

CASTLEHILL

SQR AND SIP



Standards and Quality Report

2025-2026

Castlehill Primary School

Demographic	Castlehill is a large school with 18 classes including 3 Additional Support Classes. Our school role- 419 and we have an FME of 17.6%. We have a higher-than-average proportion of children with ASN and a slowly growing number of military family.					
Vision, values and aims	Vision, values and aims: At Castlehill Primary School we aim to provide all children with the highest quality learning experiences within a safe and nurturing environment. Community Respect Resilience At Castlehill We Aim high					
Attendance	Total	94%	Authorised	3%	Unauthorised	3%
Exclusions %	0					
Summary of consultation with stakeholders	We have an active parent body who contributes to planning for improvement via the parent council, school association and parent forum. Parents share their views via self-evaluation forms at points in the year and at open events in school. Parents contributed to button box feedback and via parent-wise survey. New Parents contribute to the way we share transition information. Parents contribute to decision making about PEF via Parent council/ Forum (as appropriate)					
Attainment Scotland Fund Allocation (PEF)	£ 78,400.00					
Cost of the School Day statement	At Castlehill we do our best to ensure that every child can participate in the wider life of the school. We provide new uniform for those who cannot buy it. We offer second hand uniform at a central point in the school for free. We donate uniform to the local charity shop where parents can access it at a reduced cost. We plan school activities to minimise costs, for example, celebration days, such as Comic Relief and World Book Day are carefully managed to avoid the need for any pupils to dress up. Wider achievement days have a curriculum focus and fundraising activities are kept to a minimum. Our school trips are capped at affordable amounts, subsidised by planned PEF or school and we look for ways to reduce costs by considering timings and locations. This year we have used public transport where possible. P7 residential is supported by grant funding for those who need it. We walk to sports and other events locally wherever possible. We have snacks available and offer free breakfast. We work closely with the food bank. These are a few of the ways we reduce the cost of the school day for families.					

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

ELC/School Improvement Priority 1

Attainment in Literacy: Writing (Year 2/2) Reading (Year 1/2)

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

During session 2025–26, a strong focus has been placed on improving writing through high-quality professional learning and increased consistency in teaching approaches. All teaching staff engaged in Steven Graham writing training, which has strengthened understanding of explicit writing instruction and supported more structured, progressive learning experiences for pupils. This has been complemented by the introduction and consistent use of PM Writing resources across P1–P7 and parts of PEP as appropriate, ensuring greater coherence in pedagogical approaches. Professional learning has been shared with PSA staff, supporting a more consistent approach to scaffolding and supporting learners.

The development of a whole-school writing strategy has provided clarity and alignment across approaches, linking Workshop for Literacy (WfL), evidence-informed practice and PM resources. Teachers are using the full range of nine text types, leading to broader and more balanced writing experiences for learners. Regular moderation activities, including peer observations, jotter monitoring, and professional dialogue, are strengthening confidence in assessing writing and supporting greater consistency in expectations.

Emerging evaluation of current reading provision has highlighted a clear plan to continue to build on work started to develop a reading progression, with initial steps taken to identify gaps and inform the development of a strategic, whole-school approach to reading.

Impact on Learners:

Learners are experiencing more consistent, structured and engaging writing lessons, resulting in improved confidence, independence, and improved structure in writing. There is clearer progression in skills across stages, supported by improved teacher understanding and more effective use of assessment. This was evident during class visits, planning and tracking conversations, and through the Extended Learning Partnership. Learners in PEP are demonstrating progress against planned targets, particularly in communication and engagement with literacy. Increased opportunities for moderation and professional dialogue are beginning to contribute to more reliable teacher judgement.

Impact

There is clear evidence of improved consistency in writing pedagogy across the school, leading to more cohesive learner experiences and improving attainment trends in writing. Children are more confident in applying writing skills across a range of contexts, with increased engagement and quality of written outcomes evident in jotter monitoring and class observations. Assessment practices are becoming more robust, with greater alignment across staff, although further work is required to embed this fully.

Early impact from targeted approaches within PEP is positive, with most learners making progress in line with planned outcomes. Across mainstream classes, improved clarity in expectations and structure has supported learners to better understand success criteria and next steps.

- In P1 Writing, 75.1% of learners achieved the expected CfE level in 2025/26, compared with 75.8% in 2021/22.
- In P4 Writing, 69.6% of learners achieved the expected CfE level in 2025/26, demonstrating sustained attainment broadly in line with previous years (66.4% in 2021/22).
- In P7 Writing, 72.9% of learners achieved the expected CfE level in 2025/26, an improvement from 68.9% in 2021/22.
- SNSA data indicates an increasing proportion of learners attaining within higher bands at both P4 and P7, supporting teacher professional judgement that learners are demonstrating greater confidence and competence in writing.
- Most learners receiving targeted literacy support, including those within PEP, made progress against planned outcomes, with evidence drawn from tracking data, class assessments and individual targets.

Writing attainment has remained strong across the school, with 75.1% of P1 learners, 69.6% of P4 learners and 72.9% of P7 learners achieving expected CfE levels in writing in 2025/26. P7 attainment has improved by four percentage points over the last five years, and SNSA data demonstrates an increasing proportion of learners achieving higher attainment bands. These outcomes reflect the positive impact of whole-school professional learning, the implementation of the Castlehill Writing Strategy, and targeted interventions for identified learners. Continued focus is now required to strengthen reading attainment and ensure greater consistency across all aspects of literacy.

Next Steps

- Fully implement and embed the Castlehill Writing Strategy, ensuring consistency across all stages and continued use of all nine text types.
- Link reading, writing, and listening and talking to develop a coherent literacy strategy for the school.
- Strengthen assessment practice through ongoing moderation, professional dialogue and triangulation, ensuring increased reliability of teacher judgement.
- Develop and implement a clear, evidence-informed whole-school reading strategy to improve progression, consistency and attainment.
- Continue to build staff confidence through targeted professional learning and coaching, particularly in reading pedagogy and assessment.
- Further develop approaches within PEP, ensuring continued alignment with SCERTS and effective inclusion within whole-school literacy planning, towards a total communication environment.
- Enhance tracking, assessment and monitoring systems to ensure timely identification of gaps and targeted support for identified learners.

ELC/School Improvement Priority 2

LTA: Continue to develop a Castlehill standard in order that all children in all classes will experience consistently high levels of learning, teaching and assessment that improve outcomes for all- focus on assessment, including moderation and tracking of the BGE. Year 2 of 3 year plan

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	
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During session 2025–26, continued progress has been made in strengthening a shared Castlehill standard for learning, teaching and assessment, with a clear focus on improving assessment practices and the tracking of progress across the BGE. Professional learning and collegiate working have supported all staff to further embed the school's model, with an increased emphasis on high-quality assessment and effective feedback. As a result, there is growing consistency in how staff plan, assess and respond to learners' needs. This was evident in class observations, through the Extended Learning Partnership and planning and Learning Walks.

Moderation activities, including class observations, learning walks and professional dialogue, have been a key feature of this work, increasing staff confidence in making accurate professional judgements. Enhanced planning and tracking meetings have provided valuable opportunities to analyse data, leading to more informed discussions about learner progress, particularly in writing. The increased use of Progress+ and GIRFEC processes has strengthened the tracking of attainment and wellbeing, ensuring that support is targeted more effectively.

Learners are increasingly familiar with the five-part model and are becoming more confident in articulating their learning and identifying next steps. The focus on assessment and feedback has improved the clarity of learning intentions and success criteria, supporting children to better understand their progress. Engagement with parents has also been strengthened through the sharing of clearer, more detailed information on progress across all curriculum areas, including the use of end-of-year reports and introduction to Progress+.

Impact

There is clear evidence of improved consistency in learning, teaching, and assessment across the school, with a stronger shared understanding of high-quality practice. Teachers demonstrate increasing confidence in assessing and tracking progress across the BGE. This is beginning to result in more responsive planning and improved pace and progression in learning in a few classes. Learners across the school in almost all classes are more able to discuss their learning and next steps, reflecting the positive impact of a consistent approach to feedback and the embedding of the school's learning model.

Moderation and quality assurance activities have led to more reliable and robust assessment practices, although further work is required to ensure this is fully embedded across all contexts. Improved use of data has supported more targeted interventions, contributing to better outcomes for learners.

Next Steps

- Further embed high-quality assessment and feedback practices across all stages to ensure consistency and impact on learner outcomes.
- Continue to strengthen moderation processes to ensure increased reliability and shared understanding of standards across the BGE.
- Deepen learners' ability to articulate their learning, next steps and progress within the five-part model.
- Enhance the use of data, including Progress+, to ensure timely identification of gaps and more targeted support.
- Continue to develop staff confidence through ongoing professional learning, collegiate working and coaching approaches.
- Further strengthen parental engagement by building understanding of assessment, tracking and progress across all curriculum areas.

ELC/School Improvement Priority 3

Transforming learning at Castlehill (year 1 of 2 year plan)

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved	X	Partially achieved		Continued into next session	
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During session 2025–26, significant progress has been made in transforming learning through the effective and strategic use of digital technology. A comprehensive programme of professional learning, including iPad training and ongoing staff development, has ensured that all staff are increasingly confident in using a range of digital tools to enhance learning, teaching and assessment. The development of a whole-school agreement has provided clarity and consistency in expectations, while collegiate working and sharing of practice have supported staff to embed digital approaches effectively across all stages.

The impact has been particularly strong in P6 and P7, where the use of iPads has moved beyond enhancement to genuinely transforming learning experiences. This was evident in quality assurance processes during the Extended Learning Partnership and through observations and focus groups with our QIO. Teachers are using digital tools effectively to provide immediate, in-the-moment feedback, enabling learners to respond and improve their work in real time. This has led to increased engagement, improved quality of work and greater

learner independence. In addition, digital platforms have strengthened links between home and school, with increased completion and quality of homework, as well as more frequent and meaningful sharing of learning with families.

Pupil leadership groups have played an important role in promoting and supporting the use of digital tools across the school, contributing to the building of a culture of collaboration and innovation. Parent engagement opportunities have also supported families to better understand how digital tools can be used to support learning at home.

Impact

Although this priority is at a relatively early stage, it has exceeded expectations, particularly in upper stages, where digital technology is now embedded as a core element of high-quality learning and teaching. Learners in P6 and P7 demonstrate high levels of proficiency and independence in using digital tools, resulting in enhanced motivation, improved engagement, and stronger learning outcomes. The use of digital tools to support formative assessment has significantly strengthened feedback, contributing to improved pace and progress in learning.

Across upper school classes, there is increasing consistency in the use of digital approaches to support differentiation and personalised learning. Staff confidence has improved, and there is clear evidence of digital tools being used to support inclusion and meet a range of learner needs.

Next Steps

- Continue to embed and extend highly effective digital pedagogy across all stages, ensuring greater consistency beyond P6 and P7.
- Develop a clear Transforming Learning pedagogy framework to define when and how digital tools add value, ensuring a focus on learning rather than technology.
- Strengthen the use of digital tools to support high-quality assessment and feedback, including links to higher-order questioning and Bloom's taxonomy.
- Increase opportunities for meaningful collaboration through digital platforms and shared learning experiences.
- Address learner feedback by strengthening digital citizenship, including self-regulation, focus, responsible use and critical evaluation of online content.
- Provide ongoing professional learning focused on pedagogy, supporting staff to move further along the SAMR model towards transformation.
- Expand pupil digital leadership to support sustainability, innovation and peer support.
- Enhance parental engagement, including guidance on screen time, supporting learning at home and understanding the purpose of digital approaches.
- Monitor impact on attainment, particularly in literacy, and track progress over time using a wider range of evidence, including pupil work comparisons.
- Ensure a balanced learning experience, maintaining opportunities for non-digital, outdoor and creative learning.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
(without PEP in brackets)	Stretch	Actual	Stretch	Actual
P1	75.68%	50.00% (70%)	86.49%	67.50% (84%)
P4	83.02%	76.36% (85%)	86.79%	80.00% (84%)
P7	77.46%	61.97% (77%)	81.69%	73.24% (79%)

Stage	Listening and Talking	Reading	Writing	Numeracy
(without PEP in brackets)	Actual	Actual	Actual	Actual
P1	77.50% (90%)	50.00% (60%)	55.00% (63%)	67.50% (84%)
P4	87.27% (92%)	76.36% (78%)	80.00% (84%)	80.00% (84%)
P7	78.87% (86%)	71.83% (77%)	61.97% (67%)	73.24% (79%)

Attainment data reflects the high levels of pupils with significant ASN in mainstream and Primary Enhanced Provision (PEP). The tables above show data with and without our pupils attending PEP but does not reflect the range of need in mainstream only. For example, we have a very high number of pupils who are preverbal attending P1 and P2 mainstream.

Attainment data over time demonstrates a broadly positive but uneven trend in literacy achievement across stages. There has been sustained improvement at early level, with P1 and P2 showing consistent increases from 2018/19 to 2024/25, reaching the mid-80% range and indicating the impact of effective early intervention. In contrast, attainment at middle and upper stages (P3–P7) has been more variable, with a noticeable dip around 2022/23 followed by gradual recovery in subsequent years. While most stages in 2024/25 are now at or above pre-pandemic levels, performance in the upper stages, particularly P6 and P7, remains less consistent. Inconsistencies in data year on year reflect the movement of individual pupils into year groups who have more complex additional needs. Comparison with Fife-wide data shows a similar overall pattern, although there are more fluctuations over time in the school trends, again reflective of the changing population of learners with ASN. This suggests that, while early literacy approaches are having a positive impact, further focus is required to improve consistency and sustain progress as learners move through the school.

Pupil and class attainment data indicate an improvement trend in writing, reflecting the positive impact of increasingly consistent and structured teaching approaches across the school. However, this stronger picture in writing is not yet mirrored in reading, where greater variability highlights the need to develop a more strategic, whole-school approach to reading to support consistency and progression. In addition, further work is

required to strengthen assessment practices to ensure greater reliability and consistency in professional judgement, enabling more accurate tracking of progress and more targeted support for learners across all stages.

Progress Over Time (Early Years/Special/may consider PEP & SEP):

Evidence gathered through planning processes and individual PLJs demonstrates that children have made good progress in their learning over the past academic session. The effective integration of digital technology has played a key role in transforming learning, with children increasingly able to use a range of digital tools independently to capture, reflect on and share their learning. This is particularly evident in P6 and 7 through the use of iPads.

Consistent use of the school's five-part model has strengthened the quality of learning and teaching, providing clear structure and purpose to lessons, while the use of plenaries and a shared language of learning has supported children to articulate their understanding and next steps more confidently.

In addition, a consistent approach to the teaching of writing has had a positive impact, with children demonstrating improved confidence, increased engagement, and greater independence in writing across a range of contexts.

Universal strategies, alongside well-planned playful approaches, have further supported inclusion within mainstream classes, ensuring that pupils with a wide range of additional needs are actively engaged in learning. These approaches have enabled learners to access the curriculum more effectively, make meaningful progress, and participate fully in high-quality learning experiences.

Impact of PEF on outcomes for children and young people:

PEF funding has had targeted impact in addressing equity and reducing barriers to learning for identified pupils. Investment in staffing, targeted interventions and resources has strengthened support for learners with complex and overlapping needs, including those affected by poverty, ASN and challenging life circumstances. Targeted literacy interventions, including structured writing approaches, recovery groups and enhanced PSA support, have contributed to improved engagement, confidence and progress in both reading and writing for identified pupils across stages.

In addition, PEF investment has been instrumental in reducing the cost of the school day, ensuring equity of access to wider achievement opportunities, resources and experiences. This has resulted in increased participation, improved engagement and stronger home-school links, particularly for families who may otherwise face financial barriers. This includes access to residential and other out-of-school opportunities for wider achievement. Overall, PEF has contributed to more inclusive practice, improved outcomes for targeted learners and greater equity across the school.

PEF has also been used to support pupils who have experienced loss through planned Seasons for Growth activities. Through these interventions, 14 children have benefitted directly offering positive evaluation of impact.

Achievements

A key element of our wider achievement is reflected in our school values, particularly 'Community.' There has been a rich and increasingly robust range of wider achievement opportunities across the school this year, supporting children to develop and apply skills across all four capacities: Successful Learners, Confident

Individuals, Responsible Citizens and Effective Contributors. These opportunities are strategically planned and tracked through our wider achievement framework, which is clearly linked to our school values, the UNCRC and the four contexts for learning. Stronger community partnerships have significantly enhanced these opportunities; for example, pupils in P4–P7 participated in Glee, while whole-school engagement with the Rotary Club not only raised funds for school and global charities but also deepened pupils’ understanding of their local area and global citizenship. Leadership and communication skills have been further developed through initiatives such as the Toy Drive, Shoe Box Appeal, Shelter Box Appeal, enterprise activities and the maintenance of a pupil-led library, where learners have meaningfully contributed to decision-making. The impact of these opportunities is evident in the confidence and performance of pupils across the school. P7 pupils demonstrated high levels of commitment, teamwork and performance quality in their end-of-year show, while younger pupils performed with confidence and enthusiasm in the nativity. Participation in the Rotary Quiz showcased strong knowledge, collaboration, and problem-solving skills. Our Rotary Quiz team came first nationally. Across the school, pupils have achieved notable success in a wide range of sporting activities, including strong participation and achievement in parasports and dance through PEP, reflecting increasing inclusion, skill development and resilience.

All pupils are involved in planned leadership groups usually and, while almost all engage well, the next step was to further strengthen their ability to articulate and transfer leadership and meta-skills across contexts. All pupils have engaged in passion learning projects but not all have been part of the previously planned leadership groups, with around 30% participating in planned leadership activities. A Performance and Leadership Skills Development Opportunities calendar, alongside a well-established wider achievement tracker, supports the progressive development of these skills across three levels, ensuring clear pathways for growth. Wider achievements are regularly celebrated through assemblies, home–school communication and dedicated achievement displays, reinforcing a strong culture of recognition and aspiration across the school. More work is required to strengthen the leadership groups already in place and to re-establish groups paused.

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	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

Session 2026-2027 Improvement Plan

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment:				
Focused Priority: Develop and improve consistent assessment practice across the whole curriculum at all stages. Strengthen the consistency and quality of moderation practices across all classes to ensure a shared understanding of standards, resulting in more reliable and robust teacher judgements. Standardise pupil feedback to ensure learners are able about their next steps in learning.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2; 1.3; 2.2; 2.3; 2.4; 2.7; 3.1; 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Assessment evidence provides more confident and robust assessment data and as result improved professional judgment of progress in learning / achievement of a level.	Assessment 1. The teaching team agree what assessment tools we will use for each curricular area (to be reviewed in line with Curriculum Improvement Cycle). 2. Planned assessment calendar in place. 3. Teaching Team to use assessments as per agreed calendar	Teachers	1. A clear assessment calendar and coherent plan of agreed assessment tools will be used consistently across all settings and evidenced in class/ pupil focus groups/ planning and tracking meetings and in planning folders. 2. As above 3. As above 4. As above	1. August 2026 (Inservice day) 2. August 2026 (Inservice day) 3. Termly 4. Termly planning and tracking meetings
Moderation activities provide evidence of progress and improve consistency in attainment judgements.	4. SLT to focus on assessment and moderation at planning and tracking meetings.	SLT and Teachers	5. Staff confident to describe and use the moderation cycle. 6. Staff confidently engage with and applying moderation activities.	5. September 2026 – onwards 6. November
Moderation underpins assessment judgements which are valid, reliable and consistent supporting high-quality feedback and next steps.	Moderation 5. Staff PL input on Moderation Cycle. 6. PSA and teaching staff to attend cross-sector moderation Nov In-	SLT All staff	7. Staff engage consistently and confidently in moderation activities and as a result triangulation of assessment data is robust and pupils understand and can talk about their	7. Termly

Cluster moderation leads to improved consistency in attainment judgements across schools. Staff confidence in achievement of a level decisions is increased. Pupils can talk about their next steps in learning.	Service Day. Special/ ASN/ Primary/ Secondary 7. Staff involvement in QI processes - o Planning - o Trackers – linking observations to Es and Os, identifying gaps to inform intentional planning - o PLJs (PEP) (shared moderation activity – strengths and next steps identified) - o As part of cluster improvement priority, participate in moderation activities within pairs / trios across settings - o Moderate PLJs in PEP observations and link to trackers.	All staff led by SLT and working group (participants TBC)		
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan:				
Focused Priority: By May 2027, (% - TBC) of children in P1, P4 and P7 will achieve national standards for attainment in Literacy. <i>(Target percentage to be amended once stretch targets are achieved)</i> (% of pupils will be on track in reading. % in writing) (% in listening and talking)				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2; 1.3; 2.2; 2.3; 2.4; 2.7; 3.1; 3.2		HGIOS 4		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
A clear reading progression is developed and as a result all pupils have access to a coherent and robust approach to the teaching of reading. Clear literacy strategy developed that makes clear the links between reading, writing, listening and talking and makes explicit the tools for literacy across all literacy organisers. Clear communication strategy to support targeted pupils in PEP and Mainstream to increase participation, voice and functional communication (see individual PLJs).	1. Reading Progression developed and shared 2. Reading progression used by all staff 3. Whole staff reading PL (WfL) 4. Whole school literacy strategy made created. 5. <i>Reading PALs established across P1-3</i> 6. Reading pairs set up 7. Rapid reading used to support reading recovery for key pupils 8. EP deliver and support SCERTs 9. PT PEP support PL for communication 10. PT and Transforming Learning lead and LS team train staff how to support staff to access digital communication and participation tools as appropriate (see PLJs) 11. SLT / teacher tracking of reading and early identification of support required. Support	1. DHT and Working group – participants TBC 2. All Staff 3. HT, DHT and working group 4. DHT and Working group – participants TBC 5. LS team 6. LS team 7. LS team 8. EP and SLT with PEP staff 9. PT PEP 10. PT PEP, Andrew Hughes, LS team 11. SLT and All Teachers	1. All teaching staff using and can talk about reading progression. 2. Pace of learning in reading increased, quicker pace through reading scheme. 3. Teacher confidence in planning quality and consistent teaching of reading. 4. Clear links between teaching of reading, writing and listening and talking highlighted at planning and tracking meetings and observed in class lessons and via learning journeys in class. 5. Parental and community engagement in reading is positively engaging pupils who are reluctant readers- QI methodology. 6. Pupil reading pairs – impact of engagement and reading strategies used measured through QI methodology via LS team / Raising attainment teacher.	Started August 2026-developed across the As above Termly Termly Weekly/ Fortnightly Weekly

Most pupils in P1-7 read for enjoyment in school. Most children in P1, P4 and P7 attain national standards for attainment in Reading. Raised attainment from, P1: P4: P7: To be added. For identified pupils across the setting	directed by additionality teacher. 12. Planned access to the school library and pupils taught how to access resources etc.		7. Clear measurement of progress through rapid reading tools- LS / PSA tracking. 8. Improved communication skills tracked – noted on progress+ 9. As above 10. Pupils can independently access tools to support communication. 11. Clear impact of achievement through reading assessment. Planning and tracking meetings highlight progress, pace, and identification of gaps. Pupil attainment increased as predicted. Reduced number of pupils identified with dyslexia because reading recovery and reading skills support reading skills developed. 12. Pupils share what they are reading with peers and staff and families. Increased use of school libraries and feedback from pupils about how they are using this.	Weekly access/ Monthly tracking Termly By end of session 2026-2027 Termly Termly By May 2027 By May 2027 Weekly
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Personalised Support				
Focused Priority: Ensure all learners experience high-quality, purposeful digital learning that enhances accessibility, supports progression in digital skills, and improves engagement, independence and attainment.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.3; 2.2; 2.3; 2.4; 2.7; 3.1; 3.2		HGIOS 4 QIs		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Learners demonstrate increased engagement, independence and collaboration, with improved self-regulation and responsible digital behaviours. Teaching is consistently enhanced or transformed through digital pedagogy, not simply substituted. Formative assessment is strengthened through effective use of digital tools, leading to improved pace and quality of progress. Staff show increased confidence and consistency in applying digital approaches.	1. Establish a shared digital pedagogy framework aligned to learning, teaching and assessment (including clear expectations and SAMR progression).	AH (and working group TBC)	1. QA evidence shows consistent, high-quality digital pedagogy across stages.	September 2026
	2. Build staff capacity through targeted professional learning, coaching, modelling and collaborative practice.	AH and TL team	2. Staff confidently talk about impact of coaching models. Learner work and observations demonstrate increased independence, collaboration and depth of learning.	Ongoing – see TL plan
	3. Embed digital assessment and feedback to improve responsiveness and learner understanding of next steps.	All staff and AH	3. Digital feedback is evident and impactful, with learners articulating next steps.	Termly
	4. Promote collaborative learning using digital tools to enhance communication and higher-order thinking.	All teaching staff	4. Staff self-evaluation and observation show increased confidence and movement towards transformational use (SAMR).	Weekly/ Fortnightly
	5. Implement a progressive digital citizenship programme to support safe, responsible and focused use.	AH	5. Reduced off-task behaviour and improved learner focus when using technology.	By December 2026
			6. Attainment data shows positive trends, supported by improved quality of work.	
			7. Pupil and parent feedback indicates increased engagement and understanding.	

Attainment improves over time, particularly in literacy, supported by effective digital practice. Pupil leadership and parental engagement contribute to a sustainable culture of digital learning. Learners experience a balanced curriculum, maintaining high-quality non-digital learning.	6. Develop digital leadership (staff and pupils) to support sustainability and peer learning. 7. Engage parents through guidance, communication and shared understanding of digital learning. 8. Ensure curriculum balance through planned integration of digital and non-digital experiences.	Working group and pupil leadership group TBC SLT	8. Planning and tracking conversations, pupil focus groups, and observations confirm a balanced learning experience.	By December 2026 Termly Fortnightly
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan:

Focused Priority: Establish a coherent, school-wide culture of leadership at all levels by embedding high-quality professional learning and professional enquiry as core drivers of continuous improvement in teaching and learning that, over time, enables development of leadership skills.

HGIOS4 Quality Indicators
Quality Improvement Framework

1.3, 2.3, 3.1, 3.2, 2.3

HGIOS 4 QIs

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (<i>Triangulation of Evidence/QI Methodology</i>)	Timescales
Staff demonstrate increased confidence and capacity to lead learning, using enquiry and data to inform classroom practice and school improvement. Professional learning is consistent, purposeful and clearly linked to school priorities, with a shared understanding of its impact. Collaborative culture is strengthened, with regular professional dialogue, peer learning and shared responsibility for improvement. Pupils experience improved quality of	1. Establish a shared vision and baseline understanding - Evaluate current leadership culture and professional learning practices through consultation and self-evaluation. - Develop and articulate a clear, shared vision for leadership and professional learning aligned with GTCS and HGIOS4. - Define expectations for leadership at all levels. 2. Build capacity through professional learning and enquiry - Provide structured collegiate learning to develop understanding of leadership, enquiry and evidence-informed practice. - Introduce a consistent professional enquiry model linked to school priorities and support staff to identify focus areas, use data effectively and plan enquiries.	DHT Lindsay Scott All staff Whole community Linked to Focused School Improvement Priorities – responsibilities column See other Focused Improvement Priorities	Measures of Success across all 4 strategic actions - Self-evaluation evidence shows improved staff understanding of leadership, professional learning and enquiry. - PRD and CLPL records demonstrate increased engagement in enquiry and leadership roles. - Consistency of practice observed across classrooms (learning visits, peer observation, QA processes). - Professional dialogue and collaboration are regular, high-quality and focused on impact. - Enquiry outcomes show measurable improvements in targeted aspects of learning and teaching. - Attainment and engagement data demonstrate positive trends over time. - Stakeholder feedback (staff, pupils, parents) reflects increased confidence, involvement and clarity of purpose.	August 2026 and ongoing August 2026 September 2026 See Focused Improvement priorities above

teaching, leading to better engagement, attainment and equity of outcomes. Leadership becomes distributed and sustainable, embedded within core school systems and expectations.	3. Embed and sustain a leadership model • Implement and refine a school-wide model integrating professional learning, enquiry and leadership. • Create regular opportunities for collaboration, peer observation and sharing impact. • Extend leadership opportunities to all staff, with increasing ownership and accountability. 4. Extend and evaluate impact • Use robust quality assurance (PRD, data analysis, pupil/parent voice) to evaluate impact on teaching and learning. • Embed approaches within school systems (SIP, curriculum rationale, learning and teaching strategy). • Gradually involve learners and families to strengthen participation and shared ownership.	DHT and staff / parent/ pupil leads SLT SLT SLT and extended leadership teams (pupils and staff) As above		Year 1 Term 2/ 3/ 4 and subsequent years Annual August 2027 Though out Term 2/ 3/ 4 and August 2027
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This should be updated as part of on-going cycle of self-evaluation

APPENDIX D - Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27	£
School Context (copied from SIP) Castlehill Primary is a non-denominational school in the town of Cupar. Castlehill is part of the Bell Baxter Cluster and almost all pupils transition to Bell Baxter after P7 and from around 9 early years settings that included Westfield Nursery. Our school community is becoming more diverse every year with pupils from all over the world although most are still white uk. Our average SIMD is 6.2 but we know that SIMD is not always an accurate measure of deprivation for our community. We have the highest number of pupils living in SIMD 2 in NEF. Many of our children travel by school bus and just under half of our pupils in PEP arrive at school via taxi. Vision, values and aims: At Castlehill Primary School we aim to provide all children with the highest quality learning experiences within a safe and nurturing environment. Community Respect Resilience At Castlehill We Aim high	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day) At Castlehill we do our best to ensure that every child can participate in the wider life of the school. We provide new uniform for those who cannot buy it. We offer second hand uniform at a central point in the school for free. We donate uniform to the local charity shop where parents can access it at a reduced cost. We plan school activities to minimise costs, for example, celebration days, such as Comic Relief and World Book Day are carefully managed to avoid the need for any pupils to dress up. Wider achievement days have a curriculum focus and fundraising activities are kept to a minimum. Our school trips are capped at affordable amounts, subsidised by planned PEF or school and we look for ways to reduce costs by considering timings and locations. This year we have used public transport where possible. P7 residential is supported by grant funding for those who need it. We walk to sports and other events locally wherever possible. We have snacks available and offer free breakfast. We work closely with the food bank. These are a selection of the ways we reduce the cost of the school day for families. We work closely with Cupar Rotary too, who also offer support discreetly to families who need it.	

Stakeholder engagement (in what ways have you engaged with your stakeholders – children/parents/community etc.)	Participatory Budgeting (Are you using any of your PEF allocation to support participatory budgeting. If yes, what is the focus?)
• Parent council were involved in collaborative planning activities and participatory budgeting (they actively sought the views of the wider parent forum). • Parent Council also carried out work to consider reduction of cost of the school day. • School association planned and delivered, the set up of a library to target access to books and created a take (and donate) uniform and book stall that is available all year round. • School association also work with us to create family events that are free and accessible to all. • Pupils were involved in pupil focus groups to identify areas of focus for PEF. • Staff were involved in working group activities interrogating data and planning for PEF.	

Rationale		Amount of Fund allocated (if appropriate) £ 78400.00	
We have a population of pupils with multi layered barriers to their learning a few of these children are care experienced or have social engagement with their family. We also have a number of pupils with ASN who also live in poverty or are care experienced. These pupils are at risk of exclusion or disengagement in learning. These pupils also face barriers due to transport as a few live out with the Cupar area.. We have a number of pupils who are preverbal and cannot use spoken language to make their needs known in the same way as others and therefor pupil voice is an important development need for our school. Our reading attainment as a result of significant asn is also a barrier to curricular access for some. We have capacity in our team and will benefit from stregthneing the leadership capacity within the school to lead significant change across our school for those children who need it most.			
Expected Impact	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June

✓ Increase attainment in reading by identifying and reducing barriers to learning, improving consistency of progress across all stages through high-quality, structured reading approaches. ✓ Increase leadership capacity of staff and community to support the delivery of targeted and small group support. ✓ Better use the range of data available to ensure targeted support is specific and well planned to best close the poverty related attainment gap.	• Use granular tracking data (including small cohorts and targeted groups) to identify specific pupils requiring support. • Deliver targeted interventions for identified pupils, with clear entry and exit criteria. • Embed consistent whole-school reading approaches (e.g. comprehension strategies, structured discussion, and vocabulary development). • Strengthen formative assessment and feedback to support next steps in reading. • Provide professional learning and moderation to ensure consistency of expectations and standards. • Focus of raising attainment teacher LS teacher supported reading, small group work and pupil dialogue • DHTs and PT/s non-teaching to maximize leadership development of staff • Pupil leadership opportunities to focus on leadership skills development and decider skills as appropriate • Community leadership opportunities to develop and deliver literacy and numeracy activities that promote increased attainment (Rapid Reading, Reading Pals, SEAL numeracy approach) • SLT to create opportunities to develop teacher use and understanding of the range of data and QI methodology to support planning and decision making,	• Data shows reduction in the number/percentage of pupils below expected levels, including within targeted groups. • Targeted pupils demonstrate measurable progress over time (tracking and projections). • Evidence from learner work shows improved comprehension and quality of responses. • Pupils can articulate reading strategies and demonstrate understanding. • QA evidence shows consistent approaches to reading across all stages. • Increased attainment and positive progress trends, even within small cohorts. • Increased number of staff leading and contributing to improvement activity (PRD, leadership roles, enquiry). • Evidence of impact from pupil leadership on learning, engagement and school culture. • Tracking data shows improved attainment in literacy and numeracy, linked to targeted interventions.	• Increased proportion of pupils achieving expected levels in reading, including those within targeted groups. • Targeted pupils (including those with additional support needs/EAL/small cohort groups) show • Accelerated progress from low baselines. • Improved consistency across stages, with less variability in attainment. • Learners demonstrate stronger comprehension, vocabulary and ability to respond to text. • Increased confidence, independence and engagement in reading activities. • Staff demonstrate increased confidence and effectiveness in leadership roles, contributing to school improvement. • Pupils develop leadership and decision-making skills, increasing agency and engagement. • Community partnerships contribute to improved attainment in literacy and numeracy. • Staff use data and QI methodologies confidently to inform planning, interventions and evaluation.
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		• Staff demonstrate improved confidence and accuracy in using data to plan and evaluate. • Positive feedback from staff, pupils and partners on leadership opportunities and impact.	• Leadership is distributed, sustainable and clearly impacting outcomes for learners.
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The template for 26-27 is not yet ready and will be shared with Headteacher following normal communication processes, once this is available.

2022-2023 Projected/Anticipated Spend[illegible]

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

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

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

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



Unallocated spend	£300.00
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APPENDIX F – LOCAL AUTHORITY FEEDBACK

Name of Establishment:

Name of Headteacher:

Education Manager:

Standards and Quality Report Session 2025-2026

Context						
Vision, values and aims	Completed		Still to be completed			
Attendance	Completed		Still to be completed			
Exclusions	Completed		Still to be completed			
Summary of consultation with stakeholders	Completed		Still to be completed			
Attainment Scotland Fund Allocation (PEF)	Completed		Still to be completed			
Cost of the School Day statement	Completed		Still to be completed			
Summary of consultations with stakeholders	Completed		Still to be completed			
Progress and Impact						
Priority 1	Fully achieved		Partially achieved		Continued next session	
Progress	Evidence of Progress e.g. Professional learning Curriculum development Development of policy and processes Involvement of stakeholders/gathering of triangulation of evidence Resources		Comments (if required):			
Impact	Evidence of Impact Clear impact shown for children and young people		Comments (if required):			
Next Steps	Appropriate strategic next steps		Comments (if required):			
Priority 2	Fully achieved		Partially achieved		Continued next session	
Progress	Evidence of Progress e.g. Professional learning Curriculum development Development of policy and processes Involvement of stakeholders/gathering of triangulation of evidence Resources		Comments (if required):			
Impact	Evidence of Impact		Comments (if required):			

	Clear impact shown for children and young people	
Next Steps	Appropriate strategic next steps	Comments (if required):
Priority 3	Fully achieved	Partially achieved
		Continued next session
Progress	Evidence of Progress e.g. Professional learning Curriculum development Development of policy and processes Involvement of stakeholders/gathering of triangulation of evidence Resources	Comments (if required):
Impact	Evidence of Impact Clear impact shown for children and young people	Comments (if required):
Next Steps	Appropriate strategic next steps	Comments (if required):
Improving Outcomes		
Attainment Overview	Completed	More detail to be added (comment, if required)
Evaluative Statement about Attainment Over Time	Completed	More detail to be added (comment, if required)
PEF Progress and Impact reported	Completed	More detail to be added (comment, if required)
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	Completed as per the guidance	More detail to be added (comment, if required)
Evaluations (6-point scale)	Completed	Comment, if required
External Feedback	Completed	Comment, if required

Improvement Plan Session 2026-2027

	Feedback		
Are priorities identified supporting improvement: - Do they cover school, ELC and PEP/SEP? - Are they linked to previous SQR and ongoing setting self-evaluations and identified next steps in SSE?	Yes	No	Comments, if required
Are relevant QI's identified for priority identified? (including Early years if relevant)	Yes	No	Comments, if required
Expected impact - Are these focused on children and young people? - Are these written evaluatively? - Are these linked to data?	Yes	No	Comments, if required
Strategic Action/tasks identified: - High level - Realistic	Yes	No	Comments, if required
Responsibilities - Identified - At all levels and across all settings, where appropriate	Yes	No	Comments, if required
Measure of Success (including Triangulation of Evidence) Will evidence be gathered from different stakeholders and in different ways throughout the session?	Yes	No	Comments, if required
Timescales Realistic	Yes	No	Comments, if required

Ongoing throughout the session			
PEF Plan (included)	Completed		Still to be completed
PEF Financial Plan (included)	Completed		Still to be completed
Overall Comment:			
Feedback given by:			
Feedback date:	August 2026		