

Kirkcaldy North Primary School ELC/School Context						
Demographic	Kirkcaldy North Primary School is a small school in the heart of Kirkcaldy, with a school and nursery roll of 165 pupils. We currently have 6 classes, and a small nursery. Our nursery operates term-time only, from 9am to 3pm Monday to Friday. It has a capacity for 24 children and there are currently 24 children enrolled. 39% of our children speak English as an Additional Language. 36.49% of children are entitled to Free School Meals. Our school consists of 22 different nationalities (in addition to Scottish) and 22 different languages are spoken (in addition to English). All of our children live within SIMD bands 1 – 8, with 67% of children living in SIMD Band 1 and 2. 66.22% of children have a recorded Additional Support Need (ASN) across school and nursery. We currently have 2.4% of children who are care experienced. 5.41% of our children are Young Carers, and 3.6% of our children have either active or retired members of their family who are in the Armed Forces.					
Vision, values and aims						
Attendance	Total	87.22%	Authorised	6.88%	Unauthorised	5.90%
Exclusions %	0					
Summary of consultation with stakeholders	There are monthly meetings of the Parent Council during which, the Headteacher provides an update around school and nursery improvement priorities and offers parents the opportunity to provide feedback on progress made towards these. Representatives from the Parent Council have also sought feedback from other parents through informal methods, e.g. playground chats and social media. Over the course of Session 2025–2026, parents have been asked to provide feedback through the Parentwise questionnaire. Feedback from the questionnaire and from across the year via parent council meetings and individual parent feedback, has informed improvement planning for session 2026-2027.					

	Children have been given the opportunity to feedback through their class teacher on areas of improvement and through the Pupilwise survey. This feedback has been used to plan school improvement planning for session 2026-2027. Individual feedback from children who have received specific nurture intervention/ support has also been sought through the Glasgow Motivation Wellbeing Profile. █ School staff have been actively involved in school improvement planning and self-evaluation during recent collegiate sessions and In-Service Days. Staff have also completed the Staffwise survey and this will be used to inform improvement priorities over 2026-2027.
Attainment Scotland Fund Allocation (PEF)	£100,400
Cost of the School Day statement	At Kirkcaldy North Primary School, we recognise the need to reduce the Cost of the School Day for all our children and families, and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Learning, School trips, Eating, Clubs and Home learning. Some examples of support offered to parents include free snack provided for children across all stages of the school; access to a food larder and a range of free homeware items including bedding; and significant reduction in the cost of residential trips, school excursions and leavers hoodies for all families. There is a large amount of free school uniform available for parents and children to access. █

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

ELC/School Improvement Priority 1

Support and enhance high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology. To improve outcomes for children by supporting all staff to plan, implement and evaluate motivating learning experiences for children across all 8 curricular areas ensuring a more inclusive, engaging and motivating learning environment.

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 Transitions
- 3.2 Raising Attainment and Achievement
- 3.3 Increasing creativity and employability

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

- All staff have worked together to review planning processes, look outwards at other schools' planning formats and have agreed medium term plans to be completed online and staff have been using these to support progression planning.
- Long term plans have been developed to bundle experiences and outcomes in Social Studies to support medium term planning.
- All staff have had digital devices deployed and have engaged in professional learning sessions with the TL team.
- All children in P6 & P7 have received their iPads and they have engaged in learning sessions with the TL team.
- A few teaching staff are beginning to make good use of the digital devices to enhance learning and teaching.
- Staff collegiate sessions have been focused on using Showbie to enhance learning, teaching and assessment and engaging in other professional learning self-led activities.
- All staff are tracking children's progress across all curriculum areas.
- All children have been involved in learning about the meta-skills through assembly and class focus sessions. A few staff have been incorporating meta-skills into the four-part model.
- All staff have engaged with professional learning on using the CIRCLE Framework and teaching staff have used this to evaluate learning environments using the audit tools. All classrooms have a calm area within them for children to access.
- Primary 1 teacher has had opportunities to look outwards and visit other schools to improve play-based learning opportunities.
- Teaching staff have engaged with professional learning led by the Speech and Learning Team on DLD.
- Support for Learning Teacher and some teaching staff attended training by EAL teacher on accessibility features on iPads to support EAL children and those with support needs.
- All teaching staff have engaged in refresher training on the use of the four-part model and how to co-create success criteria with children to support children to progress, plan next steps and know what successful learning looks like.

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

- Children are experiencing teaching and learning that is planned for and takes into account breadth, depth and progress across the curriculum ensuring they receive their entitlement to a broad general education.

- In Primary 6 & 7 digital technology is engaging children in the learning process and providing opportunities to use digital tools independently.
- All children have access to visual supports in their classes and can access these independently, if required. This is supporting them to become more independent in their learning and access support when needed.
- As a result of the focus in a few classes on meta-skills these children are developing an understanding of the skills for life, learning and work.
- Staff professional learning on accessibility of digital technology with the EAL teacher is supporting children with additional needs within the classroom.
- As a result of staff participating in professional learning on Developmental Language Disorder (DLD) from SALT, a few teachers have seen improvements in children using high quality vocabulary in their writing and their ability to structure a sentence. Children who are suspected of having DLD are being identified earlier as this is now embedded in the school's registering concern protocol.
- Primary 1 teacher has adapted areas within the classroom to support and encourage high quality play that has enabled more observations and evidence of children's learning to be gathered.
- Most teaching staff are making very good use of the four-part lesson model and this is being used to support children to understand what they are learning and how to be successful.

Next Steps:

- Ensure that our Curriculum Rationale is reflective of curriculum and learning, teaching and assessment developments.
- Develop further approaches to meeting learners' needs through the use of digital tools, differentiated learning, effective feedback and creative pedagogical approaches.
- Ensure that there are planned opportunities for professional dialogue as part of planning and tracking meetings that evaluates the effectiveness of planning to ensure children's progress.
- Primary 1 teacher to work with Cluster PT to ensure children are experiencing a balance of independent and teacher led play based learning experiences particularly to support attainment in numeracy.

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

ELC/School Improvement Priority 2:

All children from primary 1 to Primary 7 will have increased opportunities to assess and evaluate their wellbeing by providing a robust wellbeing curriculum at universal level across all stages. Children will have opportunities to express clearly how they feel and will be empowered to discuss the need to ask for support with any aspect of their wellbeing using appropriate language. All staff will enhance their knowledge and understanding of the core approaches to support children's wellbeing in school.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

2.3 Learning, teaching and assessment

2.4 Personalised support

2.7 Partnerships

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:

- Almost all staff have engaged in de-escalation training with the Pupil Support Service.
- Staff have familiarised themselves with the Progression Pathways for Health and Wellbeing and have embedded these in medium and long-term planning.
- Teaching staff have begun to use the Circle Tool to ensure universal support is in place to create a calm inclusive learning environment.
- Teaching staff have involved children in discussions on what the learning environment might look like and resources that could support the regulation of emotions.
- All staff have worked with the Education Psychologist on nurturing approaches and linking this to the learning environment and positive relationships, including wellbeing of all.
- Wellbeing Ambassadors within the school have been trained in how to use Kitbag with groups of children.

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

- Calm areas are established in classrooms. In a few classrooms, these are used often by children to help regulate emotions.
- 82.94% of children in the recent Pupilwise survey said that they felt that the school is helping them to cope with challenges and be more resilient.
- As a result of de-escalation training some staff felt more confident in being able to support specific individuals.
- Pupilwise survey results showed that 88% of children felt that staff treated them fairly and with respect and 75% felt that they were treated with respect by their peers. 86% of children knew who to go to if they were upset or worried and 88.58% of children said that they felt safe in school.
- Staff are using long term plans to complete medium term planners to ensure progression in Health and Wellbeing. 91.95% of children felt that the school helps them to be healthy and take part in physical activity.
- Children who attended nurture groups are able to articulate the skills, feelings and emotions that they have developed through the sessions they are involved in. Children reported that the groups made them feel safe, gave them strength and they helped them communicate their feelings and develop 'empathy'.

Next Steps:

- Refresh our Continuum of Support to ensure that core approaches including the use of the CIRCLE Framework is understood by all and leading to improved outcomes for children.
- All stakeholders to be consulted on our approaches to anti-bullying and promoting positive relationships. Evidence gathered will inform the development and refresh of our current school policies.
- Develop the ways in which we track children's wellbeing across the Wellbeing Indicators and the ways in which we identify areas for intervention.
- Ensure there are opportunities for children to assess and evaluate their wellbeing, setting clear targets and asking for support where necessary.

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

ELC/School Improvement Priority 3:

Raise attainment for almost all children in nursery by ensuring there is an inclusive communication and language rich environment.

By February 2026, 75% (6) children will be assessed as green and 12.5% will be assessed as red in the 'saying' element of e-LIPS.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Leadership – leadership of continuous improvement

Children play and learn – play and learning, learning teaching and assessment

Supporting children to achieve – nurturing care and support, wellbeing equality and inclusion, children's progress.

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

- Most staff have completed the Early Language and Communication Quality Improvement Programme and led improvement activity within the nursery.
- Staff worked collaboratively with other nurseries and multi-agency partners (EYDOs, Principal Teachers, Speech and Language Therapists and the Improvement Co-ordinator) to share learning and effective practice.
- e-LIPS data was analysed to agree improvement aims and identify children to track for impact.
- QI tools (e.g. fishbone diagrams) were used to understand root causes of weaker language and communication.
- Clear, measurable improvement aims were set at nursery and individual child level.
- Impact was tracked over time using run charts, with data used to inform and adapt practice.
- Communication High 5 strategies have been embedded into daily practice.
- A Communication High 5 display was developed for parents, using photos, board maker symbols and key messages to support consistent use of Communication High 5 approaches between home and nursery.
- As part of our Nursery Improvement priority, Sign of the Fortnight was introduced, with signs shared through wall displays, the Signalong library and videos on Seesaw for home practice.
- Collegiate time was used to share learning and build staff confidence in Communication High 5 across the wider team.

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

- Staff participating in the project had opportunities to network across different settings which provided opportunities for sharing of good practice.
- As a result of the QI project the number of children assessed as green within the e-LIPS assessment increased to 62.5%. The children involved in the project significantly increased the number of verbs in their language in a 5 minute language sample.
- Observations during learning partnership visits confirmed that all staff were implementing Communication High 5 strategies as a result of the professional learning that had taken place.
- Parents reported improvements in their child's language and communication skills.

Next Steps:

- Use collegiate time to further embed Communication High 5 across the nursery, with a clear focus on consistency and sustainability in daily practice.

- Support the Improvement Team to share learning from the Fife QI Early Language and Communication Programme, ensuring all staff understand the rationale, key strategies and expectations of Communication High 5.
- Strengthen Quality Assurance (QA) processes to evaluate how consistently and effectively Communication High 5 strategies are implemented across all rooms and experiences.
- Adapt core documentation (e.g. observations and Learning Partnerships) to explicitly quality assure the use and impact of Communication High 5 within everyday practice.
- Hold regular joint tracking meetings between Early Years staff and Senior Leadership Team to review progress, discuss children's needs and agree responsive actions based on evidence.
- Continue to build strong parent and carer engagement by sharing Communication High 5 strategies, supporting consistent approaches between home and nursery.
- SLT to review guidance and professional learning opportunities for new staff to ensure consistent implementation of Communication High 5.

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

ELC/School Improvement Priority 4:

Raise attainment for almost all children in nursery by increasing opportunities for learning in Numeracy across all areas of the curriculum.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Children play and learn – play and learning, curriculum, learning teaching and assessment
Supporting children to achieve – children's progress

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

- Staff have increased the number of observations within a PLJ as a result of increasing their knowledge of Early Level experiences and outcomes for numeracy and maths.
- Identified gaps in numeracy and maths learning in PLJ's were identified and team development sessions were held to focus on these areas to increase staff understanding and knowledge.
- Staff planned relevant opportunities to extend their maths knowledge and understanding during Maths Week.
- Staff audited indoor and outdoor provision using the Fife Council Quality Spaces document and introduced resources to promote learning in maths and numeracy.
- Staff familiarised themselves with Fife Council planning documents to support observations and plan next steps.
- A few staff had opportunities to look outwards and visit other settings to help improve provision offered indoors and outdoors.

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

- Staff confidence levels have increased when observing children's learning and planning next steps using Early Level experiences and outcomes. Over a 2 year period there has been a significant increase in the number of observations made in numeracy and maths.
- PLJ auditing showed that the quality of observations within a sample of children's PLJ's were of high quality including the use of language of progression and learning.
- Opportunities for rich learning in numeracy across the nursery have increased due to increased knowledge across the team.
- All practitioners are more skilled in assessing each child's progress in Maths and Numeracy.
- The majority of children within the nursery are able to talk about what they are learning using increased range of mathematical language.
- Children have opportunities to experience a stimulating and motivated numeracy rich learning environment with high quality resources to develop mathematical and conceptual numeracy knowledge.
- Majority of staff use Early Level Fife Progression Pathway documentation when planning.

Next Steps:

- Continue to participate in planned events such as Maths Week to promote learning in Numeracy and Maths.
- Use pilot mathematics and numeracy self-evaluation framework from education Scotland to continue to evaluate progress and next steps.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	63.2%	58%	73.7%	68%
P4	66.7%	76%	72.2%	65%
P7	60.0%	53%	66.7%	50%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	68%	58%	58%	68%
P4	88%	76%	76%	65%
P7	77%	53%	53%	50%

Attainment Over Time Evaluative Statement (Primary/Secondary):

A process for professional dialogue at Planning and Tracking Meetings is supporting teaching staff to identify interventions for children who require additional support. With the development of planning progressions this is leading to greater pace and challenge for children and attainment predictions beginning to be more accurate. At Primary 1 the majority (68%) of children are achieving national expected levels in listening and talking with the majority (58%) in reading and most (58%) in writing. At Primary 1, the majority (68%) of children are attaining national expected levels across all organisers in numeracy and maths. Overall, the majority (58%) of children are attaining national expected levels in literacy and the majority (68%) in numeracy. At Primary 4 most (88%) children are attaining national expected levels in talking and listening, and most (76%) are attaining national expected levels in reading and reading. At Primary 4, the majority (71%) of children are attaining national expected levels in information handling and shape position and movement, and the majority (65%) in number, money and measurement. Overall, most (76%) of children are attaining national expected levels in literacy and the majority (65%) in numeracy. At Primary 7, most (77%) children are attaining national expected levels in talking and listening with the majority (53%) achieving national levels in reading and writing. At Primary 7 the majority (50%) of children are attaining across all organisers in numeracy and maths. Overall, at Primary 7 the majority (53%) of children are attaining national levels in literacy and the majority (50%) in numeracy and maths.

While attainment over time shows some fluctuation, this reflects the dynamic and transient nature of the school community. Encouragingly, there are emerging gains in both attainment outcomes and professional confidence in teacher judgement, with most staff increasingly secure in their understanding of standards and progress over time.

Progress Over Time (Early Years/Special/may consider PEP & SEP):

Effective and well-established approaches to evaluating prior learning and identifying next steps are now embedded across the nursery, supporting sustained progress for N5 children over time. Baseline data identified that 45% (5 out of 11) of children were at red in their e-LIPS scores. Through targeted interventions, 36% of children demonstrated improvement, with clear movement from red to green and amber in their e-LIPS assessments, indicating accelerated progress for almost all learners.

The implementation of the Communication High 5 project has had a positive impact on practice, with staff demonstrating increased confidence in modelling rich vocabulary and supporting early language development. This has contributed to improved language acquisition and more consistent high-quality interactions. Targeted 1:1 and small group support led by the Early Years Lead Officer has further enhanced outcomes for children requiring additional support.

Attainment data shows that 81% (9) of children are on track or ahead in literacy and 63% (7) in numeracy. Focused support for some children with the Nursery Teacher has enabled greater breadth and depth in learning to be achieved in learning particularly with letter sound and rhyming knowledge and understanding. Continued focus on targeted numeracy support will help to further improve consistency across both curricular areas.

Impact of PEF on outcomes for children and young people:

- Enhanced nurture provision across P1–P7 is beginning to improve wellbeing, engagement and emotional regulation for targeted learners, with early evidence of increased participation and readiness to learn.
- Participation in a range of targeted nurture interventions (e.g. Lego therapy, Seasons for Growth, Emotion Talks, outdoor learning and family-based activities) is starting to build children's confidence, social skills and resilience, although impact remains at an early stage.
- Regular 1:1 check-ins and use of assessment tools (e.g. *My Star*) are beginning to support better identification of need and more responsive interventions, contributing to early improvements in wellbeing and engagement.
- Family learning and nurture programmes are starting to strengthen relationships between school and home, with early indications of increased parental engagement and confidence in supporting children's learning.
- Partnership working (including Educational Psychology, community learning, and local services) enhances the consistency and reach of support, with early signs of improved alignment of interventions for targeted learners.
- Increased staffing through PSAs and Support for Learning is beginning to reduce barriers to learning, with early improvements in engagement, classroom focus and positive learning behaviours.
- Targeted literacy and numeracy interventions (5 Minute Box and Nessy) show early signs of improving core skills, including recall, fluency and confidence, although this is not yet consistent across all learners.
- A more nurturing, inclusive school environment is developing, supporting children affected by poverty to engage more consistently in their learning; impact is emerging but not yet embedded.
- EAL support and targeted family learning is beginning to improve access to the curriculum for identified learners, with early gains in engagement, participation and communication skills.
- Opportunities for wider achievement (e.g. YMCA PE, Be Active groups, family activities) are beginning to support wellbeing, attendance and inclusion, particularly for vulnerable groups.
- Staff professional learning and increased confidence in delivering targeted interventions is emerging, leading to more consistent approaches to meeting the needs of children affected by poverty.
- Overall, most interventions are at an early stage of impact, with encouraging signs of improved wellbeing, engagement and initial skill development, providing a strong foundation for longer-term improvements in attainment and equity.

Achievements

Children across nursery and school developed the four capacities of Curriculum for Excellence through a range of enriching experiences over Session 2025-2026. Meta-skills were embedded throughout, preparing learners for life.

Personal Achievement

Children engaged in a wide range of enriching activities that developed key skills and supported the four capacities of the Curriculum for Excellence. Through Destination Judo, pupils strengthened focus, discipline, and teamwork. Burns Day and St Andrew's Day performances built confidence, creativity, and collaboration. The P7 Dalguise residential developed independence, resilience, and problem-solving. P7 pupils excelled in the Rotary Quiz, demonstrating teamwork and critical thinking, while Primary 5/6 achieved first place in rugby through determination and cooperation. All pupils participated in sports, showing perseverance and confidence, and EAL learners further developed communication and resilience through swimming and paddleboarding—supporting them as successful learners, confident individuals, responsible citizens, and effective contributors.

IDL

The whole school celebrated World Book Day through literacy-rich IDL activities that promoted reading for enjoyment and strengthened key literacy skills. Pupils also took part in creative art activities, designing book covers and characters to develop imagination and communication. Nursery children regularly visit the museum and library and had a visit to the train station providing breadth to their learning of different transports methods and jobs in the wider community. As part of our Winter Fayre, all children engaged in enterprise activities, building creativity, organisation and teamwork. The school also participated in a whole school event 'Get Off Your Seat and On Your Feet!', linking health and wellbeing with World Cup learning, exploring countries, role models, and our values of ambition, respect, and success—supporting pupils as confident, engaged learners.

Ethos and Life of the School

The whole school took part in enjoyable events that strengthened our values and supported skills across learning. All children attended the pantomime and the nursery trip to Lochore Meadows and the whole-school trip to Craigtoun Park, provided opportunities to build relationships and enjoy shared experiences. Primary 1's Christmas show showcased confidence and teamwork, while the whole school and nursery contributed to the Easter Service with assured performances. Primary 7 developed life skills through daily toast-making, and buddy time supported leadership and responsibility. These activities fostered a positive ethos of enjoyment, belonging, and skill development across the four capacities.

Curriculum

Pupils engaged in a range of rich learning experiences across the Curriculum. Nursery children visit the local care home regularly strengthening intergenerational learning. Primary 7 participated in a Maths Challenge, developing problem-solving as successful learners. Nursery children participated in nursery rhyme week and Primary 1 explored Kodály music, linking rhythm and rhyme to early literacy. Primary 5/6 took part in the STEMovators Climate Challenge, applying creativity and critical thinking. Visits from the RNLI, Fire Service and Police supported safety awareness, helping pupils act as confident individuals and responsible citizens. Children from Primary 1-7 participated in Fife 6, 7, 8 Dance, performing as a whole-school group and representing our school with confidence and teamwork.

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

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: To improve outcomes for children by supporting and enhancing high quality learning, teaching and assessment through professional learning for all staff on differentiation, high order questioning and moderation, ensuring a motivating and engaging learning context.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2 – Learnership of Learning 1.3 – Leadership of Change 2.2 - Curriculum 2.3 – Learning Teaching and Assessment 2.4 – Personalised Support 3.2 - Raising attainment and achievement 3.3 – Increasing creativity and employability		Linked to all relevant QIs as well as key QIs		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All learners (P1–P7) experience planned, progressive and coherent learning across the Broad General Education. Staff demonstrate improved confidence and consistency in differentiation using universal supports, ensuring appropriate pace and challenge.	High-Quality Learning & Teaching - Deliver professional learning on planning for progression and effective differentiation. - Develop consistent approaches to meeting a wide range of learner needs through universal supports.	HT/PT In person professional learning – all teaching staff. LS Teacher All Staff	- Classroom observations & LP Moderation of planning. - Feedback from AA Meetings - Feedback from staff following professional learning (exit pass) - CIRCLE Framework audits - Professional dialogue from Support for Learning Consultations - Analysis of attainment data - Analysis of NSA and Base Data - Attainment sampling - Self-evaluation of HGIOS 2.3 - Feedback from Pupil Focus Groups - Use of Leuven scale to measure engagement levels	Professional learning Nov 26. As part of collegiate calendar - TBC
	Higher-Order Thinking & Learner Engagement Provide targeted professional learning on higher-order questioning strategies and	HT/PT		Professional learning Dec 26.

Higher-order questioning is embedded in most lessons, leading to increased learner engagement and deeper thinking.	support staff to implement questioning. Share and model effective practice through peer collaboration and professional dialogue.	In person professional learning – All teaching staff. All teaching staff		As part of collegiate calendar - TBC
Staff have clear, reliable data on attainment and progress across all curricular areas, supporting informed planning and intervention.	<u>Assessment & Moderation</u> - Build in regular moderation opportunities within the collegiate calendar, with a focus on literacy. - Provide staff input on the use of Listening & Talking, Reading and Writing assessment packs.	PT HT & PT		August 2026
Improved quality and consistency of assessment and moderation, particularly in literacy.	- Ensure alignment between assessment packs and teaching programmes. - Improve consistency in professional judgement through collaborative moderation activities.	PT All teaching staff		Throughout session 2026/2027
Increased learner engagement, independence and motivation.	<u>Tracking, Data & Professional Dialogue</u> Strengthen planning and tracking meetings, ensuring focused professional dialogue.	HT/PT		August 2026

Evidence of improved attainment and reduced gaps over time.	• Ensure effective sharing and use of attainment data to inform next steps. • Support staff to maintain clear, up-to-date information on learners' progress across all curricular areas. <u>Digital Approaches to Learning</u> • Explore and implement digital approaches to support differentiation. • Deliver professional learning on digital tools to enhance literacy learning (e.g. Book Creator, Showbie). • Share effective digital practice through collegiate working and outward-facing engagement.	HT/PT HT/PT All teaching staff All Staff Transforming learning team, online learning, in person training. All staff		From August 2026 & ongoing August 2026 From August 2026 Throughout session 2026/2027
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: To have supportive and positive relationships across the school and nursery community based on shared understandings of policy, practice and wellbeing.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
1.2 – Leadership of Learning 1.3 – Leadership of Change 2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised support 2.5 – Family Learning 3.1 – Ensuring wellbeing, equality and inclusion		Leadership – Staff skills, knowledge, values and deployment, Leadership of continuous improvement. Children play and learn - Curriculum Children are supported to achieve – nurturing care and support, wellbeing, inclusion and equality, children's progress.		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All staff and partners proactively promote positive relationships across the classroom, playground and wider learning community. Staff and partners have a clear and consistent understanding of anti-bullying policy and procedures,	<u>Policy Development & Shared Understanding</u> - Update staff on Fife Council anti-bullying policy. - Review and update the Positive Relationships and Behaviour Policy with stakeholders across school and nursery. - Update Curriculum Rationale in school and nursery to reflect revised policies, expectations and approaches.	HT HT Parent Council Parents/Carers Children PT HT/PNT/EYLO	- Feedback from surveys. - Feedback from collegiate sessions with staff. - Learning Partnership feedback. - Data from Glasgow Motivation & Wellbeing profile. - Feedback from parents. - Pupil voice evidence. - Feedback from pupil focus groups/wellbeing ambassadors. - Parent Feedback on Think Equal. - Think Equal baseline measure and end of year assessment data.	August Inservice Day. October 2026 Ongoing through 2026. Nov/Dec 2026

resulting in effective and timely responses. The school community demonstrates a shared understanding of values and expectations, celebrating diversity and actively challenging discrimination. A consistent, nurturing ethos is evident across school and nursery, supporting wellbeing, behaviour and readiness to learn.	Develop a School and Nursery Charter, co-created with children, staff and families, outlining shared values, roles and responsibilities.	HT All Staff Parents/Carers Children		
	<u>Promoting Positive Relationships & Inclusion</u>			
	Deliver assemblies using Respect Me resources to develop understanding of bullying and discrimination.	HT/PT		August 2026
	Promote equality and diversity through initiatives such as Show Racism the Red Card.	HT/PT		October 2026
	Re-establish and support Wellbeing Ambassadors to promote positive relationships and behaviour.	Nurture PSA		August 2026
	Create opportunities to strengthen pupil voice and participation across the school.	PT		August 2026
	<u>Curriculum & Approaches to Wellbeing</u>			
	Implement Think Equal programme within the nursery,			August 2026

	including engagement with the wider nursery community. • Revisit and embed restorative approaches to relationships and behaviour across the school. • Strengthen delivery of the Health and Wellbeing curriculum (e.g. <i>Cool in School</i>) to support emotional literacy and regulation. • Build staff understanding of nurture principles, including use of the <i>Kitbag</i> and wellbeing supports. • Implement Daring Ventures as part of universal approaches to support emotional regulation (rupture/repair, attachment, boundaries, containment). • Develop Continuum of Support.	EYLO/PNT EYOs HT/PT Learning Support Teacher Nurture PSA PT Learning Support Teacher		Aug/Sept 2026 August 2026 Throughout 2026 November 2026
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority: Improve outdoor learning provision to ensure that children are offered high quality literacy and numeracy learning opportunities.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
Linked to all relevant QIs as well as key QIs		Leadership – Staff skills, knowledge, values and deployment; Leadership of continuous improvement. Children thrive and develop in quality spaces – Children experience high quality spaces; Playing, learning and developing; Curriculum; Learning, teaching and assessment. Children are supported to achieve – Nurturing care and support; Wellbeing, inclusion and equality; Children's progress.		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All nursery children will have access to rich literacy and numeracy provision through our outdoor environment. Children will benefit from enhanced physical health, improved social skills and greater emotional wellbeing from experiencing high quality outdoor learning experiences. Through self-evaluation activities and professional learning, staff will provide consistent high quality provision outdoors.	- Staff to use quality spaces document to audit outdoor area and make improvements to provision offered. - Staff to complete self-evaluation activity using Quality improvement framework. - Staff to use feedback from audits completed by PT & EYDO to develop garden area. - Staff to develop the outdoor space to ensure it is inviting for all children and opportunities for rich learning in literacy and numeracy in the outdoor space. - Plan where core provision areas are to be set up in garden, to ensure consistency.	All nursery staff HT & all nursery staff All nursery staff All nursery staff All nursery staff HT All nursery staff	- Comparison of audits before and after improvement. - Self-evaluation activities using shared framework. - Evidence in floor books. - Children's and parents' voice gathered. - PLJ observations. - Increased attainment in literacy and numeracy. - Learning Partnership feedback & playroom observations. - Monitoring of planning ensuring outdoor learning opportunities are planned for.	Learning opportunities to be planned in QA/collegiate calendars at the start of the session. Professional Learning to take place through session 2026-2027.

	- Professional learning and reading for staff on loose parts play and Fifes Nature Kindergarten Resource. - Staff to look outwards and visit settings where high quality outdoor provision identified. - Staff to support children to develop confidence and creativity when exploring loose parts. - Provide information to parents/carers on the benefits of outdoor and loose parts play.	All nursery staff All nursery staff PNT to lead with involvement from all staff.		
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				

PEF Plan

Pupil Equity Fund allocation for session 2026/27	£100,440.00 (plus £43,284.00 carried forward from last session) Total - £143,724.00
School Context (copied from SIP)	
Kirkcaldy North Primary School is a small school in the heart of Kirkcaldy, with a school and nursery roll of 144 pupils. We currently have 5 classes, and a small nursery. Our nursery operates term time only, from 9am to 3pm Monday to Friday. It has a capacity for 24 children and there are currently 20 children enrolled which will increase to 24 children in January 2027. 46% of our children speak English as an Additional Language. Our school consists of 22 different nationalities (in addition to Scottish) and 22 different languages are spoken (in addition to English). 41% of our children are entitled to free school meals. All of our children live within SIMD bands 1 – 8, with 65% of children living in SIMD Band 1 and 2. 48% of children have a recorded Additional Support Need (ASN) across school and nursery. We currently have 2.8% of children who are care experienced. 4.2% of our children are Young Carers, and 2.4% of our children have either active or retired members of their family who are in the Armed Forces.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
At Kirkcaldy North Primary School, we recognise the need to reduce the Cost of the School Day for all our children and families, and particularly for our children who are already experiencing poverty. We examine the school day through the following headings; Uniform, Learning, School trips, Eating, Clubs and Home learning. Some examples of support offered to parents include free snack provided for children across all stages of the school; access to a food larder and a range of free homeware items including bedding; and significant reduction in the cost of residential trips, school excursions and leavers hoodies for all families. There is a large amount of free school uniform available for parents and children to access.	

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?)
There are monthly meetings of the Parent Council. During which, the Headteacher provides an update around school and nursery improvement priorities and offers parents the opportunity to provide feedback on progress made towards these. Representatives from the Parent Council have also sought feedback from other parents through informal methods e.g. playground chats and polls on social media. Over the course of Session 2025 –2026, parents, children and staff have been asked to provide feedback through the ‘wise’ surveys. Feedback from these surveys have been incorporated into our improvement priorities for the session 2026-2027. Parent/carers have been consulted through a questionnaire about spending of our PEF fund allocation for the year 2026-2027. School staff have been actively involved in school improvement planning and self-evaluation during recent collegiate sessions and In-Service Days.	

Rationale		Amount of Fund allocated (if appropriate) £125,812.79	
Attainment in Literacy in Primary 1, Primary 5 and Primary 6 in June 2025 is below the local authority stretch target. Based on current stretch targets, attainment in Primary 7 for Session 2026/2027 is predicted to be below the local authority stretch target in Numeracy and Literacy. For that reason, Pupil Equity Funding will be used to support interventions planned to raise attainment in Literacy across Primary 1, Primary 6 and Primary 7 in Session 2026-2027.			
Expected Impact Overall attainment in Literacy in Primary 2 will increase by 15% from 58% to 73%. Overall attainment in Literacy in Primary 6 will increase by 16% from 46% to 62%. Overall attainment in Literacy in Primary 7 will increase by 20% from 50% to 70%. Identified children from across Primary 1 to Primary 7 will benefit from PSA support to engage in 5 Minute Box intervention sessions regularly to improve attainment in Literacy.	Interventions Planned Pupil Equity Funding will be used to fund Pupil Support Assistants from August 2026 to April 2027 (and previous session April 2026-August 2026). Pupil Support Assistants will be responsible for: - Supporting key individuals as identified. These individuals are impacted by poverty. This will be evaluated on an ongoing basis through Attainment and Achievement meetings. - Supporting key individuals across the school, meeting learning needs and promoting and encouraging readiness to learn. - Deliver Literacy Pack (5 Minute Box Intervention) to identified children across Primary 2, 6 and 7.	Measure of Success Data: - Attendance and attainment data will be reviewed regularly, and action recorded. Views: - Staff, parent and child feedback - Feedback from partners involved - Feedback from Learning Partnership Visit Direct Observations: - Regular classroom visits from SLT, outlined in Quality Assurance Calendar	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)

	• Support individual children with Nessy Literacy intervention. • Support for Learning Teacher will oversee intervention delivered by PSAs, supplying carefully planned resources to support learning in Literacy.	• Professional dialogue during Attainment and Achievement Meetings	
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Rationale		Amount of Fund allocated (if appropriate) £2,706.00	
46% of children at Kirkcaldy North Primary School speak English as an Additional Language (EAL). Our school consists of 22 different nationalities (in addition to Scottish) and 22 different languages are spoken (in addition to English). Our ethos aims to ensure that all children and families feel welcome and included in our school. This promotes and supports parental engagement that is representative of the diverse culture of our school.			
Expected Impact By June 2027, there will be evidence of improved attendance and engagement for identified EAL learners across alongside increased levels of parental engagement.	Interventions Planned Work in partnership with community education colleagues, ESOL tutors, Interpreter Service and EAL Service to develop and deliver weekly family learning sessions for targeted children. EAL teacher will work in partnership with Active Schools to deliver groups for identified cohorts of children from across Primary 4 to	Measure of Success Data: • Attendance and engagement data will be reviewed regularly, and action recorded. • Data from Attainment and Achievement Meetings	Impact on children Ongoing evaluation ongoing throughout school session and final evaluation in June (What has been the actual impact/outcome, in particular for the targeted group of children)

	Primary 7 for whom English is an Additional Language. In addition to this, the EAL teacher will: • Meet with SLT once per term to review EAL caseload and evaluate ongoing intervention. • Support EAL children to access the curriculum by offering alternative resources or tools to support learning. • Provide professional learning for staff to ensure EAL children are supported. • Support class teachers to effectively differentiate the curriculum to meet the needs of EAL children. • Deliver small group sessions for identified EAL children across the school from P1 to P7. • Facilitate home visits where necessary to support with attendance management. • Support the update and review of EAL learner profiles across the school.	Views: • Parent and child feedback • Feedback from partners involved. Direct Observations: • Attendance of children and adults at family learning sessions • Learning Partnership Visit	(What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
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