further 3 children need to come on track to achieve aim of 72%
- The majority (65.2%) of children in P5 are on track to achieve second level initial engagement in writing by Jan 2025. One more child needs to become on track to achieve our aim of 68%
- The majority (60%) of children in P4 achieved first level reading by May 2024 – 7 children need to attain this level to achieve our aim of 83%
- The majority (63.3%) of children in P4 achieved first level reading by May 2024 – 6 children needed to attain this level to achieve our aim of 83%
- Most (82.9%) of children in P7 achieved second level reading by May 2024
- Most (82.9%) of children in P7 achieved second level writing by May 2024.

Our Learning partnership visit confirmed our professional judgement of learners at the end of first and second level in reading, demonstrating our work on moderation has positively impacted on teacher confidence in making accurate judgements in this area.

All pupils in pupil focus groups at first and second levels during Learning Partnerships demonstrated an enthusiasm for reading and pupils having a good understanding of how to choose books /texts for a range of purposes.

Class pupil consultations showed little change in children's overall enthusiasm for reading (majority) but there was a behavioural shift in the amount of children engaged in reading activities (15% decrease in children who said they had not read any books for pleasure in the last month and 24% increase in those that had read 2-5 books)

Next Steps:

Although all of the planned strategic actions took place this year more time is needed to ensure this has the necessary impact. There also continues to be the need to ensure the work done by the reading working party becomes embedded into the practice of all staff. This will therefore continue to be an area of priority next session.

Priority 2–

Most children in school and nursery feel safe and are not negatively impacted by bullying, and experience a nurturing ethos which allows them to learn. (Baseline of 70% August 2023 to 80% June 24)

Directorate Improvement Plan (delete as necessary)			HGIOS 4 Quality Indicators			
Equality & Equity Achievement Health & Wellbeing Positive Destinations Attendance & Engagement			HGIOELC Quality Indicators 3.1 Improving Wellbeing, Equality, and Inclusion **Sub QIs** 2.4 Personalised Support 2.3 Learning, teaching, and Assessment – Learning and Engagement			
Has this priority been: (please highlight)	Fully Achieved		Partially achieved	x	Continued into next session	

Progress:

The following actions took place:

1. Respect Me training for all staff (nursery and school)
2. Anti-bullying working party and children's committee formed
3. Anti-bullying policy refreshed (taking account of fife and national policy / guidelines and analysis of emerging themes from school data) and communication /implementation strategy agreed
4. Ongoing analysis of bullying data to inform practice and progress
5. Staff training will recap on universal supports, engaging classroom environments and differentiated learning and teaching. Further training opportunities to build on de-escalation strategies and in response to staff development needs.
6. Symbolisation training on Aug INSET leading to school and nursery audit of symbolisation.
7. Think sheets moved to FIX It folders
8. Staff De-escalation self-evaluation survey completed
9. Procedures and formats to ensure children participate in the planning process, making decisions and sharing their views reviewed. Pupil Voice encouraged and recorded as part of child's plans, communication tools and summaries of support.
10. Staff's resilience supported by providing a nurturing environment which is welcoming and attractive and provides an informative, well-resourced area to complete NCCT, CPD and development opportunities.
11. Development of Neurodevelopmental Ambassadors to represent a range of learners; noticeboard to promote
12. Promote Values, Aims and Vision statement, incorporated into school / nursery comms

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Impact:

195 children in our school completed the Pupilwise survey.

Most children responded positively regarding feeling safe in school, with a negative response by only 1.82% of children.

Most knew who they could talk to if they were worried or upset by something.

The majority reported positively (72%) and 21.74% neutrally that we listened to their concerns about bullying and the majority (63.77% positively and 28.26% neutrally) responded that we took action on bullying issues. Only a few pupils did not think we listened or took action on bullying.

Most (75.58%) reported positively and 21.71% neutrally that school was helping them to become more resilient and able to cope with challenges.

The majority of pupils felt there was a positive behaviour ethos in school which allowed them to learn.

In comparison with other schools in our cluster our pupils reported more positively in all of the above areas, however we recognise there is still work to be done.

Almost all children in nursery reported feeling safe, happy and having someone to talk to if they felt upset or worried.

There were 75 returns to our Parentwise survey.

Most parents reported their children felt safe in school or nursery

Almost all know who to contact fi they were upset or worried about something affecting their child

Most felt the school / nursery listened to bullying concerns and took action.

The majority felt the school supported their child's mental wellbeing.

Most felt we helped children with friendships and to develop good relationships

Almost all felt there was a positive behaviour ethos which allows for effective learning to take place.

Almost all felt we taught children resilience skills and strategies to support with challenges.

This year saw an increase in the number of reported bullying incidents, apart from nursery. According to Respect Me this is a normal consequence to having this as area of focus. However we also recognise that we have seen an increase in the number of reported bullying incidents regarding the same children and in a few cases has led to school exclusions– numbers are not reported as these may lead to individual pupil identification. In almost all cases we were able to stop further occurrences, however the impact on children who have experienced bullying has in a few cases been long lasting. This underlines the need for strong preventative actions to continue.

– see Improvement plan for full details.

Priority 3 –

Digital Learning - To improve access and increase engagement to digital learning across Primary 7.

Baseline of digital competence of 60% in October 2023 to increase by 25% to 85% competence by April 2024.

Baseline of term1 homework completion of 70% to increase by 20% to 90% through the use of digital technologies by April 2024.

Directorate Improvement Plan (delete as necessary)	HGIOS 4 Quality Indicators
Equality & Equity	HGIOELC Quality Indicators
Achievement	2.2 Curriculum / Sub QI Theme: Learning Pathways, Skills for Life, Learning & Work
Health & Wellbeing	2.3 Learning, Teaching & Assessment / Sub QI Theme: Learning & Engagement
Positive Destinations	2.5 Family Learning / Sub QI Theme: Engaging Families in Learning
Attendance & Engagement	

| | | 2.7 Partnerships / Sub QI Theme: Collaborative Learning & Improvement, Impact on Learners | | | |
| | | 3.3 Increasing Creativity & Employability / Sub QI Theme: Digital Innovation, Digital Literacy | | | |

Has this priority been: (please highlight)	Fully Achieved	x	Partially achieved		Continued into next session	

Progress:

The following actions took place after initial baseline data on pupil and staff skills:

1. 1-1 digital devices issued to all P7 pupils for use between home and school
2. Daily use of digital devices – supporting good habits on charging and bringing to school
3. Direct teaching of skills to support digital learning
4. Touch Texperts pupil team created and support digital learning across the school
5. Lunchtime coding club run by Touch Texperts
6. Pupil Digital Communications Committee formed and take responsibility for communicating the life do the school to all pupils and parents
7. Staff professional learning on Chromebooks and digital learning

Impact:

Observational data showed almost all pupils in P7 developed good habits in bringing a charged Chromebook to school each day.

End of session assessment of digital skills and pupil feedback showed an increase of 30% from our original baseline to an overall 89% (most) learners reporting confidence and demonstrating competence in achieving second level outcomes in digital learning.

All pupils in the Touch Texperts team were able to share their enthusiasm and knowledge in computing science and ran a lunchtime coding club for P4-P7 pupils with a full club size of 20 pupils attending regularly. All pupils within the club reported enjoyment and increased understanding of coding, supported by their pupil mentors.

All learners in the Digital Communications Committee developed increased competence in using digital devices, including microbits, and apps. This was assessed through teacher judgement. Pupil feedback demonstrated all had increased their confidence in this area.

Homework engagement has increased significantly as a result of the home learning, with an average completion rate of 95% (almost all) from a baseline of 70%.

In the Pupilwise survey almost all pupils reported the school taught them how to stay safe when using technology online to communicate with others.

Next Steps:

Although the majority of our strategic actions were completed resulting in positive benefits for almost all learners, this was mainly focused at the P7 year group. Our plan is to use the model developed this year to support P7 learners again but to widen the scope of digital learning across the school and nursery, to improve the P7 baseline year in and to ensure all staff have the necessary skills. This will therefore continue to be an area of priority next year.

There continues to be scope to further involve Woodmill High School and local employers, which was not possible this year.

Priority 4 –

Focused Priority Nursery: Planning and moderation

Improved planning and moderation practices lead to all children experiencing high quality experiences and making good progress with their learning by June 24

Directorate Improvement Plan (delete as necessary)		HGIOELC Quality Indicators		
Equality & Equity Achievement Attendance & Engagement		2.3 Learning, teaching, and assessment 3.2 Securing children's progress		
Has this priority been: (please highlight)	Fully Achieved	x	Partially achieved		Continued into next session	

Progress:

The following actions took place:

- Current planning audited
- Planning practices and documentation in other settings shared and discussed – professional learning
- Intentional planning format agreed with staff
- Staff roles regarding planning and tracking agreed (Headteacher, nursery teacher, EYOs)
- Termly plans and fortnightly planning formats agreed and trialled – ongoing professional dialogue
- Termly planners and individual trackers colour coded to enable ease of use
- New planning formats discussed with other settings at Learning Partnerships and with Area PT
- Planning moderated across the 3 playrooms
- Staff feedback sought on planning – changes for next year
- Sharing practice element added to weekly staff meetings – on rotation this is led by each room, sharing an area of the playroom and explain how this is used and why it came about or an area they would like support from the wider team, to develop
- Self evaluation – observations in playrooms (impact of planning on children's experiences), learning walls, PLJs and SeeSaw
- Professional dialogue around PLJ / SeeSaw feedback from parents and children at end of last session and feedback from previous Learning Partnership. Trialled using SeeSaw printouts – carried out with children to enable discussion with children around their learning and to address potential workload implications.

Impact:

All staff reported an increase in their confidence in the use of the new planning formats and how this links to individual trackers. This has ensured learners experience a broad and balanced curriculum which reflects all principles of curriculum design. During PRD meetings all staff felt valued and part of the team – termly planners had supported the staff in pulling together and having a shared purpose.

All staff engaged in 'sharing practice' element of staff meetings and found this to be a positive experience. Observations in playrooms showed how this sharing of good practice was then used across the nursery to support improvement across all playrooms. This allowed all learners to have a consistently high standard of experiences and learning environment.

All staff are confident in discussing children's progress in learning and next steps, as demonstrated in tracking meetings and end of year reports. This has supported staff in ensuring children have the appropriate level of support and challenge within their experiences.

Almost all children in nursery are making good or very good progress in their learning from their entry baseline.

Staff report almost all children are keen to look at their online journal on SeeSaw and print off their new pages. Almost all children have been seen accessing their paper based PLJs. Almost all children show engagement in adding to learning walls and revisiting previous learning walls through floorbooks. This was also seen in a Learning Partnership visit.

Learning Partnership visit observed high quality learning experiences in all playrooms, with all children engaged in purposeful play.

Next Steps:

Policy and new staff induction material need to be updated to reflect new planning

Staff and children to be supported to use language of learning rather than language of doing /experiencing

Attainment of Children and Young People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	**Actual**	**Actual**	**Actual**
P1	86.2%most	62.1%maj	34.5% min	65.5%maj
P4	73.3%maj	60%maj	63.3%maj	56.7% maj
P7	94.3% almost all	82.9% most	82.9%most	80%most

Overall Attainment for 2023 - 2024				
	Literacy Achieved all organisers		**Numeracy** Achieved all organisers	
	Stretch	**Actual**	**Stretch**	**Actual**
P1	78%	34.5%min	81%	65.5% maj

P4	**63%**	**56.7%maj**	**70%**	**56.7%maj**
P7	**71%**	**77%most**	**76%**	**80%most**

Evaluative statement of attainment over time.

Most children attain second level in reading, writing and numeracy by the end of P7; almost all achieve second level in listening and talking.

The majority of children attain first level in reading, writing, listening and talking, and numeracy by the end of P4.

Most children attain early level in listening and talking by the end of P1; the majority attain early level in reading and numeracy.

Improvements have been made in reading and writing at P4. Significant improvements were made at P7 in reading, writing and numeracy, compared with the previous year.

1.2% increase in listening and talking at P1

3% increase in reading at P4

1.3% increase in writing at P4

6.9% increase in reading at P7

9.9% increase in writing at P7.

7% increase in numeracy at P7.

Our stretch targets in both literacy and numeracy were exceeded in P7 (exceeded by 6% in literacy and 4% in numeracy), however work continues to need to be done to reach our stretch targets in literacy and numeracy at P1 and P4, particularly in relation to writing at P1, where 55% of children are around 3 months off track. Focussing attention on these learners to bring them back on track will be a focus at the beginning of session 24/25.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across the ELC and School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. All children in school have their achievements documented in their Achievement Booklet which cross references to our Learning Words and School Values, supporting skills development across the capacities.

Children's Achievements are celebrated at both class and school level, with weekly recognition through Headteacher and Depute Headteacher Awards, in addition to termly certificate presentations. This is shared with parents through SeeSaw, children's Achievement Booklets at Parent Teacher Interviews and at the end of the year in the annual school report.

In nursery, this year we have focussed on celebrating achievements through our school values. This has involved sharing across home and school occasions when children have demonstrated school values, as well as children actively recognising when their peers have shown our values.

The achievements of all children in nursery are recorded in their SeeSaw journals, allowing partnership and celebration of achievements between nursery and home. Children are encouraged to share their achievements with their peers through 'Show and tell' and sharing their journals.

Successful Learners

School:

Almost all children further developed their communication skills by asking questions, listening to presentations and engaging in discussion with visitors and tour guides as well as furthering their learning in specific areas. This has included a variety of sports coaches (basketball, athletics, rugby, tennis, badminton, bowling and football), Police, Fire Service, Bernardos, First Aid, Dog's Trust, Childsmile, Viking exhibition, Singing Children of Africa, Library Service, Pars Media, Pars Health, Touch Community Garden, Egypt speaker, RSPCA, RNLI, Storyteller and Ardroy.

All pupils in P7 improved their technology skills through the 1-1 Chromebook project

All children in P1- P3/4 had the opportunity to work creatively and independently in outdoor learning, through daily opportunities in their outdoor classroom.

Almost all children in P3/4- P7 developed skills in using technology and understanding science through their visit from the Royal Navy and WHS STEM Ambassadors, Shiny Science Workshops, Renewable Energy Workshops and excursion to Surgeon's Hall.

Almost all children across the school had the opportunity to have specialist input in music through Travelling Tuba (whole school), P1-3 Benedetti Residency, P4/5 P5 and P5/6 Big Sing, Marine Band (P5/6, P6, P6/7 and P7)

Almost all children at all stages developed food technology skills and skills for life through practical cooking

Almost all children in P5 to P7 had the opportunity to research a personal topic of interest and share this with peers. Almost all pupils in P1-4/5 had the opportunity to present to their peers on a topic or item of special interest to them.

ELC:

Almost all children in nursery had the opportunity to participate in book bug sessions to support their literacy and communication skills

Almost all children in nursery have participated in developing their room learning wall and floor books. Almost all children have engaged in discussion with staff on their own learning journey through the use of PLJs and SeeSaw.

Almost all children have participated in experiences with external visors to extend and support their learning e.g. Travelling Tuba, Childsmile,

Effective Contributors

School:

 Almost all pupils in P1-7 developed an enterprising attitude and learned skills in teamwork, negotiation and creativity through their charity fundraising efforts at the Christmas Fair – all classes chose a charity they wished to donate to.

All pupils had the opportunity to be involved in planning and delivering a special service or assembly for the school and their parents (P1 and 2 – Christmas, P3 and 4 – Harvest, P5 and 6 – Easter, and P7 – end of year).

Almost all children reported in the Pupilwise survey that they had the chance to share ideas about what they liked most and least about school and their ideas to improve it.

All children from P1-7 have the opportunity during the year of taking on a responsible role within their class or the wider school e.g. milk monitor, messenger, ambassador, House Captain etc.

All pupils in P3/4 -P7 are involved in Pupil Committees where they have the opportunity to work with children across classes to being about improvements to our school. Children in P1-P2/3 have the opportunity to do this within their class peer group. This year this has led to a World Book Day event, School Travel Plan update, Sways sent to classes and families about what is going on in school by the Digital Communications Committee, additions to our school policy on Antibulllying, work with a local group on the Community garden and development of our Quad, the development of a welcome booklet and video for new pupils, school values and learning words art competition, promotion of sport and water, promotion of wellbeing strategies and art work for communal display boards.

All pupils had the opportunity to design and make a range of art work for a digital art gallery.

ELC:

Almost all children in nursery participated in a reading fundraising challenge which supported their developing literacy, positive attitudes towards reading and enterprising attitudes

Responsible Citizens

School:

Almost all pupils contributed to the creation and use of their class charter – increasing their understanding of Children's Rights and how these can be realised.

All children who participated in the Pupilwise survey reported school support them in understanding their rights and responsibilities

All children had the opportunity to learn more about Scottish culture and celebrations through a range of activities including Scot's writing, poetry recitation, Scottish stories, Burn's Art competition and dance. Classes working at First level engaged in a Scottish IDL topic. A P7 pupil was chosen to work with a local Scottish author Matthew Fitt to be an animation for a Scot's Toun project. Another P7 pupil took first prize in The Burn's art Competition.

ELC:

All children in the nursery are learning to participate responsibly and increase their independence through lunch ordering and meal time routines, including setting the table

Almost all pupils in nursery learned about Scottish culture through a range of Scottish experiences – food tasting, poetry, dancing, art work etc and were able to share this with parents.

Almost all children in nursery have participated in improving our nursery outdoor area, creating an environment which is attractive to wildlife.

All children in nursery have been involved in decision-making about nursery areas and resources – this culminated in participatory budgeting, with each room deciding what they would like to spend a sum of money on.

Confident Individuals

School:

Almost all pupils in P4/5, P5 and P5/6 engaged in the YMI Big Sing project which culminated in a celebration at the Rothes halls and a performance for parents and peers.

A few children at P6 and P7 represented the school at the Music Festival in the brass section. With P7 pupils going on to participate at a Play Day at Woodmill High School.

Almost all pupils in school learned about and engaged in activities around a healthy lifestyle through health and Sport Week – this involved a wide range of taster sessions from local clubs (rugby, tennis, boxing, Enjoy-a-ball, athletics, bowling and netball)

Almost all pupils in P7 engaged in the Massage in Schools programme to support their learning of wellbeing strategies

A few pupils in P7 were selected to represent the school at the Rotary Quiz, where they showed ambition and resilience during both the competition and preparation for the event

A few pupils in P5-7 represented the school at a variety of local sporting events. In all cases the children showed good sportsmanship, aspiration, team work and perseverance (netball, basketball, football and hockey)

Most children have been involved in an activity based club or group e.g. BeActive, Together We Can, netball club, football development, basketball club etc. A minority of children have also been involved in non-sport clubs such as chess and coding.

ELC:

All children in nursery have daily access to an attractive outdoor space which encourages children to engage in a range of play experiences which supports their understanding of taking risks and being safe.

Almost all children in nursery have had the opportunity to participate in outdoor learning outwith the nursery environment.

All children have the opportunity to develop and have recognised individual steps towards their independence e.g. putting on their coat, zipping up, using cutlery etc

Feedback from External Scrutiny

Learning Partnership

ELC

- **QI 2.3 Learning, Teaching and Assessment with a focus on planning**

Involved visits to nursery playrooms, discussions with staff, looking at documentation – planning, learning walls, PLJs and discussions with children.

All playrooms showed children busy and fully engaged with a high degree of independence. Rich learning environments with staff who were calm and involved.

All staff were reflective and see improvement as continual evolution

All staff were positive about the planning process and their part in the development – didn't feel that this had been 'done to them' – felt empowered.

Almost all children were able to talk about their PLJ, Learning Walls and Floor Books

Good provocations evident

Going forward we will continue to check for balance within planning – responsive and intentional and that there is the paperwork to back this up. Staff will also be supported to use more language of learning rather than doing within PLJs and with children.

School

- **QI 2.3 Learning, Teaching and Assessment**
- **QI 3.2 Raising Attainment and Achievement**

Visit involved working with groups of pupils at the end of First and Second Level reading to moderate our attainment.

At second level all children within the group were articulate and able to speak well about reading strategies and showed a real interest in reading. All were able to discuss the writer's craft and the strategies used to engage the reader. Overall they showed more confidence in the use of fiction texts. The moderation exercise showed confidence in teacher judgement around end of a level.

At first level all children were able to talk confidently about their reading and some of the strategies they use when stuck. They all talked positively about their reading experience in school and in particular around the teacher modelling reading. Children were equally confident discussing fiction and non-fiction texts. Around half of the group preferred to read to themselves rather than aloud.

Our next steps will be to ensure children at second level are confident in use of non-fiction texts – to be addressed before end of P7. Next year reading policy implementation aspect link reading and writing genre.

Children at First Level would benefit from further work to implement de-coding strategies, in particular the use of breaking words into syllables. This should be resolved through implementation of reading policy which includes a section on the teaching of decoding strategies.

Consultation with Stakeholders

All parents have had the opportunity to be involved in taking forward aspects of the 23/24 Improvement Plan through parent consultations and Shared Starts / Stay and Play sessions. Parentwise Survey has given parents the opportunity to feedback on how the school is doing.

Parent Questionnaire has given all parents the opportunity to be involved in setting priorities for session 24/25 Improvement Plan, PEF plan and PEF spend. There have been termly discussions with the Parent Council on the strategic actions taken each term and the resulting impact.

Pupils have had regular opportunities throughout the year through a variety of pupil focus groups and through Pupilwise survey to share their views on how the school is doing and what can be done to improve their experiences. Pupil Committees also support pupils in being directly involved in taking forward aspects of the school improvement plan.

All staff have the opportunity to feedback on their experiences through the Staffwise survey. All staff have been involved in taking forward aspects of the 23/24 improvement plan, evaluating our improvement priorities through professional dialogue, self-evaluation activities (moderation, professional dialogue, interrogation of evidence) around How Good Is Our School and setting improvement priorities for session 24/25.

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

A focused version of our Improvement Plan and PEF plan is on display in the school foyer for parents and visitors.

A copy of the Nursery Improvement Plan is on display in the Nursery Parent Area.

Our Standards and Quality Report, Improvement Plan and PEF plan in full is shared with all stakeholders through our school website, with links sent to parents to allow them easy access.

This is also shared through the Parent Council, with updates on progress shared each term.

PEF Evaluation/Impact

Targeted Intervention 1

Overall school attendance is 89% (stretch target of 91.4%) with a group of 16 pupils between P2 and P7 sitting with an average attendance of 69% and spread of 37% -80%. Aim to increase attendance to above 80% for all of the targeted group and meet school stretch target overall by June 24.

Progress:

Family Worker and PSA provided one to one support for children in the group and their families

Barriers identified and linked support put in place – Child Wellbeing meetings held as appropriate

Signposting for parents

Information on school attendance to parents

Parenting groups to support parent confidence and skills

Family worker and PA one to one support for individual children

Additional project with P7 children – 10 hours of 1-1 support with class teacher / support for learning teacher to support growth mindset and target missed learning.

Impact:

Of the 16 target pupils, 2 pupils left during the course of the year bringing the targeted group to 14 pupils with an average attendance last year of 68%. The majority of the group improved their attendance, however there was no overall increased average due to the chronic nature of the attendance of two of the group. Complex issues were identified for most of the pupils in the group where attendance was not improved. Attendance spread of the targeted group moved from 37%-80% to 26%-92%.

P7 group project - attendance improved and has been sustained for all children in the group apart from one.

Overall school attendance 90.36% (1% below our stretch target). The majority of pupils have an attendance over 90% and almost all pupils having an attendance greater than 80%.

Targeted Intervention 2

By June 2024, all identified pupils for nurture intervention (9 pupils) will have improved wellbeing, their barriers to learning will have been reduced.

Progress:

- PSA support around transition points of the day
- Analysis of observations to look for patterns in behaviour and antecedents. Plan of support in place for these times.
- Scheduled support daily for proprioceptive activities
- Scheduled daily support for areas of learning which are proving challenging
- Nurture groups – art therapy, lego therapy, kitbag, emotion works, 5 point scale
- Judo Programme
- Decider Skills delivered to all P7s
- Graphic novels (significant number of the group have shown an interest in this)
- Hi5 external accreditation
- Seasons for Growth companion training
- Incredible years training and group
- Holiday programme delivery
- Wellbeing Warriors
- Massage in School programme

Impact:

66% of the targeted group received the full range of targeted support. Attendance was a barrier to the remainder of the group, which although addressed was not sufficient to allow full access to the planned programmes. Other programmes (either our attendance intervention above) or external supports were put in place. Of the 6 pupils within the target group progress was made by all, with most (83%) now accessing learning in their classrooms all or almost all of the day and being on track with their learning.

All parents who responded to the questionnaire on how the Family Worker had provided support either through a group or 1-1 support reported this had been very helpful and provided them with ongoing tools to support them.

All pupils receiving Lego therapy reported improvements in wellbeing using the SHANARRI indicators.

All pupils involved in the judo programme part 2 completed the Hi5 external accreditation. All pupils involved in the judo programme reported improvements in wellbeing during the course of the programme. Almost all pupils demonstrated improved engagement during the judo lessons, although this continued to be influenced by external factors. This was not always translated directly into engagement in class, but has supported almost all pupils in the group to engage with other strategies to support self regulation and engagement in class.

Most pupils who had been involved in the Decider Skills programme reported an increase in wellbeing, with almost all indicating they now had a range of increased coping strategies.

The majority of P7 pupils who gave a view of the Massage in Schools programme reported they would like to continue the programme in class, with a minority being unsure, however only a minority said they would use this strategy at home.

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation *(since August 2023)*
1.3 Leadership of change	Good	Good	Good	NA
2.3 Learning, teaching and assessment	Good	Good	Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very good	Good	Very Good	NA
3.2 Raising attainment and achievement	Good	Good	Good	NA

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021-2022	2022-2023	2023-2024	Inspection Evaluation *(since August 2023)*
1.3 Leadership of change	Good	Good	Very Good	NA
2.3 Learning, teaching and assessment	Good	Very good	Very Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	NA
3.2 Securing children's progress	Good	Good	Very Good	NA

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022-2023	2023-2024	
How good is our care, play and learning?	Very good	NA	
How good is our setting?	Very good	NA	
How good is our leadership?	Very good	NA	
How good is our staff team?	Good	NA	

Headteacher _____Katrina Miller_____ (who completed SQR)