



Auchtermuchty Primary School

Standards and Quality Report Achieving Excellence and Equity

Context

| | | | | | | | |
|---|---|-------------------|--------------|---------------------|-------------|---------------------|-------------|
| <p>Setting/School Roll (including ELC/ASC)</p> <ul style="list-style-type: none"> • Can also include number of classes • Can also include ELC sessions offered • May include specific cohorts relevant to your context eg Care experiences, EAL etc | <p>139 school children over 6 classes 30 nursery children in the 3-5 room 7 nursery children in the Under 3s room 176 children in total</p> <p>Nursery times are full days 9am-3pm term time.</p> <p>There are no children within the school that are care experienced. There are a few children with joint placements with time at Pupil Support Service. There are 6 children who have a flexi-school agreement which is parental choice. 39 of our children have a SMART target plan, an educational Child's Plan or a Summary of Support.</p> | | | | | | |
| FME | 12.5 | | | | | | |
| SIMD Profile for establishment | <p>SIMD 4 - 31.1% SIMD 7 - 68.2%</p> <p>There is one child with a SIMD 5 profile as they live outside the catchment area.</p> | | | | | | |
| Attendance (%) | <table border="1"> <tr> <td>Overall</td> <td>93.11</td> <td>Authorised</td> <td>5.10</td> <td>Unauthorised</td> <td>1.72</td> </tr> </table> | Overall | 93.11 | Authorised | 5.10 | Unauthorised | 1.72 |
| Overall | 93.11 | Authorised | 5.10 | Unauthorised | 1.72 | | |
| Exclusion (%) | 0.07 | | | | | | |
| Attainment Scotland Fund Allocation (PEF and SAC) | £28,175 | | | | | | |
| Cost of the school day statement | <p>At Auchtermuchty Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school mill. Fruit is available for children who do not have a snack, for whatever reason.</p> | | | | | | |

At Auchtermuchty Primary and Nursery values are frequently talked about at assembly. They are becoming embedded with staff using the values in conversations with children and setting expectations.

Vision:

We are motivated. We are resilient. We are respectful. We are a team.

Values:

Be safe, Be kind, Be thoughtful, Be ready

Aims:

We do the best we can in all we do.

We strive to be the best learners we can be and give everyone the opportunity to shine.

The whole school community will work together to fulfil our potential.

Improvement Priority Session 2023 – 2024

(Duplicate section to reflect number of priorities from 2023- 2024 improvement plan)

Focused Priority 1: Improvements in learning, teaching and attainment in writing and numeracy

Directorate Improvement Plan (delete as necessary)

Achievement

Attendance & Engagement

HGIOS 4 Quality Indicators

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

HGIOELC Quality Indicators

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.2 Securing children’s progress

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

√

Continued into next
session

√

Progress:

- All teaching staff have completed four small tests of change following a 6-week cycle linked to writing. All staff have had the opportunity to share success and good practice at the beginning and end of each cycle.
- The PM writing approach is now being used in all classes following an input from Stephen Graham for one member of staff as a literacy champion. All staff are using the 9 text types and descriptive bubbles to support children with the structure of their writing. Claire Adair, Raising Attainment Principal Teacher has delivered training on teaching writing to all teaching staff and all PSA staff have attended training sessions during INSET.
- All teaching staff are more familiar after inputs during collegiate sessions with the Fife Assessment Pack and are using the grids to assess and support declaration of a level in writing.
- All teaching staff shared pieces of writing in stage partner groups as a moderation task and to support declarations of a level.
- All teaching staff engaged with ‘What’s in a Level’ and engaged in professional dialogue linked to the schools Literacy and Numeracy tracker and expectations of ‘on track’, ‘ahead’ and ‘behind’. This was discussed with staff at our partner school, so all staff have shared expectations and understanding when declaring a level.
- All teaching staff completed the Lesson Study for numeracy. This included collaboratively planning and moderating a numeracy lesson in 3 different classes at Auchtermuchty PS and our partner school, Strathmiglo PS.
- All teaching staff completed an audit of resources available for conceptual numeracy lessons and any gaps were filled. All teaching staff were also familiarised or reminded about the online subscriptions the school has to support numeracy lessons including Active Learn and SUMdog.
- Within nursery there are increased opportunities for adult-led, play based learning linked to numeracy and literacy.
- Nursery staff have audited the PLJs to look at the outcomes that have been covered and have targeted necessary outcomes through intentional promotions. They have scrutinised numeracy and what is available through daily play experiences and ensured there are more opportunities for information handling, time and money as these were the identified gaps in learning provision.
- The majority of nursery staff have taken up the additional training from Education Scotland Early Maths Sessions, the Early Years Network, focusing on learning provision and E-Learning module on conceptual numeracy.
- With support from the Early Years Development Officer and Nursery Teacher, all nursery staff have developed their approach to responsive and intentional planning.
- All nursery staff have responsibility as Learning Leaders for either Literacy, Numeracy or Health and Wellbeing as well as a specific spaces within the nursery.
- All nursery staff participated in the Quality Interactions training from the Area Principal Teacher.
- All early years teaching staff have had the opportunity to meet with the nursery staff to learn more about responsive planning.
- Teaching staff have completed the Playful Pedagogy Audit Tool incorporating P1, P2/3 and P3/4 classes.

Impact:

- The majority of pupils in P4, 70% achieved first level in writing, an increase of 25%.
- The majority of pupils in P7, 59.3% achieved second level in writing, an increase of 9.3%.
- Almost all the children in the targeted group of P3 and P5 children developed increased independence in writing, moving closer towards achieving the expected level for their stage.
- From P1-P7, almost all children are able to verbalise sentences using the descriptive bubbles.
- In P1, most children can write a sentence independently using the descriptive bubbles and from P2–P7, almost all children have increased motivation to write using the descriptive bubbles as the structure and to scaffold their sentences.
- All teaching staff said the small test of change allowed them to respond and have targeted support for few individual children's needs within their class.
- All teaching staff valued being able to observe different learners across a further two classes with their planned lesson. All teaching staff said they modified approaches to supporting a few targeted children in their own class which increased the children's independence and understanding of the taught concept.
- The majority of children in nursery are joining in adult-led activities to develop numeracy skills including number recognition and syllable clapping their names.
- All nursery children have had the opportunity for a wider range of learning experiences in literacy and numeracy.
- Through nursery PLJs, Floor books and SIP evaluations there are increased opportunities for all children in numeracy across the spaces indoors and outdoors, leading to improved outcomes for most learners.
- Through observations from the nursery teacher and HT there are increased quality interactions for all children in nursery and this is reflected in the planning, PLJs and floor books showing the learning journeys.

Next Steps:

- Continue to use the PM writing resource to supplement the work already in place using the Workshop for Literacy Approach and Fife Assessment pack, continuing collaboration with the Raising Attainment PT to achieve stretch targets and improve writing attainment.
- Continue to build a consistent approach to conceptual numeracy throughout the school by creating a numeracy handbook and build on the children's independence in using concrete materials and supports to increase their understanding of numeracy and maths concepts and apply this to real life contexts and problems.
- Repeat the analysis of the PLJs to identify whether any further gaps in provision are evident and ensure these gaps are developed within the nursery experiences.
- Continue to develop literacy and numeracy skills through the core provision both inside and out.
- Explore opportunities across Nursery and Primary to build in pupil voice into planning processes. Reflect upon how best to enable children to become more active and included in planning aspects of their learning beyond KWL and Leadership groups.
- Additional views gathered from parents and stakeholders publish and start to apply an Auchtermuchty Curriculum Rationale in early 2024/25, developed from ideas and input of the staff and children.
- Continue to build responsive planning and robust tracking and monitoring and experiences within nursery to ensure that nursery children are suitably challenged and supported to move forward in their learning with clearly identified next steps.
- Staff will continue and build their capacity to differentiate children's work as well as ensure children are suitably challenged when necessary.
- Continue work within nursery to closely monitor and reflect upon the quality of the environment, flexible layout and resources to match the children's interests and maximising the opportunities for learning offered to the children.

Focused Priority 2: Improving wellbeing and engagement in learning

Progress:

- Glasgow Motivation and Wellbeing Profile (GMWP) data has been used to target children across the school for wellbeing afternoon groups.
- Circle Framework is being used to identify areas within the physical environment and routines and boundaries to support individual children within their classroom.
- Identified teaching staff along with the Support for Learning Teaching in consultation with ASIST have supported staff to evaluate their classroom using the Inclusive Classroom Scale and then plan for next steps.
- All children with individual planning are having time with their class and their teacher and are engaging with learning tasks.
- All children accessing the Learning Zone and Breakout Room have a TEACCH tray with work they can complete independently, set by their teacher.
- All children identified with dyslexia have the resources and strategies that they need to progress, including jotters with the correct colour of paper, overlay, use of a computer with the correct background colour, access to IT, spell checker and visuals.
- All nursery staff have been supported by the Inclusive Practice Team to introduce Boardmaker visuals, Playboxes and The Sensory Toolkit to support a small group of targeted children. Three staff have taken a lead role and are informing the team of how this needs to be implemented in nursery.
- The three-week cycle on 'Wellbeing Wednesday' has been fully embedded, including a weekly assembly followed by the three-week cycle of Wellbeing Task, Leadership Groups and Buddy Class.
- Within the leadership groups the progress is recorded on the 'Mughty Voices Matter' template and displayed in the school on each group's noticeboard.
- All children have had the opportunity to stand up at assembly and celebrate at their Personal Achievement Day, wearing clothes associated with this.
- An aspect of weekly assemblies has focused on increasing the whole school's awareness of the wellbeing indicators. As part of the three-week cycle there is a follow up wellbeing task. Nursery has adapted the focus to suit their play-based approach with adult led initiatives.
- Termly, Outdoor Learning training for staff from the Ecology Centre with a focus on pond dipping, creating a firepit, being outdoors in all weathers using tarpaulin and hammocks, plant identification and further learning task ideas.
- Identified group of children to have access to Angus the therapy dog. Groups on a two-week rota to spend time with Angus and focus on developing literacy skills by reading aloud and talking to Angus.
- Wellbeing floor books have been created by nursery staff with the help of the children and showcasing the school wellbeing afternoons.

Impact:

- A few targeted children's wellbeing has significantly improved across all four areas from the GMWP data from final survey in May 2024.
- 48 children (34.5%) were targeted across the school to receive more support for their wellbeing using the GWMP data. All of the children in these groups say that the wellbeing afternoons have positively impacted their learning and wellbeing. All parents of children within a wellbeing group have said they value and welcome the groups and it has positively impacted their child.
- All children with individual plans are completing an increased number of academic tasks and making progress towards the expected levels for their stage. All children in the targeted group, with support, are spending increased number of time in their class and engaging with the teacher and their peers.
- All children using the TEACCH trays are demonstrating increased self-esteem and independence when doing these short tasks. Most of the children in this targeted group are applying this to classroom tasks alongside their peers.

- All children using the resources recommended through their contextualised assessment are demonstrating this is supporting them to progress in learning, particularly in reading and writing.
- Visuals for the majority of the focus group of children in nursery are making a positive impact on their understanding and it is helping other children within the nursery setting to understand better the expectations. There are a few children that still require a physical object for reference and the symbols will be used along with the physical object until they are ready.
- Almost all children in Primary Three and above can speak articulately and confidently about the Wellbeing Indicators and about Rights. There are visuals depicting the Wellbeing Indicators and the 5 Ways to Wellbeing in every classroom and working area. Nursery children are beginning to be able to talk about their experiences in relation to the Wellbeing Indicators. All classrooms and playrooms have visual representations of the Rights of a Child, and these are beginning to be used within conversations with children.
- This session the leadership groups have achieved: Bronze Rights Respecting, Silver Sports Award and the Eco Flag. Almost all of the children have been enthusiastic about their group and their achievements for the school, and a few have been taken on even more leadership roles and have done additional tasks.
- Almost all children across the school took part in the Achievement Assembly and most stood up and talked about their achievement. Almost all children achieved being a Successful Learner, Confident Individual and Effective Contributor from this one task.
- Follow up wellbeing tasks have ensured all teaching staff and nursery staff are continuing the focus and using the wellbeing language within their classroom and almost all children have an increased understanding of the wellbeing indicators and the wellbeing cycle.
- All staff strongly agreed that the Ecology Centre sessions had a positive impact on their confidence to teach outdoors. All children have had an increased number of sessions for learning outdoors and all children spoke positively about their outdoor learning experiences in the Bingo Ball groups. All children said they enjoyed learning outside, and it had a positive impact on their wellbeing.
- There have been limited sessions with Angus the therapy dog but all children who had time with Angus developed further resilience and confidence when Angus was there. A few children read their reading book to Angus who are not able to read aloud in class or to an adult.

Next Steps:

- Continue work to embed the key principles of the Wellbeing Indicators and the Rights of a Child, building opportunities to weave these alongside the school values.
- Continue to build skills for learning outdoors through linkages with community groups and visits to local areas, increasing opportunities for classes to engage in outdoor learning and for the involvement of parents/partners in these activities.

Attainment of Children (Primary)

| Stage | Listening and Talking | Reading | Writing | Numeracy |
|-----------|-----------------------|---------------|---------------|---------------|
| | Actual | Actual | Actual | Actual |
| P1 | 89.5% | 73.7% | 78.9% | 84.2% |
| P4 | 80.0% | 80.0% | 70.0% | 75.0% |
| P7 | 63.0% | 66.7% | 59.3% | 59.3% |

| Overall Attainment for 2023 - 2024 | | | | |
|------------------------------------|------------|--------------|------------|--------------|
| | Literacy | | Numeracy | |
| | Stretch | Actual | Stretch | Actual |
| P1 | 76% | 80.7% | 81% | 84.2% |
| P4 | 62% | 76.7% | 71% | 75.0% |
| P7 | 75% | 63% | 79% | 59.3% |

Evaluative statement of attainment over time.

The majority of children are making good progress from their prior levels of attainment in literacy and Numeracy.

By the end of P1, a majority of children achieve early level in reading and most achieve early level in writing, listening and talking and numeracy. By the end of P4, a majority of children achieve first level in writing and most achieve early level in reading, talking and listening and numeracy. By the end of P7, the majority of children achieve second level in reading, talking and listening, writing and numeracy.

Overall, attainment in literacy and English is good. Most children achieve CfE levels as expected at early and first level. A majority of children achieve national expected levels of attainment at second levels. A majority of children achieve numeracy at first level and most children at early and second level.

Evidence of significant wider achievements

There have been a wide variety of wider achievement opportunities across Auchtermuchty Primary School this session. All opportunities have developed a range of skills linked to the four capacities and the Four Contexts for learning which we have been focused on as we develop our curriculum rationale.

The Four Capacities

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

The Four Contexts for Learning

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

These have been shared throughout the session through our fortnightly SWAY documents and Seesaw and these are celebrated through Values certificates that link to our four value statements: Be kind, Be safe, Be thoughtful and Be Ready. We share our four capacity awards and sportsmanship awards in assembly and all staff send 'Good News' slips home.

Below is an overview of these opportunities:

Pupil Voice – Muchty Voices Matter

Our Sporting committee helped us gain our Silver Sports Award this year, with strong leadership from the Primary 7s in this group we have created sportsmanship awards which each class is responsible to share at assemblies, this group has shown great enterprising skills through their collaboration with our parent council group to run stalls at our annual summer fair to raise funds to repaint the lines in our playground.

Our Eco Committee organised a Litter Picking competition in our own field and school area as well as heading out into the community planning a whole school Community Litter Picking event. Our Eco Committee led by Mrs Appéré have earned our Green Flag as of June 2024.

Our Rights Respecting Schools group worked hard to help us achieve the Bronze Level Award and are raising funds and awareness about children's rights through assemblies, displays and the development of a friendship/buddy bench to be placed in the playground. The group welcomed visitors from Zambia in June who shared their stories about Child poverty and hunger and are now working towards our Silver Level Award.

Children included in our Pupil Council group have organised and led a Read-a-thon campaign raising over £2 000 towards purchasing new books for our school library and homework readers. They have been creating and advertising for items to make a cosy corner in the library for when classes visit weekly.

Our gardening club has entered the Cupar flower show and are awaiting adjudication. New raised beds have been built and installed for growing potatoes with parental supporters and children with parents have begun to develop the sensory area.

Other Opportunities

Together with community volunteers our Primary 7 class lead pupils from nursery to P6 in apple pressing. Our Gardening group harvested and collected apples from our orchard which the P7s prepared and supported all children to mulch, press and pour their own apple juice.

Working alongside a local Community group 'The MacDuff Trust' classes have engaged in learning about sustainability and the local community green spaces. Our Primary 6 pupils linked with a local artist who helped us to plant a 10 year old Oak tree in our field which will be part of a Fife wide project.

In term 4 we have allocated assemblies to personal wider achievement days where pupils have been asked to bring in and share their interests and personal achievements outside of school. Children have

shared with their vertical assembly groups and to the whole school. A variety of sporting and nonsporting achievements have been shared.

Feedback from External Scrutiny

Extended Learning Partnership (ELP)- Strengths and Areas for Improvement

ELP Date: Tuesday 27th February 2024

Strengths:

QI 1.3

- The school now has a clear, shared vision and values relevant to the school and the community.
- Collaborative professionalism is leading to a strong collegiate approach to leading improvement within the school. Almost all staff, across the whole team feel that their contributions and roles within the school are valued.
- Pupils from all stages are receiving more opportunities to lead across the school. Children value this time and talk positively about their leadership activities and what they have achieved.
- There is now an extended range of opportunities for children across the school to voice their views and ideas through weekly pupil focus groups, randomised by the 'Bingo Ball' system.
- Nursery children also share their views and thoughts through the PLJ monitoring sessions linked to the Bingo Ball randomiser.
- All staff are involved in the process of change. This is supported by planned PRD and CLPL, which is helping to build the skills, knowledge and confidence of the team and is leading to enhanced experiences for children.
- Parents in the ELP focus group described the improvement in the school over the past year as "dramatic". They said that there is now more support, which builds from children's strengths.

QI 2.3

- There is evidence of much-improved clarity and understanding of expectations in relation to standards of work, behaviour and relationships.
- Children are experiencing better quality learning and teaching.
- Through the conceptual numeracy approach, children have increased understanding of numeracy concepts and are beginning to apply them in different contexts.
- Children have increased their ability to talk about their learning and to use language of learning, which is age appropriate.
- Classroom environments are now calm and purposeful, and the key required features of effective learning environments can be seen across the school.
- Staff are more able to reflect on the planning of lessons which has resulted in enriched learning experiences and increased understanding of conceptual approaches for the children and of the moderation cycle for the staff.
- A Playful Pedagogy audit recognises the spread of responsive planning within the early years classrooms.
- Nursery planning is now more focused. Folders include the live collaborative plan, and the staff team are able to talk through children's progress in literacy and numeracy, which is evidenced in the floor books and the environment both indoors and out.

QI 3.1

- The resilience of the staff and children has grown over the past year. Children in focus groups give a sense that they feel valued and are able to talk about the processes around the school.
- Almost all children in Primary Three and above can speak articulately and confidently about the Wellbeing Indicators and about Rights.
- Targeted children across the school are receiving more support for their wellbeing.
- Children now have a better understanding that they may need different things to support their learning than their peers and this is still 'fair'.
- During the ELP the team saw learners who are increasingly settled and engaged in their learning.
- There is a team approach to developing ASN plans which include clear targets.
- The children in focus groups speak about feeling heard and say that their opinions are valued. They also feel that their efforts and achievements are recognised and rewarded by the school.

- The outdoor learning collegiate sessions have benefitted both children and staff to engage more with the outdoor spaces. Children spoke enthusiastically about how outdoors spaces contribute to their wellbeing.
- Input from the Inclusive Practice Team has positively impacted staff and all nursery children access to spaces and the experiences available.
- All nursery staff are leading on improvement within the nursery. Three staff lead wellbeing, and they are working to ensure consistent good practice in the use of language, approaches and displays to promote and support wellbeing.

QI 3.2

Primary

- The school's projected figures for attainment in literacy and numeracy show an increase. The greatest increase is anticipated in children's Writing across P1/P4/P7 combined, moving from 51.9% to 73%. The school has already exceeded this year's P4 literacy stretch target and is now working for a further 7% increase to meet the 75% P7 stretch target.
- Numeracy across P1, P4 and P7 is forecast to increase from 66.9% to 72%.
- In those classrooms who are using the PM model of writing children's enthusiasm and confidence in writing has increased.
- The area Principal Teacher provides evidence of children's attainment against the Fife assessment pack and benchmarks.
- The school's attainment tracker gives a basis for conversations to review children's progress and shows children who were amber and off track and notes where they are now moving to 'on track' and green.

Nursery

- EYOs take a lead role in developing literacy and numeracy but also support the development of a space within the nursery with a focus on literacy and numeracy. This has led to an increase of experiences for the children.
- Children are experiencing more opportunities to participate in singing and reciting rhymes.
- Writing opportunities are now linked to real-life contexts and there is improved challenge for those children who require it.
- Previous analysis of the PLJs had highlighted gaps in provision. Staff have now enriched the learning environment to provide more, meaningful opportunities for children to learn about time, money and data handling.
- Additional meetings for each EYO with the Nursery Teacher are ensuring more robust tracking of progress, integrating discussion of ELIPS data and leading to more focused planning to meet children's needs.

Planned Next Steps:

QI 1.3

- Implement revised unique planning documentation.
- Monitor nursery environment to ensure learning opportunities are maximised.
- Further work to be done to collect parents' views for the curriculum rationale through Parent Council, Sharing the Learning and FORMs.

QI 2.3

- Build pupil voice into the planning processes beyond KWL and leadership groups.
- Create a conceptual numeracy booklet.
- Continue to build consistency and incorporate DYW and leadership into the lesson model.
- Publish and start to apply the Auchtermuchty Curriculum Rationale.
- Continue to build responsive planning and robust tracking and monitoring and experiences within nursery to ensure that nursery children are suitably challenged and supported to move forward in their learning.
- Staff will continue and build their capacity to differentiate children's work as well as ensure children are suitably challenged when necessary.

QI 3.1

- Continue work to embed the key principles of the Wellbeing Indicators and the Rights of a Child, building opportunities to weave these alongside the school values.
- Continue to build skills for learning outdoors through linkages with community groups and visits to local areas, increasing opportunities for classes to engage in outdoor learning and for the involvement of parents/partners in these activities.

QI 3.2

Primary

- Continue to use the PM writing resource to supplement the work already in place using the Workshop for Literacy Approach and Fife Assessment pack, continuing collaboration with the Raising Attainment PT to achieve stretch targets and improve writing attainment.
- Continue to build a consistent approach to conceptual numeracy throughout the school by creating a numeracy handbook and build on the children's independence in using concrete materials and supports to increase their understanding of numeracy and maths concepts and apply this to real life contexts and problems.

Nursery

- Repeat the analysis of the PLJs to identify whether any further gaps in provision are evident and ensure these gaps are developed within the nursery experiences.
- Continue to develop literacy and numeracy skills through the core provision both inside and out.

Consultation with Stakeholders

- The Standards and Quality Report, Improvement Plan and Pupil Equity Fund Plan are shared on our school website, at Parent Council and through the SWAY newsletter.
- All parents/carers had the opportunity to feedback on improvement priority work through FORMS completed during Parents Night to ensure a high return.
- Parent focus group was part of the Extended Learning Partnership in February 2024.
- Pupils on-going feedback gathered through regular pupil focus groups through the Bingo Ball system, including jotter monitoring, sharing learning experiences and the use of How Good is OUR School?
- All pupils are part of a leadership groups led by a member of teaching staff. These groups include Eco, Rights Respecting, Digital, Gardening, Sports and STEM. All groups have a notice board and complete Muchty Voices Matter sheets.
- Pupil wise and parent wise surveys have been completed.
- Parent council discussion termly.
- Fortnightly SWAY newsletters with updates on school improvement.
- Termly 'Sharing the Learning' sessions within classrooms linked to School Improvement Literacy, Numeracy and Wellbeing targets.

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

- In September IP and SQR are shared with all parents/carers through our normal communication e.g., Seesaw, email, posted on website, and through the SWAY fortnightly newsletter.
- There is a display within the main school foyer for all visitors which is updated throughout year with evidence and progress.
- Fortnightly SWAY newsletters share with parents/carers progress throughout session and updates given on progress.
- Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.
- Parents views are gathered on school improvement through FORMS during parents' evenings.

PEF Evaluation/Impact

Targeted Intervention 1

Raise Attainment in numeracy:

By June 2024, 19 identified children will be within their expected level for their stage across P1-P7 for Numeracy and Mathematics: P1 (1); P2 (3); P3 (6); P4 (3); P5 (2); P6 (4)

Progress:

- Principal teacher led modelled high expectations and quality teaching and learning linked to numeracy.
- Collegiate sessions on conceptual numeracy and resources available in school.
- Trios of practitioners identified across partner school.
- Moderation cycle opportunities across the partner school including moderation of planning lessons and outcomes for children.
- All teaching staff were able to plan and moderate a lesson including observation of children from other classes participating in the lesson.
- Professional dialogue linked to learners participation in the planned trio lesson.
- Extra PSAs recruited to support individuals and groups.

- Within classes universal supports including a variety of concrete materials, and games to consolidate understanding.

Impact:

- The majority of pupils in P1/P4/P7 combined, 72.8% are on track at the expected levels in numeracy. This is an increase of 5.9%.
- P4 has seen the biggest increase in attainment with an increase of 30.4% to 75%; most P4 children have achieved the expected level for their stage in numeracy.
- All teaching staff value the collegiate sessions and report that the collaborative sessions to plan and observe have allowed them to reflect on individual learners within their class leading to more positive outcomes towards the expected levels for their stage.
- It is acknowledged that there is a high number of children with ASN within specific cohorts but progress towards the expected level for almost all of these children has improved.

Targeted Intervention 2

Increase wellbeing of all children in school:

By June 2024, identified learners across P1-P7 will have increased understanding of Wellbeing Indicators, self-esteem and will have develop tools to evaluate their own wellbeing.

Progress:

- Extra PSAs recruited to support individuals and groups.
- Nurture sessions for identified pupils including Lego Therapy, Kitbag, Parkour, Seasons for Growth.
- Alternative curriculum afternoons including Outdoor Learning, Art, Baking and Mindful Monday.
- Whole class wellbeing sessions linked to Wellbeing Indicators, leadership groups and buddy classes.

Impact:

- 48 children (34.5%) were targeted children across the school are receiving more support for their wellbeing using the GWMP data. These supports are evidenced in a floor book and on wall displays in the Learning Zone.
- Almost all children in Primary Three and above can speak articulately and confidently about the Wellbeing Indicators and about Rights. There are visuals depicting the Wellbeing Indicators and the 5 Ways to Wellbeing in every classroom and working area.
- Careful planning and timetabling with staff suitably promotes wellbeing and remove individuals' barriers to learning and ensures that a wide range of supportive interventions are in place for individual children. All children and parents accessing wellbeing afternoons have said their wellbeing has been positively impacted.
- Increased resilience for all children in school; this has been vocalised in pupil focus groups to SLT and to visitors during the ELP.
- Classroom environments are now calm and purposeful, and the key required features of effective learning environments can be seen across the school.

School/Setting Name Auchtermuchty Primary

| NIF Quality Indicators (HGIOS 4) School Self- Evaluation | | | | |
|--|--------------|--------------|-----------|---|
| Quality Indicator | 2021-2022 | 2022-2023 | 2023-2024 | Inspection Evaluation <i>(since August 2023)</i> |
| 1.3 Leadership of change | Satisfactory | Satisfactory | Good | |
| 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Satisfactory | Satisfactory | Good | |
| 3.2 Raising attainment and achievement | Satisfactory | Satisfactory | Good | |

| NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery) | | | | |
|---|--------------|--------------|-----------|---|
| Quality Indicator | 2021-2022 | 2022-2023 | 2023-2024 | Inspection Evaluation <i>(since August 2023)</i> |
| 1.3 Leadership of change | Satisfactory | Satisfactory | Good | |
| 2.3 Learning, teaching and assessment | Satisfactory | Satisfactory | Good | |
| 3.1 Ensuring wellbeing, equity and inclusion | Satisfactory | Satisfactory | Good | |
| 3.2 Securing children’s progress | Satisfactory | Satisfactory | Good | |

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

Headteacher: Claire Allan (who completed SQR)

Appendix B - Session 2023-2024 Improvement Plan

| Education Directorate Improvement Plan: Equality & Equity/Achievement/Attendance & Engagement | | | | |
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| Focused Priority 1: Improvements in learning, teaching and attainment with a focus on reading and continued development in areas of numeracy and writing, including play in the early years. | | | | |
| HGIOS4 Quality Indicators | | | HGIOELC Quality Indicators | |
| 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement | | | 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Securing children's progress | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>Improvement in reading attainment Most pupils in P2 (79%, an increase of 5.3%/1 pupil) will achieve expected level.</p> <p>Most pupils in P3 (75.0%, an increase of 8.3%/1 pupil) will achieve expected level.</p> <p>Most pupils in P4 (78.9%, an increase of 15.7%/3 pupils) will achieve first level.</p> <p>Most pupils in P5 (85%, an increase of 5%/1 pupil) will achieve expected level.</p> <p>Most pupils in P6 (76.5%, an increase of 17.7%/3 pupils) will achieve expected level.</p> <p>Improvement in development of identified comprehension skills.</p> | <p>Identified comprehension programme to specifically teach the range of required skills.</p> <p>Identified children to track progress.</p> <p>Library Audit to ensure equality and diversity across the available reading books.</p> <p>Development of the Library Area.</p> <p>Raise awareness of reading through Reader of the Week and reading certificates.</p> | <p>L Wilson – DHT Lead All teaching staff to use the Complete Comprehension resource.</p> <p>C Allan/L Wilson to identify children from attainment figures</p> <p>Library Pupil Leadership Group with K Lessels</p> <p>C Allan – HT/L Wilson – DHT to lead the collegiate sessions</p> | <p>Setting clear targets with stretch aims</p> <p>Reading attainment CfE figures</p> <p>NSA/BASE Data</p> <p>Progress on the school Literacy Attainment Tracker</p> <p>Literacy jotter monitoring – including comprehension tasks</p> <p>C Allan to create FORM for pre and post intervention for pupils.</p> <p>L Wilson – DHT to create FORM for staff and parental views.</p> | <p>August 2024 - Inset</p> <p>August 2024 then ongoing monitoring</p> <p>October/November 2024</p> |

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| <p>Accreditation as a Reading School.</p> <p>Increased number of observations in PLJs and Floor Books showing the progress in reading.</p> | <p>Nursery staff to promote opportunities to Develop reading skills within nursery.</p> <p>Engagement with Education Scotland training videos:</p> <ul style="list-style-type: none"> - Considering the five components of reading - Responsive planning of universal approaches - Considering interventions - Guide and shared reading - Consideration the five components of reading - Developing phonemic awareness - Implementation of phonic approaches - Developing tools for reading <p>Bookbug Sessions linked with P1.</p> <p>Music bags including rhyme and rhythm.</p> | <p>Nursery EYO staff Mary Thomson PNT</p> | <p>Literacy Floor Book</p> <p>PLJs</p> <p>Parental Feedback</p> | <p>August 2024 then ongoing monitoring</p> |
| <p>Improvement in attainment in writing at stages P3, P4, P5 and P6.</p> <p>Most pupils in P3 (81.8% an increase of 18.2%/2 pupils) will achieve the expected level for their stage.</p> <p>The majority of pupils in P4 (73.7% an increase of 21.1%/4 pupils) will achieve the expected level for their stage.</p> | <p>Collaborative planning in groups for Early/First/Second Level. Teacher 1 teaches the lesson, and another teacher observes the learning, review and adapt lessons as a staff team and then repeat the cycle, review and record success and impact. (PDSA cycle)</p> | <p>Group 1: <i>C Appere, J Spink/L Hamilton, K Wallace</i></p> <p>Group 2: <i>B Potter, S Jessiman, D Turner/K Mitchell</i></p> <p>Group 3: <i>K Lessels/C McConnell, L Corns, J Barr</i></p> | <p>Learning and Teaching Trios Observations</p> <p>Learning and Teaching Trios Feedback/Evaluations</p> <p>Lesson Study - Staff Evaluations</p> | <p>January-March 2025</p> |

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| <p>Most pupils in P5 (80.0% an increase of 10%/2 pupils) will achieve the expected level for their stage.</p> <p>The majority of pupils in P6 (70.6% an increase of 23.5%/4 pupils) will achieve expected level.</p> | <p>Further input during collegiate sessions from Cluster Principal Teacher on 9 text types, Fife Assessment Pack and development of writing approach.</p> | <p>C Adair – Raising Attainment PT</p> | | |
| <p>All children at the early stages to learn progressively through planned, purposeful play.</p> <p>Improved continuity in learning for all children through play from nursery to P1 and then through P2 and P3.</p> <p>More accurate declarations of achievement of a level for all children in literacy and numeracy at early level.</p> | <p>Staff to engage with the Playful Pedagogy approach with a focus on responsive planning.</p> <p>School staff and EYO staff to moderate progression through Early Level.</p> <p>Revisit Play Pedagogy Audit Tool</p> | <p>C Allan – HT Lead M Thomson – Nursery Teacher</p> <p>P1 C Appere P2 J Spink/L Hamilton P3/4 B Potter</p> <p>EYO Lead G Gibson (Num) EYO Lead L Shepherd (Lit)</p> <p><u>EYO Staff</u> C Pratt R Maclachlan C Glasgow K Hanlon A Moran</p> | <p>Responsive planning documentation</p> <p>Seesaw evidence of play and progression</p> <p>PLJs Play Pedagogy Audit – School</p> <p>Floor books</p> | <p>October 2024</p> <p>November Inset 2024</p> <p>May 2025</p> |
| <p>Improvement in numeracy attainment.</p> <p>Most pupils in P2 (90%, an increase of 5.0%/1 pupil) will achieve expected level.</p> <p>Most pupils in P4 (83.3%, an increase of 5.5%/1 pupil) will achieve expected level.</p> | <p>Test of change following the PDSA cycle and conceptual numeracy approach.</p> | <p>All teaching staff to follow the plan for PDSA cycle</p> | <p>Numeracy attainment CfE figures</p> <p>NSA/BASE data</p> <p>Progress on the school Numeracy Attainment Tracker</p> <p>Numeracy jotter monitoring</p> <p>PDSA Cycle - evaluations</p> | <p>Cycle 1 – August-October 2024 Cycle 2 -October- December 2024 Cycle 3 – January-February 2025 Cycle 4 – February-April 2025 Cycle 5 -April-May 2025</p> |

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| <p>Most pupils in P5 (80.0%, an increase of 5.0%/1 pupil) will achieve expected level.</p> <p>Most pupils in P6 (76.5%, an increase of 5.9%/1 pupil) will achieve expected level.</p> <p>Most pupils in P7 (81.8%, an increase of 4.5%/1 pupil) will achieve expected level.</p> <p>All pupils in nursery will have increased opportunities to learn numeracy through their play in all nursery spaces.</p> | | | <p>Nursery - Numeracy Floor Book</p> | |
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Ongoing Evaluation

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

| Education Directorate Improvement Plan: Achievement | | | | |
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| Focused Priority 2: Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. | | | | |
| HGIOS4 Quality Indicators | | | HGIOELC Quality Indicators | |
| 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement | | | 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress | |
| Expected Impact | Strategic Actions Planned | Responsibilities | Measure of Success (Triangulation of Evidence/QI Methodology) | Timescales |
| <p>All children experience planned, progressive learning experiences across the broad general education.</p> <p>All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum.</p> <p>All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.</p> | <p>Professional Learning Activity</p> <p>As part of collegiate sessions staff will engage in professional dialogue on assessment of identified areas of the curriculum e.g. drama, sciences and social studies.</p> <p>All staff will use the CfE benchmarks for identified areas to engage in moderation activity linked to e.g. drama, sciences and social studies.</p> <p>Forward Planning</p> <p>All staff will use the progression pathways for all curricular areas to ensure planned learning experiences are progressive for all children.</p> | <p>Led by HT/DHT All staff Curriculum Development Working Groups: Expressive Arts Sciences Social Studies</p> <p>Led by HT/DHT as per departments.</p> <p>NUR -P1-P2-P3/4 – HT P4/5-P5/6-P7 - DHT</p> | <p>Data Analysis of attainment data in Literacy, Numeracy along with the identified areas of the curriculum. Analysis of CfE and BASE/NSA data. Analysis of data for ASN and AF cohorts</p> <p>People's Views Teacher views on new system Teacher professional dialogue with SLT during Planning and tracking meetings.</p> <p>Feedback from moderation activity.</p> <p>Parent/carer views on children's experiences of BGE.</p> | <p>October 2024</p> <p>October 2024</p> <p>September 2024 (P&T) December 2024 (T) January 2025 (P&T) April 2025 (P&T)</p> |

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| <p>Through planned opportunities with parents/carers, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum.</p> <p>Full BGE curriculum provided for within nursery provision and demonstrated learning through four key Floor Books.</p> | <p>Attainment and Planning dialogues will support assessment within identified areas, evidence and inform professional judgements.</p> <p>Staff will develop confidence in planning for assessments.</p> <p>Tracking and Monitoring</p> <p>All staff in liaison with SLT will develop their understanding of the Progress Framework. This will be used to track progress in learning across the curriculum and record targeted interventions for individuals or cohorts of children.</p> <p>Overview of PLJ to feed into progress.</p> <p>Learning conversations and tracking meetings records.</p> <p>Reporting</p> <p>All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points throughout the session.</p> <p>All staff will use the reporting framework to complete end of session reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.</p> <p>Learning, teaching and assessment</p> | <p>Led by HT/DHT as per departments.</p> <p>NUR -P1-P2-P3/4 – HT P4/5-P5/6-P7 - DHT</p> <p>M Thomson – Nursery Teacher</p> <p>Led by HT</p> | <p>Children’s views gathered through class groups on the learning experiences across the curriculum.</p> <p>Class Visits Forward planning documentation monitoring. Jotter sampling through Bingo Ball to include other curricular areas.</p> <p>Classroom visits including nursery rooms linked to identified areas of the curriculum.</p> <p>Floor Books: Literacy Numeracy Wellbeing Learning Wall</p> <p>Learning Partnership Focus-analysis of data, learning experiences across the curriculum, parent and pupil views of the delivery of the curriculum.</p> | <p>Three class visits including SLT, LP visit and peer visit. November 2024 (SLT) February 2025 (LP) January-March (Peer School) April/May (Peer Nursery)</p> <p>August 2024</p> <p>April 2025</p> <p>May 2025</p> |
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| | <p>Sharing the Learning focus sessions for parents/carers for identified curricular areas.</p> <p>Curriculum Rationale</p> <p>Our Curriculum Rationale will be developed further to ensure this is reflective of the experiences all children are experiencing across the school in relation to the BGE.</p> | Led by DHT | | September 2024 April 2025 |
| Ongoing Evaluation | | | | |
| This should be updated as part of on-going cycle of self-evaluation | | | | |

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| Pupil Equity Fund allocation for session 2024/25 | £ 28,175 |
| School Context (copied from SIP) | |

Auchtermuchty Primary School

139 school children over 6 classes

30 nursery children in the 3-5 room

7 nursery children in the Under 3s room

176 children in total

Nursery times are full days 9am-3pm term time.

There are no children within the school that are care experienced.

There are 2 children with joint placements with time at Pupil Support Service.

There are 6 children who have a flexi-school agreement which is parental choice.

37 of our children have a SMART target plan, Summary of Support or an educational Child's Plan.

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| FME: 12.5 |
| SIMD 4 - 31.1% SIMD 7 - 68.2% |
| There is one child with a SIMD 5 profile as they live outside the catchment area. |
| Overall 93.11 Authorised 5.10 Unauthorised 1.72 |
| Exclusions: 0.07 |

At Auchtermuchty Primary and Nursery values are frequently talked about at assembly. They are becoming embedded with staff using the values in conversations with children and setting expectations.

Vision:

We are motivated. We are resilient. We are respectful. We are a team.

Values:

Be safe, Be kind, Be thoughtful, Be ready

Aims:

We do the best we can in all we do.

We strive to be the best learners we can be and give everyone the opportunity to shine.

The whole school community will work together to fulfil our potential.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

At Auchtermuchty Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.

Stakeholder engagement

(in what ways have you engaged with your stakeholders – learners/parents/community etc.)

Participatory Budgeting

(Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)

Parent Council
School Notice Board
Fortnightly SWAY newsletter

Rationale

(what poverty-related attainment gap are you trying to address?)

This does not all have to have a PEF cost

Amount of Fund allocated (if appropriate) £ 28,175

Raise attainment in literacy: Reading focus

We have identified 12 children who are not on track but with an intervention could achieve the expected level for their stage. They all have difficulties with their rapid recall of sight words and comprehension.

| <p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p> | <p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p> | <p>Measure of Success (Triangulation of Evidence/QI Methodology)</p> | <p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p> |
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| <p>Linked to Focused Priority 1:</p> <p>By June 2025, 12 identified children will be within their expected level for their stage across P1-P7 for reading.</p> | <ol style="list-style-type: none"> 1. Depute Headteacher to continue to model high expectations and quality teaching and learning linked to literacy including reading comprehension and writing. 2. Trios of practitioners identified across partner school. 3. Moderation cycle opportunities across the partner school including moderation of planning lessons and outcomes for children. | <p>Survey of pupil attitude towards reading. August 2024 and March 2025.</p> <p>Ongoing assessments throughout the year.</p> <p>Nessy data</p> <p>SNSA data for P4/7</p> | |

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| <p>Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost</p> | <p>Amount of Fund allocated (if appropriate) £ 28,175</p> |
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Increase wellbeing of all children in school

To ensure the wellbeing needs of children are met by increasing their awareness of the Wellbeing Indicators and developing the tools to evaluate their own wellbeing and identify next steps.

| <p>Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference</p> | <p>Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)</p> | <p>Measure of Success (Triangulation of Evidence/QI Methodology)</p> | <p>Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)</p> |
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| <p>(Identified children will be determined from the August Wellbeing Profile)</p> <p>By June 2025, identified learners across P1-P7 will have increased understanding of Wellbeing Indicators, self-esteem and will have develop tools to evaluate their own wellbeing.</p> | <ul style="list-style-type: none"> • Extra PSAs recruited to support individuals and groups. • Nurture sessions for identified pupils including Lego Therapy, Kitbag, Parkour, Seasons for Growth. • Alternative curriculum afternoons including Outdoor Learning, Art, Baking and Mindful Monday. • Whole class wellbeing sessions linked to Wellbeing Indicators, leadership groups and buddy classes. | <p>Glasgow Motivation and Wellbeing Profile: August 2024, December 2024, March 2025.</p> <p>Observations</p> <p>Conversations</p> <p>Pupil engagement in wider achievement and leadership roles.</p> | |

