



Freuchie Primary School

Context of the School



Demographic	Freuchie Primary School and Nursery are set in the village of Freuchie in North-East of Fife. In our school and nursery, we have: - - 89 school pupils and 8 Nursery pupils - Free School Meal Entitlement = 6.7% - SIMD Profile = 7.9 - ASN = 28.1% of school roll - LAC = 1.12%			
Vision, values and aims	Our vision, values and aims were updated through consultation with staff, pupils and parents in September 2024. At Freuchie Primary School we aim to <i>provide a safe, secure and motivating environment where learners can flourish in an ethos of kindness, respect, resilience and ambition</i>. Our vision is, <i>'Being Well, Doing Well, Treating Others Well,'</i> which sits alongside our values of <i>Kindness, Ambition, Resilience, and Respect</i>. They 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 Fab 4 assemblies each week and through our conversations with children in the playground, classrooms and around the wider school. Pupils have shaped the way we celebrate success linked to our values including certificates in assembly, trips to the park and the burn, STEM activities and snack and a chat with the HT.			
Attendance – 95.77% (+0.68% on 2023/24)	Authorised	3.11%	Unauthorised	1.12%
Exclusions	0%			
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 had the opportunity to feedback on school/nursery improvement priorities through questionnaires shared via email and at school events (Dec/Mar/May). We had a parent focus group at our Learning Partnership in February. We gather pupil feedback via focus groups, discussions about their jotters/learning, pupil voice groups, and questionnaires. Through questionnaires parents have been asked to share their views on proposed improvement priorities for 2025/26 alongside our proposed PEF spend for the session. Our PEF allocation has been discussed with Parent Council.			
Attainment Scotland Fund Allocation (PEF)	£13,475			
Cost of the School Day statement	At Freuchie Primary School and Nursery we recognise the need to reduce the Cost of the School Day for all our children and particularly our children who are already experiencing poverty. We examine the school day by looking at school uniform provision, learning, our local community, school trips, food and nutrition, and clubs. Our Parent Council is actively involved in helping to reduce the cost of the school day by running a nearly new uniform service, and subsidizing school trips; we run a 'pay as you please' approach to trips to ensure full attendance. Our community supports the Lumsden Larder and all clubs provided by school are free. Learning about equity and equality enables pupils to understand the importance of fairness and that helping others is a privilege.			

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

School Improvement Priority 1: Enhance pupil understanding of their current levels of learning and next steps to ensure full engagement, pace and challenge within Literacy and Numeracy.

- Use benchmarks for all curriculum areas to measure all children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.3, 2.4, 3.2

Has this priority been:	Fully achieved		Partially achieved		Continued into next session	✓
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Progress

- All teaching and early years staff participated in professional learning and moderation to understand the 'Progress' framework, using it to track children's progress through the BGE and complete end-of-year reports.
- Teaching staff were given time each term for 1:1 learning conversations with pupils to co-create targets and track progress in dedicated folders.
- Staff explored ways to include next-step discussions and feedback, sharing evidence that more opportunities for these conversations would be beneficial, with pupils finding them valuable.
- Collegiate sessions with staff from Falkland PS took place learning from their approach to co-creating next steps.
- Following staff consultation, learning displays were enhanced to support the language of learning, including the 4-part model, learning intentions, success criteria, and assessment opportunities.
- All staff in N-P7 introduced the metaskills and explicitly used the language of learning linked to these skills which broadly cover the whole curriculum.
- All pupils completed surveys on participation in core learning and pupil voice groups, while all parents had the chance to share their views.
- The Headteacher and PSAs attended professional learning about Learner Engagement, sharing their learning through collegiate sessions.
- Our Learning Partnership visit focused on using pupil voice in learning journeys to deepen understanding of learning levels and next steps.

Impact:

- Following professional learning on Progress, staff now track pupils across all curriculum areas (Early to Third Level). Literacy and Numeracy data has been analysed and included in June 2025 pupil reports.
- Staff and pupils value more opportunities to discuss next steps in learning, with feedback boosting pupil ownership. However, pupils found attainment levels less helpful, and the Parent Council viewed sharing them as controversial.
- Early evidence shows staff are using metaskills with pupils, with the majority of children now applying this language in learning, as seen in observations and discussions.
- Almost all pupils use their voice in learning, target-setting, and discussing progress, with a 70% rise in participation. Since introducing pupil voice groups, 74% feel involved in decision-making, and most report confidence in sharing views on learning (86%), wellbeing (68%), and next steps (75%).

Next Steps

- Continue into year two of developing technology use to enhance learning, teaching, and assessment through the Transforming Learning project.
- Continue improving learning conversations to help pupils understand their levels and next steps.
- Update our curriculum rationale to include our new tracking arrangements, development of pupil voice within their learning development and any improvements linked to the Transforming Learning project.

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

School Improvement Priority 2: To understand our strengths and development needs within our digital culture to ensure we are meeting the needs of learners in our modern society. (2 to 3-year priority in line with potential of new digital allocation.)

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.3, 2.4, 3.2

Has this priority been:	Fully achieved		Partially achieved		Continued into next session	√
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Progress: -

- Staff and parents (18 parent responses) have completed audits linked to IT provision, personal IT skills and understanding of the online world. This has given us data to inform our next steps including online safety, accessibility features and cloud storage to support file sharing linked to teaching, learning and assessment.
- A hardware audit was completed, old equipment disposed of and discussions about new equipment took place with staff and parents. The Parent Council are raising money to buy new interactive screens for classrooms and school are looking at grant availability to buy ipads and screens to support learning in P1-5. We have applied for new headphones and ipad pens.
- Professional learning linked to creating a digital culture and assisted technology took place with feedback given to staff. Our technology currently supports some aspects of assisted technology.
- Information has been gathered from local schools about hardware which gives greatest impact on learning including costs and usage.
- All staff and parents have been introduced to the Transforming Learning project.
- We have registered for the Digital Schools award.

Impact: -

- We are now aware of what we need to do to ensure all adults are proficient and confident in using IT to enhance learning, teaching and assessment. Professional learning via the Transforming Learning project and interaction with parents is planned to ensure this.
- We know purchasing interactive TVs and ipads for P1-P5 will help to transform learning, teaching and assessment.
- New devices will enable us to more consistently access a wider spectrum of assisted technology to enhance teaching learning and assessment.

Next Steps:

- Through continued self-evaluation develop staff approaches to the quality of teaching, learning and assessment in Literacy and Numeracy through the Transforming Learning project.
- All teaching staff will receive ipads and professional learning from November 2025 onwards.
- All P6/7 pupils will receive ipads in January 2026.
- Once staff training is complete via Apple, we will host parent workshops to share how to use devices safely at home, noting accessibility features.
- Work with Transforming Lead at Falkland PS to support staff development and recruit a lead at Freuchie PS.
- Revisit our curriculum rationale to update it in line with the Transforming Learning project.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (9 pupils, each pupil is 11.1%)	100%	89%	78%	100%
P4 (15 pupils, each pupil is 6.7%)	73%	67%	67%	73%
P7 (10 pupils, each pupil is 10%)	80%	80%	90%	90%

N.B Pupil numbers thus percentages vary from year to year.

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1(9 pupils)	88.9%	89%	88.9%	100%
P4 (15 pupils)	66.7%	69%	73.3%	73%
P7 (10 pupils)	83%	83%	88.9%	90%

Evaluative Statement of Attainment Over Time – Focusing on P1/4/7

Attainment over the last three years has been good and stable. This year we have met our combined stretch targets in Literacy and Numeracy for P1, P4 and P7. Most children achieve expected levels in Literacy and Numeracy across the school. We aim to sustain this year on year using a variety of data to drive our improvement work.

By the end of P1 most children achieve Early level in Reading and Writing with all children achieving Early Level in Listening and Talking, and Numeracy. By the end of P4 the majority of children achieve First level in all areas of Literacy and Numeracy. Most children in P7 achieve Second level and beyond in Talking and Listening, Writing, and Reading with almost all children achieving Second level and beyond in Writing and Numeracy.

Overall attainment in Numeracy (P1/4/7) has increased by 4.4% to 88%. Overall attainment in Literacy (P1/4/7) has decreased by 3% to 80%.

Teaching, learning and assessment of writing has been supported by our Cluster PT and the QI approach. Their work with pupils ensured we closed the gap in P4 by 14% and P7 by 12%.

N.B. Attainment of pupils on the school role is not directly comparative with previous school years as we are reporting on different cohorts of children with year group numbers fluctuating throughout the year as children leave and join us.

PEF

Priority 1 Impact:

- 100% of identified pupils have reduced the attainment gap by 6 months in reading. 50% of pupils have reduced the attainment gap in talking/listening. 50% of pupils have reduced the attainment gap in writing by 9 months and 50% by a minimum of 10 months. This has been achieved through the support given by class teachers and PEF funded PSA staff.

Priority 2 Impact: Information redacted.



Priority 3 Impact:

- Pupil 1 can now read 71% (30/42) of the 42 sounds.
- Pupil 2 can now read 43% initial sounds (18/42) without images and 62% (26/42) with images.
- 100% of pupils are more engaged in literacy activities and have less anxiety about written texts. Use of online texts and IT has enhanced engagement. 50% of pupils have increased their reading ability closing the gap by 6 months and the level of text difficulty has increased. 100% of pupils are more able to orally answer questions about texts making use of read aloud to support.

Priority 4 Impact:

- P4 NSA data showed 16.6% are working at Band 8 thus above the national average, 50% are now working at the national average and 33.3% who aren't on target had been referred to SfL with investigations ongoing.
- 50% of the group are now 'on track' for attainment in writing closing the gap by 6 months.

Achievements

There has been a variety of opportunities to achieve this session. They 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 skills across the 4 contexts for learning as detailed below.

Opportunities for Personal Achievement

- 3 children won Gold in the Maths Challenge one of which was invited to St Andrew's University to receive their award.
- Representatives from P4 and P7 won rugby festivals with Howe of Fife Rugby Club
- We had success at the Cupar, Fife and Scottish Burns competitions for a number of pupils with the whole school involved in Scot's Verse at some level.

Interdisciplinary Learning

- Our Rights Respecting Schools group published a film about children's rights and spread their knowledge of this throughout the village and local community.
- P3/4 taught the school community about neuro-diversity.

Ethos and Life of the School as a Community

- Our school/nursery values were revisited with all stakeholders and 'Resilience' introduced.
- Community Song and Rhyme time and Community Bookbug sessions were introduced by Nursery.
- We are working with the Community Council to support festive celebrations in the village alongside the Open Spaces committee to develop our play spaces.
- School and Nursery continue to support the local foodbank, the Lumsden Larder.

Curriculum Areas and Subjects

- We are Bell Baxter Cluster Maths Champions for the second year running.
- We were Tennis Champions in two age categories at Falkland Tennis Festival.
- All P6 and P7 pupils participated in the Big Strum and all children had the opportunity to perform to their parents and peers across the year.
- We have received the Gold School Sports Award in recognition of our approach to sport, physical activity and wellbeing.

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

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Good	Good	n/a
2.3 Learning, teaching and assessment	Good	Good	Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Good	n/a
3.2 Raising attainment and achievement	Good	Good	Good	n/a
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	n/a
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	n/a
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	n/a
3.2 Securing children's progress	Very Good	Very Good	Very Good	n/a
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Very Good	n/a	n/a	
How good is our setting?	Very Good	n/a	n/a	
How good is our leadership?	Very Good	n/a	n/a	
How good is our staff team?	Very Good	n/a	n/a	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	n/a			

