FIFE'S SCHOOL IMPROVEMENT PLANNING 2025/26

SSE, SQR AND SIP GUIDANCE (PRIMARY/EARLY YEARS/SPECIAL)

Improving life chances for all

How good is our school?
4th EDITION

Education Scotland
Foghlam Alba

LOOKING INWARDS:
knowing ourselves inside out through effective self-evaluation

LOOKING FORWARDS:
exploring what the future might hold for today's learners and planning how to get there

LOOKING OUTWARDS:
learning from what happens elsewhere to challenge our own thinking

Transforming lives through learning

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1. **SUMMARY SELF-EVALUATION APPROACH**

Self-evaluation is at the core of all Quality Improvement activities within an educational setting. Education Scotland's effective-school-improvement-planning-guidance-2023-2024.pdf outlines the following features:

- Self-evaluation is accurate, rigorous and robust based on reliable and comprehensive data and information.
- Collaboration with all stakeholders, **especially children/young people**, is important to inform self-evaluation and identification of priorities.
- Approaches to deliver identified priorities, including outcomes, provide a clear, effective framework to track, monitor and assess continually the impact of planned improvements.
- Clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, are based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
- How good is our school? 4th edition (HGIOS4) and "How good is our Early Learning and Childcare?" (HGIOELC)/Quality frameworks, and other relevant self-evaluation tools, such as "How Good is OUR School?", are used effectively to evaluate progress.

Fife's Summary Self-Evaluation (SSE) Approach focusses on the key high-level messages for each of the four main Quality Indicators, 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equality and inclusion and 3.2 Raising attainment and achievement.

This tool should capture the results of your **on-going self-evaluation** activities over the last three sessions and measure them against the level 5 illustrations to support you in evaluating your school against the six-point scale.

In considering each evaluative statement you should focus on the three evaluative questions from HGIOS:

- How well are we doing? What is working well for our children/young people? **This statement should focus on the impact on children/young people.**
- How do you know? What evidence do you have?
- What are you going to do now?

In formulating your SSE, you should ensure you:

- Keep the statements concise – High level evaluative messages.
- Include/thread through progress and impact from previous school improvement priorities.

- Can triangulate each statement to ensure that judgements are robust.
- Always consider the 'so what?' question.

It is not intended for Fife's SSE to be a public document. It should be in a format that can be shared as part of our Self-Improving Networked Learning System, and it should form a key part of preparation for your (extended) learning partnership. This document would also be available for local authority officers or an Education Scotland inspection visit. Local authority officers may support the development of this document where a school has been identified as needing additional support or is preparing for an Education Scotland inspection.

As this document should contain high-level strategic messages about the strengths of your school the following is suggested:

QI 1.3 – no longer than 3 pages

QI 2.3 – no longer than 3 pages

QI 3.1 – no longer that 2 pages

QI 3.2 – no longer than 2 pages

The columns to note 'how do you know? and 'what evidence do you have?' and 'what are you going to do next?' have not been split into themes as statements may cover all themes within that QI or link to other QIs within HGIOS4 or HGIOELC/the quality framework.

All SSEs should be shared with the Education Manger and their Business Support, with the intention of storing these within a MS TEAM for each LIF in the longer term. It should be noted that you do not need to make a statement in your SSE for every part of these self-evaluation documents or HGIOS4, you should only make comment about the strengths in your own school.

As we move into session 2025-26 it would also be prudent for leaders to reflect QI evaluations for the ELC and the new quality framework. At present the existing QIs from HGIEOLC map to the following QIs:

HGIOELC 1.3 = [Leadership of Continuous Improvement](#)

HGIOELC 2.3 = [Learning, teaching and assessment](#)

HGIOELC 3.1 = [Wellbeing, inclusion and equality](#)

HGIOELC 3.2 = [Children's progress](#)

2. STANDARDS AND QUALITY REPORTING

Schools' annual Standards and Qualities Reports (SQR) will be a concise document aligned with legislation and therefore statutory requirements. SQRs should avoid jargon, be written in plain English and be based on robust self-evaluation evidence. Your SQR should include the following information:

- Context of the school **(1 page)**
    - Vision Values and Aims.
    - Attendance and exclusion data.
    - Consultations with stakeholders.
    - Cost of the school day statement

- Summary of **progress** and **impact** of last session's Improvement Plan and **next steps**. **(Approx 300 words per priority)**

- Improving Outcomes **(Approx 600 words, delete tables as appropriate)**
    - Attainment including progress and impact of PEF and progress towards NIF priorities. (Tables can be deleted or altered as appropriate)
    - Closing the attainment gap.
    - Achievements.

- Overall evaluations of 1.3, 2.3, 3.1 and 3.2 using the 6-point scale. **(1 page)** (Delete tables as appropriate)

A suggested format has been given in Appendix B. Where schools choose to present their SQR in a different way, they should maintain the same content/headings to ensure legislative requirements are adhered to.

Note: A summary of progress and impact of PEF is required in this SQR document. More detailed evidence of impact on children will be collected in Appendix D (Impact on children/young people Ongoing evaluation Dec/June) each December and June. This document must be shared with EMs and business support in the first instance before being stored in the MS TEAM in time.

3. SCHOOL IMPROVEMENT PLAN/PEF PLAN GUIDANCE

Improvement Planning Principles

There are key principles that should underpin the establishment of effective approaches to self-evaluation and improvement planning in **all** Fife schools and Early Learning Centres (ELC). These are outlined below:

- Improvement Planning should lead to improved outcomes for children and young people.

- Effective engagement and participation by all stakeholders at key stages in the improvement planning process.

- Priorities identified should be based upon evidence/data gathered from self-evaluation activities within school involving all stakeholders. **Consideration should be given to a wide range of data e.g. attainment, attendance, health, Staffwise, Pupilwise and Parentwise.**

- Priorities may also be based upon feedback from external scrutiny.

- High quality professional learning opportunities for all staff are integral to improvement processes.   All staff should be empowered, and empower others, to take ownership of their own learning and take forward aspects of improvement priorities.

- Leaders and their teams take account of the findings of *Tackling Bureaucracy* working group report [ARCHIVED CONTENT]Clearly defined timescales are agreed with all involved and reflected within Working Time Agreements.

Improvement Planning Format
The Education Directorate takes the view that empowered individual schools and early learning centres can develop their own format, should they wish to. School/ELC leaders and their teams may develop a format different to that provided in Appendix C, that suits their school and local context, ensuring that they adhere to the above principles. Planning and reporting processes should be designed to produce robust, consistent and transparent data that improves understanding of what works and ultimately what drives improvement for the benefit of our children and young people.

While establishments are free to develop their own format, we are providing a suggested format which you may wish to use. (Appendix C).

Key sections and details of aspects of the improvement planning process that **must** be included in the chosen format are outlined below.

- Each priority should be specific and measurable and should clearly state what will change, who will change and how it will change.

- Each priority **should link to the key priorities of the Directorate Improvement Priorities and relevant quality indicators within HGIOS4 and Quality Framework.**

- **Expected impact within each priority should focus on children/young people.**

- Each priority should have clearly identified **responsibilities** for implementation and change, linked to named individuals or teams.

- **Measures of success** *(triangulation of evidence)* this should clearly state how evidence/data will be gathered and analysed to measure success. Consideration should be given to triangulation of evidence including quantitative data, people's views and direct observations. As well as triangulation of evidence QI methodology used to measure impact should be stated.

- Triangulation of evidence should be planned for throughout the school session and be linked to individual quality assurance calendars. (ELC/school, cluster or LA level)

- "The Promise" states that reference should be made to care-experienced young people in improvement planning.

- Each priority should have **clear timescales,** these timescales must be flexible and adapt with the on-going gathering of evidence.

- Establishments should ensure priorities are relevant for all aspects of the establishment (ASC/DAS, ELC and school). You may have a separate priority for an area within the establishment e.g. ASC/DAS or ELC. If priorities are shared there must be clear links with outcomes for all children/young people and involvement of all staff.

- Priorities may be for cohorts of children/young people especially if related to specific data.

Equalities

Throughout your Standards and Quality report/improvement plan you should be mindful of where aspects of the Equalities Act, 2010 have underpinned elements and addressed any areas covered within the act (age, disability, gender, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity). For example: - This may be that where you have been focused on reading that you have enhanced the school library to include books which highlight that we are all the same but different or where you have enhanced relationships with parents where English is not the first language through developing communications in their own language. This should also be reflected in your Vision, Values and Aims as this will set the tone for all the work that you do. When analysing data, it is important to consider all groups within your setting, including Armed

Forces, EAL, other minority groups and Care- Experienced children. It is also important to engage with a wide range of diverse stakeholders when forming your evaluation and determining next steps.

ACCESSIBILITY

New accessibility regulations came into force in September 2020, setting a legal duty for public sector bodies to make their public documents accessible. The aim of the legislation is to help make sure online public services are accessible to all users, including people with disabilities.

As the SQR, SIP and PEF Plan must be made publicly available (preferably online) – they must be created in an inclusive and accessible way. For your documents and any appendices to be fully compliant with legislation, you will need to consider:

• Structure - Headings and Styles
• Colour and Contrast
• Use of Images
• Links (hyperlinks)
• Plain English
• Table Structure

4. TIMELINE

26th February 2025 – MS TEAMS information session

4th/5th March 2025 – LIFs, collaborative approach to support HTs to write SSEs

17th March 2025 – Updated guidance issued. **At least one QI by summer 2025 and the rest before the end of session 2026.**

28th April 2025, 29th April 2025 and 1st May 2025 – Support for SQR/IP Professional Learning Sessions (see Directorate Calendar for dates/times/venues)

23rd June 2025 –**SSE** (at least one QI), **SQR**, **updated PEF plan and completed evaluations** and **SIP** to be sent to Education Manager and Education Manager's Business Support (see checklist below)

18th August 2025 – Written feedback given on SQR and SIP from local authority and informal feedback given on first SSE QI.

26th September 2025 – Final SQR/SIP to be submitted to Education Manager and Business Support

10th October 2025 – All documentation must be shared with all stakeholders through school communications

21st December 2025 –Updated PEF plan to be completed and shared with EM and business support/MS TEAM

Checklist:

Date	What is to be submitted	Who to submit to	Completed
23rd June 2025	- SSE (at least one QI) - SQR - SIP - PEF Plan and completed evaluations for Session 24-25 - PEF Plan for Session 25-26 - PEF Financial Plan for Session 25-26	Education Manager & Education Manager Business Support	
26th September 2025	Final SQR & SIP to be submitted	Education Manager & Education Manager Business Support	
21st December 2025	PEF Plan with completed Interim Evaluations	Education Manager & Education Manager Business Support	

BALCURVIE PRIMARY & ELC

SUMMARY SELF-EVALUATION

Balcurvie Primary and ELC
1.3 LEADERSHIP OF CHANGE

How would you evaluate yourself using the six-point scale?	2023/24	2024/25	2025/26
	Good/Very Good in ELC	Good/Very Good in ELC	

Date last updated: 20/06/25	How well are we doing? What is working well for our children?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?
Developing a shared vision, values and aims relevant to the school and its community. Strategic planning for continuous improvement Implementing improvement and change	Staff continuously demonstrate their dedication to professional learning by engaging in a variety of development opportunities. Protected time is allocated for professional dialogue, collaborative learning and self-evaluation. Almost all staff actively connect with colleagues across the local authority to enhance their practice, focusing on Conceptual Understanding in Numeracy. As a result, children's experiences across the school have significantly improved in numeracy and attainment has improved in almost all classes. All Staff have participated in Professional Learning Sessions with the school's link Educational Psychologist, exploring key themes such as Trauma-Informed Practice, De-escalation strategies, CIRCLES framework, Rhythmic Classroom. This has strengthened their ability to support children more effectively. Almost all staff have consistently high expectations of all learners. Almost all staff are involved in the process of change and in evaluating the impact of improvements. This could be strengthened by more meaningful involvement of support staff in the evaluation processes. Practitioner enquiry is leading to improved engagement in pilot classes.	A well-structured Collegiate Calendar ensures that professional learning and development opportunities are regularly available. These sessions are carefully planned to align with the school's improvement priorities. A diverse range of professional learning opportunities are provided, with staff maintaining professional learning logs to track their development. The impact of PRD is evident in classroom practice. Almost all staff feel supported in accessing professional learning and development opportunities. All staff believe that their professional learning enables them to reflect on and enhance their practice.	Refresh vision, values and aims with all stakeholders to ensure ownership and consistent approaches underpin our new Behaviour and Relationships policy. The consultation process is already underway. Ensure all staff have a strong understanding of our collective strengths and areas for development, underpinned by a wide range of data. Practitioner enquiry should be undertaken by all class teachers, aligned to improvement priorities. Link with Learning Partnership schools to look outwards.

Balcurvie Primary and ELC
2.3 LEARNING, TEACHING AND ASSESSMENT

How would you evaluate yourself using the six-point scale?	2023/24	2024/25	2025/26

Date last updated: 10/02/2025	How well are we doing? What is working well for our children?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?
Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring	All text to be Calibri font size 11.	All text to be Calibri font size 11.	All text to be Calibri font size 11.

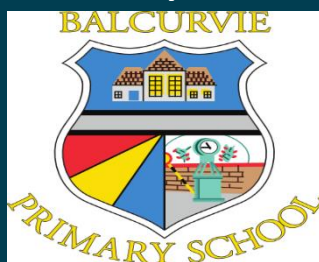| Balcurvie Primary and ELC 3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION				
How would you evaluate yourself using the six-point scale?		2023/24	2024/25	2025/26
Date last updated:	**How well are we doing?** **What is working well for our children?**	**How do you know?** **What evidence do you have?**		**What are you going to do now?** **What are your improvement priorities?**
Wellbeing Fulfilment of statutory duties Inclusion and equality	**All text to be Calibri font size 11.**	**All text to be Calibri font size 11.**		**All text to be Calibri font size 11.**

Balcurvie Primary and ELC
3.2 RAISING ATTAINMENT AND ACHIEVEMENT

How would you evaluate yourself using the six-point scale?		2023/24	2024/25	2025/26

Date last updated:	How well are we doing? What is working well for our children?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?
Attainment in literacy and numeracy Attainment over time Overall quality of children' achievements Equity for all children	All text to be Calibri font size 11.	All text to be Calibri font size 11.	All text to be Calibri font size 11.

Balcurvie Primary School and ELC	
Context of the School	
Demographic	152 learners across 4 composite classes and a straight P1 and P2. We have 49 learners in ELC, am session only. We have 5 care experienced learners in the primary setting. We have 3 learners with English as an additional language. We have 5 learners for whom a parent is a member of the Armed Forces
Vision, values and aims	**Our vision and aims are:** Confident Individuals: "I will work hard to be the best I can be" Effective Contributors: "Everyone's opinion is important and valued. We all co-operate together as a team to benefit others." Responsible Citizens: "I care about myself and others and the world I live in" Successful Learners: "I like to learn new things and develop my skills. I am not afraid to make mistakes." **Our values are:** • Be Caring • Be Resilient • Work Hard • Work as a Team

Attendance	**Authorised**	**5.37%**	**Unauthorised**	**4.25%**
Exclusions	0			
Summary of consultation with stakeholders	Stakeholders were consulted through questionnaires, focus groups, structured feedback and exit passes. This has informed us of our next steps for 2025-26.			
Attainment Scotland Fund Allocation (PEF)	£22,050			
Cost of the School Day statement	We acknowledge the importance of making the school day more affordable for all students, with a particular focus on those already facing financial hardship. To better understand and address these challenges, we consider key aspects of school life, including uniform, travel, learning, friendship and community, school trips, meals, extracurricular activities and home learning.			

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Improving Curriculum Pathways in Digital Learning

HGIOS 4/HGIOELC Quality Indicators: 1.1: Self Evaluation for Self-Improvement, 1.2: Leadership of Learning, 2.2: Curriculum, 2.3: Learning, teaching and assessment, 2.4: Personalised Support, 3.3: Developing Creativity and Skills for Life and Learning

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

Progress: The school is making strong progress in strengthening digital literacy and building a sustainable digital culture. Two staff members are currently participating in the Fife Digital Culture programme, developing their skills to lead digital innovation across the school. Staff have completed an initial audit of current digital practice, identifying strengths and areas for growth. This has informed clear next steps, ensuring a consistent understanding and application of the digital pathways across the school and ELC. The updated PICT programme is evident in planning, monitoring and tracking dialogues. In almost all classes, high-quality digital experiences are observable and are facilitating greater personalisation and choice for our learners. In addition, a new cohort of digital leaders from P6 and P7 have been recruited and trained. These pupils now play an active role in supporting younger learners, modelling digital skills, caring for resources and promoting a confident, collaborative learning environment.

Impact:

The school is making good progress in developing a digital learning culture across both the primary classes and the early years setting. Nursery staff have visited other settings which is leading to more choice being available for our youngest learners.

As a result, almost all learners are using digital technologies with increasing confidence to support and personalise their learning. They are given meaningful opportunities to make choices about how they learn and how they share their achievements, which has boosted motivation and independence.

Most learners are also engaging more with learning at home through secure online platforms, encouraging collaboration and improving continuity between home and school. A group of older learners have been trained as digital leaders to support younger learners and promote responsible use of technology across the school.

There has been improvement in how learners care for school devices, with a reduction in the number of repairs needed. This has helped to reduce costs and make resources more readily available for learning.

Next Steps: We will move into year 2 of the Digital Cultures programme and be supported by the team and more confident colleagues, to enhance our digital skills based on our audit results. Staff will take part in a series of planned professional learning sessions to further develop their confidence and expertise in using iPads and related digital tools. They will also have access to high-quality, self-guided learning resources to support individual professional growth in digital teaching. To improve the quality of learning for all learners, staff will personalise content through digital platforms, tailoring learning to meet the needs of individuals and classes. Digital tools will be used to make lessons more engaging, and accessibility features will support learners with additional needs to participate more independently. Teachers will use their digital knowledge to plan high-quality learning experiences that follow progression pathways. They will also involve learners in planning activities, encouraging pupil voice. Learners in the upper stages will increasingly access key learning through digital platforms, both during and beyond the classroom. Assessment practices will be strengthened through staff development in the use of digital tools to provide feedback. Children's achievements and progress will be displayed through digital portfolios, providing a valuable record of learning. Our Curriculum Rationale will be refreshed to reflect the growing role of digital technology in enhancing children's daily learning experiences.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2:

Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all learners receive an entitlement to a broad general education.

Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/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

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

Progress:

The school is continuing to strengthen learning, teaching, and assessment through targeted professional learning and planning. During collegiate sessions, staff have engaged in meaningful discussions around assessment in Health and Wellbeing, Digital Technology, and modern languages. These conversations, supported by Curriculum for Excellence benchmarks, have enhanced consistency and confidence in professional judgements and moderation, leading to more robust declarations of levels.

Staff are also deepening their understanding of meta-skills to ensure these are well-reflected in end-of-year reporting. Families now receive annual written reports that offer a more rounded picture of each child's progress, supported by clearer professional insights.

Forward planning follows Fife's progression pathways in all curricular areas, helping teachers build on previous learning and ensure continuity. Discussions during attainment and planning meetings are more focused and data-informed, ensuring all children are progressing and that attainment targets across the BGE are closely monitored. Through engagement with the Progress Framework, staff are increasingly confident in tracking progress and identifying individuals or groups needing targeted support. The Progress system is also supporting clearer communication with families, particularly during parent/carer evenings and provides a consistent structure for end-of-session report.

Most staff demonstrate a clear understanding of all aspects of the assessment and moderation cycle. Most staff are using data effectively to support planning for all learners within their own class and playroom.

At the early and first levels, staff have developed a more consistent approach to observing and recording significant learning. Parent and carer workshops and open mornings across the whole school and ELC have highlighted progression across curricular areas, making learning more visible and accessible to families.

Impact:

The school's commitment to providing a high-quality, broad general education is having a clear and positive impact on learners. All learners now benefit from well-planned and progressive learning experiences across the curriculum.

Staff are actively enhancing their skills in assessment through focused professional learning and moderation activities. This collective effort is building confidence and consistency across the team and strengthening the quality of professional judgements. As a result, learner's progress is more robustly tracked and supported, with learning tailored to meet individual needs.

Teachers use a wide range of assessment evidence to monitor learning over time, leading to timely interventions and more effective support. This ensures all learners are moving forward in their learning journey and receiving the support and challenge they need to thrive.

Almost all learners demonstrate a clear understanding of their learning purpose and can articulate success criteria confidently. In almost all classes, effective questioning, timely feedback, and formative strategies, including peer and self-assessment, is evident. All staff consistently apply the 4-part model and plan differentiated activities matched to learners' needs. Most staff used data well to inform planning and show sound knowledge of assessment and moderation. In the nursery, all staff foster positive relationships, demonstrate Solihull approaches and support communication with High-five strategies. Almost all children are actively engaged. All nursery interactions observed feature high-quality questioning.

Partnerships with families are also contributing meaningfully to children's success. Through planned engagement activities, parents and carers are gaining a better understanding of the broad general education and how it supports their child's learning and development.

Next Steps:

As we continue to strengthen our approach to delivering a broad general education, we will further develop our Curriculum Rationale to ensure it fully reflects the breadth and depth of learning experiences across the school. This work will involve staff, learners and families to ensure the rationale is meaningful and representative of what learners experience day to day.

This session, there will be a particular focus on Expressive Arts. Teaching staff will engage in professional learning and collaborative planning to ensure high-quality learning and teaching across music, art, drama, and dance. Expressive Arts will now be included alongside literacy, numeracy, and health and wellbeing as a key area for assessment and moderation.

Staff will be supported to plan for high-quality assessment in these focus areas, ensuring that professional judgements are informed by a shared understanding of progression and clear evidence of learning. Opportunities for moderation will further support consistency across the school.

A renewed emphasis will also be placed on using assessment data more rigorously to plan for learning. Staff will use this information to identify and implement both universal and targeted interventions—ensuring all learners are supported to reach their potential, with appropriate stretch and challenge provided where needed.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 3: Update Behaviour and Relationships Policy

HGIOS 4/HGIOELC Quality Indicators: 1.1 – Self-Evaluation for Self-Improvement, 2.1 – Safeguarding and Child Protection, 2.2 – Curriculum, 2.4 – Personalised Support, 2.5 – Family Learning, 2.7 – Partnerships, 3.1 – Ensuring Wellbeing, Equality and Inclusion

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

Progress:

The school is making meaningful progress in promoting positive relationships, emotional wellbeing, and consistent behaviour approaches across both school and early years settings. The key focus this session has been the update of our Behaviour and Relationships Policy, which now includes a strengthened anti-bullying process. This update was informed by consultation with learners, staff and families to ensure a shared, inclusive approach. Staff have taken part in a range of high-quality professional learning opportunities aimed at supporting emotional regulation and positive behaviour. Part 2 of de-escalation training was delivered to early years staff, including those newly appointed or returning from absence, to ensure consistency in practice. The PATHS programme (Promoting Alternative Thinking Strategies) has now reached its third year with teaching staff and has been introduced to early years and new staff, continuing to build learners' emotional literacy and resilience. In early learning and childcare, the "Up, Up and Away" training delivered by the nursery teacher has provided targeted support to develop self-regulation skills in our youngest learners.

Impact:

The school's recent work in promoting emotional regulation and positive behaviour is leading to clear improvements across all stages. Almost all learners are demonstrating stronger resilience and the ability to manage their emotions more effectively. There is noticeable progress in how children resolve conflict and engage in collaborative tasks, with greater levels of independence and cooperation being observed in classrooms and shared spaces.

In the nursery setting, children are benefitting significantly from the introduction of the Up, Up and Away programme and the PATHS (Promoting Alternative Thinking Strategies) approach, both of which are helping children recognise, understand, and manage their emotions. As a result, our youngest learners are becoming more settled and better equipped to engage in positive social interactions and early learning experiences.

There is now improved consistency in the way that teachers respond to dysregulated behaviour across the school. Staff are using a more inclusive and targeted approach, supported by professional learning and a shared understanding of relational strategies. The updated policy framework ensures that staff, parents and carers clearly understand the thresholds for action, their respective responsibilities, and the processes that follow incidents of challenging behaviour. This clarity supports a more cohesive response and reinforces a culture of shared responsibility and trust.

Next Steps:

Refresh school values to reflect the following principles:

- A shared understanding of **inclusion** and **equity** and how we will demonstrate this in everyday practice.
- A shared understanding of **wellbeing** for children, staff and families and how we will demonstrate this day to day.
- A shared understanding with clear roles and responsibilities of how inclusion, equity and wellbeing underpins our vision, values and aims, which in turn creates a culture of social justice.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

Nursery Improvement Priority 1: Improve early literacy experiences to ensure pace and challenge

HGIOELC Quality Indicators: 1.2 Leadership of Learning, 2.2 Curriculum, 2.3 Learning, Teaching and Assessment, 2.4 Personalised Support, 2.5 Family Learning, 2.6 Transitions, 3.2 Securing Children's Progress

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

Progress:

Staff have engaged with professional learning resources including *Supporting Early Literacy Learning and Development*, *Learning to Read in the Early Years* and are beginning to adopt approaches such as Kodály and *Up, Up and Away*.

Our learning environment has been audited to ensure that it offers rich and engaging literacy experiences with appropriate support and challenge for all children.

Family engagement has been a key focus. We've offered *Stay and Play* sessions themed around literacy development, alongside *Bookbug* and *PEEP* programmes that promote early literacy and phonological awareness in partnership with parents and carers.

Planning and progress meetings, along with evidence from learning conversations, help us to pinpoint gaps in learning and plan targeted next steps.

Impact: All staff are now beginning to have a better understanding of progression in early literacy, which is enabling more confident planning of next steps tailored to each child's needs.

Early literacy is clearly visible across the provision through purposeful, high-quality interactions and the consistent use of language that supports learning and progression. Learners are supported well in their literacy learning their stage of development. Staff should now provide more opportunities for learners to be challenged.

Assessment information is gathered regularly and used effectively to identify learning needs, with timely and targeted interventions in place—particularly for those children requiring further challenge. Progress and tracking meetings provide valuable insights that inform planning, and shared information ensures a consistent approach across the team.

The curriculum continues to reflect high standards and is closely aligned with children's developmental stages. With support, ELC staff are growing in confidence in making reliable and robust judgements about children's progress. As a result, learners benefit from clear and focused next steps, allowing for sustained progress and a more personalised learning journey.

Next Steps: The next phase of development in early literacy will focus on strengthening staff understanding of phonological awareness and how this underpins successful early reading skills. All early learning and childcare (ELC) staff will engage in targeted professional learning to develop their knowledge of phonological awareness and explore how it can be effectively embedded at a universal level across our core provision to offer greater challenge and support. This will support high-quality, consistent practice that ensures all children have regular, meaningful opportunities to explore sounds, rhythm, rhyme and oral language.

Staff will be supported to use a phonological awareness assessment tool in a child-centred and responsive way, gathering robust evidence through natural interactions and intentional learning experiences. This evidence will inform planning and help identify where children may benefit from more targeted support.

Data from the Early Level Intervention and Prevention Service (ELIPS) will be used alongside assessment outcomes to refine interventions, particularly for learners requiring additional input. Primary 1 BASE assessment data will be reviewed to help inform planning within ELC and ensure greater continuity and progression in literacy learning across early and first levels.

Improving Outcomes

Attainment

Stage	Listening and talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	96%	75%	75%	85.71%
P4	78%	73.9%	73.9%	82.6%
P7	79%	75%	70.83%	70.83%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	78.6%	75%	83.9%	85.71%
P4	73.9%	73.9%	78.3%	82.6%
P7	82.6%	70.83%	82.6%	70.83%

Attainment in literacy and numeracy has been consistently good, with most children achieving Curriculum for Excellence (CfE) levels as expected. By the end of Primary 1 (P1), most children reach early level in reading, writing, and listening/talking and numeracy. In Primary 2 (P2), Primary 3 (P3) and Primary 6 (P6), national expected levels are achieved by most children in listening/talking and writing. At second level most achieve national expected CfE levels in writing and reading, while most meet standards in listening and talking

In Primary 4 (P4) most children successfully attain expected CfE levels across all numeracy organisers. Targeted interventions have contributed to narrowing attainment gaps across all stages in literacy and numeracy. Attainment has improved over time for this cohort of learners. However, a continued focus is required for next year's P4, P5, and P6, where some children still do not meet expected national levels.

End-of-year BASE results in literacy and numeracy align well with CfE declarations, confirming the need to further develop pace and challenge for the most able learners. For those who did not achieve early level, attendance, additional support needs (ASN) and maturity were identified as barriers to progress. In cases where value was not added or maintained, increased challenge for high-achieving learners is necessary.

National Standardised Assessments (NSA) for P4 and P7 show strong alignment between banding and CfE declarations in literacy and numeracy. Teachers must effectively use diagnostic data to enhance planning and improve targeted interventions. This will be a key focus for the upcoming academic year.

To move from a rating of "Good" to "Very Good," efforts will concentrate on:

- Ensuring appropriate challenge for all learners through effective differentiation.
- Using digital technologies to encourage application of learning.
- Increasing opportunities for learners to take leadership roles.
- Strengthening pupil voice to promote relevant, measurable impact.
- Implementing targeted reading interventions at P3, 4, 5 & 6.
- Enhancing effective questioning techniques.
- Improving data utilisation for informed intervention planning.

By building on the successes of the current session, these strategies will support continued progress in attainment and ensure that all learners are appropriately challenged and supported.

PEF Priority: *Improve the attainment gap in numeracy and literacy in P4, P5 and P6 for identified learners who are 6 months behind national expectations*

Progress: Professional learning for all teaching and support staff in conceptual Understanding of numeracy and Workshop for Literacy approaches. Diagnostic assessment is used to plan for intervention. Teachers trained to use diagnostic assessment effectively to plan targeted interventions. Assessment re-visited to measure impact.

Impact: PEF interventions in numeracy have led to stretch targets being met in P4 and P6. Targeted interventions are having a positive impact on attainment. All pupils in the target group have made progress towards their short-term goals, with 100% meeting their individual stretch targets. In literacy, P4 learners have improved attainment from 67% in literacy at the start of the year to 73.9%. In numeracy, attainment has risen from 71% to 82.6%. In P5, which is a small cohort, attainment remains the same. In P6, learners have improved attainment from 71% in literacy at the start of the year to 83.%. In numeracy, attainment is the same as last year. This has been due to staff absences.

Achievements

The school offers a wide range of opportunities that are helping children grow as successful learners, confident individuals, responsible citizens, and effective contributors. By embedding key learning across the curriculum, interdisciplinary projects, personal achievements and the daily life of the school, children develop essential skills for learning, life, and work.

Pupils explore creativity, communication, and collaboration through paired reading, play-based activities, and workshops led by external experts. Leadership and confidence are developed in roles for learners across literacy and numeracy, lunch clubs and residential experiences, helping them build resilience and use initiative.

Projects such as the Christmas Fayre give learners a say in their learning and provide real-life experiences where they practise valuable meta-skills like planning, problem-solving and teamwork. Opportunities such as Reading Ambassadors, Digital Leaders and Sports Leaders further promote responsibility and personal growth.

Wider achievements are recognised through digital portfolios on Seesaw and weekly celebrations, reinforcing self-belief and motivation. Strong community links and participation in sports, science, languages, and wellbeing activities enrich the school's ethos, creating an inclusive environment where we aspire to allow every child opportunities to succeed.

Evaluations (School)				
	2022-23	**2023-24**	**2024-25**	**Inspection Evaluations**

				(since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	

Evaluations (ELC)				
	2022-23	**2023-24**	**2024-25**	**Inspection Evaluations**
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Securing children's progress	Very Good	Very Good	Very Good	

Care Inspectorate Evaluations (ELC)				
	2022-23	**2023-24**	**2024-25**	
How good is our care, play and learning?		Very Good		
How good is our setting?		Very Good		
How good is our leadership?		Very Good		
How good is our staff team?		Very Good		
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Inspection took place in June 2024			

Education Directorate Improvement Plan: Achievement

Focused Priority: School and ELC combined

Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology.

To support all staff using digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

HGIOS4 Quality Indicators	Quality Framework
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability	• Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Play and learning • Curriculum • Learning, teaching and assessment • Children's progress

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All children will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools. Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for	**Professional Learning Activity** • As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. • All staff will have the option to improve their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software	Led by ESO's, Digital PT's All staff AL Williamson to lead in school as Transforming Learning Champion	**Data** Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Analysis of data for identified cohorts e.g. SIMD ASN, EAL, LAC, AF etc **People's Views** Staff views on use of digital technology to enhance learning. Self-evaluation (2.3) on strengths and next steps. Staff professional dialogue with school/cluster colleagues.	May 2025, September 2025, March 2026

			Feedback from Professional Learning activity.	Planned collegiate sessions in term 2 and 3
all children with a specific focus on creativity, differentiation and assessment approaches.	library and develop their digital skills. • As part of the audit from year 1 of the Digital Cultures programme, a tailored professional learning programme will be delivered.	Led by ESO's, Digital PT's	Parent/carer views on children's experiences. Children's views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.	
Children/young people In P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.	**Enhancing learners' experiences** • Enable all staff to personalise learning by tailoring content on digital platforms to suit individual/class needs. • Enable all staff to use digital tools to make learning and teaching more engaging.	Led by SLT All staff	**Observations** Forward planning documentation.	Termly
All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.	• Accessibility features will be available to ensure learning is more inclusive for children with ASN whilst promoting independence. • Staff will ensure they are able to always demonstrate safe and responsible use of digital.		Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.	Term 2 & 3
	Learning, Teaching and Assessment • Teachers will use their digital skills to plan appropriate learning based on Fife's curriculum progression pathways.	Led by SLT All staff	Focus for LP – analysis of learning experiences using technology.	Term 3
Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.	• Teachers will use a range of digital tools to create and share explanations and to model learning processes.			

	- Planning for key learning to be shared via digital platforms to support P6/7 children/young people to access during and outside of lessons. - Teachers will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. - Teachers involve children in the planning process, actively engaging them in decision making, allowing them to contribute ideas, select learning activities and co construct success criteria. **Assessment and Feedback** - All staff will develop skills to improve their knowledge of the digital tools available that can be used to provide instant feedback to children. - Development of Digital Portfolios to showcase learning over time using Showbie. - Data to be gathered from the use of digital platforms in conjunction with all assessment evidence to plan for next steps in learning. - Using Digital Technology to improve plenaries	Led by SLT All staff		Classroom observations and staff moderation activities in terms 2, 3 & 4

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			School Improvement meetings in term 1
	• Profiling meta-skills on "My world of Work." • Teaching staff will incorporate Digital Technology into their High-Quality Assessments in Expressive Arts. **Curriculum Rationale** • Our Curriculum Rationale will be further developed to ensure that it reflects the experiences all children are experiencing across the school in relation to the use of digital technology.	Led by SLT All staff		

Ongoing Evaluation

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Education Directorate Improvement Plan: Equality & Equity/ Health & Wellbeing

Focused Priority: School and ELC combined
Develop a shared understanding of our vision, values and aims across our whole school community

HGIOS4 Quality Indicators	Quality Framework
1.1 Self-evaluation for self-improvement, 2.1 Safeguarding and Child Protection, 2.2 Curriculum, 2.4 Personalised Support, 2.5 Family Learning, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion	• Staff skills, knowledge, values and deployment • Nurturing care and support • Wellbeing, inclusion and equality for all

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
Learners will: • Feel safe and supported in the learning environment. • Be included, engaged and involved in learning. • Learn in a culture that promotes inclusion, equity, equality and wellbeing. • Be supported to understand their emotions and wellbeing. • Be involved in planning opportunities to	Professional Learning on inclusion and equity for staff team supported by Educational Psychologist and Inclusive Practice Team Consistent use of CIRCLE tool and Up, Up and Away Education	ThirdSpace – train the trainer approach Set up a staff focus group with responsibility for inclusion/equity and wellbeing Set up a parent focus group. Gather views of the wider carer community e.g. grandparents. Set up Pupil Voice Group – Inclusion, Equity and Wellbeing Ambassadors	Laura Collins to attend training at Aberhill on INSET day 2 L Collins and M Hunter L Collins & M Hunter to lead of the group supported by HT. HT & PT CT's to plan pre-assembly input	Use of HGIOS 3.1 - Ensuring Wellbeing, Equality and Inclusion to evaluate. Use of challenge questions to support professional dialogue. Use How Good is OUR school (Part 2) to gather pupil voice. Using CIRCLE environmental audit tool to moderate classrooms Use evaluation tools to measure wellbeing e.g. Leuven's scale Glasgow Motivation & Wellbeing Profile, How Good is OUR school (Part 2), to ascertain pupil baseline. Format to be decided. Gain feedback from parents at open afternoons, stay & plays, cafes, concerts and parents' evenings. Feedback from parent/carer focus groups	INSET day 2 - Term 1 SIP meeting Open afternoon and Parents' Evening in term 1 January 2026

promote positive relationships and behaviour in school. • Clearly understand expectations of their behaviour in school and in the wider community and how policies and guidance will apply when these expectations are not met. • Feel a sense of belonging having developed vision, values and aims that have meaning to them. • Have a clear understanding of what is meant by inclusion, equity and wellbeing. • Demonstrates vision, values and aims as part of the school ethos showing empathy, compassion and understanding towards difference	Create video, modelling inclusive practice and explaining equity Create poster – 'In my inclusive and equitable classroom there will be …' What will inclusion and equity look like in my playroom, Primary 1-Primary 7 and in the playground Assemblies – Inclusion & Equity Focus Support from Educational Psychologist creating information for parent/carers. Developing a shared understanding with clear roles and responsibilities of how inclusion, equity and wellbeing underpins our vision, values and aims, to inform a policy statement to communicate whole school vision ELC staff to implement "Think Equal" programme. P1 teacher to adapt "Think Equal" programme using a Workshop for Literacy approach Our Curriculum Rationale will be further developed to ensure that it reflects the experiences all children are experiencing across the school in relation to inclusion, wellbeing and equity. Behaviour and Relationship policy updated to reflect shared understanding.	Learners supported by teachers and PSA's SLT & CT's L Collins, HT and SfL teacher SEYO's to lead L Collins, P1 teacher. All staff led by HT/PT	Questionnaire feedback from the wider carer group End of year questionnaires to all stakeholders.	Term 1 & 2 Term 4 Begin term 1 Term 4 – INSET day and collegiate time

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Ongoing Evaluation

Education Directorate Improvement Plan: Achievement

Focused Priority: School and ELC combined
Raise attainment in Reading across ELC and School

HGIOS4 Quality Indicators	Quality Framework
1.2 - Leadership of Learning, 1.3 – Leadership of Change, 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.2 - Raising attainment and achievement	• Leadership and management of staff and resources • Staff skills, knowledge, values and deployment • Children experience high quality space • Play and learning

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success *(Triangulation of Evidence/QI Methodology)*	Timescales
All pupils will improve their decoding and reading comprehension skills. All pupils with literacy differences will be supported to make progress. Almost all pupils will improve their engagement and motivation in reading for pleasure Almost all pupils will improve their engagement and	Staff will identify relevant professional learning in reading from the EDC professional learning calendar and the Education Scotland Literacy Hub to enhance their confidence in teaching reading and language comprehension. Selected professional texts will inform approaches to teaching inference and delivering reading interventions. Staff to undertake a practitioner enquiry based on professional reading and assessment evidence. All new/existing staff will engage/revisit Workshop for Literacy training Conduct an audit and level existing reading resources to ensure they are	Led by PT & SfL teacher In ELC, HT & SEYO's	Baseline assessments – revisited to measure impact Learner surveys to measure baseline, revisited to measure attitudinal shifts QI methodology for phonological awareness intervention across early and 1st level of CfE. Classroom visits Playroom observations Pupil leadership groups Learning Partnership visit Planned moderation activities in ELC and classrooms. Staff confidence survey to include support staff	Term 1 October SIP meeting Term 1, 2 & 3 – INSET 2, 3 & 4, including collegiate SIP/NIP meetings. Presentations at final INSET and term 4 SIP/NIP meetings Term 2 & 3 Term 1

| motivation in reading for pleasure through planned activities with the wider community and learning partnership schools. | appropriately matched to pupils' age and stage of development.

Undertake accurate assessment of pupils' needs to inform targeted instruction and support, using the updated reading assessments provided through Workshop for Literacy.

Incorporate digital technology to assist identified learners in developing their reading skills.

Engage with the Reading Schools programme and implement activities highlighted through the Reading Schools self-evaluation process.

Organise sessions to strengthen engagement with families.

Schedule author visits and workshops and participate in digital reading opportunities such as Authors Live and online storytelling events.

Recognise and celebrate reading achievements throughout the year with certificates, 'Going for Gold' reading logs, and an end-of-year awards ceremony.

Promote peer reading across the school to encourage positive reading role models among pupils. | Upper School Reading Champions | | Term 1, revisited in term 3

Ongoing throughout the year.

Term 2, 3 & 4

Term 1 & 4

Throughout the year

Training in term 1, launch term 2. |

| | Collect and share reading recommendations during school assemblies.

Arrange regular visits and events in the local community for all pupils throughout the year, including trips to the library, care homes, church, local schools, and nurseries. | Class teachers to organise a reading event and a visit. | | Ongoing |

Ongoing Evaluation

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

APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2025/26	£22,050

School Context (copied from SIP)

152 learners across 4 composite classes and a straight P1 and P2. We have 49 learners in ELC, am session only. We have 5 care-experienced learners in the primary setting. We have 3 learners with English as an additional language. We have 5 learners for whom a parent is a member of the Armed Forces

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

We acknowledge the importance of making the school day more affordable for all students, with a particular focus on those already facing financial hardship. To better understand and address these challenges, we consider key aspects of school life, including uniform, travel, learning, friendship and community, school trips, meals, extracurricular activities, and home learning.

Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	**Participatory Budgeting** (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
Consulted with parents through questionnaires, discussions at Parent Council meetings. Informed families of progress through termly Sways.	No

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) £22,050

Improve the attainment gap in numeracy and literacy in P4, P5 and P6 for identified learners who are 6 months behind national expectations

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
By May 2025, a group of learners across P4-6 will have reduced the gap and be closer to attaining expected national parameters (reduction by between 4-6 months) in literacy	Daily input in literacy (Toe-by-toe, Stareway, phonological awareness, Clicker 8 and Speech-to-text) supported by a PEF PSA	Base-line assessments (reading and phonological awareness tools) Benchmarks for moderation	

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APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)

Please save and rename the following template: Fife PEF Planned and Actual Spend Template - Final.xlsx

Pupil Equity Funding Projected Spend

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

2022-2023 Projected/Anticipated Spend

EXAMPLE

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

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

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

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

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

Improving life chances for all

Amount of spend planned	£ 119,700.00

Unallocated spend	£300.00

APPENDIX F – OFFICER FEEDBACK

Name of Establishment:

Name of Headteacher:

Education Manager:

Standards and Quality Report Session 2024-2025

Context		
Demographic Vision, values and aims	Completed	Still to be completed
Attendance	Completed	Still to be completed
Exclusions	Completed	Still to be completed
Summary of consultation with stakeholders	Completed	Still to be completed
Attainment Scotland Fund Allocation (PEF)	Completed	Still to be completed
Cost of the School Day statement	Completed	Still to be completed
Summary of consultations with stakeholders	Completed	Still to be completed

Progress and Impact						
Priority 1	**Fully achieved**		**Partially achieved**		**Continued next session**	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 2	**Fully achieved**		**Partially achieved**		**Continued next session**	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 3	**Fully achieved**		**Partially achieved**		**Continued next session**	
Progress Clear progress has been made with strategic actions	Comments:					
Impact	Comments:					

Clear impact shown for children and young people	
Next Steps Limited number of next steps	Comments:

Add more rows as required

Improving Outcomes	
Attainment Overview Completed	**Comments:**
Evaluative Statement about Attainment	**Comments:**
PEF Progress and Impact reported	**Comments:**
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	**Comments:**
Evaluations(6-point scale)	**Comments:**
External Feedback	**Comments:**

Improvement Plan Session 2025-2026

	Comments
Are priorities identified supporting recovery? • Do they cover school, ELC and ASC?	
Are relevant QI's identified for priority identified? (including Early years if relevant)	

Expected impact • Is this focused on children and young people • Is this written evaluatively • Is this linked to data	
Strategic Action/tasks identified: • High level • Realistic	
Responsibilities • Identified • At all levels	
Measure of Success (including Triangulation of evidence/QI Methodology) • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session.	
Timescales • Realistic	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by:

Date feedback given: