

Buckhaven Primary School



STANDARDS & QUALITY REPORT

Session 2025-2026

ELC/School Context						
Demographic	Buckhaven Primary School is situated within the Levenmouth Cluster. The school and nursery roll is currently 286. We currently have 9 classes, a 3-5 nursery, an Early Entrants provision, and a Primary Enhanced Provision. Our Enhanced Provision roll is currently 39, with 18 children attending full-time. Our 3-5 nursery playroom has capacity for 40 children, and our Early Entrants nursery playroom has capacity for 15 children. 82% of our children live in SIMD 1 or SIMD 2 with the rest of our children living across SIMD 3 to SIMD 9. The school average SIMD band is therefore 2.1. 22 children (8%) have English as an Additional Language. Our FME currently sits at 39%. We have 20 Care Experienced children, 5 of these children are currently Looked After. 112 children have an identified Additional Support Need (42%). We have 3 Armed Forces children. Our School Leadership Team consists of a Headteacher, a Depute Headteacher (with responsibility for Nursery-P3) and a Principal Teacher (Enhanced Provision).					
Vision, values and aims	Our school Vision, Values and Aims require a refresh in Session 2026/2027. It is hoped this will include our vision to be more ambitious for all of our children. The current vision, values and aims are as follows: - Aims: We aim to provide an engaging, challenging, inclusive curriculum for all. As a team, we each have responsibility to work collaboratively, displaying respect for self, others and our school. We share and develop practice and are focused on continuous school improvement. We aim to work effectively with all partners to ensure success for all. - Values: Respect, Kindness, Inclusion					
Attendance	Total	88.5%	Authorised	5.13%	Unauthorised	6.35%
Exclusions %	0%					
Summary of consultation with stakeholders	There are regular meetings of the newly established Parent Council. During which, the Headteacher provides an update around school and nursery improvement priorities and offers parents the opportunity to provide feedback on progress made towards these. Representatives from the Parent Council have also sought feedback from other parents through informal methods e.g. playground chats. Over the course of Session 2025 –2026, parents have been asked to provide feedback through a variety of questionnaires including: Education Scotland Pre-Inspection Questionnaires and a survey about the use of Pupil Equity Funding. Parents also completed the Parentwise Survey in February 2026. Children have been given the opportunity to feedback through focus groups and Ambassador roles. Currently in school we have: House and Vice Captains; Digital Ambassadors; Reading Ambassadors; Junior Leaders and a Sports Committee; and Wellbeing Ambassadors. Children were also consulted on school improvement planning and PEF spend for Session 2026-2027 in recent school assemblies.					

	School staff have been actively involved in school improvement planning; PEF planning; and self-evaluation during recent collegiate sessions.
Attainment Scotland Fund Allocation (PEF)	£ 128,520 plus carry forward £45, 964 = £174, 484 (£44, 339 required for staffing costs from April 26 – Aug 27)
Cost of the School Day statement	At Buckhaven 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 provide a free breakfast every day for all children. All children from Nursery to P6 have experienced at least 1 educational excursion, with no cost to parents. All P7 children were given the opportunity to attend a residential experience, with bursaries sought to support this where necessary. Families were also given the opportunity to pay in instalments. P7 children who did not attend the residential experience, were provided with an excursion with no cost to parents. Our Parent Council purchased our P7 leavers' hoodies. We now receive weekly donations from The Big House and on average at least 20 families benefit from these donations each week. We regularly look for opportunities to apply for grant funding to support school excursions, library development and supply of sports kits. Fundraising is managed carefully across the school session to reduce pressure placed on parents. We have snack available every day for children who require it, at no cost to families.

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

ELC/School Improvement Priority 1: Across ELC, School and Enhanced provision

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- All teaching staff have engaged in professional learning sessions linked to the local authority Transforming Learning Programme. Sessions included learning on the following topics: Teaching with iPad; Differentiation with iPad; Assessment and feedback with iPad; and Creativity with iPad.
- Class teachers in Primary 5, 6 and 7 have successfully deployed 1-1 devices to all children. These devices have been used to support and enhance learning and teaching across the curriculum, including the implementation of a range of accessibility tools. Children across Primary 5, 6 and 7 have developed confidence in using a range of apps and programmes to present their learning in a variety of creative ways.
- An audit of digital devices has improved access to digital technology for all children across Primary 1 – Primary 7. Digital Ambassadors have been established across Primary 6 and Primary 7. They have led information sessions for children on a variety of themes, including Internet Safety. Digital Ambassadors have also taken responsibility for logging faults and repair requests throughout the school session.

- The use of Showbie has been introduced in Primary 6 and 7. Children are at the early stages of engaging with this learning platform. All children in Primary 7 have participated in a Cluster Anti-Racism project this session, this culminated in all children in Primary 7 sharing their learning collaboratively using the online Showbie learning platform.

Impact:

- Almost all children across Primary 5, 6 and 7 are developing confidence in using digital technology to support and enhance their learning. A few children have learned to use a variety of accessibility features confidently to support them to access their learning tasks. Children have commented that they feel more comfortable using digital tools such as overlays, read aloud functions and dictate as these are more discreet when used via their digital device. This further enhances opportunities to meet learners needs at Universal level.
- During Pupil Voice Groups in our Extended Learning Partnership, almost all children in the P3 – P5 focus group were able to identify when digital technology was used in their classes to support and enhance their learning. Almost all children in Primary 6 and 7 were able to list an extensive list of apps and programmes that had been used to enhance their learning.
- In Pupilwise surveys in 2024, the majority of children (69.03%) felt that school teaches them to stay safe when using technology. By 2026, Pupilwise surveys concluded that almost all (92.71%) children agreed that school teaches them to stay safe when using technology.
- Throughout Session 2025 – 2026, in classroom observations, the majority of lessons observed demonstrated that learning is enriched by the use of technology.
- The use of iPads have enhanced almost all children's learning experiences by teaching them a variety of skills for life. Class teachers report that almost all children are able to use their digital devices to complete learning tasks independently and via a number of different platforms. Using programmes such as One Drive, Teams, Email, Canva, Showbie and many other apps are beginning to prepare children for the world of work. All children are confidently able to identify the Meta-skills being learned and applied in digital technology tasks, and across the curriculum.
- Almost all children across Primary 6 and 7 report that the use of digital technology has made learning more exciting, which has in turn, impacted positively on children's creativity and engagement in learning.
- There has been an increase in engagement in home learning using digital devices, with almost 1/3 of children across Primary 6 and 7 sharing learning from home and engaging in learning tasks outwith school to further develop their skills in using the various digital platforms and programmes.
- The introduction of *EPIC* Reading using digital devices has resulted in an increase in the number of children engaging positively in reading experiences. These experiences, which are more personalised and tailored to children's reading ability are promoting reading across different levels as there are less feelings of embarrassment or shame for children who are not working at the same level as their peers.
- Parents in the Extended Learning Partnership Focus Group in February 2026 reported that there is now a regular electronic newsletter that keeps them informed about the work of the school, evidencing that developments around digital technology have also improved beyond the classroom. Through Parentwise surveys in 2024, 43.4% of parents reported that school helped their child learn to stay safe online. In 2026, this increased to 59.6%, demonstrating an increase in parent knowledge of our digital technology curriculum.

Next Steps:

- Ensure all children across Primary 1 to Primary 7 experience high quality learning and teaching that is underpinned by the use of digital technology.

- Ensure digital technology is used to support children with additional support needs across Primary 1 to Primary 7, reducing barriers to learning and supporting children to reach their full potential. Ensure children are taught to use a variety of accessibility tools, supported by digital technology and Universal approaches.
- Ensure there is clear progression in skills development from Primary 6 into Primary 7 and over time.

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

ELC/School Improvement Priority 2: Across School and enhanced provision

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education (Year 2 of a 2-year priority)
- 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 (Year 2 of a 2-year priority)

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- All teaching staff have tracked children's progress across the broad general education and used assessment evidence to support professional judgements, particularly in Literacy and Numeracy.
- All teaching staff across Primary 1 – Primary 7 engaged in a moderation activity to support the development of confidence in making professional judgements around achievement of a level in Writing.
- All teaching staff have engaged in regular tracking and progress meetings, taking ownership over the data in their classes, whilst also developing a greater understanding of whole school attainment data.
- Teaching staff in Primary 1, 4 and 7 have increased their confidence in using assessment data – namely P1 BASE and P4 and P7 NSA results. Teachers at these stages were supported to interrogate the data and plan appropriate interventions and next steps for identified children. This also led to focused attainment sampling in reading for identified children in Primary 7.
- Every class teacher has participated in professional learning sessions focused on Fife's Core Planning Documentation. This has included accessing and implementing the use of Reading, Writing and Listening and Talking Packs and updated Literacy and Numeracy Overviews.
- Every class teacher across Primary 1 – Primary 7 has engaged in a small test of change focused on raising attainment. This has been supported by the use of Qi methodology.
- One teacher participated in Fife's Qi Improving Reading Programme. She carried out a baseline assessment against Benchmark criteria. A targeted group of children completed a guided reading task 3-5 times per week for no longer than 25 minutes at a time. There was explicit sharing of learning intentions and success criteria, with assessment aligned to this. Children were fully involved in the process, and the class teacher found a specific "hook" for each child to promote engagement.
- Self-evaluation led to a revision of this priority to include improvement work linked to the creation of a Learning, Teaching and Assessment Strategy. This was led and written by teaching staff, promoting ownership and leadership at all levels. It is hoped that this will promote consistency in high quality learning and teaching, leading to continued improvements in evidence-based judgements of progress for all children.

Impact:

- Teacher judgements are accurate and robust, informed by interrogation of data. Teaching staff are better able to identify gaps for children. This has resulted in children being supported to make improvements in learning through the use of targeted interventions.
- As a result of ongoing, high-quality dialogue in tracking meetings, class teachers in Primary 1, 4 and 7 are more aware of the attainment data and how this relates to local authority Stretch Targets. As a result, teaching staff have targeted learning opportunities and interventions to ensure that identified children have achieved expected levels. This has resulted in the school meeting attainment Stretch Targets in Primary 1, 4 and 7 in Literacy and Primary 4 and 7 in Numeracy.
- As a result of the Qi Improving Reading work in Primary 4, 100% of children in a target group were able to read the first 50 high frequency words at sight (baseline 0%). By March 2026, 77% of targeted children achieved the expected CfE level (Baseline – 69.5%). By May 2026, reading attainment in Primary 4 was 73%, exceeding the Literacy Stretch Target of 58.6%. This has also impacted positively on enjoyment and engagement in reading, with a few children who were non-readers, now reading regularly at home and reading a greater variety of texts.
- In our Enhanced Provision, the creation of the Buckhaven PEP Standard has ensured consistency in planning for and evaluation of children's progress across the BGE. This has resulted in next steps for children being clearly identified, appropriate and evidenced more thoroughly across all areas of the curriculum.
- In feedback linked to report cards from parents of children in our Enhanced Provision, almost all parents who responded noted progress in their child's learning.

Next Steps:

- Spread the use of Quality Improvement Methodology across key stages next session. 4 class teachers will participate in Reading and Writing QI Programmes.
- Continue to share, use and interrogate a wider range of assessment data to further support and inform teacher's professional judgements around achievement of a level, ensuring regular tracking of identified cohorts.
- Implement, and evaluate on an ongoing basis, the newly established Learning, Teaching and Assessment Policy across all stages of the school.
- Implement targeted raising attainment interventions at key stages across the school.
- Fully implement and embed the use of Fife's Reading, Writing and Listening and Talking Assessment Packs.
- Plan regular and rigorous opportunities for moderation both within and outwith school. Give consideration to opportunities for moderation across the BGE (linking with Levenmouth Academy, where appropriate)

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

ELC/School Improvement Priority 3: Across ELC

- Improve engagement in learning for almost all children by developing the nursery environment to ensure there are rich opportunities for children to develop and play across the core provision.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- All staff have set up a refurbished, 3-5 Nursery playroom, ensuring that all core provision areas are included
- All staff have engaged in professional learning using the *High Quality Spaces* document. This included a focused audit of targeted areas.
- A termly core provision audit has been carried out by EYLO and PNT with areas for improvement identified for further action. Further action and development of spaces have been supported by the EYDO and EYLO, in partnership with the whole staff team. This has involved ongoing self-evaluation.
- With the support of the EYLO and EYDO, all staff have been supported to take responsibility for key areas of the nursery environment, promoting leadership at all levels.
- A few staff have been supported to look outwards at other settings that have been recognised as best practice with regards to the use of technologies in their Nursery environment.

Impact:

- The nursery learning environment is safe, secure, and provides opportunities for almost all children to play and learn in a high-quality space.
- The nursery environment reflects the needs and interests of almost all children. All children have been offered increased opportunities to share their voice in learning, leading to greater engagement.
- Less than half of children in nursery have opportunities to engage in meaningful technology experiences. This supports the development of children's skills for life and learning.

Next Steps:

- As part of ongoing curriculum development work in Nursery, all Nursery staff to continue to engage with professional learning linked to Digital Technology to further progress the Transforming Learning Agenda.
- All Nursery staff to engage in the 'Digital Technology' module and materials on the Fife Council ELC website to support their understanding of this as both an approach and a curricular area.

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

ELC/School Improvement Priority 4: **Enhanced Provision**

- Through professional learning and moderation activity all teaching staff in the enhanced provision will plan, assess and track children's learning to ensure progress in attainment, engagement and achievement.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- Learner Profiles have been created for every child. These detail barriers to learning and key information required for all adults to be able to appropriately support and meet learners needs.
- Staff collegiate sessions were delivered to all teaching staff and PSAs. The sessions focused on PLJs and Curriculum Planners to ensure these were more consistent across the Enhanced Provision.
- The Buckhaven Primary Enhanced Provision Standard was created. This details expectations around planning and tracking processes.
- Tracking Meetings took place throughout the session. All class teachers are now tracking children's progress using the Progress Tracking System and Records of Understanding.
- Class teachers now consistently complete termly evaluations of learning and teaching, within curriculum planners and PLJs.
- All children have learning and progress reviews at least 3 times per session.
- All children are now identified at Universal, Additional and Intensive Level and have appropriate planning in place to match this.
- Self-evaluation identified that further work was required around learning environments. Staff therefore completed an audit of learning environments using the Circle Framework. Staff also worked together to improve learning environments to ensure all classrooms had identified areas and spaces appropriately matched to the Learner Profiles.
- A Core Word Programme has been created to ensure that teaching for all children follows a progressive core word approach.

Impact

- Almost all children are better engaged in learning activities throughout the Enhanced Provision.
- Almost all children are able to regulate their emotions, with the support of adults. This has led to increased engagement and access to learning.
- Class teacher's professional judgements are more robust and accurate. This has resulted in all children in the Enhanced Provision making progress in Literacy, Numeracy and Health and Wellbeing.
- Staff confidence in supporting children's learning has improved as a direct result of having greater access to a wider range of information regarding children's needs. This includes increased confidence of Pupil Support Assistants to complete high-quality observations and track children's progress. As a result, there is growing evidence that all children are making progress in their learning.

Next Steps (if appropriate) to be high-level strategic and detailed:

- All staff will engage in collegiate sessions focussing on tracking using the new Complex Needs Framework to track learners over time.
- All staff will engage in collegiate sessions looking at high-quality observations and using tools such as Book Creator to record evidence of children's progress towards individual targets, ensuring pupil and parent voice.
- All staff will use the new Buckhaven PEP standard to ensure PLJs and Curriculum Planners meet expectations. A quality assurance overview will be updated termly by class teachers and the Principal Teacher to capture evidence of this.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	63.6%	68%	78.8%	77%
P4	58.6%	67%	65.5%	73%
P7	61.3%	61%	67.7%	68%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	74%	71%	68%	77%
P4	77%	73%	70%	73%
P7	77%	68%	65%	68%

Attainment Over Time Evaluative Statement:

In June 2026, CfE declarations show that the **majority** of children are on track across P1, P4 and P7 in all areas of Reading, Writing and Numeracy. **Most** children are on track in Listening and Talking. Attainment in Literacy across Primary 1, 4 and 7 in June 2026 is 65.3%, which is **below** the national average of 74.5%. Attainment in Numeracy in June 2026 is 72.6%, which is **below** the national average of 80.3%.

In Primary 1, 68% of children are on track in Literacy, this is above the local authority stretch target of 63.6%. 77% of children in Primary 1 are on track in Numeracy, which falls below the local authority stretch target of 78.8%. This difference equates to 1 child. The children who are identified as being off track in learning in Primary 1 have a wide range of identified additional support needs.

In Primary 4, 70% of children are on track in Literacy, which exceeds the local authority stretch target of 58.6%. 73% of children in Primary 4 are on track in Numeracy, which exceeds the local authority stretch target of 65.5%. There are a significant number of children with additional support needs in this cohort (45%), including a number of children with social, emotional and behavioural difficulties. Despite this, the class teacher has used Quality Improvement methodology to identify areas for improvement and has used targeted interventions to raise attainment. The ethos and culture of this class has also contributed significantly to increases in attainment since August 2025.

In Primary 7, 65% of children are on track in Literacy. This is above the local authority stretch target of 61.3%. Significant increases have been made in Reading following P7 NSA analysis and targeted attainment sampling, with 68% of children in P7 now on track in Reading (this exceeds the local authority stretch target). 68% of children in Primary 7 are on track in Numeracy, this is in line with the local authority stretch target of 67.7%. The majority of children in Primary 7 have an identified additional support need (63%). The class teacher has engaged in Quality Improvement methodology to plan targeted interventions to raise attainment in Primary 7.

Termly tracking and progress meetings with SLT and class teachers provide opportunities to evaluate children's progress against the Benchmarks, whilst also ensuring appropriate support and challenge is in place for children. All teaching staff have taken ownership over raising attainment for a cohort of identified children in their class, using Quality Improvement methodology and a driver diagram approach. All teaching staff are aware of the whole school attainment overview and the attainment overview for children in their class.

Data Over Time:

Attainment Over Time % (P1, P4 & P7)					
Session	Literacy (all)	L&T	Read	Write	N&M
2020-21	35.8	63.2	65.8	63.2	37.6
2021-22	56.6	73	70.3	70.3	64.6
2022-23	61.3	85.2	85.2	85.2	65.6
2023-24	55.9	85.3	85.3	79.4	59.5
2024-25	61.7	74.4	69.2	69.2	66.4
2025-26	65.3	75.8	70.5	67.4	72.6

Analysis of attainment over time demonstrates fluctuating but improving trends in overall Literacy and Numeracy, with recent improvement evident following a dip in attainment in Session 2023–2024. Current session data for 2025 - 2026 indicates that attainment is improving across most stages over time, particularly in Literacy at P4 and P7 and Numeracy across the school. Analysis of attainment over time for cohorts of children suggests that attainment has fluctuated, but we are confident that tracking and moderation processes moving forward will be rigorous and robust, ensuring accurate judgements of achievement of a level. A few children across the school are exceeding expectations in 1 or more of the organisers in Literacy and Numeracy.

Over time, combined Literacy attainment has increased from 56.6% in Session 2021–2022 to 65.3% in Session 2025–2026, following a dip to 55.9% in Session 2023–2024. In Session 2025–26, attainment in listening and talking and reading remains stable to improving from Session 2024 - 2025, but has decreased from Session 2023 – 2024. P1 attainment in Literacy is recorded as 68% (above stretch target of 63.6%); P4 attainment in Literacy is recorded as 67% (significantly above stretch target of 58.6%); and P7 attainment in Literacy recorded as 61% (in line with the stretch target of 61.3%). In writing, however, there is slight dip from Session 2024 – 2025.

Across organisers in Literacy, attainment in Listening and Talking is strongest (77% at P4 and P7) and Writing remains comparatively lower (between 65–70%), consistent with historical trends. There is clear evidence of improvement in Literacy, particularly at P4 and P7. Writing continues to be a key area for improvement, reflecting a sustained pattern over time.

Numeracy has shown a steady upward trend, increasing from 64.6% in Session 2021–2022 to 66.4% in Session 2024–2025 and 72.6% in Session 2025 - 2026 (following a dip in 2023–2024 where attainment was 59.5%). Numeracy attainment is improving steadily and becoming more consistent across stages.

Attainment remains below national averages over time, indicating ongoing equity challenges linked to school context (high number of children living in SIMD 1 and 2) and challenges relating to attendance and engagement for key individuals. Whilst additional support needs continue to present challenges, the number of children with additional support needs has remained steady in our school over time.

In Session 2025 – 2026, there are 196 children living in SIMD 1 and 2, 35 children living in SIMD 3 and 4, and 8 children living across SIMD 5 – 9, with no children living in SIMD 10. In Primary 1 in Session 2025 – 2026, the poverty related quintile gap between children living in SIMD 1 and 2 and children living in SIMD 3 and 4 is –29%, with a higher number of children on track in Literacy and Numeracy in SIMD 1 and 2 than in SIMD 3 and 4. Significant improvements in attainment have been made in Primary 4 in Session 2025 - 2026, however as a result of identified additional support needs and more robust and accurate judgements, the poverty related quintile gap between children in SIMD 1 and 2 and children in SIMD 3 and 4 has increased from 24% in Session 2024 – 2025 to 37% in Session 2025 – 2026. In Primary 7, the poverty related quintile gap between children in SIMD 1 and 2 and children in SIMD 3 and 4 has remained fairly steady from 5.3% in Session 2024 – 2025 to 5.4% in Session 2025 – 2026.

The school is demonstrating capacity to improve attainment over time, particularly through the use of targeted interventions and use of data to inform judgements. Moving forward, there must be continued focus on raising attainment and being ambitious for all of our children. Rigorous tracking is required to ensure consistency and sustained progress across all cohorts. Data should be tracked and reviewed regularly for identified cohorts of children across our school, including those children living in SIMD 1 and 2. We must also ensure that PEF interventions remain tightly targeted to reduce or close poverty-related attainment gaps.

Progress Over Time (Early Years and Enhanced Provision):

Tracking of progress over time for children in Early Years has been inconsistent. Tracking processes have therefore been implemented to ensure regular, robust and meaningful tracking and progress discussions take place moving forward. This will ensure that progress is tracked over time for all children, leading to improved outcomes.

In the Enhanced Provision, from evidence gathered through the planning process and individual PLJs, **all** children have made progress in their learning over the past academic session. This has been carefully measured using the Milestones for Learners with Complex Additional Support Needs and Benchmarks. This has been confirmed through rigorous tracking discussions with teaching staff.

Within Foundation, Pre-early and Early to Second level, all children have made progress towards individual targets which is evidenced through learning in PLJs.

Almost all children have shown increased engagement in the learning environment.

There has been a decrease in dysregulated behaviours in the Enhanced Provision, leading to a reduction in violent incidents.

Impact of PEF on outcomes for children and young people:

Enhanced Nurture Provision/Raising Attainment

- Seasons for Growth groups significantly improved children's understanding of change, loss, and emotional experiences.
- All participants reported feeling less isolated and more confident in sharing feelings.
- 100% of parents identified a positive impact on their child's wellbeing.
- Targeted interventions (Kitbag/Lego Therapy) have supported identified children, improving emotional regulation, social interaction, and readiness to learn.
- Targeted PSA interventions are in the early stages of providing consistent, individualised support for children across P1–P7. Literacy and numeracy interventions are in early implementation, with initial evidence indicating improved engagement and skill development.
- Wellbeing Ambassadors strengthened pupil voice and promoted inclusive practice across all classes.

- Increased staff capability is supporting more consistent delivery of targeted academic interventions.
- All PSA staff are now trained in therapeutic (Kitbag, Lego Therapy) and academic interventions. This has created a sustainable model of support, ensuring consistent and scalable provision across the school to be fully implemented next session.

Primary Enhanced Provision

- Enhanced learning environments across all three classrooms have had a clear positive impact, supported by observation and recorded data. Increased engagement in learning and play is evident for the majority of children across all classrooms.
- Better use of classroom spaces has led to improvements in self-regulation and a reduction in dysregulated behaviours. A significant reduction in violent incidents across all classrooms has improved wellbeing for both children and staff.
- There is improved inclusion and participation for the majority of children, with increased numbers of children remaining in class and engaging meaningfully in learning.

P4 Neurodiverse Classroom

- A range of sensory and supportive resources (e.g. calm corner, weighted blankets, wobble stools, visual timer) were implemented to support regulation and engagement in Primary 4. This led to a clear reduction in interruptions to learning and teaching. Tracking of interruptions shows a significant decrease in learning interruptions indicating improved classroom climate and increased engagement from the majority of children.
- The reduction in disruptions has led to calmer, more focused, and more productive learning conditions, sustained over time.
- Children can identify and articulate which strategies support them best, demonstrating increased self-awareness and engagement.
- Improved engagement has contributed to meeting Local Authority Stretch targets in Primary 4 in Literacy and Numeracy, evidencing positive impact on outcomes.

Achievements

Children across Nursery, School and Enhanced Provision have developed the four capacities of Curriculum for Excellence through a range of enriching experiences over Session 2025 - 2026. Meta-skills were embedded throughout, preparing learners for life.

Personal Achievement

Children engaged in diverse activities such as football, dance, Boccia, karate, judo, netball, rugby, highland dancing, badminton, basketball, and physical literacy taster sessions, developing skills in adapting, focusing, and collaboration, while events like the P7 Rotary Quiz and community performances fostered creativity, critical thinking, communication, and leadership, nurturing confident individuals and effective contributors across all experiences. Our Primary 6 and Primary 7 pupils have demonstrated leadership in their learning by teaching skills in digital technology to other classes in the school. Dynamic Youth Hi-5 Awards have ensured many children have opportunities for personal achievement and are successful learners by working towards individual targets and goals.

IDL

As effective contributors and responsible citizens, children demonstrated curiosity, creativity, critical thinking and focus through the whole school IDL “Book Surprise” event. Enterprise projects such as the Christmas Fayre and P2/3 Easter Chicks encouraged decision making, creativity and problem-solving, while a Paralympian visit inspired integrity through thoughtful communication. P1 and P7 buddies were effective contributors by collaborating during library visits. A P7 “STEM in a Box” challenge encouraged children to collaborate, lead and engage in critical thinking and sense-making whilst developing their capacities as successful learners.

Ethos and Life of the School

Children grew as responsible citizens and successful learners through trips to a local farm, Christmas lights show, Pantomime, Bayview Stadium, National Galleries and Craigtoun Park, developing creativity, communication, and critical thinking. The whole school “Colour Run” fundraiser and regular family learning sessions (including Bookbug, PEEP, HENRY, *Boosting Budgets* and Soft Starts/Finishes) fostered creativity, collaboration, focus and sense-making. Performing at the “Forget Me Not” Christmas Concert in the local community developed skills in feeling and creativity, whilst also promoting opportunities for our children to be effective contributors and responsible citizens. A visit from the Children and Young People’s Commissioner promoted the importance of children’s rights and encouraged children to further enhance skills in communicating whilst being confident individuals and effective contributors. Attending the local Salvation Army Coffee Morning and Autism Rocks allows children in our Enhanced Provision to develop their capacities as effective contributors and responsible citizens, whilst also developing skills in adapting, sense making and curiosity.

Curriculum

Library visits nurtured successful learners by encouraging creativity, decision-making and problem solving. Engagements with services such as: Police, Barnardos, RNLI, Fire Service, Safer Communities and a local Dentist fostered skills in focusing, critical thinking and curiosity. STEM challenges enhanced initiative and collaboration. Engagement in the StAMP Music Project provided opportunities for children to be successful learners, whilst also developing skills in creativity, collaborating and focusing. Weekly Outdoor Learning sessions for children in Primary 6 fostered skills in integrity, adapting, communicating, curiosity and critical thinking, whilst also ensuring children had regular opportunities to be successful learners, confident individuals and responsible citizens. Children in our Enhanced Provision have further enhanced a wide range of Meta-skills through their engagement in swimming, horse riding, golfing, trampolining and visits to local shops and parks. An enhanced physical activity programme has offered all children in our Enhanced Provision an opportunity to develop their capacities as successful learners and confident individuals.

Evaluations (School)				
	2023-24	2024-25	2025-26	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	Satisfactory	
3.2 Raising attainment and achievement	Good	Satisfactory	Satisfactory	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Good	Good		
2.3 Learning, teaching and assessment	Good	Good		
3.1 Ensuring wellbeing, equity and inclusion	Good	Good		
3.2 Securing children’s progress	Good	Good		
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Satisfactory			
Learning, Teaching and Assessment	Satisfactory			
Wellbeing, Inclusion and Equality	Satisfactory			
Children’s Progress	Satisfactory			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	N/A			

