

Kettle Primary School Context of the School				
Demographic	Kettle Primary School and Nursery is a small rural school within Fife with a current roll of 69 children. Most of the children at Kettle PS are living within SIMD 6 (87%) with the remaining children living within SIMD 7-9 (12%). The cohort of children with Additional Supports Needs within the setting at 22%.			
Vision, values and aims	Our Values statements: We are Kind, We are Respectful, We are Responsible We are ambitious. Our vision is Believe to Achieve. 			
Attendance	Authorised	4.5%	Unauthorised	1.6%
Exclusions	0			
Summary of consultation with stakeholders	As a school and nursery staff we have evaluated the 2025/26 school improvement plan together creating an A3 document to evidence our work against our priorities. Parents' views have been gathered through a survey FORM regarding their understanding and engagement with our priorities with 18 responses. Pupils' evaluations have been gathered through assemblies and bingo ball focus groups and a Form with 51 responses.			
Attainment Scotland Fund Allocation (PEF)	£11,025.00 The PEF funding in the 26/27 session has been allocated to additional teaching hours which has focused on capacity building of staff to better support inclusion of all children. Groups have been targeted to support wellbeing and attainment e.g. Afternoon Clubs, phonics support.			
Cost of the School Day statement	In Kettle Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We have explored avenues to support families with aspects of the cost of the school day including a Uniform swap shop currently led by our nursery team at points of transition. We work closely with the parent council to subsidise and support families with the cost of trips, for example to the pantomime. Materials are provided for any home learning activities and we host a variety of clubs run by either pupils during break and lunch or in collaboration with Active Schools coaching staff.			

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

Focused Priority: Improvements in learning, teaching, assessment and attainment in numeracy.

HG105 4/HG10ELC Quality Indicators: 1.2 – Leadership of Learning, 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	
---	----------------	--	--------------------	---	-----------------------------	--

Progress

Kettle Primary has established a consistent, conceptual approach to numeracy by embedding Active Maths and Fife progression pathways. This ensures learning is progressive and systematically builds on prior knowledge across all stages. Staff now use a robust assessment calendar and standardised data (BASE, NSA, SNSA) to precisely identify learning gaps and confirm professional judgements, leading to highly targeted interventions.

For children with Additional Support Needs (ASN), the use of adaptive technology like Clicker 8 has significantly boosted self-confidence and independent work production by removing traditional barriers to learning. 77% of children said there was a benefit and a positive change from having Summaries of Supports in class.

In the nursery, progress is marked by high-standard Personal Learning Journeys (PLJs) that use the "language of learning" to evidence intentional planning for individual needs.

Impact

The direct impact on children's learning is evident in the sharp rise in attainment; combined numeracy scores for P1, P4, and P7 increased from 58% to 77% over the past year. Pupils are becoming enthusiastic, confident mathematicians who can reference specific tools and resources that support their progress. 86% of children their had been a positive change in their mathematical abilities. 80% of children said that pre and post assessment through Active Maths helped them to progress their learning.

This data-driven, unified strategy, supported by "Bingo Ball" quality assurance and cluster-wide moderation, ensures that all learners benefit from high-quality, equitable experiences precisely matched to their individual needs.

Next Steps

A primary priority is improving the quality of learning and teaching by planning activities precisely matched to children's individual needs, ensuring appropriate support and challenge for all. To achieve this, the school will fully embed the four-part model and introduce learning walls across all stages to make progression and coherence more visible to learners. Children have identified that they would like to increase their confidence within reading and writing skills. This is reflected in schools attainment figures and trends over time.

Particular focus should be placed on the early level and the experiences and assessment within the early years classroom.

Staff continue to engage in moderation cycles to ensure assessment declarations are accurate and meet national standards, ensuring every child receives the necessary challenge. This unified approach ensures that all pupils benefit from high-quality, equitable learning experiences.

Strengthening feedback is also essential, moving beyond existing colour-coding systems to clearly defined next steps that promote learner ownership and independence. Furthermore, staff will focus on increasing their confidence in applying national standards through regular moderation cycles and the development of a school specific teaching and learning policy. Universal supports will be enhanced by making visual tools (such as Boardmaker) more consistently and independently accessible in all classrooms to reduce reliance on adult intervention. Finally, the school will refine its assessment calendar to ensure data is used rigorously to identify learning gaps, while leveraging iPad technology to transform feedback methods, particularly within writing lessons. These strategic actions aim to ensure all pupils benefit from high-quality, equitable learning experiences as they move through the school.

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

Focused Priority 2: Create a consistent approach for Wellbeing and Inclusion of all learners for increased engagement in learning

HGIOS 4/HGIOELC Quality Indicators: 2.2 – Curriculum, 2.3 – Learning, Teaching and Assessment, 3.1

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

Progress

Kettle Primary School has successfully fostered a calm, purposeful learning environment where children feel safe, included, and ambitious. Central to this transformation is the refresh of school values—Kindness and Ambition—which almost all children now "live" through improved relationships and respectful behaviour.

The school has strengthened learner engagement and inclusion by embedding the CIRCLE framework to audit learning environments and establishing a structured three-week wellbeing cycle that ensures consistent, predictable routines. Staff capacity to meet diverse needs was enhanced through collegiate sessions focusing on the Participation scale and Environment checklist, alongside the introduction of Calm Corners and emotional regulation tools like Zones of Regulation and Kitbag sessions.

Wellbeing cycle was introduced, on a three weekly rotation the children experience, leadership groups, buddy activities and wellbeing activity link to SHANARRI.

Furthermore, by involving every child in leadership groups, the school has empowered pupils to effect positive change, fostering a calmer, more respectful ethos where almost all children report feeling safe and demonstrate increased responsibility for their own behaviour. This consistent, values-driven approach—centred on Kindness and Ambition—ensures that support is not only personalised through Summaries of Support but also universally accessible, allowing all learners to settle quickly and participate more fully in the life of the school.

Impact

The impact on children's readiness to learn is evident through structured wellbeing supports. PEF-funded afternoon sessions—including Kitbag, baking, and STEAM activities—have improved the emotional regulation of targeted individuals, allowing them to remain purposefully engaged in classroom tasks for longer durations. Furthermore, the school-wide use of Zones of Regulation provides a shared language for managing emotions, contributing to an ethos where almost all children report feeling safe.

Children have reported that the wellbeing cycle allows them to develop their Meta Skills of collaboration, communication and leading. They reported that it helps them to connect to other pupils throughout the school and supports transitions. 85% of children said that leadership groups were a positive experience and helped to promote wellbeing and our school values.

For some pupils with Additional Support Needs, the consistent use of adaptive technologies like Clicker 8 has removed barriers to literacy, noticeably boosting their self-confidence and independent work production.

This tool has removed barriers to writing, directly boosting pupils' self-confidence and independent work production. This focus on equity, combined with more robust data tracking, has led to substantial gains in attainment; numeracy for the P1, P4, and P7 cohorts rose from 58% to 77% between the 2024/25 and 2025/26 sessions.

Finally, children have become active participants in school improvement. Through leadership groups and "Bingo Ball" focus groups, every child has meaningful opportunities to lead change and voice their opinions. This empowerment, supported by improved color-coded feedback in jotters, ensures that learners understand their progress and can identify their own next steps in learning.

Next Steps

- Curriculum & Progression: Conduct a comprehensive review of the Health and Wellbeing curriculum to ensure it is progressive and meets the needs of all children. This involves embedding the wellbeing indicators and 5 Ways to Wellbeing into the daily practice of all staff and ensuring pupils can independently use these tools.
- Universal Supports for Independence: Improve consistency in the use of visual symbols (Boardmaker) across all learning environments to promote learner independence and reduce reliance on adult intervention. Staff will further develop pupils' understanding and independent use of these universal supports as a standard classroom feature.
- Robust Wellbeing Assessment: Develop and implement more rigorous approaches to assessing children's wellbeing to ensure every child makes the best possible progress. This will include using a range of evaluative data—such as the CIRCLE framework and Participation Scales, Glasgow Motivation Scale—to track the impact of interventions on learner engagement.

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

School Improvement Priority 3: **Utilising iPad technology to support and transform learning**

- Engagement in staff professional learning.
- Embedding digital approaches to learning and teaching across the curriculum.
- Develop Children's awareness of skills for learning, work and life and career and employability prospects

HGIOS 4/HGIOELC Quality Indicators: 1.2 – Leadership of Learning, 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

Progress

Kettle Primary School has made significant progress in transforming learning through iPad technology, specifically through the rollout of 1:1 devices for P6/7 pupils as part of the "Transforming Learning Project". Improved infrastructure ensures that children across most classes now benefit from frequent access to digital tools, creating a more inclusive and modern learning environment.

Staff have actively engaged with professional learning, utilizing core deployment offers and the Apple Education Community to build digital skills. This has directly enhanced classroom practice, with the integrated use of Active Maths and digital displays becoming increasingly visible. A critical development for children's learning is the introduction of Showbie, which is being used to develop a consistent approach to technologically assisted feedback in writing. This platform also facilitates real-time evidence sharing with families, significantly strengthening the home-school partnership.

By integrating meta-skills into assemblies, the school is helping children link their digital experiences to broader skills for learning, life, and work. Moving forward, the school aims to establish clear expectations for digital feedback and further develop parental understanding of digital assessment approaches to ensure sustained impact on attainment.

Impact

The strategic use of iPad technology at Kettle Primary School has significantly transformed learning experiences, resulting in heightened pupil motivation, increased equity, and improved accessibility. By ensuring all staff engage in targeted professional learning—including resources from the Apple Education Community—the school has moved beyond basic device usage to a model that enhances and personalises the learning journey for every child.

A key impact is the development of a consistent approach to feedback in writing supported by iPad technology. This enables children to receive timely, meaningful evaluations of their work, fostering greater independence and ownership of their next steps. Furthermore, the integration of meta-skills into the curriculum has equipped pupils from P1 through P7 with a shared language of learning, allowing them to confidently articulate the skills they are developing for learning, life, and work.

For learners with Additional Support Needs, the use of adaptive technology, particularly Clicker 8, has been transformative. It has removed traditional barriers to literacy, allowing children to produce work at an appropriate level, which has directly increased their self-confidence and engagement. By providing universal digital access, the school has also upheld its commitment to equity, removing financial barriers and ensuring all children can participate in digital learning regardless of their background.

Finally, the use of platforms like Showbie has radically improved parental engagement, keeping families connected to their child's daily achievements and progress in real-time. This increased accessibility and the interactive nature of digital tools have driven high levels of learner motivation, creating a purposeful environment where children are enthusiastic and ambitious in their learning. Collectively, these actions ensure that technology serves as a powerful catalyst for raising attainment and ensuring inclusion across the school and nursery.

Next Steps

- **Personalised Target Setting:** The school plans to introduce explicit personal targets for pupils through Showbie.
- **Advanced Digital Feedback:** Staff aim to develop more robust feedback methods within writing lessons by leveraging the capabilities of the new technology.
- **Home-School Partnerships:** There is a priority to further strengthen partnerships that support learning at home, including increasing parental understanding of digital assessment approaches.
- **Embedded Practice:** Continued work is required to ensure that digital accessibility features are used consistently as a universal support across all stages

Improving Outcomes

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1(7)	57%	42%	42%	51%
P4(10)	60%	60%	50%	60%

P7(8)	100%	62%	75%	100%
--------------	------	-----	-----	------

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1(7)	78%	42%	85%	51%
P4(10)	71%	50%	79%	60%
P7(8)	69%	62%	67%	100%

The data represented here is more accurate of the attainment of the P1, 4 and 7 cohorts, data prior to this date is unreliable. As a result, our attainment against our stretch targets is variable. There were 22 leavers from the setting prior to this session which has resulted in each year group having fewer pupils, which impacts the number of pupils represented by each percentage point and affect attainment over time. The impact of improvement work which has taken place since January 2025 is beginning to be seen through Quality Assurance activities, however more time is needed for this work to embed and show improvements in attainment. Age equivalent assessment for term 3 and 4 have shown that with the changes in teaching approaches there has been improvement in attainment especially in P1.

Pre and post assessment and data is being used to provide more reliability to judgements and results.

PEF ALLOCATION

Our PEF allocation has allowed for additional teaching hours to support raising attainment. PSA staff have been trained to facilitate kitbag sessions and have started work with groups with targeted individuals; these individuals are beginning to show improvement in their emotional regulation allowing them to engage in more learning opportunities in class. Afternoon learning experiences to support the wellbeing needs of identified pupils have also improved the confidence and wellbeing of individual children to better engage with learning. This work has allowed for better inclusion of all children ensuring the wellbeing of all.

Achievements – 4 Capacities, 4 Contexts for Learning, Meta Skills

All children have been **confident individuals** during their *Personal achievement* assemblies, communicating to others their wider achievements. Each term pupils have shared their achievements and explained what these achievements mean to them. These are recorded by their class teacher on the Wider Achievement document held on OneDrive.

P1-7 performed Rookie rockstar concert to an audience with a specific *curricular focus on Music and Drama*. They collaborated across the classes to develop an impressive performance.

All children are becoming **Responsible citizens** in the refresh of our positive relationships policy which has prompted a series of work on our 4 values to improve the *Ethos and life of our school*. Children from each class are recognized weekly at assembly for one of the 4 values which are then displayed with the whole school in the main hall. This work has supported the development of the meta skill feeling as all children explore empathy and learn how to live our values.

With this information they produced excellent fact files which were shared with families and were on display in the hall for an Open morning sharing how they had all been **Successful Learners**. They created their questions based on what they wondered about how Kettle was in the past following their curiosity.

Evaluations (School)				
	2023-24	2024-25	2025-26 May 26	Inspection Evaluations May 2026
1.3 Leadership of Change	Good	Weak	Satisfactory	
2.3 Learning, teaching and assessment	Good	Satisfactory	Weak	
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory	Satisfactory	
3.2 Raising attainment and achievement	Good	Satisfactory	Weak	
Evaluations (ELC)				
	2023-24	2024-25	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Good	Good	NA
2.3 Learning, teaching and assessment	Very Good	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	Good	Good	
Care Inspectorate Evaluations (ELC)				
	2023-24	2024-25	2025-26	
How good is our care, play and learning?	NA	Very Good	NA	
How good is our setting?	NA	Very Good	NA	
How good is our leadership?	NA	Very Good	NA	
How good is our staff team?	NA	Very Good	NA	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	Children and Families experience a warm, nurturing and welcoming environment. The service has quality assurance systems in place that mean regular checks are conducted across the setting. Next Steps: Begin to look to share very good practice with other settings, development work and opportunities for sector leading practice for example the library project which is under development.			

