

Freuchie Primary School and Nursery Standards and Quality Report 2025/26

Demographic	Freuchie Primary School and Nursery are set in the village of Freuchie in North-East Fife. In our school and nursery, we have: - - 82 school pupils and 8 Nursery pupils - Free School Meal Entitlement = 3.6% - SIMD Profile = 7.9 - ASN = 28.57% of school roll - Looked After Children = 1.2% - EAL = 1.19%					
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>. 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 Fab 4 assemblies each week and through our conversations with children in the playground, classrooms and around the wider school.					
Attendance (May 26)	Total	94.6%	Authorised	3.41%	Unauthorised	1.98%
Exclusions %	0.01%					
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 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)	£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 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

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on 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:

1.3 Leadership of Change

2.2 Curriculum

2.3 Learning, Teaching and Assessment

2.4 Personalised Support

2.6 Transition

3.2 Raising Attainment and achievement

3.3 Increasing creativity and employability

Has this priority been: (please highlight)	Fully achieved		Partially achieved (3 year priority)		Continued into next session	X
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Progress

- All staff engaged in professional learning on the use of iPads to enhance the quality of learning, teaching and assessment for all children including using iPads, smart TVs, and associated apps.
- All staff have engaged in a PRD session to discuss any supports and next steps required for their own staff development. Data was recorded using an ICT audit as a baseline and next steps planned to support LTA.
- All staff have engaged in professional dialogue, shared good practice and took part in collaborative planning sessions with Falkland PS colleagues, having their own focus area to develop – These included Book creator, Canva, Showbie and Scratch Junior. Staff evaluated and feedback was collated at a collegiate session.
- Most staff engaged in one visit to another school (Falkland) who use ICT successfully across the curriculum. All staff who took part gained confidence to try something new and can ask other staff for support i.e. Kay collaborating with Louise. – Next step to visit other schools within the cluster.
- All P5-7 pupils and all staff have received an iPad and all classrooms/the playroom were fitted with Smart TVs.
- All children learned how to access accessibility packages on their iPads and have been trained to use immersive reader, speech to text, and apply overlays to personalise iPad to individual needs. This will be revised next session.
- All staff and pupils can demonstrate safe and responsible use of digital technology.
- All staff took part and engaged in self-assessment and evaluation of their confidence using TL– Forms survey.
- All pupils in P5/6/7 took part in accessible software training with SFL teacher to enable pupils with access to an iPad or netbook the skills to individualise their device.
- All children have access to digital resources – netbooks, iPads, calculators, coding devices etc. P1/2 and P3/4 have increased usage of devices to enhance learning. All children can successfully login with confidence and independence. All children have used netbooks/iPads to support the attainment in mental maths. This is evident in the scores and has led to increased engagement in other mathematical activities.
- All teachers are using digital technology to plan appropriate learning across the BGE. All P6/7 pupils can now confidently use stop animation to deliver presentations in Spanish and Canva to create election campaign materials. All P5/6 pupils have used book creator to make storybooks, and create characters to share with P1/2. All P3/4 pupils used the netbooks and Chatterpics to develop their learning and presentation skills around Mary of Scots. All P1/2 pupils have successfully developed their knowledge of Scratch Junior to create different weather conditions which they shared with other classes including P1/2 pupils demonstrating their learning to upskill P6/7.
- All Teachers can now use a range of digital tools to create and develop learning opportunities to suit their learners – this is ongoing.

- All classes share current learning on digital platforms (Seesaw) to share, communicate and support learners and families at home. P6 and P7 staff have started to explore Showbie as a means of sharing learning and feedback.
- All P1/2 pupils use Seesaw with support of the teacher to share and update learning and next steps with home and to support engagement – *This is what we have learned, what we have enjoyed and what we have got better at.*
- All teachers involve children in the planning process by actively engaging them in decision making, providing opportunities for children to contribute their ideas, select learning activities, co-construct success criteria and plan their next steps linked to use of technology.
- All pupils share their learning weekly with parents via the Ask Me About post on Seesaw each Friday.
- All pupils have engaged in pupil focus groups across the session – Groups include RRS (Silver award achieved), School of Joy, Active, Pupil Council and Eco/Sustainability, and working with the Transforming Learning team. The majority of pupils have used technology to enhance their learning during these mixed age group sessions.
- All teachers planned and delivered a lesson using digital resources when observed for the Learning Partnership Visit and feedback given to support improvement around using the 4-part model, digital and ASN. The LP team evaluated the school as 'Good'.
- The cluster are pulling together a parent friendly leaflet to share good practice linked to the Transforming learning project.
- Fife Council learning pathways are used by all staff to plan learning.

Impact:

- Almost all pupils in P6 and P7 tell us that they are building their skills to successfully use technology to support and enhance learning.
- All pupils in P5-7 have benefitted from sessions to enhance understanding of assisted technology to support their learning.
- Pupils with an identified or suspected additional support need in P3-7 have access to technology to support learning and enhance their skills in technology use. This has led to children creating more extended pieces of writing.
- Pupils tell us that they are successfully using technology to support and enhance learning. Pupils shared that iPad rollout in P5, P6, and P7 has greatly enhanced our digital learning environment. They report that these devices make learning much better as they can now research topics, complete tasks, and edit their work quickly. They can also access helpful information and learning apps instantly. Children have customised the iPads to fit their own unique learning needs.
- Our younger children in P1-4 realise that they are getting greater access to school netbooks. They say they feel 'way more confident using technology now'. They also shared that apps like Study ladder, Hit the Button, Toy Theatre, Spelling Pacman, and Sumdog have helped them get much better at spelling, number work, and mental maths.
- During our Learning Partnership visit almost all children were independent in their use of technology and resources were provided to ensure accessibility for all children. All children in P1/2 were encouraged to share their learning and almost all did so confidently showing evidence of metaskills throughout. Almost all children in P3/4 worked confidently together as they collaborated to create their animation with reference and evidence of metaskills. All children in P6/7 were confident using technology and it was linked clearly to the success criteria of the lesson. All nursery staff were responsive to children's learning using technology to enhance their exploration and explore their next steps including taking learning outside. Staff planned activities which showed how the school is learning with technology and progression from stage to stage (N-P7). A group of children recognised the value of using technology to support their learning. All parents who attended feel that their children are challenged, and all staff know their children well and their needs are being met.

Next Steps:

- Revisit our Teaching, Learning and Assessment policy and Curriculum Rationale to ensure it reflects the pedagogy contained in the Transforming Learning project alongside outdoor learning and numeracy.
- Continue to teach children about safe use of the internet and assisted technology as part of our digitally literacy programme and in line with Fife's Transforming Learning approach.
- Train all staff in use of Showbie to gradually move children from Seesaw to the new platform. Explore how it can be used to share learning with families.
- Share examples of good practice of the Transforming Learning programme with all parents.

School Improvement Priority 2

- Enhance the delivery of high-quality assessments for all children by exploring the most suitable assessment approaches whilst enhancing approaches to data analysis.
- Ensure feedback to children is timely and effective to support them in their next steps in learning including use of peer/self and formative assessment.

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

- Assessment calendar revisited, and agreements made about minor changes. HT explored Maths standardised assessment and is awaiting Fife approval for this.
- All P5-7 families were invited to a parent engagement night organised to share information on TL including how it could enhance feedback given to pupils - parents shared they want a balance of screen time and jotter work.
- Through focus groups pupils shared they enjoy having written feedback to look back on but in the moment verbal feedback and resources such as stickers make them feel good about themselves.
- Jotter monitoring activities with SLT, between teachers and across two schools showed good examples of feedback and aspects that require consistency.
- All staff in P1, P4 and P7 use BASE and NSA data to support LTA and are becoming more confident at using data to support teacher judgement. Nursery Elips also support how we plan learning for P1.
- All teachers have engaged in planning and tracking meetings (3 per year) and class observations with peers, SLT and during LPV.
- All teachers took part in jotter moderation with staff from Falkland PS to support teacher judgement of a level and to plan next steps for individual children. All moderations were documented and feedback collected was used to enhance attainment discussions. Staff feedback to pupils was part of these moderation activities.
- A few staff have engaged in use of ICT to support assessment out with national standardised assessments. A balance of face-to-face feedback and digital feedback is an area that staff feel they would like to discuss further. More confidence around using ICT to support pupil feedback would be a next step.
- All staff have engaged with stage partners in both in Freuchie and at Falkland to develop skills in planning, moderation and assessment.

Impact:

- Staff are becoming increasingly confident in using data to support future planning ensuring learning is tailored to meet pupil's needs.
- Our staff know our pupils well and can identify their next steps in learning. Staff are increasingly engaging with pupils to help them identify their next steps.
- Moderation of writing and attainment data has increased staff confidence in their predictions and data.

Next Steps:

- Revisit our Teaching, Learning and Assessment policy and Curriculum Rationale to ensure it reflects the pedagogy contained in the Transforming Learning project alongside outdoor learning and numeracy.
- Explore face to face, written and digital feedback to build staff confidence and pupil engagement in and commitment to feedback/next steps.
- Purchase standardised numeracy assessment (Fife agreement required) to use with P2/3/5/6 to ensure we can track progress in numeracy and close gaps in learning to enhance attainment levels in this area.

- Moderation activities with cluster schools are being planned with an aim to include early years and secondary sectors.

ELC Improvement Priority

- To further develop the use of planning and assessment to enhance learning opportunities and experiences within the early level.
- To develop staff knowledge around digital tools through professional learning and pedagogy which will result in a positive impact on all children's learning.
- To support, develop and promote healthy snacks and choices within the nursery setting.

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Progress

Staff have observed use of smart TV in Primary 1 ready to take delivery of one in August 26.

- ICT audit completed and
- Our new nursery will be ready to open in August 2026.
- Staff visited other nurseries for good practice around medium-term planning (Auchtermuchty, Falkland and Westfield).
- All staff took part in INSET training with Maria Baxter and Jim Miller (ATSS) to support the safe use of ICT and digital technologies in the early years and build staff confidence around using technologies to enhance learning opportunities.
- Freuchie Nursery Teacher shared examples of menu/snack choice from other nurseries to support confidence around planning and to support the creation of the nursery policy. This was then shared with some cluster nurseries.
- All staff have worked collaboratively with Rookies (partner provider nursery) to develop parental engagement, relationship building and transition through use of PEEP and Bookbug sessions. This has been advertised in the community to ensure inclusivity to all under 5s.
- All staff have engaged in sharing good practice around medium-term planning by developing and updating current planning documents to suit the needs of the learners.
- All staff took part in completing an ICT audit in the Nursery which resulted in the removal of faulty resources and better planning of use of iPads within the early level.
- Nursery teacher attended ipad training as part of the Transforming Learning project and shared learning with the team.
- All staff worked collaboratively to develop an updated responsive and intentional planning document to support the use of digital tools within the nursery setting.
- All staff use SeeSaw to document and share learning experiences with parents and the children.
- All staff use HENRY and the Eat Well guide to support the planning and choice of snack – Freuchie staff shared their good practice at an INSET with Ladybank, Kettle and Falkland staff.
- All staff worked collaboratively to create a food policy for Freuchie Nursery which was shared with families including information about healthy packed lunches.
- All staff reviewed snack time by taking children's views into consideration.
- All staff are included in planning meetings - weekly/fortnightly so all staff can attend at least one meeting within a month ensuring all staff contribute to nursery improvement and pupil experiences.
- All staff regularly self-evaluate using the Quality Improvement Framework/graffiti walls which is reviewed weekly with evidence collated their nursery folder.

Impact to be detailed and focused on impact on outcomes for children and young people:

- All staff confidence in use of technology has risen. This has enabled them to more confidently offer experiences to children which have a technology focus. Children's ability to engage confidently with technology is evident in the playroom.
- Pupil snack time is nutritionally balanced, parents and staff are aware of the healthiest options and pupils use their voice to identify preferred snack and lunch options.
- Family/community engagement has been sustained and the opportunities afforded are enabling a smoother transition in to nursery and then to P1 for all children.

Next Steps:

- Revisit our whole school Teaching, Learning and Assessment policy to ensure it reflects the pedagogy contained in the Transforming Learning project.
- Develop a curriculum rationale which highlights the nursery curriculum including use of technology to support learning and engagement.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (7 pupils)	75%	100%	87.5%	100%
P4 (12 pupils)	75%	70%	83.3%	67%
P7 (17 pupils)	82.4%	90%	82.4%	76%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	75%	67%	67%	67%
P7	88%	88%	94%	76%

Attainment Over Time Evaluative Statement:

Attainment over the last three years has been good and relatively stable. This year we have met our combined stretch targets overall in Literacy and for P1 and P7 specifically. In Numeracy we have met our stretch targets in P1 with P4 and P7 data showing a marginal drop in expected attainment. Overall most children in most year groups 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 all children achieve Early level in Listening and Talking, Reading, Writing, and Numeracy and Maths. By the end of P4 the majority of children achieve First level in all Reading, Writing and Numeracy with most children achieving First level in Maths and Talking/Listening. Most children in P7 achieve Second level and beyond in Talking and Listening, Reading and Numeracy/Maths with almost all children achieving Second level and beyond in Writing.

Overall attainment in Literacy (P1/4/7) has increased by 11.5% to 85%. Overall attainment in Numeracy (P1/4/7) has decreased by 4% to 81%.

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.

Progress Over Time (Early Years):

Evidence gathered through individual Personal Learning Journals (PLJs), robust planning, ongoing evaluations, and professional judgment confirms that all children have made significant, measurable progress in their learning throughout the 2025–2026 session. A key strength this year is digital literacy, with 100% of children now independently leveraging a range of technology to enhance their learning and seamlessly bridge the gap between home and school by sharing their achievements. This qualitative success is strongly validated by quantitative ELIPs data, which highlights that 75% of N5 children are tracking two months ahead across all developmental areas, underscoring the high impact of targeted learning experiences. Evaluative data demonstrates universal growth in vital holistic skills, with all children showing marked improvement in their communication, personal confidence, and capacity to follow instructions, establishing a solid foundation for their ongoing educational journey.

Impact of PEF on outcomes for children and young people:

Priority 1 - Two thirds of the children targeted to increase attendance have done so. The children have shared that some of the activities they participate in such as Reading PALS has encouraged them to attend school.

Priority 2 - Half of the identified pupils reduced the gap in Maths in terms of progress by an average of 6 months.

Priority 3 - Use of Fife's Assessment pack in writing has increased teacher confidence in assessing pupils at first level with an increase in attainment of 13%. P7 attainment data in writing has increased. Use of assisted technology has increased from P4 upwards having a positive impact on pupil confidence and attainment.

Our PEF has also been used to ensure the wellbeing and safety of all children in our classrooms and playground by increasing the ratio of adults to children.

Achievements

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

- 2 children won Gold in the Maths Challenge one of which was invited to Stirling University to receive their award. We also had 1 Silver winner and 4 commendations. Alongside this, 2 of our pupils placed best in year in the UKMT Primary Problem Solving Challenge.
- Representatives from P5-7 won the cluster football, netball, basketball, tennis. Our athletics team placed in the top 5.
- Our P7 girls won the Fife cross-country event with 4 members of the team in the top ten and one placing first.
- 5 members of P7 got through to the Rotary District Final Quiz in Aberdeen after making it through the first two rounds against multiple teams from Fife and Dundee.
- 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/music at some level. A group were invited to attend the national finals.
- Two swimmers represented Freuchie in the Scottish Schools Time Trials.
- Almost all pupils (94%) 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 Freuchie 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.
- Primary 1 and 2 connected with our local community using their play experiences as a starting point. Using construction materials, they built a variety of hotels and then wrote to the local hotel to ask for information about running a hotel which resulted in a tour of the hotel.

Ethos and Life of the School as a Community

- Our school and nursery were accredited as a Rights Respecting School at Silver level.
- Our new extension opened to enable the whole school and nursery to learn and live under one roof. Our playground development began and will continue into next session. Pupils shared their views on what they would like to see in the playground and the school, Parent Council and Community Council worked together to ensure grant funding was secured in order to support the ambitious project.

- School and Nursery continue to support the local foodbank, the Lumsden Larder.

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 P6/7 pupils participated in the Uke Fest, and P5/6 attended and performed at the Fife Music Instructor's concert.
- We sent two P6 teams 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.
- STEAM challenge completed by P6/7 with all children receiving certificates of achievement and 1 pupil received a distinction.

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 (since August 2024)
1.3 Leadership of Change	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	Good	Good	n/a
3.2 Raising attainment and achievement	Good	Good	Good	n/a

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	Very Good	Very Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good
3.2 Securing children's progress	Very Good	Very Good	Very Good

Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)

	2025-26	2026-27	2027-28	Inspection Evaluations
Curriculum	n/a	n/a	n/a	n/a
Learning, Teaching and Assessment	n/a	n/a	n/a	n/a
Wellbeing, Inclusion and Equality	n/a	n/a	n/a	n/a
Children's Progress	n/a	n/a	n/a	n/a
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Freuchie Nursery was last inspected in May 2023 by Care Inspectorate.			

