

Falkland Standards and Quality Report – June 2026

Demographic	Falkland Primary School and Nursery are set in the village of Falkland in North-East Fife. In our school and nursery, we have: - - 116 school pupils and 18 Nursery pupils - Free School Meal Entitlement = 7.63% - SIMD Profile = 6.6 - ASN = 26.1% of school roll - Looked After Children = 0.85% - EAL = 1.69% - Placing Requests = 34%					
Vision, values and aims	Our vision, values and aims were updated through consultation with staff, pupils and parents in November 2025. At Falkland Primary School we aim to <i>work together to be successful, follow our values and look after each other and always try our best</i>. Our vision is, <i>Every Step Counts Towards Success</i> which sits alongside our updated values of <i>Kindness, Respect, Resilience, Creativity and Hard-working</i>. Our values are reflected upon regularly through engagement in the curriculum, assemblies, self-evaluation activities, through our policies and in relation to pupil wellbeing and achievement. Our values are celebrated during our assemblies each week, in our weekly offering to parents and through our conversations with children in the playground, classrooms and around the wider school.					
Attendance	Total	94.67%	Authorised	3.96%	Unauthorised	1.35%
Exclusions %	0.02%					
Summary of consultation with stakeholders	Parents and carers receive updates on SIP/NIP priorities during monthly Parent Council meetings. This is included in the minutes which are shared via email with the whole school. All parents and carers have had the opportunity to feedback on aspects of school/nursery life through conversation, Parent Council meetings, feedback books and questionnaires shared via email, and at school events. We had a parent focus group at our Learning Partnership in March. We gather pupil feedback via focus groups, discussions about their jotters/learning, pupil voice groups, and questionnaires. All parties shared views via Pupil/Staff and ParentWise surveys. Through questionnaires parents have been asked to share their views on proposed improvement priorities for 2026/27 alongside our proposed PEF spend for the session. Our PEF allocation and use has been discussed at Parent Council meetings.					
Attainment Scotland Fund Allocation (PEF)	£29,080					
Cost of the School Day statement	At Falkland Primary School, we will continue to support families in any way we can to ensure that everyone experiences the same rich, diverse curriculum regardless of financial circumstances. We urge anyone who is experiencing financial hardship to contact the school so we can find the best source of support for you.					

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

ELC/School Improvement Priority 1 - Re-establish a positive ethos and culture that helps to build relationships and improve learning experiences for all children.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

Progress

- Our vision, values and aims have been updated with full consultation with stakeholders.
- Senior leaders work very effectively with staff to create a nurturing, welcoming and purposeful learning environment.
- Staff and children demonstrate the recently redeveloped school values very well in their daily interactions.
- Almost all staff know children very well as individuals and as learners. They assess and adapt the learning environment effectively to support all learners.
- Where children need support in managing their emotions, staff manage this sensitively and skilfully through their detailed knowledge of each child.
- Positive relationships and nurturing environments are confirmed through classroom observations, professional dialogue and SLT involvement, showing staff know children well and plan effectively to meet individual needs.
- Expectations for behaviour, jotters, learning environments, lesson structure and relationships have been agreed by staff.
- Children demonstrate an increasing awareness of their rights. Staff support this developing understanding through class discussions, planned learning activities and displays across the school. Senior leaders engage children in reflecting on rights through assemblies and whole school activities.
- Falkland has achieved Rights Respecting Schools Bronze status.

Impact:

- Our values are embedded and are evident in learning, relationships and behaviour.
- Relationships across the school are very positive and most children feel happy and safe.
- As a result of our work on relationships and our vision, values and aims, almost all children behave very well.
- Our positive climate supports children to engage in their learning with increasing confidence.
- Work on children's rights is resulting in children at all stages respecting one another and engaging meaningfully in reflection on their rights.

Next Steps:

- Consult with all stakeholders to complete action plan linked to Fife's new Anti-bullying policy.
- All pupils complete the Glasgow wellbeing survey during Term 1 and repeat in Term 4 or before.

ELC/School Improvement Priority 2 - To ensure the whole school/nursery and individual children's attainment journey is understood and supported.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

Progress

- Attainment data is analysed by SLT and teachers rigorously at planning and attainment meetings which take place 3 times per year.
- All teaching staff use assessment data to identify gaps in learning which impacts on their planning and teaching.
- Staff's understanding of children's attainment and progress has increased this session. They use the local authority attainment tracking system increasingly effectively to track children's progress over time. Staff analyse attainment data closely to identify patterns and predict outcomes. This includes tracking the progress of specific groups of children, such as those who are care experienced or have additional support needs. Senior leaders understand the contributing factors to any variations in attainment over time, such as changes to cohort numbers.
- School staff analysed writing attainment closely through observations, moderation of jotters and use of Fife's Writing Assessment pack which resulted in P7 writing attainment increasing from 42% to 73%.
- Use of individual trackers has started and the school is working to find a manageable way of using this for more children.
- Attainment over time is being tracked using Power BI to support discussions and analysis.
- Moderation activities have taken place with Freuchie Primary School linked to writing.

Impact:

- Overall, attainment in literacy and numeracy is good. Attainment is strongest in listening and talking, with almost all children on track to attain expected levels. Most children at early and second level, and the majority of children at first level are on track to achieve national standards in literacy and numeracy. A few children at each stage are exceeding national expectations.
- Most children who require additional support with their learning are making good progress relative to individual targets.
- Pupils learning is targetted based on summative and formative assessment which is ongoing throughout the school year.
- Staff know our children well and can plan appropriately for them. The data we gather is ensuring we plan effectively and contributes to our attainment over time story.
- Staff confidence has increased and helped to validate our attainment data.

Next Steps:

- As planned, staff should continue to consolidate their developing approach to tracking to strengthen further their strategy for continuing to raise attainment.
- First level staff to attend QI writing to further support attainment in writing and disseminate strategies where possible.

ELC/School Improvement Priority 3 - 90% children demonstrating "on track" and/or increased ability and achievement in computer science and digital literacy.
HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

Progress

- Staff's understanding of children's attainment and progress has increased this session. They use the local authority attainment tracking system increasingly effectively to track children's progress over time. Staff analyse attainment data closely to identify patterns and predict outcomes. This includes tracking the progress of specific groups of children, such as those who are care experienced or have additional support needs. Senior leaders understand the contributing factors to any variations in attainment over time, such as changes to cohort numbers.
- Staff worked with Freuchie Primary School to trial and develop use of specific apps introduced via the Transforming Learning project – Book Creator, Scratch (coding), and Showbie.
- All teaching staff attended almost all core Transforming learning training with cluster colleagues.
- All P5,6 and 7 pupils received an ipad to use as part of their learning including office 365 accessibility tools.
- Staff shared best practice with cluster comparator school.
- A few staff have completed Apples Education programme.

Impact:

- Overall, attainment in literacy and numeracy is good. Attainment is strongest in listening and talking, with almost all children on track to attain expected levels. Most children at early and second level, and the majority of children at first level are on track to achieve national standards in literacy and numeracy. A few children at each stage are exceeding national expectations.
- Most children who require additional support with their learning are making good progress relative to individual targets.
- Pupils learning is targetted based on summative and formative assessment which is ongoing throughout the school year.
- Staff know our children well and can plan appropriately for them. The data we gather is ensuring we plan effectively and contributes to our attainment over time story.
- Staff confidence has increased and helped to validate our attainment data.
- P4-7 pupils have had access to accessibility tools via ipads and netbooks. Children in P6 and P7 have shared that devices and their accessibility tools have supported their learning particularly for written activities, research and display purposes.
- 94% of children show 'on track' in the Technology curriculum.

Next Steps:

- Through PRDs encourage all teaching staff to complete Apple Education training to explore the depth of the device as part of their planning, teaching and assessment.
- Share more information with parents about the TL project giving examples of what we do in class and support understanding and management of safety features and support pupil safety in the digital space at home and school.
- Develop our use of feedback via in the moment verbal feedback in person and via Showbie and set all pupils up on Showbie across the course of the year.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (16 pupils)	93.75%	88%	93.75%	88%
P4 (11 pupils)	72.73%	55%	81.82%	73%
P7 (16 pupils)	80%	75%	80%	87.5%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (16 pupils)	94%	88%	88%	88%
P4 (11 pupils)	82%	64%	55%	73%
P7 (16 pupils)	100%	81%	75%	87.5%

Attainment Over Time Evaluative Statement:

Most children in P1 are achieving the expected level for their stage in Numeracy (88%) and Maths (94%). Most P1 children (88%) are expected to achieve early level in Reading/Writing and almost all in Talking and Listening (94%). Almost all children (94%) are expected to achieve expected levels in the BGE by June 2026 or before.

The majority of pupils in P4 (11 pupil cohort) are achieving the expected level in listening and talking (73%), reading (64%), writing (55%) and numeracy/maths (73%). Those who aren't, have identified or suspected ASN and are receiving support.

In P7 most children are achieving the expected level or more for their stage in reading (81% with 7 pupils tracking ahead) and numeracy/maths (87.5%). All are on track or ahead in listening and talking this session. The majority (73% or 11 out of 14) will achieve second level in writing by S1 with 3 pupils tracking ahead.

50% of P7 pupils exceed national standards in aspects of Literacy and 43% of pupils in maths; differentiation ensures challenge.

Our combined Literacy data and Numeracy data for P1/4/7 compared to 24/25 is above Fife data. Our comparator data shows Falkland pupils consistently track ahead in Literacy and Numeracy.

Predicted whole school data is good for the majority of year groups in Literacy and Numeracy.

The majority of children in P2, 3, 5, 6 are achieving appropriate levels in Literacy and Numeracy.

Progress Over Time – Early Years:

- All of our children have a deeper understanding of safety, responsibility and respect following our work embedding the messages of SIMOA across the setting. They shared their learning to the whole school during an assembly.
- Our Elips scores show that 50% of our N5's are at least 5 months ahead in all areas of communication.
- 80% of our N5 children can confidently identify, order and count numbers up to 10 with many of them working on numbers beyond 10.

- Following a successful application, our nursery received a community growing grant which has allowed all of our children to experience growing a variety of plants and therefore seeing the progression from seed to plate.

Impact of PEF on outcomes for children and young people:

- P3 75% of targeted children have made progress with their writing ranging from more independence length of pieces (75%), handwriting (100%) and engagement. Gaps remain in writing attainment and vary from 6 months to 2+ years although the gap is closing.
- 5 pupils regularly access the school pre 9am for emotional support. Pupils have named that this helps them start their day well and parents feel supported.
- Wellbeing area created at front door including fruit, fidget toys, stories and Lego.
- Class walk rounds have identified that all classrooms have resources to support wellbeing/calm/regulation.
- In P4 Gap reduced for 50% of group through work with PT, cluster attainment teacher, Lexia and Reading PALS.
- New non-fiction texts bought and distributed to all classes.
- Writing attainment has increased, particularly in P7. We are closing the gap in P4 for 50% of pupils and have closed it for one child.
- Life skills and wellbeing group working well for small group of children. Pupils using voice to develop direction of groups. No financial barrier due to PEF.
- Overall our PEF spends supports individuals and larger groups alongside the whole school in terms of wellbeing in the school and playground.

Achievements

Staff track children's achievements closely to ensure every child has opportunities to achieve in school. They encourage children and parents to share wider achievements. The majority of children feel that they have opportunities to discuss their achievements from out with school with an adult who knows them well. Children particularly welcome celebrating their achievements at weekly assemblies. They are becoming increasingly aware of how these achievements support them to become successful learners, confident individuals, responsible citizens and effective contributors. Staff use attractive wall displays to celebrate and share achievements. They track the recognition of achievement and participation in activities.

Almost all children participate in an activity or sports group. Children develop sporting and teamworking skills through participation in a range of events, such as netball, athletics, tennis and golf tournaments. Their high level of success in competitive events builds a sense of achievement. Staff and children are proud recipients of a Gold Sports Award.

There has been a variety of opportunities to achieve this session. The children have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Opportunities afforded to all pupils enable them to use and practice their metaskills across the 4 contexts for learning as detailed below.

Opportunities for Personal Achievement

- Representatives from P5-7 participated in the cluster football, netball, basketball, and athletics.
- We had success at the Cupar Burns competitions for a number of pupils with the whole school involved in Scot's Verse/music at some level.
- One swimmer represented Falkland in the Scottish Schools Time Trials achieving two personal best swims.
- All all pupils take part in extra-curricular activities within and out with school time.

Interdisciplinary Learning

- As part of our transition programme all P6 pupils joined peers from Falkland PS to walk West Lomond to raise funds, get to know their counterparts and learn about the local nature, plants and environment linked to our Science curriculum.
- All pupils have participated in Falkland Footsteps this session on and off the school site and all pupils have attended an off-site school trip.

- All P4 pupils participated in a musical project with BBC Scotland entitled 'Guide to the Orchestra' and worked closely with members of the Scottish Symphony Orchestra, sharing their learning on the BBC Scotland website - <https://www.bbc.co.uk/programmes/p0n72w3k>

Ethos and Life of the School as a Community

- Alongside parents and carers, our school and nursery reviewed our vision, values and aims.
- Our nursery pupils supported the local lunch club, playing games and entertaining the attendees.
- Our P5-7 pupils participated in the National Trust for Scotland's Heritage Skills Week learning how to look after important artefacts and preserve history.
- Falkland has achieved Rights Respecting Schools Bronze status.

Curriculum Areas and Subjects

- Our use of technology across the curriculum increased to develop core skills and enhance pupil skills within the digital world.
- In Music our P5/6 pupils participated in the Youth Music Initiative.
- We sent a P7 team to the Bell Baxter Maths Challenge to give opportunities for challenge within a group problem solving structure.
- P6 children were trained as Reading PALS to enhance sight vocabulary with pupils in P3 and P4. Data suggests the intervention has been successful and we hope to launch something similar for Maths.

Our achievements have been shared throughout the session through newsletters, emails and Seesaw and celebrated during assemblies and via our Achievements Wall.

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

Curriculum	Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Good			
Children's Progress	Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Th nursery was last inspected in 2025 and received 'Very Goods' across all Qis.			

