

CAPSHARD PRIMARY SCHOOL AND NUSRERY STANDARDS & QUALITY REPORT

Session 2025-2026



ELC/School Context						
Demographic	School roll is 508 pupils The average SIMD profile is 7.63. 66% of learners live in SIMD 9 and 10. 2% of learners live in SIMD 1 and 2. 5.91% of our learners are in receipt of Free School Meals 0.59% of learners are care experienced. 0.39% of learners are registered Young Carers. 9 different languages are spoken across our school. 2.56% of learners do not use English as their main language. 100 learners have identified additional support needs (20%). 45 pupils have been referred to NHS for support and investigation this session.					
Vision, values and aims	<u>Our School Vision</u> At Capshard Primary School, we believe that learning should be engaging, relevant, and challenging. Learners should feel valued, respected, listened to, and happy. Our community is at the heart of everything we do, and all stakeholders work together to ensure our values are fully embedded in our curriculum. <u>Our School Motto</u> Steps to Success... Learning Together, Moving Forward Together  Honesty  Respect  Responsibility  Ambition					
Attendance	Total	92.55%	Authorised	5.14%	Unauthorised	2.30%
Exclusions %	0.01%					
Summary of consultation with stakeholders	344 parents responded to our Parent-wise survey. We have 465 families in the school and nursery, meaning our response rate was 75%. This was the highest primary response rate in Fife and higher than 9 secondary schools. This therefore means that our results are very reliable and representative of our school community as most parents participated. Parents views were also sampled through questionnaires throughout the session, at workshops and through more informal methods such as parent meetings, events etc. Our active parent council meet termly and a comprehensive headteacher report which meets DSM regulations is shared. There is always time allocated for questions and discussions. Our active professional associations (teachers and support staff) meet with members and SLT regularly. This year the main meeting took place mid-year with an action plan for both groups of staff following this. This ensured that staff views were listened to					

	and acted upon. 44% of staff took part in the Staffwise survey, which means that our results were not as robust as hoped. Those who did not engage are happy with how things are in school and felt that their professional associations and SLT work well together to support the school improvement agenda. All staff engaged in robust self-evaluation and dialogue about the work of the school on the June inset day. Regular department and staff meetings are used to sample views and consult on any decision which needs to be made. All of our pupils were able to complete the Pupilwise survey. 92% of learners shared their views with us. As with the parentwise survey, this represents a very strong response rate and reliable results. Almost all children have a chance to share their views through assemblies, ad hoc pupil focus groups, and class meetings.
Attainment Scotland Fund Allocation (PEF)	Capshard PS is allocated £52,675 from the Attainment Scotland Fund for 2026/2027.
Cost of the School Day statement	Capshard Primary School and Nursery recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform – uniform is available to anyone who needs it; lost property is recycled and issued to those in need within school e.g., those who do not have a water bottle/warm coat. Any unclaimed lost property is donated to our local clothing bank. Travel – any child who represents the school is not asked to fund transport costs to do so. Community – all charity events e.g., Children in Need etc. are online donations only, so families do not feel pressure to pay. School trips – school trips are part funded by the school except for the P7 residential; however, families are encouraged to advise if they require support with payments so we can offer appropriate help. Families are given around 11 months to pay for the experience, enabling them to spread the cost into affordable payments. Clubs – all clubs are free. Home learning – activities do not require resources with costs attached. Curriculum – there are no costs for curricular activities. A small donation of £1.50 was charged for the school Panto. No records were kept of who donated, and no one was chased up if a donation was not paid. We also have Sharing Table at our reception area that is topped up monthly from the Big Hoose. Our unclaimed lost property is donated to the Salvation Army. We have three fundraising events per year which are all optional: a sponsored sports event – Capshard KM's, a Sustainable Book Fair where pupils donated unwanted books and they were sold for £1 or less and a Christmas Fair. These were fully inclusive, and no records are kept of who donated etc. All money raised goes towards subsidising the cost of school trips and supporting the purchase of resources. This year we raised £7800 through fundraising to subsidise the cost of the school day.

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

ELC/School Improvement Priority 1

- 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 effectively assess children's progress, leading to a learning environment which ensures appropriate pace and challenge, leading to improved outcomes for children.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

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

PROGRESS

During session 2025–26, we have made very good progress in developing the use of iPads to enhance learning, teaching and assessment across the school, with a particular focus on P6/7.

Through planned collegiate sessions (WTA), staff have engaged positively in professional learning to develop their confidence and capability in using iPads and associated applications. Teachers have increasingly taken ownership of their professional learning, making effective use of resources such as the Apple Education Community and benefiting from opportunities to share practice both within the school and across the cluster. This has led to a noticeable increase in staff confidence and consistency in the use of digital tools.

Across Learning, Teaching and Assessment, staff have worked collaboratively within level groups to plan and deliver experiences using Fife's Curriculum Progression Pathways, with digital technology embedded. Teachers are making effective use of creative pedagogies and a range of digital tools to model learning, support pupil engagement and provide opportunities for children to demonstrate their understanding in a variety of ways. In P6/7, learners are increasingly confident in using digital tools independently, both in school and at home, to support and extend their learning. During our Learning Partnership (January 26) almost all classes were observed to experience very good learning and teaching.

In relation to assessment and feedback, initial progress has been made in raising staff awareness of digital tools to support assessment and to create more meaningful, interdisciplinary learning experiences. In P6/7, there are emerging examples of digital approaches being used to provide feedback and support learner reflection.

IMPACT

There is clear evidence that the Transforming Learning project has had a very positive impact on learners, particularly in P6/7. Children have enthusiastically embraced the use of iPads and are demonstrating increased confidence, independence, and motivation in their learning. They are engaging more readily with tasks and are better able to access learning in ways that suit their individual needs and preferences. Almost all parents told us that their children have the relevant support to enable them to achieve at school.

Learners are benefiting from a wider range of opportunities to demonstrate their understanding creatively, using digital tools to explain their thinking, present their work and revisit prior learning. This has supported improved engagement, particularly for those who may find more traditional approaches challenging. There was strong evidence of this in the learning partnership observations and from school-based quality assurance where almost all children were observed benefiting from the use of technology in lessons.

Children in P6/7 are increasingly using digital tools both in school and at home, extending learning beyond the classroom and developing important digital skills for life, learning, and work. They are becoming more confident in navigating apps and using technology to support their learning independently. 97% of learners and parents (almost all) told us that they we help them to stay safe online.

Importantly, the positive shift in staff confidence (and pedagogy has further enhanced learner experiences. This is clear through evidence gathered at PRD meetings and through self-evaluation. As a result, children are experiencing more dynamic, interactive, and inclusive learning environments, which are beginning to support improved outcomes. 88% of children (most) tell us that that they enjoy their learning experiences in school.

NEXT STEPS

To maximise impact further, we will now focus on ensuring that digital approaches are used consistently to support high-quality assessment and feedback, enabling learners to better understand their progress and next steps in learning.

We will focus on:

- Developing a shared understanding of high-quality digital assessment approaches
- Ensuring assessment is effectively planned, differentiated, and clearly linked to learning intentions and success criteria
- Extending the use of digital tools to provide timely, high-quality feedback that supports learner progress and next steps
- Enhancing opportunities for peer and self-assessment using digital platforms, particularly in P6/7
- Further develop our understanding and use of accessibility / differentiation tools available on iPads

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

ELC/School Improvement Priority 2

School

Enhance pupils' engagement, skills, and well-being by integrating outdoor learning into the curriculum, fostering environmental stewardship, and promoting hands-on, experiential education to develop meta skills and a lifelong appreciation for nature

Nursery

Empower children as leaders of their learning through meaningful outdoor experiences. Embed sustainability and environmental awareness across the ELC curriculum. Enhance interdisciplinary learning through real-life, outdoor contexts. Ensure high-quality learning, teaching, and assessment practices are evident in outdoor environments. Ensure continuity and progression in outdoor learning across the Early Level by building strong, collaborative links between Nursery and Primary 1.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.1, 1.3, 2.1, 2.2, 2.3

Children experience high-quality spaces (CI)

Play and learning (CI)

Learning, teaching and assessment (HMIE)

Children's progress (HMIE)

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

PROGRESS

During session 2025–26, we have made good progress overall, with some very strong early developments, in establishing a coherent and sustainable approach to outdoor learning from Early to Second Level.

A significant strength has been the successful implementation within Nursery, where high-quality outdoor learning is now embedded and children are benefiting from regular, meaningful outdoor experiences. Across the school, the most impactful developments to date have been the high-quality professional learning provided to staff and the introduction of a timetabled approach to outdoor learning, which is beginning to support greater consistency and intentionality in practice. Play Scotland led our training sessions and as a result of the very good progress already made, we have been selected by Fife for a fully funded place on the Play Scotland award scheme. This is teacher led with high levels of engagement from almost all staff.

We have developed a robust outdoor learning progression pathway from Early to Second Level, providing staff with clear guidance on skills development and ensuring improved continuity and progression for learners. This is supporting more structured and purposeful outdoor experiences across stages.

Staff capacity has been strengthened through targeted training and professional enquiry, with both teaching and support staff developing increased confidence and skills in delivering outdoor learning. Opportunities to collaborate and share practice are contributing to a growing consistency in approaches across the school.

This is having a positive impact on learners, with children demonstrating higher levels of engagement, increased confidence in outdoor environments, and improved skills in teamwork, problem-solving, and independence. As a

result, children are more motivated and can apply their learning in meaningful, real-life contexts, supporting progress across the curriculum.

With the support of the Parent Council, we have successfully secured funding for a play pod, enhancing our outdoor provision and providing open-ended resources that promote creativity, collaboration, and child-led learning. Partnerships with external agencies, including Grounds for Learning, are beginning to enrich our approach and widen opportunities for learners.

There are emerging examples of interdisciplinary outdoor learning, particularly within thematic contexts, and early steps have been taken to embed sustainable practices such as environmental awareness and outdoor stewardship. As an example, P7 are working in partnership with The Friends of Dunnikier Park to develop the Sensory Garden for use by the local community.

In the Early Years, we have strengthened transition arrangements between Nursery and Primary 1, with increased collaboration and shared ideas within planning for high-quality outdoor learning. This is supporting continuity in learning and helping children to feel more confident in their transition.

Approaches to assessment in outdoor learning are at an early stage, with staff beginning to explore the use of observations.

Overall, the key foundations for high-quality outdoor learning are now in place, with improving staff confidence, strong leadership of change and enhanced resources contributing to positive early impact on learner engagement and experience.

IMPACT

There are already positive indicators of impact on learners' engagement, confidence and skill development across Nursery and Early Level.

Children are showing increased enthusiasm and curiosity for learning outdoors. Our nursery garden has been transformed using ideas gained from pupil voice. These additions have enriched the learning environment, encouraged creative, child-led exploration and play, and supported children to take greater ownership of their learning. Within school the play pod has been purchased and is on site. It needs to be resourced. Plans are in place for this to be completed by September 26.

The professional learning provided for staff has been very well received and is beginning to influence practice. As a result, practitioners are more confident in facilitating high-quality outdoor experiences, leading to improved learner engagement and more meaningful, real-life learning contexts. Children are increasingly developing meta-skills such as problem-solving, collaboration, resilience, and independence through hands-on, experiential learning.

The introduction of a robust skills progression framework is strengthening the quality and consistency of outdoor learning experiences. This is supporting clearer pathways for progression and helping to ensure that children are developing key skills in a structured and purposeful way as they move from Nursery into Primary 1.

There are also early signs of increased awareness of sustainability and respect for the environment, as children engage with outdoor contexts and begin to understand their role in caring for the natural world.

NEXT STEPS

- Ensuring the play pod is fully embedded and routinely used to enhance high-quality, child-led outdoor learning experiences
- Developing clear and consistent timetabling of outdoor learning to ensure regular, progressive opportunities for all learners including the use of risk assessment.
- Maximising the use of existing resources and practitioner expertise to ensure outdoor learning is sustained and fully integrated within everyday practice.
- Embedding practice consistently, maximising use of the play pod and outdoor spaces, and ensuring outdoor learning is fully integrated into curricular delivery and ongoing evaluation of impact.
- Integrate outdoor learning as part of planning within school and nursery using progression, curricular links and CfE experiences and outcomes to plan quality outdoor learning, teaching and assessment.
- Continue to develop and strengthen outdoor learning as part of a transition programme between nursery and P1. Explore shared planning, expectations and joint approaches to collaborate outdoors.

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

ELC/School Improvement Priority 2

Nursery

Embedding a culture of professional reading and reflective practice to enrich our Early Years Provision.

HG10S4/ELC Quality Improvement Framework Quality Indicators:

Framework Quality Indicators

Staff skills, knowledge, values, and deployment (CI)

Leadership of continuous improvement (HMIE)

Leadership and management of staff and resources (CI)

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

PROGRESS

Over this session, staff have engaged with and applied professional reading and reflective practice to strengthen planning for high-quality Early Learning and Childcare (ELC). The focus has been on ensuring practitioners use current policy and documentation to inform and reflect on their practice, including the ELC Quality Improvement Framework, Fife Core Provision and Setting the Table.

Through weekly reflection on the Quality Improvement Framework during planning meetings, staff have enhanced their practice by using self-evaluation tools to identify strengths and next steps ('two stars and a

wish'). This approach has meaningfully involved children, ensuring evaluations are relevant and reflective of experiences within the playrooms.

The self-evaluation toolkit and challenge questions within the QI Framework have supported professional reflection at both practitioner and leadership levels, enabling a shared understanding of strengths and areas for improvement across the nursery. As part of the Learning Partnership, Capshard Nursery prioritised leadership as a focus for moderation across the key themes: Leadership and Management of Staff and Resources, Staff Skills, Knowledge, Values and Deployment, and Leadership of Continuous Improvement.

This leadership lens has highlighted several strengths, including strong leadership of high-quality learning experiences, visible and supportive leadership for staff, clear communication across the wider team, and staff understanding of nursery improvement priorities.

During professional dialogue, most staff confidently relate their practice to core guidance, policy and national documentation. This is supported through clear expectations for staff to engage with and sign current policies within the shared staff folder, and to reference these consistently during planning and staff meetings. In relation to the updated *Setting the Table* guidance, staff are actively embedding this within daily practice, particularly during snack, where meaningful learning opportunities are created around balanced diets, sustainability and informed food choices. These experiences are purposeful and demonstrate rich, relevant learning for children.

There are regular and structured opportunities for reflective dialogue, including staff meetings, floor books and INSET moderation activities. These approaches are supporting practitioners to think more critically about their practice and to engage in deeper professional reflection.

Staff are provided with equitable leadership opportunities across the session through participation in working parties aligned with nursery improvement priorities and individual professional learning goals. Professional learning is clearly valued within Capshard, with a strong culture of continuous improvement evident. This is demonstrated through staff confidence in leading learning across the nursery and their proactive engagement in professional learning opportunities, such as visiting other settings, attending training and working alongside Early Years Development Officers to support moderation and reflective practice.

IMPACT

Reflective practice, supported by engagement with core documents, has created meaningful opportunities for staff to improve practice. This is evident in the use of the Fife Core Provision document and dedicated time during February INSET to implement key approaches. Staff have used audit tools alongside the Quality Improvement Framework to evaluate and strengthen learning environments, resulting in increased opportunities for cross-curricular skill development, higher levels of engagement in play, and positive feedback from both children and parents. These audit approaches are now embedded, with staff using them more confidently to drive ongoing improvements.

Practitioners are increasingly confident in making links between theory, children's experiences and developmental outcomes. There is clearer evidence of intentional teaching, with staff able to articulate the rationale behind their provision and interactions. This growing confidence is contributing to improved quality of play and richer learning environments.

Staff demonstrate reflective thinking, leading to small but meaningful adaptations in practice that positively impact children's engagement and wellbeing.

Leadership opportunities, alongside effective use of staff skills and strengths, have had a positive impact on the quality of ELC across the nursery. This has strengthened collaboration within the team and enhanced staff feelings of being supported and valued in their professional development. As a result, morale and engagement in driving improvement have increased. Improved collaboration across the large team is leading to greater consistency in practice, recognised through professional feedback and ongoing monitoring by the Senior Leadership Team.

IMPACT

- Strengthen consistency in how all staff engage with and apply professional reading to practice.
- Continue to embed professional texts and opportunities for professional reading within quality assurance calendar making links to nursery improvement priorities this upcoming session.
- Reading calendar created to ensure this is prioritised.
- Develop structured approaches to professional enquiry (e.g. small-scale practitioner research projects).
- Ensuring staff log and/or share insightful comments/reflective questions as part of feedback including Professional Learning opportunities for individuals. Improve tracking and evaluation of professional reading/learning engagement and its impact.
- Refine how time is allocated to prioritise sustained professional enquiry and reflection.

Improving Outcomes

Attainment Over Time Evaluative Statement (Primary/Secondary):

Attainment over time at Capshard Primary School is consistently very good, with sustained high levels of performance in literacy and numeracy across all stages. Data demonstrates that attainment has remained stable and strong over time, with the school consistently exceeding Fife Council stretch aims over a number of years. Robust triangulation of evidence, including teachers' professional judgement, SNSA/standardised assessments and tracking data, provides a high level of confidence in the accuracy, reliability, and validity of attainment data.

When benchmarked nationally, the school's performance is consistently above Scottish averages (74.5% literacy and 80.3% numeracy, 2024/25), with Capshard maintaining this strong upward trend since 2018. Learners, including the current P7 cohort, demonstrate a positive attainment trajectory across their P1–P7 journey, with clear evidence of added value and sustained progress across all organisers.

At Early and First Level, attainment is very strong and improving, with a notable rise in P1 attainment in recent sessions, now consistently around or above 90%, particularly in reading and numeracy. Increased consistency at P2 and P3 reflects effective learning and teaching approaches, resulting in improved attainment in literacy across these stages.

At Second Level, attainment is consistently very good across almost all curricular organisers. Strengths are particularly evident in talking and listening, where children demonstrate high levels of confidence, articulation,

and engagement. Reading attainment is also a key strength, with sustained high performance over time. Across the school, learners are motivated, engaged, and able to apply their skills effectively across different contexts.

While attainment in writing and numeracy remains strong overall, there is some variability over time, particularly in the upper stages. The school has a clear understanding of this pattern and has identified numeracy as a priority for further improvement, with a focus on increasing consistency and ensuring continued high levels of attainment for all learners. This demonstrates a well-embedded culture of continuous improvement and self-evaluation.

There is clear evidence of equity and improved outcomes over time, with most cohorts now performing at or above pre-pandemic levels. Targeted interventions, early identification of need and responsive approaches to learning and teaching are effectively closing the attainment gap and supporting positive outcomes for all learners.

Nursery

eLIPS assessment data demonstrates that children across the setting are making good progress in their language and communication development, with most children showing increased confidence in saying, doing and understanding. Almost all children are either making measurable progress or sustaining on-track scores, indicating that learning is being consistently reinforced over time.

This positive progress reflects the effective use of assessment information to inform targeted interventions for children identified as requiring additional support following initial eLIPS assessments. Staff implement tailored strategies to address specific gaps, ensuring that support is timely and responsive.

In addition, high-quality, intentional planning underpins children's progress, with learning experiences carefully designed to promote language-rich interactions and meaningful opportunities for communication. Responsive approaches from staff ensure that children's developing skills are extended through play and everyday experiences, contributing to improved outcomes across the early level, particularly in language and communication.

BASE

Across Primary 1, most children have sustained or added value to attainment in literacy and numeracy, as evidenced by BASE assessments from the start to the end of the session. Children who initially attained lower scores have, in most cases, demonstrated measurable improvement, reflecting the impact of well-planned targeted support and interventions delivered through Support for Learning. Additionally, a number of children have achieved high BASE scores, which aligns with the level of challenge and clear progression observed in classroom practice, ensuring learning is appropriately extended and responsive to individual needs.

P4 NSA

P4 NSA data showed a strong alignment with teacher professional judgements across literacy and numeracy, providing continued confidence in the robustness of assessment approaches. Analysis of the data indicated a clear need to strengthen retention and application of key concepts, particularly within mathematics, where learners would benefit from more regular revisiting and consolidation of prior learning to support depth, confidence and consistency in attainment.

P7 SNSA

Reading, Writing and Numeracy data shows strong overall alignment between national assessment outcomes and teacher professional judgement. Across all three areas, pupils achieving higher SNSA bands are generally those identified as working within or beyond Second Level through CfE assessments and classroom evidence.

A review of pupils attaining the lower SNSA bands shows that most have nevertheless made progress over time. In reading, several pupils who achieved Bands 6 or 7 at P7 had previously attained Bands 4 or 5 at P4, demonstrating improvement. A similar pattern is evident in writing, where most pupils below Band 8 at P7 had increased their attainment by one or more bands since P4. In numeracy, progress is more variable; however, some pupils improved their attainment, while others maintained a similar level over time. Overall, the data indicates that lower SNSA attainment at P7 does not necessarily reflect a lack of progress, with most pupils demonstrating evidence of growth from their earlier assessments. There is a correlation with these results and children with identified ASN. Targeted support has continued to focus on accelerating progress as they transition to secondary school.

Moving forward, the school will build on its strong performance by:

- Increasing consistency in numeracy and writing attainment across all stages
- Sustaining high levels of achievement in literacy, particularly reading, and talking and listening
- Further strengthening tracking and monitoring processes to support equity and maximise attainment for all learners, in particular the development of a tracking process those off track in learning (complex milestones)

Overall, there is strong evidence of sustained high attainment, positive trends over time, robust data practices, and clear impact on learners.

Impact of PEF on outcomes for children and young people:

Additional PSA staffing provided increased flexibility to support learners with ASN across the school, with a particular focus on supporting learners with complex needs. Our goal was to provide more targeted support during key parts of the school day, including transitions, literacy and numeracy activities, and emotional regulation. While staffing absences meant plans had to adapt throughout the year, the extra capacity helped maintain consistency and reduce pressure on existing staff teams. As a result, learners were better able to engage with literacy and numeracy activities, maintain focus and make progress appropriate to their needs, while the reduced pressure on staff helped sustain a calmer, more nurturing classroom experience across the school.

Targeted planning using Milestones has led to clear improvements in communication, engagement, and emotional regulation for learners with additional support needs. All six learners are now benefiting from more personalised pathways, with two beginning to access aspects of Early Level CfE, demonstrating progress in their learning journey.

A strong focus on communication has resulted in 83% of learners (5 children) successfully using symbols to identify key areas of the school and express their wants and needs, increasing independence, and reducing barriers to participation. Additionally, 33% of learners (2 children) are now vocalising and singing a greater range of words, indicating growing confidence and development in expressive language.

Improvements in communication are also having a positive impact on wellbeing and readiness to learn, with 50% of learners (3 children) now engaging more effectively in learning and experiencing significantly fewer instances of

frustration. As a result, learners are more settled, better able to access learning opportunities, and increasingly able to communicate their needs in a meaningful way.

Targeted use of Nesy has resulted in measurable improvements in literacy skills, with 66 learners engaging regularly and achieving an average gain of 1 year and 2 months in spelling and phonics over the session. As a result, these learners demonstrate increased accuracy, confidence, and independence in reading and writing tasks. Improved phonological awareness is supporting stronger decoding skills, enabling learners to access a wider range of texts and participate more fully in learning across the curriculum.

Engagement with Lexia has supported sustained progress in literacy development, with learners achieving 19 certificates of achievement and one learner successfully completing the full programme. This reflects increased confidence, motivation, and perseverance in developing core reading skills. As a result, learners are demonstrating improved fluency, comprehension, and independence, enabling them to engage more successfully with class-based learning and develop greater ownership of their progress.

Achievements

Across the session, pupils at Capshard Primary have demonstrated a wide range of achievements across the four contexts of learning, closely aligned with the four capacities of Curriculum for Excellence and the development of key meta-skills.

Within curriculum areas and subjects, learners have displayed confidence, creativity, and collaboration. Pupils participated in the Cluster Scottish dance and music festival, performing with pride as *confident individuals* and *effective contributors*. Our P4 STEM ambassadors demonstrated leadership and communication skills by planning and leading the Cluster STEM festival, successfully engaging over 100 learners from across the Kirkcaldy HS cluster and developing skills in teamwork, problem-solving, and innovation.

Through interdisciplinary learning, all classes benefited from high-quality educational excursions that extended classroom learning into real-life contexts. Experiences such as beach studies at Kinghorn, biodiversity learning at Edinburgh Zoo and digital skills development at Sky Academy supported learners to become *successful learners* by applying knowledge in meaningful ways. In the nursery, visits to the local care home and library fostered early confidence, communication, and social skills, enabling our youngest learners to engage positively with their community.

The ethos and life of the school continue to provide strong opportunities for leadership, responsibility and citizenship. Pupils demonstrated commitment and teamwork by raising £4,642 through a sponsored run to enhance sports provision. Enterprise skills were evident in the pupil-led sustainable book fair, promoting reading for enjoyment while supporting class libraries. Senior pupils, as Mini PSAs, showed responsibility, and compassion, supporting younger learners to consolidate key literacy and numeracy skills, developing both groups as *responsible citizens* and *effective contributors*.

Achievement in personal contexts has been a particular strength. Pupils have excelled in a wide range of sporting and cultural pursuits at local and national levels. 149 children represented our school this year. Notably, a P6 pupil achieved first place in the Scottish Schools and Fife Schools Cross Country, with the P7 boys' team placing third nationally, reflecting resilience and determination. Strong performances were also seen in P6/7 football (Fife football up winners), West Fife Girls football (2nd place), basketball (Fife Cup winners), netball (2nd in Fife Finals), gymnastics (multiple podium finishes across levels), and cycling (2nd and 3rd in Fife Dirt Crit). Participation in wider opportunities such as the Summer Fife AC series and the Glee Choir (2nd place in Fife Finals) highlights pupils' commitment and confidence. Our Football team won the Fife Cup, and our school was the highest medal winning team at Fife Cross Country.

Our weekly *Fantastic Friday* assemblies provide an inclusive platform for celebrating both in-school and out-of-school achievements, with around 50 pupils regularly sharing successes. This recognition fosters pride, builds confidence, and reinforces a culture of achievement across the school and nursery.

Overall, there is clear evidence that learners are developing key meta-skills including creativity, communication, collaboration, and resilience. Through rich experiences across all four contexts of learning, our curriculum effectively supports children to grow as *successful learners, confident individuals, responsible citizens, and effective contributors*, ensuring that achievement is recognised, valued, and celebrated throughout their school journey.

Approx 500 words.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
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 Raising attainment and achievement	Very good	Very good	Very good	
Evaluations (ELC) – Quality Improvement Framework				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very good	Very good		
2.3 Learning, teaching, and assessment	Very good	Very good		
3.1 Ensuring wellbeing, equity, and inclusion	Very good	Very good		
3.2 Securing children’s progress	Very good	Very good		
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Good			

Learning, Teaching and Assessment	Very Good			
Wellbeing, Inclusion and Equality	Very good			
Children's Progress	Very good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Summary of key strengths and areas for improvement identified in report.			

