CARLETON PRIMARY SCHOOL

STANDARDS & QUALITY REPORT

2025-26

Demographic	School roll : 336 SIMD – 4.8 Care Experienced 0.30% FME 22.26% Young Carers (including bereaved/divorced/Care Experienced) 11.9% EAL – 1.78% ASN 12.46%					
Vision, values and aims	Vision: To nurture an environment when everyone is celebrated for being Unique, Strong, Loved and that they Belong to Carleton Primary School. Values: Caring, Achieving and Respectful Learners (CARL) Aims: For our pupils to be Successful Learners, Confident Individuals, Effective Contributors and Respectful Citizens.					
Attendance	**Total**	**92.03%**	**Authorised**	**4.74%**	**Unauthorised**	**3.21%**
Exclusions %	0.0%					
Summary of consultation with stakeholders	Staff, parents and pupils regularly review our priorities and make suggestions for ways to improve, through The Big Question, the use of microsoft forms at soft starts/parent evenings, and during in set days. We now have regular drop in sessions with Muirhead Outreach project and with the Early Help and Support team. Parents have access on a weekly basis to support and advice from these groups. Community partners review the impact of their involvement with the school and suggest ways to improve, with all of the partnerships praising the commitment of staff working hard to support the pupils, and all of the groups willing to continue to support pupils, staff and parents across the school in the future. Recent success in gaining parental feedback has been through the Seesaw platform, and links through our newly formed Facebook page. This will continue to develop into next session.					
Attainment Scotland Fund Allocation (PEF)	£73.500					
Cost of the School Day statement	At Carleton Primary we recognise the need to reduce the Cost of the School Day for all of our young people and particularly for our young people who are already experiencing poverty. Examples of how we do this are as follows: • We have a breakfast club that targets a group of pupils who have FME entitlement, are off track in literacy, and have previously attended our breakfast club. • We cap our school trips at £12.50 and we subsidise further costs through our school fund. • We have a uniform rail that families can take from with a 'pay what you can' donation option.					

	• We have provided kit/uniforms for groups such as football /brownies/guides for families for whom the cost would be a barrier for their child engaging in wider achievement. • We connect with local groups such as ADTRA/The Big House who can highlight families who have required support in funding meals/uniforms etc. • We provide after school clubs with no fee to enable our pupils to attend and enhance their skills and opportunities for wider achievement. • We offer Sharing Our Learning sessions to help parents and carers engage with their child's education, strengthen relationships, and support learning at home. • The home learning opportunities we provide are an extension of the learning in class and we ensure that there is no/minimal cost to the completion of home learning experiences. • We are working hard to build relationships with all families and share what supports are on offer within our local community through community events, in the hope that we reach out to those most in need. • We have and continue to build partnerships and established links with a range of third sector and local community groups to support the wellbeing of our pupils and families. • We have established a meeting room in school which houses a variety of information on local groups for families to find out more about local support. • We recently held a community showcase, where groups from the local community had a stall with information on supports they were able to provide for our families. • Last year, we created a family support group led by Muirhead Outreach Project, who have supported families over an 8 week period. This has developed into a weekly drop in for families to access should they wish to. • We also have the support from the Early Help and Support team, who have a weekly drop in for families to come and access supports.

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

All of the Improvement Priorities for this session were created in light of the feedback given from our HMIE Inspection in September 2025. We are due to be revisited by HMIE in November 26, therefore all of the priorities will carry over into next session, as a continuation of the progress made since the Inspection report in December 2025.

School Improvement Priority 1 :

Improve the strategic leadership of the school. The headteacher needs to use feedback and evaluations more effectively to guide school improvement. She should focus improvement plans on actions that will make the biggest difference for children.

HGIOS4 Quality Improvement Framework Quality Indicators:1.3, 2.2, 2.3, 3.1, 3.2

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

- Senior leaders and staff have worked collaboratively to self-evaluate and plan for improvement reflecting on strengths and areas for improvement identified from inspection findings resulting in a detailed action plan with measurable goals involving input from staff, parents, pupils, and partners.

- The local authority supported with a Coordinated Action Plan involving Quality Improvement Officers, the Professional Learning Team, ASL specialists and support meetings to focus on progress and impact on learners of strategic leadership of change.

- To ensure an effective pace of leadership of change, several systems and processes were reviewed and developed to support the implementation of strategic planning and improvement. This included a review of SLT roles and responsibilities, working time agreement, quality assurance calendar, collegiate calendar, additional support needs overview, assessment and moderation calendar and handbook.

- Vision, values and aims linked to every Carl's Catch up, to our Zero hero code of conduct, and our morning message.

- Closer scrutiny of learners entitled to support through PEF to close the poverty related attainment gap, particularly those who are off track has enabled focussed interventions to be undertaken, particularly with reading and engagement in our family helpers group.
- School spaces have been adapted to better support some of our learners showing distressed behaviours, or the need for a sensory break.

- Parental engagement: We continue to have a successful Parent Voice Group who meet monthly to discuss current themes in school, receive updates on improvement and to plan fundraising ideas and activities for our pupils and community.

- Pupil/parent and partner voice included in Quality Assurance calendar across the year, to enable action against feedback given.

- We have recently started a Facebook page, in order to reach a higher number of families to share school and community information, and celebrate school successes. To date we have 245 followers from our school and community, with 16057 views in a month.

Impact

- The school staff have a collective understanding of their current strengths and areas for continued improvement. All staff are committed and have supported all improvement activities which is improving engagement in learning and experiences for all children across the school.
- All pupils have clear and consistent expectations for learning and behaviour, which is recognised and celebrated through Morning message shout outs and Values VIPs at Carl's catch up. There has been an increase in consistency of expectations shared, which has improved behaviours across the school.
- SLT have revised roles and responsibilities and systems to ensure information is shared more effectively.
- Devolved leadership among teaching staff has focused more clearly on improvement priorities linked to the values and driven by pupil voice – all pupils were involved in the creation of our code of conduct – Be a Zero Hero. All pupils are able to describe what being a Zero hero is.
- All classes have consistent approaches to behaviour expectations, morning message, learning standard and daily routines. Pupils are able to articulate what these look like in every class, and have reported they feel more involved in the daily life of the school when messages are shared, and feel proud when shout outs are given. This has resulted in a marked increase in pupil behaviour in corridors, with almost all classes moving quietly through corridors when accompanied by their teacher.

- Our adapted sensory spaces are accessed on a daily basis, with 7 learners timetabled to use the spaces for a sensory break or for co/self-regulation. All 7 children are able to access learning in class more effectively as a result of these spaces being utilised across the day.

Next Steps

- Further embed improvements in systems and processes – Quality Assure practice from start of school year, assessment and moderation processes and engagement with Fife assessment packs (Monday 17th August – cluster input).
- Further scrutiny and continued quality assurance of targeted interventions to measure impact and ensure interventions are targeted in the most effective way – teaching staff identified to lead this.
- Termly progress insights shared with all staff to enable further scrutiny of data at stage level to allow for planning of learning within focused areas within the four contexts for learning.
- Working Time Agreement for session 26/27 builds in more time for collegiate moderation and quality assurance, ensuring accountability and empowering staff to have ownership over the management of scrutiny of data.

School Improvement Priority 2 :

Improve approaches to learning, teaching and assessment. Senior leaders and staff should ensure that all children receive consistently high-quality learning experiences across the school. They should ensure children have appropriate challenge and support in their learning to raise attainment.

HGIOS4 Quality Improvement Framework Quality Indicators:1.3, 2.3, 3.2

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

Progress

- Planning for High Quality Learning and Teaching - Planning formats updated in line with Fife Policy – key updates include refinement of long and medium term planning.
- Learning and Teaching Policy created and shared with staff on 12.03.26, updated June 26, after stakeholder feedback given.
- Engagement with Neurodevelopmental Support Team across the session improved our inclusive environment practice and engaged all staff in focussed improvement work with consistent expectations set for all classes.
- Lesson model developed further using CARL's Questions to create a visual for each class – distributed w/b 27/04/26 - updated in June after a trial period. Staff feedback suggested tweaks to the model to allow for accessibility for all.
- June 26 – Lesson model updated to support the needs of all classes - now implemented in all classes.
- Moderation statement added to Learning and Teaching Policy after collegiate agreement made on in service day in May.
- Moderation calendar Quality assured and adapted by staff at in set day May.
- Assessment Handbook created to ensure learners are assessed at the right time, using the correct tools, and that collegiate time is given to interrogate results and plan next steps.

Impact

- Clear understanding of what learning and teaching looks like at Carleton for staff and pupils.
- Clear understanding of how and when to plan, and what is expected at each stage to allow for consistent coverage across stages for our learners.
- Continuum of Support folders in each class detailing what is required to effectively support learners, to enable learners to have the supports they need provided by the adults in the class.

- Shared understanding of the meaning and impact of moderation, with an agreed approach planned out.
- All learners engage with morning meeting messages – consistent messages and expectations shared across the school on a daily basis. Staff feedback midway through term enabled teacher messages to shared across all classes. Pupil voice gathered is positive, all classes enjoy the shout outs of positive behaviour.

NST Team engagement resulted in the following improvements:

- There was an increase of 29% in independent engagement for 5 targeted pupils following the use of individualised routine and visually explicit activities
- Pre and post data showed a decrease in interruptions in a P5/6 class from 33 to 2 over a 4 month period
- Across 6 focus classes, post engagement results using the Circle Inclusive Classroom Scale showed an increase from 255 to 313 based on social environment/structures and routines and physical environment scores from February to June 26.
- All classes have an inclusive environment checklist to follow, including visual timetable/learning model/calm corner/Continuum of Support folder/stuck strategies/Emotion Works are/reflection folder

Next Steps

- Update visual for an effective learning environment adjusted after staff/pupil consultation – inset day 2 in August.
- Share updated policy with visual, with parents and partners for final feedback.
- In set day August - clear focus on Learning Teaching and Assessment approaches at Carleton –further time to familiarise and ensure expectations in classrooms are being met
- Marking system (green/pink) to be agreed on in set day and to be used from term 1 in writing.
- Engagement across school in QI Writing programme, led by teaching staff in P3 and P4 and our PT, to improve attainment in writing across the board.
- Staff Quality Assurance process within the Working Time Agreement to include opportunities to moderate planning and progression pathways, to highlight good practice and identify next steps.

School Improvement Priority 3:

Improve the curriculum experienced by children. Staff should ensure children experience a curriculum that is well-planned, builds skills and knowledge progressively and supports children's progress.

HGIOS4 Quality Improvement Framework Quality Indicators: 1.3, 2.2

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

Progress

- Engagement with Planning in improvement area 2 highlights the phasing of knowledge and skills.
- Collegiate Quality Assurance built into Collegiate calendar and new working time agreement to support consistency across stages in planning for learning and assessment.
- Medium term planning organised into 4 contexts for learning, with long term planning providing an overview at a glance.
- Phased documentation and pathways in use within new planning format.
- Pupil voice incorporated into planning format and within daily lesson model.
- Achievement and skills both in and out of school tracked by teaching staff, to allow for patterns and gaps to be interrogated.
- Engagement in Progress, Achievement and Skills pilot for P7.
- Self-evaluation of curriculum coverage highlighted music and outdoor learning as key areas that required consistency in delivery.
- All classes plan for and engage with and record meta skills coverage either through big books, Carl booklets or within my world of work.

Impact

- 100% of P7 pupils left Primary school with a Diploma of Achievement, the recognition of 3 terms of recording achievements across the four contexts for learning within My World of Work.
- All pupils have experienced planned learning that is age and stage appropriate, in line with phasing of knowledge and skills at their level.
- All pupils have a record of achievements, including wider achievements out of school
- 100% of classes have planned for and delivered learning experiences across all curricular areas, incorporating pupil voice in the process. This has increased in 5 classes since the beginning of session.
- In a Pupil focus group of 15 children from across the school - Outdoor Learning, RME, ICT and Health and Wellbeing as key areas for enjoyment in their learning experiences this session.

Next Steps

- NCCT time next session planned to ensure expressive arts/learning for sustainability themes are experienced more consistently for learners.
- Further engage with Progress, Achievement and Skills across the school.
- Continue to strengthen practice across Outdoor Learning, Meta skills and pupil leadership
- Quality Assurance processes to further support improved planning formats – supported by termly tracking and attainment meetings.

School Improvement Priority 4 :

Review and strengthen systems to meet the needs of children who require additional support with their learning. Senior leaders should ensure all children who require additional support are accurately identified and appropriate planning is put in place. They should ensure plans are reviewed regularly in consultation with parents and children.

HGIOS4 Quality Improvement Framework Quality Indicators: 1.3, 3.1

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

Progress

- Sfl and PT have engaged in looking outwards to evaluate own practice against other settings, share good practice and develop further strategies, resources and planning to strengthen systems for all learners across the continuum of support.
- Engagement with leadership team from Supporting Learners service has increased knowledge and understanding of key planning documentation to support learners across the continuum of support, such as pre-early milestones documentation, summaries of support, childs plans and proactive management plans.
- SLT have created a One note workbook with links to SFL one drive so that documents are kept live and shared in one space.
- SLT have created an overview of key dates for review to be plotted across the year for learners, to ensure clear documentation, continuous engagement with pupils and parents, and regular updates of progress and needs are shared.

- Class 'Continuum of Support' folders have been created with class overviews to highlight which supports learners are accessing across the continuum.
- Protocol for school led TAC meetings established, to ensure parent and pupil voice is included, with an opportunity to feedback on experience after the meeting.
- Transition documentation created in collaboration with PT and nursery, in line with Fife Policy
- Meeting Learners Needs policy created.
- Collaboration with Educational Psychology has increased, from involvement in face to face meetings, to the Quality assurance of practice, enabling improvements to be made which have a positive impact on learners and their families.

Impact

- All Class teachers have responsibility for planning learning experiences across the continuum for all learners, and are collaborating more effectively with Support for Learning staff.
- Pupil/parent/professional voice gathering has enabled all voices to be heard in 100% of meetings since January.
- All parents who have engaged in TAC meetings since January have reported positively on new formats to document their voice and their child's voice.
- 95.52% of learners reported that people in school help them when they need it.
- 93.23% of learners report they can access support to enable them to achieve progress in learning.
- 89.7% of learners feel that school and parents/carers work together to support them.

Next Steps

- Pre early milestone documentation will be added to Planning One Note for each class.
- Targets for individual pupils will be planned for by class teacher and actioned by both teacher and support staff through shared documentation – continue to embed this.
- SFL/SLT to oversee planning and quality assure as per calendar.
- Staff member released to compliment the current Support for Learning staff in assessing pupils for dyslexia/ASD.
- Continue to liaise with Educational Psychologist and other partners to ensure next steps for the learner and family is well informed

School Improvement Priority 5 : Improve behaviour across the school. Senior leaders and staff need to develop consistent expectations and strategies to promote positive behaviour and children's engagement.

HGIOS4 Quality Improvement Framework Quality Indicators: 1.3, 3.1

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

Progress

- Working party created of Learning and Teaching, where 1st task was to create a whole school scale of expectations, level 0-3. Class teachers and pupils collaborated with learners on types of behaviours and positive and negative consequences of these actioned by school. Compiled and created 0-3 scale.
- SLT engagement with Pam Colburn and Lynne Tobin who shared the draft 'Promoting positive relationships and behaviour in schools' guidance, with action plan attached. Close links with 0-3 scale created by school.
- Code of Conduct updated and added to Positive Relationships policy.
- Child friendly poster co created with pupils – visible and discussed in every class and also displayed and referred to in both playgrounds.
- Daily shout outs to promote positive behaviour across the school shared in morning message in all classes.

Impact

- Code of conduct shared with families – feedback was that the code of conduct was clear with actions for everyone involved. 90% of families who responded agreed with the code of conduct.
- Nursery colleagues are adopting similar formats eg code of conduct/regulation scales in line with school to provide a consistent approach from nursery, shared expectations into primary.
- Pupil feedback shows that expectations are clearer and understood across all classes sampled – zero hero more prevalent across infant to middle classes 7/12 rooms.
- Staff report an improvement in behaviour in corridors – procedures for moving around the school reiterated in morning messages with shout outs to classes who are showing the values.
- Family feedback from Positive relationships and anti bullying policies indicates that all families who answered now know the expectation and procedure linked to each policy.
- All classes are engaging with morning messages – monitored by DHT on a weekly basis.
- 100% classes are now referring to the Zero Hero poster and celebrating positive behaviour through values VIPs and class Carls.

Next Steps

- Daily meetings with shared messages in every class to keep expectations of behaviour/noise/ high profile next session.
- QA levels of noise in classes/corridors by staff and pupils next session.
- Potential Zero Hero recognition further promoted at Carl's catch up – consult with pupils in new session
- Staff working party sessions to continue with focussed group, collaborating with parent and pupil voice groups with a Meeting Learners Needs focus.

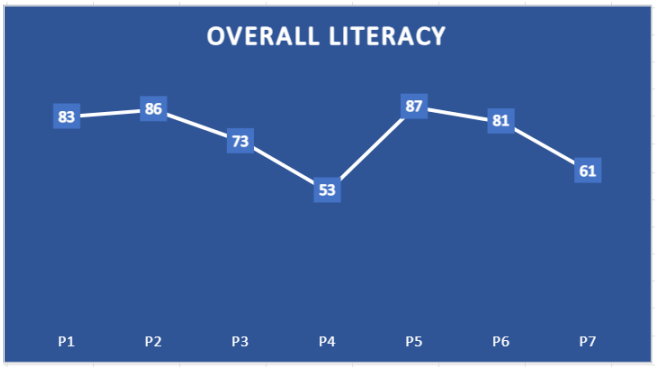
Improving Outcomes

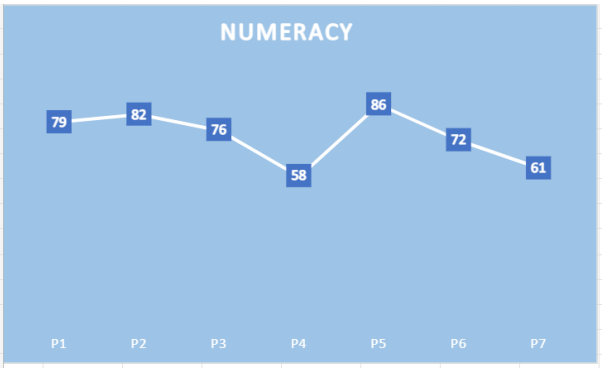
Attainment

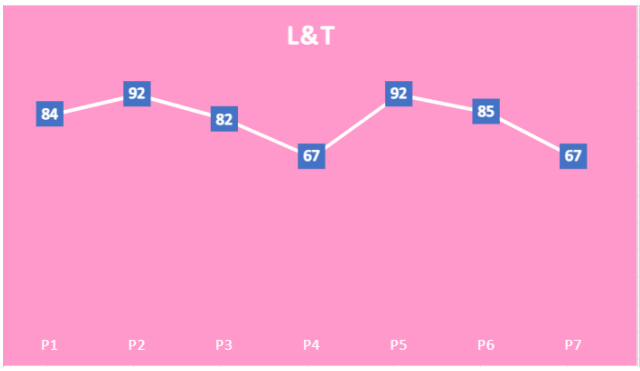
Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	86%	83%	91%	79%
P4	75%	53%	79%	58%
P7	74%	61%	79%	61%

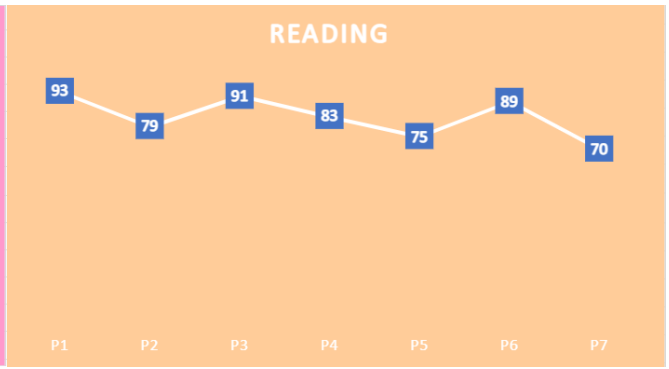
Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	84%	93%	84%	79%
P4	67%	83%	40%	58%
P7	67%	70%	54%	61%

Attainment Over Time Evaluative Statement (Primary/Secondary):

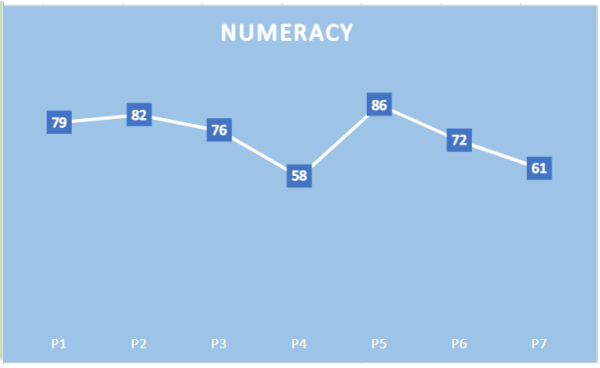












In literacy, Reading is the strongest and most consistent organiser across the school, with children performing their best at all stages. Listening and Talking is generally stable but tends to sit slightly below Reading, showing dips at key transition points, particularly around Primary 4. Writing remains the weakest area, with lower attainment sustained over time and sharper declines in the middle stages, making it a continuing focus for improvement. This data is in line with SNA results for P4 and P7.

In numeracy, attainment is more mixed with solid performance in the early stages (p1-3) but a dip in P4 followed by a pattern of decline in the upper stages (P6-S1). Some cohorts, such as current S1, demonstrate fluctuation attainment in Numeracy, peaking at the end of first level before dropping back by P7. This suggests a need to strengthen progression and application of skills as pupils move into the senior primary years. We hope to address this through engagement with our assessment handbook next session, and with engagement in the core approaches guide which will be delivered to all staff as cluster training on in set day.

Whole school analysis shows stronger foundations in Listening and Talking and Reading, while Writing remains a consistent area for improvement. The most notable cross-cohort pattern is the P4 ‘dip point’, where Writing and Numeracy typically decline before some recovery later. Overall, the data highlights strengths in Literacy

(particularly Listening and Talking and Reading), but underscores the need for a continued strategic focus on Writing and Numeracy progression.

Inconsistency in improvement in levels across each cohort this session highlights the need for moderation across all areas, incorporated with regular High Quality Assessments, in line with Fife practice, to improve teacher judgements and confidence in declaring achievement of a level. To address this, we have created an assessment handbook in line with Fife's assessment pack, to ensure teachers are assessing the right thing at the right time, and are able to scrutinise and plan more effectively using the data gathered. Support during tracking meetings from SLT and SFL will enable teachers to increase confidence in their judgements, using a more triangulated approach. Engagement in Fife's core approaches guidance, including the standards for literacy and numeracy rich classrooms, will allow for a more supportive and challenging learning environment set consistently across the school.s

Impact of PEF on outcomes for children and young people:

We recognised a need to improve our systems and processes to oversee the improvement of support for our most vulnerable learners, utilising spaces across the school to provide targeted interventions and supports, whilst navigating the inclusion of more universal supports across classes in school, especially across the literacy environment. We funded 33 hours of PSA support using PEF to help us maximise the support in designated areas of the school for our most vulnerable learners, to maximise focused learning time for those with additional support needs, to allow for class teachers to support and challenge the remaining pupils more effectively in class. 8 pupils from across the school (2.4%) spent 2/3 of their day in our Acorn room, accessing learning through pre early milestone planning and delivery by our support for learning teacher and additional PEF funded PSAs. This included 10% of our P3 cohort of pupils. PSA staff were also able to support teachers in the set up of activities to best meet the needs of the targeted learners whilst they were in the mainstream class. This enabled overall literacy levels in P3 to remain at 73%, whilst numeracy increased to 76% across the P3 cohort. We PEF funded the differential cost to promote one of our class teachers to PT, to support our infant department initially with literacy, then post inspection to enhance our transition provision from nursery to P1 to ensure we have all of the information we need to meet our P1 learners needs from August. Our PT collaborated with the nursery to create and update a transition document, where the needs of all of the learners were shared, meetings attended by school and liaison across private nurseries ensured we were best placed to support our new pupils coming in. All of the ELIPS data now sits within the school system, whereas before there were delays in this happening. 19% of our new P1 cohort required additional visits which were managed successfully by our PT, and gave families further reassurance of the supports available at Carleton. Parent voice was gathered and shared with the school in June, to enable the PT to update pupil files in a more timely manner. The improved transition experience has enabled all of our P1 staff to have a fuller understanding of how to meet their learners needs which will save time in August.

From February to May we used PEF to fund an intervention run by Active Schools to support an identified cohort to increase levels in Listening and Talking through sport. A 37% increase in participation was noted. Next steps will be to show evidence of the improvement of participation transferred to the classroom.

We used a portion of our PEF PSA spend to support the staffing of our breakfast club at 8:30 each morning, with a focus on literacy through the Nessy programme, to allow targeted pupils to engage in literacy in a fun way, whilst being supported by staff and having breakfast which they tended not to do at home. 85.7% of the pupils approached engaged in this intervention on a regular basis, attending daily throughout terms 3 and 4. This had a positive impact on their readiness to learn in class, enabled a settled start to the morning and increased self esteem in using the Nessy programme. We used PEF to fund additionality of 0.1 for one of our 0.5 class teachers, to further develop our Family Helpers group, offering targeted support to pupils who have a caring role at home, are in kinship care or care experienced, or have experienced family bereavement or separation. There are currently 40 pupils in our school who fall under one of these categories. To ensure equity for all, the group was set up to provide a respite space during a busy school week, with the opportunity to share pupil voice and engage in discussion with pupils living in similar circumstances, whilst boosting the feeling of belonging, strength and being loved at Carleton, which is our school vision. All children (100%) reported that they enjoy attending the group, reflecting the group's success in creating a Safe, Nurtured, and Included environment where children feel welcomed and supported. A minority (approx. 35%) reported that the group made a positive difference to their experience in class. They mentioned that skills gained in the group, particularly through the "mindful break," helped with emotional regulation and focus during school. This demonstrates how the group supports the Achieving, Healthy, and Responsible indicators by equipping children with coping strategies that extend beyond the group setting.

Part of the additionality teacher's remit was also to set up and oversee a Reading Pals group, targeting P3 and P4 pupils who were off track and would benefit from daily reading opportunities. Attainment and wellbeing data gathered since November demonstrates a positive impact of the *Reading Pals* intervention on targeted learners in P3 and P4 who were previously off track in reading and reading below Stage 6. Of the initial cohort of 41 children, a minority (22%, 9/41) have successfully exited the programme due to accelerated progress, while most children (78%, 32/41) have increased their reading level by at least one stage within a five-month period. This indicates that the majority of learners have made measurable progress in reading, evidencing the effectiveness of targeted, peer-supported interventions in raising attainment. A focussed group was also set up in November by our PEF funded PT and additionality teacher, in an attempt to narrow the attainment gap in spelling across P3 and P4 cohorts. This focussed on 24 pupils, 45.8% of whom knew less than 10 of the spelling patterns highlighted in Fife's assessment pack. Weekly interventions led to an increase to 87.5% of the group familiar with 90+ of the spelling patterns by the end of the session. There are plans to continue with similar themed interventions into next session.

Achievements

All P7 pupils left primary school with a Diploma of Achievement, in recognition of achievements across the four capacities for learning, recorded in the My World of Work platform.
All pupils have engaged in using their voice to start leading improvement across the school, linked to our Caring Achieving and Respectful values, and incorporating Learning for Sustainability themes. This will be further embedded across next session.

All pupils engaged in our CARLympic week, with almost all pupils signing up for events including a spelling bee, chess competition, lego competition, art and craft, board games, Times table challenge, netball and football over the course of a week long celebration of our values. The week ended with our races in the morning, followed by our danceathon which raised £2422.90 for school fund. These activities allowed for pupils to develop skills linked to our values of Caring, Achieving and Respectful Learners, whilst allowing the opportunity to demonstrate key meta skills, particularly focusing, leading, collaborating, creativity and critical thinking

We have raised money for local charities through dress down days this session, our most recent being £120 for LoveOliver.

Our boys football teams have had a very successful session, making it through to the Fife finals last month.

Our girls football team took part in their first tournament which was well received.

Our Girls group, run by Active schools, took part in Fife 6, 7, 8 and had an amazing time, boosting confidence, self-esteem and teamwork.

Our Gymnastics team came back from the tournament in February with a glittering abundance of medals and trophies, in recognition of their effort and performance.

We received our bronze award for Emotion Works this session, in recognition of the work across classes to recognise, name and respond to our emotions.

Our Pupil Executive team were invited to perform Christmas songs at Seescape, a local charity supporting visually impaired children and adults in our local community.

A group of finalists from our Scottish Poetry afternoon performed their poems during a Burns afternoon again at Seescape.

12 of our P1 pupils engaged with the Child's play competition on Original 106, where they gave clues for everyday objects for the public to call in and guess.

All classes, as part of their learning standard, link their learning to key metaskills, planned for within the four contexts for learning.

Evaluations (School)				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Good	Good	Weak	Weak
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Weak	Weak
3.2 Raising attainment and achievement	Good	Good	Satisfactory	Satisfactory