

SQR Kirkcaldy West Primary School and ELC

Demographic	SIMD Average 3.8 FME 29% EAL 25% ASN 50%					
Vision, values and aims	Our Values: Respect, Knowledge Wellbeing Perseverance Success Our Aims/The West Way: To work together to provide the best opportunities for everyone in both education and health and wellbeing To be ready to learn, aspire to succeed and achieve in nursery and school and throughout life To provide a safe, caring, trusting and nurturing environment that creates a foundation for learning To be respectful and responsible throughout the nursery and school and community					
Attendance	Total 87.8%	%	Authorised 4.08%	%	Unauthorised 8.07%	%
Exclusions %						
Summary of consultation with stakeholders	Stakeholders contributed to reviewing 2025-2026 and setting 2025-2027 priorities through: • Staff self-evaluation (questionnaires, professional dialogue, and data analysis) • Pupil voice (questionnaires, pupil groups, observations) • Parent/carer feedback (questionnaires, parents' evenings, parent council) • Partners (professional dialogue)					
Attainment Scotland Fund Allocation (PEF)	£166,000					
Cost of the School Day statement	At Kirkcaldy West Primary School and ELC we recognise the need to reduce the Cost of the school Day for all of our learners and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings: Uniform, Learning, Travel, Friendship and Community, School Trips, Eating and Clubs. This does not include an exhaustive list of ways we reduce the school day as individual circumstances and provisions are always considered out with the broad headings. This work is ongoing.					

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

Focused Priority 1:

Support and enhance the delivery of high-quality learning, teaching and assessment

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- All teaching staff engaged in professional learning on the use of iPads and a range of apps to enhance learning, teaching and assessment. This has developed their ability to use digital tools to enhance high quality learning, teaching and assessment.
- Teachers planned differentiated learning, with stage partners, by providing digital resources that allowed learners to use accessibility features and work at their own pace.
- All teaching staff engaged in professional learning on the Kirkcaldy West Lesson Model and the Dylan Wiliam/Shirley Clarke approaches to strengthen Assessment is for Learning (AiFL) strategies.
- All Early Years Officers (EYO) engaged in professional learning with the Inclusive Practice team which has developed their skills in understanding, planning and creating learning opportunities to meet all learners need
- Teachers and EYO) participated in professional learning on differentiation, including differentiated play experiences
- Teaching staff developed their knowledge of digital tools to provide timely and effective feedback to learners.
- EYO) engaged with the new Quality Improvement Framework to support planning, assessment and self-evaluation.
- EYO) engaged with the new Core Provision document to support planning, assessment and the evaluation of high-quality learning environments
- EYO) engaged in [professional learning with workshop for literacy training.

Impact

School

- From self-evaluation, almost all teachers report improved learner engagement and motivation due to the use of creative approaches to learning and teaching.
- Pupil voice groups show that most children feel their learning is engaging, at an appropriate level and tasks are relevant and progressive.
- All teachers in P6 and P7 report enhanced skills in using digital tools in learning, teaching and assessment supporting high quality learning experiences for children.
- The majority of teachers across the school report enhanced skills in using digital tools to deliver high-quality learning, teaching and assessment, leading to improved outcomes for children.
- All teachers in P1 and P2 report enhanced skills in play pedagogy, and all report improved engagement, motivation and understanding in learning.
- A strength identified during our learning partnership was that almost all children can talk confidently about their literacy learning using the language of learning.
- A strength identified during our learning partnership was that almost all staff have a very good understanding of targeted planning and interventions and are meeting learners' needs.

ELC

From self-evaluation staff report that:

- Almost all Staff report that they are more confident in providing differentiated play experiences that meets the needs of all learners including those children who are above expected levels.
 - Most children are engaged and more independent in their play
 - Most children are developing language, literacy and communication skills more effectively
 - From planning meetings and observations learning is more visible and better tracked, ensuring children's learning and next step in learning is identified ensuring progression.
 - From observations and planning meetings the majority of children are developing early enquiry and digital literacy skills through meaningful use of technology.
 - The Learning partnership highlighted a literacy rich environment indoors and outdoors that was positively impacting on children's early language development.

Next Steps

Consistency in assessment evidence across the BGE and across the school and ELC

Play pedagogy developed across the school to enhance learning

Digital technology developed across the school and ELC to enhance learning

Parental engagement in learning across the BGE in school and ELC

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

Focussed Priority 2:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education (with a specific focus on Reading, Health & Wellbeing and Technologies).
- Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- As part of collegiate sessions, staff engaged in professional dialogue on assessment across the Broad General Education (BGE) and engaged in moderation activities across stages.
- All teaching staff engaged with Fife's Reading Assessment Pack and took part in moderation activities in school and across the cluster, focusing on the Super Six.
- All school and ELC staff used the progression pathways across all curriculum areas to ensure planned learning experiences were progressive for all children.
- Attainment and Forward Planning dialogues in school and ELC supported assessment gathering across identified curriculum areas
- All staff, in liaison with the Senior Leadership Team (SLT), further developed their working knowledge of the Progress Framework. This was used to track progress in learning across the curriculum
- The focus for parent/carer shared starts and finishes was used to share children's progress in reading
- EYOs engaged with the new Core Provision document to plan, assess and evaluate the quality of learning spaces.

Impact

School

- From self-evaluation and planning and tracking meetings almost all staff report that they planned, progressive learning across the Broad General Education, resulting in greater continuity in learning and increased opportunities for children to d apply their learning across the BGE
- Almost all teachers report due to assessment evidence and moderation activities that they have a better understanding of achievement of a level, resulting in more robust and accurate professional judgements and reporting.
- Tracking meetings and professional dialogue shows that robust tracking and the effective use of assessment evidence has enabled most staff to identify strengths and areas for development more quickly. This has meant that targeted support and challenge is provided, ensuring progress and achievement for most children.
- Attainment meetings show that most teachers have more assessment evidence. There is now a need for consistency of approach with this evidence across the school and across the BGE to ensure robust and accurate professional judgements across the BGE.
- Observations and learning partnerships showed that effective differentiation strategies in literacy were used in almost all classes and this was supporting children to meet targets and make progress in learning.
- Parent wise survey shows that almost all (86%) of parents are kept informed of their children's progress
- Parent wise survey shows that the majority (66%) of parents know what their child need to do next to make progress in learning

ELC

- Evidence from observations, PLJs, floor books demonstrates that all children are developing skills, knowledge and understanding and making progress across the BGE.
- Through self-evaluation activities, curriculum audits and collaborative professional dialogue, all practitioners report that they have developed a clearer understanding of curriculum strengths and next steps, helping to drive continuous improvement. This has ensured that children have high quality play experiences across the curriculum.
- From self-evaluation and planning meetings all staff have more robust assessment and tracking processes ensuring that professional judgments are accurate.
- Almost all staff report that the use of benchmarks and moderation discussions is improving their understanding of children's progress, next steps and attainment. This is enabling staff to identify strengths and areas requiring further support, ensuring more informed planning and targeted interventions meeting children's needs.
- Almost all parents/carers attend progress chats: this is ensuring parents/carers can support children at home.

Next Steps

- Create an agreed approach to assessment strategies and evidence gathered across the BGE.
- Agree regular opportunities for professional dialogue and collaborative moderation to improve consistency in assessment, tracking and professional judgements.
- Continue to strengthen partnership working with schools, partner providers and families to support transitions and shared approaches to children's learning, progress and achievements.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	75.93	74.07	83.33	75.93
P4	64.41	76.27	72.88	74.58
P7	66.67	70.0	71.67	75.0

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	74.07	74.07	75.93	75.93
P4	88.14	81.36	77.97	74.58
P7	81.67	71.67	70.0	75.0

Attainment Over Time Evaluative Statement:

By the end of P1, most (76%) children have achieved early level in numeracy which is below our stretch target of 83%. The majority (74%) of children have achieved early level in listening and talking and reading and only just didn't meet the stretch target of 75.93%. Most children have achieved early level in writing and just met the stretch target of 75.93%

By the end of P4, the majority (74.58) of children have achieved first level in numeracy, and most children have achieved across all literacy organisers. The P4 cohort have exceeded their stretch targets in both literacy and numeracy.

By the end of P7, most children achieved second level in listening and talking and numeracy and the majority achieved in reading and writing. The P7 cohort exceeded the stretch target in numeracy and literacy.

Overall literacy attainment is good. The majority of children met expected CfE levels at early level and second level by the end of P1 and P7 with most achieving expected levels across all literacy organisers by the end of P4.

Overall, attainment in numeracy is good. Most children have achieved early, first and second level by the end of P1, P4 and P7.

We have a transient school population, with children coming and going. We also have significant cohorts of children in our school including ASN, EAL, FME and SIMD 1 and 2 that we track.

Overall, attainment over time has been stable over the last 3 years.

The current P7 cohorts' attainment has increased in all literacy organisers within 10% since P4. Attainment in numeracy has also increased by 8% since P4.

The current P4 cohorts' attainment has increased within 5% in talking and listening and reading and decreased marginally by 5% in writing. It has also decreased by 7% in numeracy since P1.

Impact of PEF on outcomes for children and young people:

Literacy

P4

By March 2026 all children targeted group were able to complete a piece of text which included at least 3 or more openers and connectives.

Almost all children completed this independently

P1-3

All children have increased the number of sounds they recognize

All children can identify and match rhyming words

Almost all children can match at least 2 words that begin with the same sound

Almost all children can identify every first sound in a word from a given picture

Most children can orally blend sounds together to hear and say a word

P6 and P7

Almost all children reported finding reading less difficult following the accessibility intervention

Almost all children reported that they now know strategies to support them when reading

Most children reported that they knew of reading supports and how to use them on the iPad

Supporting dysregulation

All staff reported that there has been increased engagement for all children who attend the nurturing interventions

All targeted children are spending more regulated time in class and accessing their learning

Children report that the nurture intervention provides them with a safe space where they can regulate their emotions and regain focus for learning

Children report that they now have identified strategies to regulate their emotions and support their wellbeing.

All parents of a targeted group report a decrease in incidents that they were finding concerning. (Targeted group of 6 children)

Achievements

This session, our ELC and school offered a wide range of wider achievement opportunities, all developing key meta-skills linked to the four capacities: Effective Contributor, Successful Learner, Responsible Citizen, and Confident Individual. Highlights included:

P7 children attended netball, football and basketball tournaments in the cluster and in Fife

P6 and P7 children attended Fife and Scottish Cross Country Event

P7 attended rugby cluster tournament

P7 children represented the cluster in the Adam Smith Cup tournament

All children had the opportunity to take part in Race for Life raising money for Macmillan cancer charity

P6 and P7 children had the opportunity to achieve Bikeability Levels 1 and 2.

All children had the opportunity to partake in the dance festival and perform in front of a large audience

ELC pupils also grew in confidence through a transition Shorts and Shades Day and term 4 sports day.

ELC pupils also grew in confidence through a family day Teddy Bear Picnic

All children participated in educational visits out with the school in the local area and beyond.

Achievements were shared and celebrated through assemblies and newsletters throughout the year.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Very Good	Very Good	Very Good
2.3 Learning, teaching and assessment	Good	Good	Very Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	Very Good
3.2 Raising attainment and achievement	Good	Good	Good	Good
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Good	Very Good		
2.3 Learning, teaching and assessment	Good	Good		
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good		
3.2 Securing children’s progress	Good	Good		
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Very Good			
Learning, Teaching and Assessment	Very Good			
Wellbeing, Inclusion and Equality	Very Good			
Children’s Progress	Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Summary of key strengths and areas for improvement identified in report.			