



Standards and Quality Report 2025-26

Demographic	~ Roll 60 ~ FME 35.7% for P6 and 7 (previously 26.1%) ~ Average SIMD Profile 3.6 (previously 3.7) ~ ASN 26.6% (previously 12%) ~ Placing requests 25%					
Vision, values and aims	Vision Coaltown of Wemyss Primary School serves the community of Coaltown of Wemyss and West Wemyss. The children, staff and parents at Coaltown of Wemyss Primary School are a strong team who work extremely well together to create a positive ethos and a successful learning experience for our children and families. Our children learn and grow in a caring, inclusive, supportive and nurturing environment which encourages them to be confident, responsible young people and to 'Be the best we can be!'. Values In 2023, we consulted with our staff, children and families to refresh our school values. Our Values are at the centre of everything we do in our school. Respect Kindness Responsibility					
Attendance	Total	91.15%	Authorised	5.9%	Unauthorised	2.95%
Exclusions %	0					
Summary of consultation with stakeholders	In October this session, our IP and SQR were shared with all parents/carers through our normal communication channels via Groupcall and Seesaw. It is also available via our school website. Our newsletters share our work and progress towards our priorities on a termly basis and these are also shared through Groupcall and Seesaw. We also share updates with parents at our termly shared learning events. Parents are asked for their feedback following each event to inform future planning. Parent Council meetings are given a progress update at each termly meeting. This is then available for all parents/carers through Parent Council minutes. Parents/carers have been asked for feedback following shared learning sessions or via surveys to provide opportunities to share their views on our progress and future improvement work. We also use the opportunity at Parent Teacher Interviews to ask for feedback and views about improvement work.					
Attainment Scotland Fund	£19,600					

Allocation (PEF)	
Cost of the School Day statement	In Coaltown of Wemyss Primary School we recognise the need to reduce the Cost of the School Day for all our children and particularly for those who are already experiencing poverty. We examine the school day through the following headings; Uniform - Donated school uniform is available for school staff to distribute. School trips/travel – We keep costs low through fundraising events. We also benefit from a strong partnership with Parent Council who regularly raise funds to support events in school. School clubs – All our clubs are free and we benefit from support from our Active Schools Co-ordinator and Levenmouth Academy Sports Ambassadors.

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 in the use of digital technology.
- To support all staff, through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

- 1.2 - Leadership of Learning
- 1.3 - Leadership of Change
- 2.2 - Curriculum
- 2.3 - Learning, teaching and assessment
- 3.2 - Raising attainment and achievement

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

Staff have engaged with professional learning sessions from the Transforming Learning team as well as additional opportunities available online. Time was protected within our staff meetings to share good practice and staff have supported one another to use the tools shared. This included training and access to support guides to use accessibility features to support learners facilitated by our Support for Learning teacher.

Online safety lessons with live lessons and focus weeks have continued to build on work in previous years. Staff in P6 and 7 are using Showbie to share learning and children have developed confidence in the use of their devices to support learning. Staff have begun to use digital tools to explore their use for sharing feedback about learning. We introduced Digital Leaders who are supporting all of the classes to learn how to use software to support their learning.

Impact:

- Class visits and focus groups demonstrated how digital technology is supporting learning across the curriculum in all of the classes. Learners in classes could all identify the positive impact the technology was having on their learning and engagement.
- Children's digital independence is developing and children speak positively about the impact on their learning, both in surveys and in focus groups.

- Additional training has supported staff to deliver lessons using a wide range of software/Apps that are being used across almost all areas of the curriculum. This has led to more engaging, varied learning experiences for pupils, with digital tools being used across almost all areas of the curriculum. Consequently, pupils are developing stronger digital literacy skills alongside subject knowledge and are better equipped to apply their learning in different contexts.
- The majority of children now confidently use tools such as text-to-speech, speech-to-text, and visual adjustments, demonstrating enhanced equity of access and supporting diverse learning needs. All children who have access to their own I pad were given input on the accessibility features to make this more personalised to their needs. All children have benefited from this.
- Digital Leaders enjoyed the opportunity to help others through sharing their knowledge and making links to the metaskills they were developing. All staff report positive impact of Digital Leaders supporting upskilling younger learners.
- Digital technologies are being used purposefully across core curricular areas, particularly within Literacy, Numeracy and IDL, with increasing application in Health and Wellbeing and RME. This reflects growing confidence in integrating technology more consistently across the curriculum.
- The range of digital tools used by learners has broadened. Increased use of core platforms (e.g. Showbie, Notes) alongside emerging creative and design applications (e.g. Adobe Express, Sketchbook, Freeform) indicates developing digital creativity and learner agency.
- Most children demonstrate levels of confidence in using digital technology to support learning (88%), demonstrating that they are developing as capable and independent digital learners.
- Children's evaluation of the impact of digital technology on their learning is positive, with average rating of 4.25. This indicates that learners recognise the value of technology in enhancing engagement, understanding and productivity. This also aligns with staff views that technology is supporting learners to complete tasks with more confidence.

Next Steps:

- Further embed high-quality digital pedagogy across the curriculum to enhance learner engagement, independence and attainment, with impact measured through classroom observations, learner voice and digital skills data.

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

ELC/School Improvement Priority 2: Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.2 - Leadership of Learning

2.2 - Curriculum

2.3 - Learning, teaching and assessment

3.1 - Ensuring wellbeing, equality and inclusion

3.2 - Raising attainment and achievement

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

Staff have engaged in professional dialogue about assessment across the curriculum and the use of Benchmarks alongside colleagues as part of the joint headship. All staff continue to engage with progression pathways to support the planning and assessment across the curriculum and have engaged in dialogue about the ways we currently track experiences and how to improve this further. Staff continue to engage in planning and tracking meetings three times per year with a focus on assessment and interventions. Planning with East Wemyss for key themes throughout the year has been collaborative. Staff have continued to use the Progress framework for reporting and tracking. Sharing the learning sessions for parents have been termly and centred around learning across the BGE, instead of a focus on Literacy and Numeracy.

Impact:

- Staff engagement in ongoing professional dialogue around assessment and the use of Benchmarks is improving consistency and shared understanding of standards. This is leading to more reliable professional judgements and increased confidence in assessing progress across the curriculum.
- Staff use of progression pathways is strengthening planning for continuity and progression. As a result, learning experiences are appropriately matched to learners' stages, supporting pace and challenge.
- Regular planning and tracking meetings support early identification of learners' needs and targeted interventions. This is contributing to timely support and monitoring of progress for individuals and groups. Attendance/punctuality of a minority of pupils is impacting the amount of progress being made.
- Collaborative planning with our joint headship colleagues is enhancing coherence and consistency in the curriculum. This is improving learner experiences through shared expectations and more meaningful, connected learning across settings.
- Parental engagement in 'Sharing the Learning' sessions focused on the Broad General Education. This provided opportunities for parents to understand their child's learning across the curriculum and strengthening home-school partnerships. Parental feedback about the sessions was positive.

Next Steps:

- Develop further moderation opportunities (within the cluster) to ensure greater confidence in applying Benchmarks across the curriculum.
- Refine the use of evidence for assessment, ensuring a balance of qualitative and quantitative data to support robust professional judgements.

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

ELC/School Improvement Priority 3:

To create a fully inclusive school environment where all learners, regardless of background, identity, or ability, feel valued, supported, and empowered to achieve their full potential.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.3 - Leadership of Change

2.2 - Curriculum

2.3 - Learning, teaching and assessment

3.1 - Ensuring wellbeing, equality and inclusion

3.2 - Raising attainment and achievement

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

Staff have engaged in training about inclusive pedagogy, trauma informed approaches, anti-racism and anti-bullying and SLT have completed the Building Racial Literacy Programme to support the work of the school. A pupil voice group was created to steer our Rights Respecting School work and provide a further avenue for children to share their views. An audit of texts and resources enabled us to identify and address gaps in representation, supporting greater equity and equality by providing inclusive resources that reflect diverse identities, experiences and backgrounds. We have also introduced the vocabulary of the Metaskills through assemblies using the *Tree of Knowledge* videos. These sessions have helped reinforce the idea that everyone has skills and that these can be further developed over time.

Through our termly newsletters, we shared with parents the learning from our key themes and displays around the school showcase the work of the pupils. Staff planned this learning collaboratively with East Wemyss, and children shared their learning at assemblies. Assembly planning took account of a wider range of themes and topics and has been recorded for future reference. We completed an audit of texts and resources and bought items to address any gaps. We also reflected on our wider school learning environment and continued work on adapting areas to meet the needs of learners.

Impact:

- The purchase of high-quality resources has provided meaningful opportunities to support discussions about diversity and inclusion. Children are beginning to use these resources to share their thoughts and experiences.
- We achieved our Bronze level Rights Respecting school award and this success was shared with our wider school community. Through this process and supported by Pupilwise results, almost all children demonstrated their ability to talk about their rights and where we can see these in school on a daily basis.
- All the classes have shared learning at assemblies about online safety, anti-bullying, anti-racism, children's rights and the school values. Children spoke confidently about their learning and were able to discuss key messages and themes explored through class activities. Pupilwise highlighted the success of this work with all children reporting they feel safe in school and that all children shared they know school takes action after reports of bullying.
- Parents and carers were invited to participate in learning sessions, providing valuable opportunities to share and celebrate learning experiences while increasing their understanding of work taking place within classes. Parents have shared their positive feedback about these sessions
- Professional learning in anti-racist education has had a positive impact on leadership capacity across the school. All members of the leadership team report increased confidence in addressing racism and supporting children and staff to develop anti-racist attitudes and behaviours. Activities and resources from the training have been shared with staff, leading to a developing understanding and confidence in responding appropriately to racist incidents. This has strengthened our whole-school approach to inclusion and equity. Through Pupilwise surveys, all children reported that school staff listen to and act on their concerns about bullying. Learning Partnership focus groups further supported this with children sharing they feel heard, no matter their role in a situation.

Next Steps:

- Continue to strengthen our whole-school approach to equity and inclusion by providing targeted professional learning and facilitate staff dialogue on race and racism.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	85.7%	100%	85.7%	100%

P4	66.7%	71%	66.7%	57%
P7	88.9%	100%	88.9%	78%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	100%	71%	71%	57%
P7	100%	100%	100%	78%

	2023-24	2024-25	2025-26
Literacy	69%	76.5%	87%
Numeracy	80%	78.1%	85%

Attainment Over Time Evaluative Statement:

As a small school, the attainment of individual learners can have a significant impact on overall attainment percentages. Current data shows that all learners in P1 and P7 are achieving the expected Curriculum for Excellence levels in Literacy, with all P1 learners also achieving the expected level in Numeracy. Across the school, most learners are achieving the expected levels in Literacy and Numeracy, while all learners are achieving the expected level in Listening and Talking at key stages.

Over the past three years, attainment has shown a positive upward trend. In both Literacy and Numeracy, attainment at P1, P4 and P7 has improved from the majority of learners achieving expected Curriculum for Excellence levels to most learners in Numeracy and almost all learners in Literacy this session. This demonstrates sustained improvement in attainment over time and reflects the positive impact of targeted interventions, high-quality learning and teaching, and robust tracking and monitoring approaches.

Impact of PEF on outcomes for children and young people:

A group of learners at First level have been working on recognition of initial sounds and blending simple CVC words. All children have made progress and are confident blending CVC words. They can all identify initial sounds and have now progressed to digraphs and common words.

A minority of p4 and p5 pupils have focused on spelling strategies to support their writing. All children have made progress and increased spelling age by at least 6 months.

A further group of children in P5 have focussed on developing reading strategies and fluency. All pupils have made progress increasing their accuracy and fluency by at least 10 months. For a few children this has been significant.

A Kitbag group was introduced to reduce anxiety and develop strategies to cope with conflict. All children have grown in confidence and feel better equipped and developed personalised strategies to help with challenging situations. All children enjoy sessions and feel more relaxed, learning coping mechanisms and developed their communication skills.

Achievements

There has been a wide variety of wider achievement opportunities across the school this session. All opportunities have developed a range of skills linked to the four capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. We have linked these opportunities to our school values throughout the session. The wide range of wider achievement opportunities provided throughout the

session had a positive impact on learners' skills development. Children are increasingly demonstrating confidence, leadership, collaboration and communication skills, alongside a stronger understanding of their role as responsible citizens. Learners can articulate how experiences have helped them develop skills linked to the four capacities and apply our school values in meaningful ways across the school community.

These opportunities have been shared throughout the session via our termly newsletters, Groupcall and Seesaw. We celebrate these achievements through our assemblies and achievement tree display. Our Headteacher awards are presented at assemblies and focus on our school values and our Wemyss Wonder certificates related to each of the four capacities.

All of our P7 pupils achieved the Fife Diploma of Achievement, completing 12 achievements including the development of leadership, collaboration and self-management skills. Learners effectively used *My World of Work* to profile and reflect on their achievements. P6 pupils have also made strong progress towards the Diploma.

Our strong commitment to health and wellbeing is evidenced through reaccreditation of the Gold Sports Award. P7 pupils made a significant contribution through their roles as Junior Leaders, organising inclusive lunchtime activities. Participation in after-school clubs, including the Cluster League, has further supported the development of teamwork, communication and resilience with almost all (91%) of our learners taking part in Active Schools' activities this session. This continues to be the highest participation level in our cluster. Children benefit from access to a range of opportunities run by Levenmouth Academy Ambassadors, East Fife Development Team and our Junior Leaders.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	4	4	4	
2.3 Learning, teaching and assessment	3	4	4	
3.1 Ensuring wellbeing, equity and inclusion	4	4	4	
3.2 Raising attainment and achievement	4	4	4	

Session 2026-2027 Improvement Plan

[illegible]

Consistent high-quality pedagogy across the school.	and play so that opportunities for creativity are planned for and developed with children. • Ensure progression in skills (creativity, critical thinking, collaboration) • Enhance outdoor spaces to promote exploration, challenge, and creativity • Ensure indoor spaces support play, inquiry, and flexible learning • Identify champions/lead practitioners in outdoor learning, digital learning, and play and allocate collegiate sessions. Staff to opt-in to a group and agree a way forward for each approach. • Use professional enquiry to evaluate impact on learners	Class teachers		Term 3
				Terms 2&3
		Working party		Term 1
		Class teachers		August 2026
				November 2026
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: To develop a robust, consistent approach to assessment and moderation, ensuring high-quality professional dialogue and improved accuracy in teachers' judgements of achievement.				
HGIOS4 Quality Indicators				
• QI1.1 - Self-evaluation for self-improvement • QI1.2 - Leadership of learning • QI 2.3 – Learning, Teaching and Assessment • QI 3.2 – Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Increased consistency and confidence in teachers' professional judgements. Improved accuracy in assessing achievement of a level. Assessment information is used effectively to inform planning and next steps. More robust moderation processes embedded across the school. Improved attainment and progress for all learners, with reduced gaps.	• Clear understanding and use of Curriculum for Excellence Benchmarks across the curriculum. • Refresh training in formative and summative assessment approaches and update of assessment calendar • Effective use of assessment to inform next steps in learning • Create definition of holistic assessments and gather examples of these to share shared expectations of what these are and how they should be used. • Regular, structured moderation within and across stages across joint headship schools • Participation in cluster moderation	HT/All teaching staff HT/PT All teaching staff HT/All teaching staff HT/All teaching staff HT Balcurvie	Staff confidence surveys pre and post Moderation evidence and professional dialogue minutes Planning and assessment evidence Attainment data shows improved outcomes over time Professional dialogue minutes Tracking and monitoring records LP feedback	September 2026 September 2026 Ongoing Term 2/3 Agreed sessions per term

	activities with Balcurvie in Literacy • Use of exemplification materials from previous LA work to support consistency and professional dialogue • Improved confidence in analysing attainment data and planning to address gaps in learning. Discussed at Tracking and monitoring meetings • Use Showbie to create a collaborative working portfolio with exemplars of agreed Benchmarks and standards	HT/All teaching staff All teaching staff HT/All teaching staff		Once per term Ongoing Term 4 Term 3
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: To improve achievement outcomes by strengthening the quality, consistency and equity of achievement opportunities ensuring that pupils experience a planned range of achievement and skills development opportunities across the curriculum. This will be delivered through the Achievement Strategy's three-part approach to tracking, recognising and profiling achievement, including participation in the Fife Diploma of Achievement.				
HGIOS4 Quality Indicators				
• QI 1.3 - Leadership of Change • QI 2.2 - Curriculum • QI 2.3 - Learning, Teaching and Assessment • QI 3.2 – Raising Attainment and Achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
A consistent approach to tracking and recognising a range of achievements for all learners from P1 to P7. Data informed planning will enable targeted support, ensuring no learner is overlooked. Staff will develop confidence in tracking and using achievement data to inform planning. Ensure positive outcomes for children/young people by working with partners. Partners will support wider achievement opportunities wherever possible.	• Continue to use our approach to tracking learners' achievements across the four contexts of learning. • Track achievements using the 4 contexts of learning, Onboard into the Progress Framework to trial and refine tracking achievements, PL session. • School wide calendar of achievements to be mapped into 4 contexts of learning. Planning for FDA experiences linked with partners for leadership, enterprise, volunteering /work experience /personal achievement, meta skills and Children's Rights.	PT Class teachers	Analysis of tracked achievements, gaps/trends, improvement over time. P6 learner's feedback Focus group feedback Achievement planning calendar and class planning documents	Termly Term1 and 4 Term 2 Term 2 and 3

	Analysis of tracking to identify gaps/trends and inform the planning of targeted support and interventions.			Termly
A consistent approach to recognition and celebration that values the personal achievements of all learners who have an increased sense of belonging, confidence and motivation. Learners feel valued and recognised for their personal and wider achievements, contributing to positive wellbeing and increased engagement in school life. The use of accreditation and achievement programmes has increased opportunities for learners to gain recognition for their skills, talents and contributions. Through participation in the Fife Diploma of Achievement, learners have developed leadership, enterprise and volunteering skills and can articulate their achievements and wider successes.	- Plan, communicate and implement achievements for the Fife Diploma of Achievement for P7 - Ensure learning experiences provide opportunities to meet FDA criteria, e.g. volunteering, leadership, enterprise, personal achievement as well as aligning with metaskills (links to Priority 1) - Work with Social Enterprise group to deliver experiences across the second level. - Engage pupils, parents/carers through clear communication via termly newsletters and Seesaw/Showbie.	HT Class teachers All staff HT/PT	Parent and pupil surveys Pupil focus groups Feedback from staff training Evaluation of social enterprise activities	Termly Termly Term 1 - Training Term 3 Termly
Ongoing Evaluation				

Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 19,600
School Context (copied from SIP)	
Coaltown of Wemyss Primary School serves the community of Coaltown of Wemyss and West Wemyss. Listening to everyone in our school community is a key strength. The school values are Respect, Kindness and Responsible and these are embedded across the school. Current data from 2025/26, attainment over time data and our most recent self-evaluation, suggests there is still an attainment gap for some of our pupils who are impacted by poverty. As a result, we aim to: • reduce the attainment gap in Literacy and Numeracy for identified pupils* (*all identified pupils will meet their individual targets)	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
• ‘New to You’ initiative for uniform for our children prior to start of the year • We consider the cost of school trips and only ask for a contribution when our own school funds and Parent Council donation does not cover costs. We also try to look for local opportunities or those that are fully/partly funded. • Children from P1 to 5 have free school meals and we encourage these children to take up this offering, especially as our FME has increased this session	
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?)

Surveys with parents Pupil surveys Parent Council meetings/discussions			
Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £ 0	
Analysis of attainment data and teacher professional judgment has identified a group of pupils who are not currently meeting expected levels in Literacy and Numeracy. By providing focused interventions—such as small group teaching, targeted resources, and evidence-based strategies—we aim to accelerate progress, build confidence, and ensure equity in educational outcomes.			
Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is 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 (What has been the actual impact/outcome, for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to the outcome statement. Did you achieve what you set out?)
<u>Intervention 1</u> To reduce the attainment gap in Writing by May 2027 by between 3 and 6 months. For a target group in P4-6, reduce the attainment gap in reading by between 3 and 6 months.	. PSA to work with identified group following the plan that is modelled by our Support for Learning teacher . Target group will receive support 3 times per week . SLT to monitor progress and make changes to targets/activities to ensure ongoing progress/pace/challenge	• Teaching staff and PSA will collate pre/post assessments/evidence to support development in reading. • Pupil feedback • Parent feedback • Tracking and attainment discussions/records will identify trends/improvements • Termly planning meetings with HT • NSA/CfE results	

	. Nesy licences . PSA to support weekly writing sessions in each class to support children to achieve success criteria and ensure children are using the 'everlasting' criteria in each lesson.		
<u>Intervention 2</u> To increase overall Numeracy attainment by May 2027 from 77% to 83%. For a target group in P5 + 6, reduce the attainment gap in Numeracy by between 3 and 6 months.	PSA to work with identified group following the plan that is developed by PT . Target group will receive support 3 times per week . SLT to monitor progress and make changes to targets/activities to ensure ongoing progress/pace/challenge	• Teaching staff and PSA will collate pre/post assessments/evidence to track improvements in learning • Pupil feedback • Parent feedback • Tracking and attainment discussions/records will identify trends/improvements • Termly planning meetings with HT • Classroom assessments • NSA/CfE results	

