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| **Touch School and ELC****Context of the School** |
| **Demographic** | Roll – 230 pupils in school and 55 in nurseryFME – 31.7%SIMD Profile – 51.3% of pupils lives in SIMd 1 and 2; 30.8% of pupils live in SIMd 9 and 10; 17.8% of pupils live in SIMd 3-8 |
| **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 2023/24. 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.
 |
| **Attendance** Taken from 19th May (consistent with reports)Stretch target 91.61%Overall 91.04% | **Authorised Absences** | **4.68%** | **Unauthorised Absences** | **4.18%** |
| **Exclusions** | 0.1% |
| **Summary of consultation with stakeholders** | Stakeholders have been consulted on our self-evaluation and the identification of priorities for session 25/26 through:Parent questionnairePupil Learner ConversationsStaff meetingsParent Council |
| **Attainment Scotland Fund Allocation (PEF)** | £78,840 |
| **Cost of the School Day statement** | The school is committed to reducing the Cost of the School Day, especially for pupils experiencing poverty, by addressing key areas: Uniform, Travel, Learning, Friendship and Community, School Trips, Eating, Clubs, and Home Learning. Families are supported through advice and signposting for income maximisation.Uniform support includes access to pre-loved items, non-logo options, and loaned fleeces. Additional clothing needs are met through the Dunfermline Children’s Clothing Bank. Travel is supported via promotion of free bus passes and active travel initiatives.All learning materials and external learning experiences are provided at no cost to families, funded through school budgets and grants. Clubs are subsidised, and fundraising is inclusive, with flexible contribution options. Families are also directed to affordable community activities.School trips are kept low-cost, with transport and fees covered through funding where needed. No child is excluded due to financial hardship, and residential trips are planned well in advance with flexible payment options and grant support.Eating support includes low-cost or free breakfasts and free fruit for children without snacks. For home learning, all children receive free homework bags, stationery, and access to loaned books and digital devices, ensuring equitable access to learning at home. |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** |
| School and ELC Improvement Priority 1: * Literacy – 81% of P2 children on track with their learning in writing by Jan 2025 from a baseline of 34.5%
* All children in nursery are making good progress across literacy from their entry baseline by May 25
* Teachers and EYOs are confident in understanding the school strategy for raising attainment in literacy and pedagogy in literacy

Literacy stretch targets for P1, 4 and 7 met (P1 – 78.9%, P4 63.6%, P7 63.%)/ good progress from nursery entry to exit in literacy |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| * **2.3 Learning, teaching, and assessment**
* **3.2 Raising attainment**

**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
 | * **2.3 Learning, teaching, and assessment**
* **3.2 Raising attainment**

**Sub Qis and themes*** 2.2 Curriculum – pedagogy and play
* 2.5 Family learning – early intervention and prevention
 |
| Has this priority been:(please highlight) | Fully achieved | x | Partially achieved |  | Continued into next session |  |
| **Progress and key actions taken:*** All staff engaged in professional development in school reading policy, QI methodology and Fife Reading Pack. PSAs attended Literacy Workshop course.
* Opportunity for all parents to attend 2 inputs on literacy and reading, with follow up in classes through shared starts – over 100 adults attended each event
* All teachers engaged in QI writing
* Cluster PT and Support for Learning Focus in early years literacy
* P1 teachers piloted FLIP programme. Programme shared with ELC staff.
* All EYOs CIRCLE audit with literacy focus
* All EYOs engaged in professional learning around phonological awareness and Kodaly
* All EYOs involved in sharing of practice between rooms as part of staff meetings (on room rotation basis)

**National Improvement Framework** * Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in achievement, particularly in literacy and numeracy
 |
| **Impact**Impact evaluated through moderation activities, pupil feedback during learner conversations, parent feedback, attainment data, staff feedback, classroom and pupil observations* All teachers are confident in understanding the school strategy for raising attainment in literacy and pedagogy in literacy. All teaching staff engaged with the QI methodology to assess and plan targets in writing; staff worked in pairs to assess the needs of off-pace learners and created tailored targets. This has led to improved experiences and outcomes for all pupils.
* Primary 4 achieved their stretch targets in literacy. Almost all P7 pupils achieved their literacy stretch targets, while most P1 pupils met theirs. Attainment in P2 has improved with almost all P2 children are on track with their learning in writing. 77% of children in P2 are on track in writing.
* Most children have been observed to have positive attitudes and engagement in literacy.
* Play experiences are planned to support literacy in the early years. Most children engage with literacy based play experiences regularly.
* All EYOs have improved understanding of phonological awareness and have been able to plan experiences for children to improve phonological awareness. Most children in nursery demonstrate increased phonological awareness.
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| **Next Steps** * ELC and school library still need to be fully audited for racial equality and gaps filled
* Closing the Gap additionality next year to be used to address literacy at P1,2 and P7.
 |
| **School Improvement Priority 2:** * Almost all children in P4-7 school are able to use a set of strategies to support developmentally appropriate self- regulation by May 2025 (from baseline)
* All staff are confident in selecting and using a range of de-escalation strategies
* Almost all children (P4-7) behave well and are able to use strategies to support self -regulation
* All staff are skilled at providing an inclusive approach leading to improved pupil engagement and outcomes in learning
* Almost all children in P1-7 are able to use the agreed routines and expectations
 |
| **HGIOS4 Quality Indicators** | **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
* 1.5 Management of resources and environment for learning
* 1.2 Children and young people leading learning
 |  |
| Has this priority been:(please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session | x |
| **Progress and key actions taken:*** All staff engaged in Professional Learning in school behaviour and relationships policy, demand avoidant behaviours (input from Educational Psychology and ASIST), proprioception and sensory behaviours (additional input for PSAs on proprioception by IPT)
* P4-7 staff engaged in professional learning around Executive Function
* P1-3 staff worked with the Inclusive practice Team to use the CIRCLE framework, developing bespoke plans for each class. This has included TEACCH in one class.
* ELC staff engaged in professional learning using the CIRCLE framework -Up, Up and Away
* 2 members of staff attended Suzanne Zeedyk -Daring Ventures – this led to further work- cluster wellbeing festival, Daring Ventures Showcase and QI project
* Sensory spaces and groups developed – Observatory and Nurture Nook
* Development of Anytime, Anywhere strategies – direct teaching of these, visuals on all P4-7 tables, sharing with parents
* Opportunities for parents to attend inputs on Behaviour and Relationships; Incredible Years parent group
* Development of whole schools scripts and routines with accompanying visuals
* Development of class routines with accompanying visuals for transition points during the day
* Development of Harmony Hub group and space for children who required targeted support – support better attendance, avoid exclusion, proactive teaching and use of strategies

**National Improvement Framework*** Placing the human rights and needs of every child and young person at the centre of education
* Improvement in children and young people’s health and wellbeing
 |
| **Impact**Impact evaluated through pupil questionnaires, learner conversations, Learning Partnership feedback, HS1 forms, teacher feedback* All staff are confident in selecting and using a range of de-escalation strategies. This has led to a decreasing number of violent incidents and classroom evacuations.
* All staff are skilled at providing an inclusive approach. Embedding the CIRCLE framework, ‘Any time, Anywhere’ strategies, consistent routines and expectations has led to improved pupil engagement and outcomes in learning.
* During classroom visits and Learning Partnership it was observed that these are being consistently applied by staff and almost all children in P1-P7 are able to use agreed routines and expectations.
* A range of different environments (Harmony Hub, Observatory, Nurture Nook, Quad, classrooms, playrooms and outdoor areas) with different purposes has led to improved pupil engagement.
 |
| **Next Steps** * Addition of proprioceptive activities to Anytime, Anywhere strategies
* Addition of proprioceptive activities when children in outside lines – readiness to come into class
* Continue to embed scripts, routines and visuals started this year and develop as needed
* Continue to develop our indoor and outdoor spaces, ensuring consistency and inclusion
* Consult with parents on impact they see at home, community and discussions with their children about school

\***Proprioceptive activities** are movements or exercises that help children become more aware of their bodies—how they move, where they are in space, and how much force they’re using. These activities give deep pressure or resistance to muscles and joints, which can help kids feel calmer, more focused, and better able to control their movements. |
| **ELC Improvement Priority 2:** * Almost all children in N5 are on track in their learning in expressive arts by May 2025
* Staff are confident in delivering a set of experiences within Expressive Arts which take account of the design principles
* All children show high levels of engagement with experiences across the expressive arts which allows them to make good progress with their learning
 |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
|  | * 2.2 Curriculum: learning and developmental pathways, pedagogy and play
* 2.3 Learning, Teaching and Assessment
* 2.7 Partnerships: engagement of parents and carers in the life of the setting
* 3.1 Ensuring wellbeing, equality and inclusion: inclusion and equality
* 3.3 Developing creativity and skills for life and learning
 |
| Has this priority been:(please highlight) | Fully achieved |  | Partially achieved | x | Continued into next session |  |
| **Progress and key actions taken:*** Audited resources and provision for music, drama, and dance, identified and filled gaps
* Professional learning – Kodaly for nursery teacher and one EYO, learning cascaded to the rest of the team
* Professional learning using Fife progression pathways
* Sustainability and outdoor focus on how expressive arts can be delivered in outdoor area with recycled resources
* Use of guest ‘specialists’ to support staff confidence and give children enhanced experiences e.g. dance
* Use of digital technology to enhance learning and experiences e.g. tonies

Stay and Play sessions delivered to parents |
| **Impact****Impact evaluated through professional dialogue, children’s voice through their SeeSaw/ PLJs, parent feedback and feedback from learning Partnership*** All staff report increased confidence in the delivery of expressive art experiences, particularly in how these can be delivered outdoors. This has led to an improved learning environment where children have shown increased engagement with expressive arts through their outdoor play e.g. the stage area for performing and dancing. The introduction of Kodaly and the tonie boxes has supported both literacy and music. The learning environment and particularly the outdoor area was noted as a strength in our Learning Partnership visit.
* The use of sustainably resourced materials for outdoor play has increased the likelihood that this level of provision can be maintained as it does not have budgetary limitations.
* Children’s journals show a variety of learning opportunities in the expressive arts in both indoor and outdoor settings. It is clear from the children’s expressions and words that they both value and enjoy these experiences.
* Staff captured parental feedback at play and stay sessions through informal dialogue as past experiences have shown that asking for formal feedback can create a barrier. Informal feedback showed parents enjoyed engaging with their children within nursery and the stay and play sessions provided further ideas for parents to continue the learning and experiences at home
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| **Next Steps** * Art and design still requires to be looked at.
* Share our learning around sustainability in our outdoor provision with other ELCs
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| **Improving Outcomes** |
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| **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** |
|  | **Actual** | **Actual** | **Actual** | **Actual** |
| **P1** | 94.7% | 84.2% | 50% | 78.9% |
| **P4** | 83.9% | 67.7% | 71% | 71% |
| **P7** | 78.6% | 59.5% | 66.7% | 61.9% |

**Attainment**

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| **Overall Attainment for 2024 - 2025** |
|  | **Literacy** | **Numeracy** |
|  | **Stretch** | **Actual** | **Stretch** | **Actual** |
| **P1** | 78.9% | 50% | 86.8% | 78.9% |
| **P4** | 63.6% | 71% | 69.7% | 71% |
| **P7** | 63.6% | 59.5% | 68.2% | 61.9% |

* Overall attainment in literacy means children must attain the level in listening and talking, reading and writing. We can see from our discrete attainment in these areas that writing in P1 and Reading in P7 were barriers to meeting the overall stretch targets for these year groups.
* We exceeded our literacy stretch target at P4 and made good progress towards this at P7.
* We recognise Listening and Talking (verbal story telling) is a precursor to formal writing at P1. Our additional teacher time next year will focus on supporting learning in literacy at the stages where groups of children are offtrack.
* We exceeded our stretch target in numeracy at P4.
* We will also be participating in a maths project at P5-7 to support increased attainment at P7 numeracy

**PEF Priority 1** Attendance of target pupils is negatively impacting on their attainment, wellbeing and social skills. Improved attendance will support their relationships and sense of belonging, allowing us to address gaps in learning and support improved attainment.Group of 15 pupils in P2-P7 with an average attendance rate of 62.53% and attendance spread of 26.36% - 75.82% will increase their attendance to an average of 80% reviewed at the end of each term; increase of at least 10% per pupil in the group**Pro****gress and key actions taken:*** Family Worker, teacher and PSA to provide one to one support for children in the group and their families
* Identify barriers and problem solve with families
* Provide ‘enticements’ to attend e.g. free breakfast, Harmony Hub starts
* Use of CIRCLE resource and professional learning
* Input from Ed Psych on school based anxiety
* Anxiety groups –Decider Skills

**Impact**Barrier identification was crucial to successful interventions, as many challenges were not immediately visible. Once each child’s core barrier was identified, tailored plans—often involving multiple strategies—were implemented. No single intervention worked for all, and collaboration with parents was essential. In cases of chronic low attendance, initial improvements were sometimes followed by declines, requiring further investigation and adaptation.Due to pupil movement, final attendance data was based on 13 of the original 15 children. By year-end, attendance ranged from 21.8% to 95%, with an average of 69.7%, reflecting a 7.2% overall increase. Notably, 38% of the group reached 80%+ attendance, and 38% improved by more than 10%**Next Steps**Attendance data is showing winter months to have lower attendance figures, particularly for some children who may be living in SIMd1/2. Further investigation of root causes and how this can be addressed.**PEF Priority 2** Children who come to school dysregulated or who become dysregulated at transition points during the day / do not have the strategies to support self-regulation are not in a place to learn and are affecting the learning of other pupils. This is having a detrimental effect on attainment overall and in particular for those learners already disadvantaged through poverty.Target pupils have the tools, strategies and support to regulate themselves and achieve. This will lead to improved attainment for the target pupils and other children affected by their behaviours.Children affected by poverty will feel nurtured and included through the targeted use of cost of the school day finances.**Progress and key actions taken:**Enhanced PSA support at transition times and social times, handover /communication with parentsEnhanced teacher time to support de-escalation and safety. Nurture provision – Harmony Hub, Observatory**Pupil groups:*** Decider Skills, Wellbeing Cluster transition group and festival, Sanctuary growing, Intergenerational Project
* Raising attainment groups – phonics, reading fluency, toe-by-to, Power of 2, IDL – spelling
* 1-1 support

**Parents*** Signposting
* Parent Groups –Incredible Years
* One to one support

**Supports for those in poverty / cost of the school day*** Food
* Stationery / bags
* Clothing
* Excursions and clubs

**Impact**Over the year, targeted support for self-regulation was provided to a group of 28 children. As the year progressed, 18% no longer required support beyond universal classroom strategies, and 28% exited the group by mid-February. However, four new P1 pupils were identified as needing support. There has been a notable reduction in classroom evacuations due to unsafe behaviours, with quicker recovery times and improved staff confidence in de-escalation techniques. Reports of workplace violence have decreased in both frequency and severity. Incidents of pupils in P3–P7 leaving class without permission dropped by 57%, though support continues for P1–P2 pupils.Most pupils targeted for support with anxiety flet they had learned skills to support them and were able to share these strategies with others. An intergenerational community project supported all participating pupils to increase confidence, community links and deepen their understanding of well begin strategies. Another group, overlapping with attendance and self-regulation groups, benefited from morning sessions in the Harmony Hub, with most pupils reporting increased self-awareness and use of strategies—an area highlighted positively in a Learning Partnership visit.Parental anxiety remains a barrier for some, but efforts in signposting and relationship-building are helping. Parents who engaged in support found it beneficial. Additionally, “Cost of the School Day” measures have successfully removed financial barriers, ensuring pupils are not distracted by hunger and can participate in clubs and excursions.**Next Steps**Sustainability of parental support and pupil groups without a family worker – those involved in supports this year may be ready to do without the same level of input but a new cohort will require these supports |
| **Achievements**Throughout the year, children across all stages demonstrated significant growth as **Successful Learners**, enhancing communication, creativity, and technological fluency. Engagements with visitors, coaches, and organisations like Barnardos and the RNLI enriched learning, while cultural experiences and digital lessons deepened understanding. Primary 7 pupils developed independence through the 1:1 Chromebook project, and younger pupils thrived in outdoor learning environments. Music initiatives and food technology activities nurtured creativity, collaboration, and life skills. Pupils also showcased critical thinking and communication through personal presentations. In nursery, early literacy and communication were fostered through Bookbug sessions and interactive learning tools like PLJs and SeeSaw.As **Effective Contributors**, pupils from P1–P7 embraced teamwork and creativity through charity fundraising and class-led assemblies. They took on leadership roles, enhancing responsibility and community spirit. Nursery children participated in Stay and Play sessions and budgeting activities, developing early numeracy, literacy, and a sense of shared purpose.In their role as **Responsible Citizens**, pupils co-created Class Charters, explored Scottish culture through arts and traditions, and demonstrated ethical awareness. Nursery children built independence through daily routines and contributed to environmental improvements, fostering responsibility and teamwork.As **Confident Individuals**, pupils developed performance and communication skills through music festivals and public events. Health and Sport Week promoted wellbeing and resilience, while participation in quizzes and sports events encouraged ambition and perseverance. Nursery children benefited from outdoor learning and daily routines that nurtured independence, confidence, and a connection to nature.Achievements are shared in class and at weekly Assemblies. Every term we have a focus on a particular capacity with achievements recorded in children’s individual Achievement booklet and celebrated at an end of term Assembly. Achievements are communicated with our parents through SeeSaw.. |

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| **Evaluations (School)** |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**(since August 2024) |
| 1.3 Leadership of Change | Good | Good | Very good | NA |
| 2.3 Learning, teaching and assessment | Good | Good | Good | NA |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Very good | Very Good | NA |
| 3.2 Raising attainment and achievement | Good | Good | Good | NA |
| **Evaluations (ELC)** |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change | Good | Very Good | Good | NA |
| 2.3 Learning, teaching and assessment | Very 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 | Very Good | Very Good | NA |
| **Care Inspectorate Evaluations (ELC)** |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? | Very good | **NA** | **NA** |  |
| How good is our setting? | Very good | **NA** | **NA** |  |
| How good is our leadership? | Very good | **NA** | **NA** |  |
| How good is our staff team? | Good | **NA** | **NA** |  |