Lawhead Primary School and Nursery

STANDARDS & QUALITY REPORT

Session 2025-2026

Lawhead Primary School and Nursery Context	
Demographic	At Lawhead we have a very diverse school population that includes international pupils who have parents who work or study at the University of St Andrews or work in the many local businesses centred mainly around the golf, hospitality and tourism industries. We also have many families who have lived in the town for several generations and attended Lawhead themselves as children. For academic session 2025-26 there were 8 classes within the open plan teaching areas consisting of 213 pupils across P1-7. 56.3% of the pupils who currently attend Lawhead Primary School do not reside within the Lawhead catchment area. This high figure is linked to the wrap around care provision that parents can access. Lawhead Primary School hosts an out-of-school club that provides before and after school care as well as holiday provision. Our parents are actively engaged in the life and work of our school and we benefit from an active and supportive Parent Council who meet termly as well as running regular events for pupils and families. Lawhead Nursery had 36 learners enrolled with a maximum of 30 pupils attending each session. Lawhead Nursery operates a term time 9am-3pm model. 19.4% of pupils enrolled at Lawhead Nursery during session 2025-26 were having a deferred, additional funded year in nursery. The pupils at Lawhead Primary School reside within SIMD deciles 5-10 with an average SIMD profile for the school of 8.1. As of September 2025, the free school meal entitlement for P6 and P7 was 4.69%. 6.1% of pupils enrolled at Lawhead have English as an additional language (EAL) and 18.78% of pupils have a recognised and recorded additional support need (ASN). General levels of attendance remain high with a school average of 94.12% (As of 31st May 2026), but we have not achieved our stretch target of 95.5%. 7.1% of pupils have attendance lower than 80%.
Vision, values and aims	**Our Vision**: Aiming High **Values:** Embracing challenge, nurturing creativity, taking responsibility, showing respect and celebrating achievement **Aims:** • For all of our young people to achieve their potential. • Staff will work collaboratively in supporting our young people to succeed as learners. • Lawhead School is a nurturing environment with a focus on attainment and achievement for all. Our school vision, values and aims have been reviewed and refreshed during academic session 2025-26 and are ready for launch in session 2026-27.

Attendance	**Total**	94.12%	**Authorised**	4.04%	**Unauthorised**	1.84%
Exclusions %	0%					
Summary of consultation with stakeholders	Throughout 2025-2026 our stakeholders have had a range of opportunities to review the progress being made against our school improvement priorities as well as contributing to the process of identifying priorities for session 2026-2027. **Learners:** Ongoing pupil feedback is gathered through pupil leadership groups, pupil focus groups and classroom visits. School improvement work is also discussed at weekly assemblies. All pupils in the school and nursery had the opportunity to complete the PupilWise survey, all pupils in P4-7 completed the Fife Council Health and Wellbeing Survey and surveys linked to our number, money and measure school improvement priority. Person centered planning tools have also been used with specific learners to gather views and plan next steps. Our Pupil Council also represent the views of all classes including the nursery. They regularly gather pupil views on a range of matters and provide feedback on decisions and changes. **Parents/Carers:** An update of school improvement progress is shared and discussed at termly parent council meetings. Parents have been consulted on our refreshed school vision, values and aims through different formats. Parents have also had a range of forums to share their views on the implementation of Fife's Transforming Learning strategy. Parental feedback has also been gathered through our learning together sessions for nursery parents. **Staff:** All staff have been involved in self-evaluation activities to review progress and impact of improvement work. Staff have also reviewed and moderated a range to data to inform next steps. Staff views have also been collected through a range of questionnaires including the StaffWise survey and improvement work is discussed at staff meetings and collegiate sessions. Staff views were also gathered through a staff focus group during our annual learning partnership. **Other Stakeholders:** Other stakeholders including our link educational psychologist, Supporting Learners Service professionals (e.g. NST, teacher of the deaf, Young Carers and EAL team) and Active Schools Co-Ordinator have had regular planning meetings with school staff and developed shared working agreements to ensure their work supports the improvement priorities of the school. A representative from our local council also attends all Parent Council meetings and is very supportive of the school.					
Attainment Scotland Fund Allocation (PEF)	£14,700					
Cost of the School Day statement	At Lawhead Primary School and Nursery 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 examine the school day through the following headings; Uniform, Travel, Learning, Friendship and					

	Community, School trips, Eating, Clubs and Home learning. Our Cost of the School Day pupil leadership group takes a lead in planning, implementing and reviewing our cost of the school day work across the school. Please visit our school website to find out more about the approaches we are taking to reduce the Cost of the School Day – Cost of the School Day | Lawhead Primary School and Nursery (glowscotland.org.uk)

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

Focused Priority 1: Raise attainment in number, money and measure from 81.3% to 84.7% (an increase from 191 to 199 children across P1-7) by developing pedagogical approaches to learning, teaching and assessment (Year 2 of 3)

HGIOS4 Quality Indicators	ELC Quality Framework
• 1.2 Leadership of learning • 1.3 Leadership of change • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 3.2 Raising attainment and achievement	• 1.3 Play and Learning • 2.1 Quality of the setting for care, play and learning • 3.1 Quality assurance and improvement are led well • 3.2 Leadership of play and learning • 4.1 Staff skills, knowledge and values

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

Progress:

- All teaching and nursery staff have engaged in professional learning on a range of Quality Improvement tools
- Almost all teaching staff have engaged in practitioner enquiry focused on raising attainment in number, money and measure (term 4)
- All support staff have engaged in professional learning on range of resources pupils can access to support numeracy learning including Numicon materials
- All staff have engaged in professional learning on digital tools that can be accessed to support number learning (***See Priority 3***)
- All staff have engaged in professional learning on dyscalculia (See priority 2)
- All P4-7 pupils have engaged in the SPACE STEM project to develop pupil spatial reasoning (term 1 and 2)
- All P4-7 pupils have experienced 10 minutes of daily mental maths (term 3 and 4)
- Across early level maths story sacks have been developed for pupils to take home and share (nursery and P1)
- All P6 and P7 have been using their 1:1 device to support and enhance their numeracy learning and parents were invited in to see this in action during an open afternoon.
- All teaching staff have used the Numeracy Rich Environment guides to develop and enhance numeracy provision in their classrooms
- All nursery staff have been using the new Core Provision document and Shared Framework to audit and improve numeracy opportunities across the playroom

Impact:

- Most learners are demonstrating increased confidence and fluency in applying numeracy skills across the number, money and measure organiser
- In all classes pupil use of concrete materials and other numeracy resources has increased. This has resulted in improved ability and confidence to access numeracy and supports their conceptual understanding.
- Almost all learners have demonstrated improved performance in termly mental maths assessments.
- Attainment within the Number, Money and Measure organiser for pupils across P1-7 has increased to 85.9%

Next Steps:

- Focus on developing consistent use of correct mathematical language – 'number talk'
- Further conceptual numeracy training for all staff
- Develop our school approaches to problem solving and application of numeracy learning to real life contexts

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

Focused Priority 2: Lawhead Primary School and Nursery will provide an inclusive learning environment for all learners (Year 2 of 2)

HGIOS4 Quality Indicators	ELC Quality Framework
• 1.2 Leadership of learning • 1.3 Leadership of change • 2.4 Personalised support • 2.7 Partnerships • 3.1 Improving wellbeing, equality and inclusion • 3.2 Raising attainment and achievement	• 1.1 Nurturing care and support • 1.3 Play and Learning • 1.4 Family engagement • 1.5 Effective transitions • 2.1 Quality of the setting for care, play and learning • 3.1 Quality assurance and improvement are led well • 3.2 Leadership of play and learning • 4.1 Staff skills, knowledge and values

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

Progress:

- All class teachers are now using the environmental checklist and have developed an emotional regulation zone.
- All class teachers have regular, scheduled opportunities to meet with the SfL teacher to discuss pupil support needs.
- All class teachers and support staff have engaged with professional learning on dyscalculia, accessibility features and the PACE approach.
- Links with enhanced provision have improved with regular, scheduled opportunities for PEP and mainstream staff to plan collaboratively and review progress.
- All children with an identification of need have a summary of support in place, including nursery learners. This document is shared with pupils, parents and relevant staff and regularly reviewed and updated.

- The senior leadership team and support for learning teacher meet weekly to review priorities and pupil progress.
- New resources to support literacy and numeracy learning have been implemented.
- All teaching staff have been upskilled on the accessibility features available on iPads.
- The school vision, values and aims have been refreshed in partnership with stakeholders.
- All pupils in P5-7 are now using the My World of Work portal to record achievements and set goals.
- All nursery pupils have their wider achievements recorded using the refreshed PLJ format.
- A whole school/nursery policy for play has been developed and is ready for implementation.
- The Metaskills have been further embedded across the nursery and school.
- Boardmaker is now used consistently across the nursery and school for display and signage.
- Opportunities for meaningful pupil voice have been further developed through pupil leadership groups and person centred planning approaches.
- All P4-7 pupils have been introduced to the Decider Skills
- All teaching staff have embedded the use of Progress system to track pupils progress

Impact:

- All learners experience planned, progressive learning experiences across the Broad General Education.
- All pupils are benefitting from a high-quality, consistent learning environment with carefully considered universal supports in place for all.
- Almost all pupils with an identified support need can discuss the supports that help them learn
- All pupils who require additional or intensive levels of support are appropriately challenged and supported in their learning.
- All staff are demonstrating increased confidence in understanding and supporting learner need.

Next Steps:

- Introduce new system for tracking wider achievement in P1-4
- Further opportunities to moderate across the BGE
- Protected time for PSA and CT consultation

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

Focused Priority 3:

Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology (***linked to Focused Priority 1***)

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 (***linked to Focused Priority 2***)

HGIOS4 Quality Indicators	ELC Quality Framework
• 1.3 Leadership of Change • 2.2 Curriculum • 2.3 Learning, Teaching and Assessment • 2.4 Personalised Support • 2.6 Transition	N/A

• 3.2 Raising Attainment and achievement • 3.3 Increasing creativity and employability	

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

Progress:

- All teaching staff engaged in the core professional learning offer from the Transforming Learning team
- All staff have engaged in additional professional learning and are improving their digital skills as part of their continuing professional development
- Our Transforming Learning Ambassador successfully completed the Apple Coach accreditation
- All teaching staff have engaged in professional learning on Bookcreator and have used this tool to enhance learning and teaching with pupils
- Almost all staff have personalised learning to meet learner need by digitally adapting content and using accessibility features on iPads and laptops
- Accessibility features are available for all learners within our universal continuum of support.
- All staff have increased the variety of digital tools they are accessing to make learning and teaching more engaging.
- All staff are modelling safe and responsible use of digital devices.
- All P6 and P7 pupils are successfully using Showbie to support their learning and are receiving feedback from their teacher to support identification of next steps.
- All P6 and P7 teachers are using Showbie to support differentiation in their classes.

Impact:

- All staff have developed increased digital skills which is leading to increased learner engagement and digital skill application.
- All staff have increased awareness of digital accessibility features which are being increasingly used to support learners in a range of ways to meet their needs.
- All P6 and P7 pupils have improved motivation and engagement in learning through the use of a wider range of digital tools.
- All P6 and P7 pupils have been able to personalise their device to suit their personal preferences.
- Almost all P6 and P7 pupils are using appropriate digital supports to help them engage in their learning.
- Almost all pupils are demonstrating safe and responsible use of digital technology.

Next Steps:

- Continue to embed practice from this session and support deployment across P1-5 to ensure consistency of experience across the school.
- Although Transforming Learning will not be a stand-alone improvement priority for session 26-27 it will be incorporated into the identified improvement priorities to embed practice.

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

Focused Priority 4: All nursery staff will use the shared quality improvement framework to ensure that all children access a rights based, holistic approach to care, play and learning in our nursery. (Nursery only – Year 1 of 2/3?)

HGIOS4 Quality Indicators	ELC Quality Framework
N/A	• 1.1 Nurturing care and support • 1.3 Play and Learning • 2.1 Quality of the setting for care, play and learning • 3.1 Quality assurance and improvement are led well • 3.2 Leadership of play and learning • 4.1 Staff skills, knowledge and values

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

Progress:

- The Shared Framework core quality indicators are discussed and evaluated regularly by the nursery team.
- A range of self-evaluation tools are being used with increased confidence by all nursery staff.
- Core support for learning documentation is now in place for all identified learners e.g. SoS, PAMP
- Floor books are being used consistently to record, track and share learning.
- Consistent approaches aligned with Fife Council protocols are in place for all identified individuals.
- New Fife ELC/P1 transition policy has been successfully implemented.
- Nursery/School vision, values and aims have been refreshed.
- All nursery staff have engaged in

Impact:

- All nursery staff have demonstrated increased confidence in using a wider range of tools to engage in self-evaluation activities. This has led to accurate identification of areas for improvement in our nursery.
- Children are demonstrating increased confidence at points of transition.
- Staff have a clearer understanding of the supports and strategies in place for our children who are supported at the additional or intensive level of support.

Next Steps:

- Develop a curriculum rationale for our nursery.
- Add core assurances to the nursery quality assurance tracker for next session.
- Implement 'Think Equal' resource

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (20 pupils)	84.21%	85%	94.7%	100%
P4 (23 pupils)	73.9%	65.2%	82.6%	65.2%
P7 (32 pupils)	78.1%	84.4%	81.3%	84.4%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	85%	100%	100%
P4	82.61%	73.91%	65.22%	65.22%
P7	87.5%	87.5%	84.38%	84.38%

Attainment Over Time Evaluative Statement:

Most children are making good progress from their prior levels of attainment. By the end of P1 most children achieve early level, by the end of P4 the majority of children achieve first level and by the end of P7 most children have achieved second level across all literacy organisers and most children have achieved second level across all numeracy organisers.

Literacy: When comparing performance across the three literacy organisers over time pupils had previously been attaining at higher levels in reading and listening & talking. Performance within writing was previously lower than the other two organisers. In P4 and P7 attainment within writing is lower than in reading and listening and talking. In P1 attainment within reading is lower than in listening and talking and writing. When tracking attainment over time (last 5 years) there has been a 5.5% increase in overall CfE literacy attainment across P1-7.

Numeracy: When comparing performance across the three organisers over time pupils are attaining at higher levels in shape, position & movement and in information handling. Attainment within number, money and measurement is consistently lower than the other two organisers. This informs our judgement that this should continue to be a focused area for school improvement next session. When tracking attainment over time (last 5 years) there has been a 5.% increase in overall CfE numeracy attainment across P1-7.

Overall, learners with identified additional support needs are not attaining to the same level as their peers. Although learners with ASN are not all meeting expected national benchmarks all learners are making progress within levels. The majority of learners with an identified ASN are working within the expected level for their stage. This is carefully tracked and monitored by the senior leadership team and support for learning team. Almost all learners with English as an additional language are making expected progress within CfE levels.

For some learners with attendance below 90% there appears to be a link between school attendance and those pupils not meeting expected attainment levels. The majority of learners who are in receipt of free school meals are not meeting expected levels and national benchmarks. The poverty-related attainment gap is significant for this cohort of learners. This data will support decisions regarding PEF planning for next academic session.

Progress Over Time (Early Years):

From evidence gathered through planning processes and individual PLJs children have made good progress in their learning over the past academic session. Almost all N5 pupils are making good progress towards achievement of early level and are projected to achieve early level by the end of their P1 year.

Impact of PEF on outcomes for children and young people:

Almost all pupils who have been supported by PEF interventions this session have demonstrated improved attendance at school.

All identified pupils have demonstrated increased resilience, confidence and engagement in their learning including literacy and numeracy learning. This has been evidenced through baseline and follow up assessments and learner conversations.

Relationships between home and school have also been strengthened which has led to improved family engagement for all identified learners.

Achievements

ELC • Beach kindergarten visits have helped learners develop their knowledge of the world around them and how to stay safe • Learning Together sessions have helped our parent/carers better understand the curriculum and how to support their child.	**P1/2** • Trip to St Andrews Castle helped pupils develop their understanding of St Andrews place in history • The Teddy Bear Hospital visit strengthened our connection with the University and helped learners understand how to stay healthy.	**P2** • Have had several healthy eating experiences including preparing and eating food with parent helpers and they entered the V&A 'Create A Salad' competition • The pupils have enjoyed road safety walks around the local area
P3 • Enjoyed a parent visit relating to their job as an engineer. Pupils learned about a range of digital tools including TinkerCad • The pupils entered the David Wilson Homes Hard Hat Competition and learned more about the construction industry	**P3/4** • Pupils entered the Primary Engineering Awards by creating an innovative design to an everyday problem. We had several winners! • Pupils entered the Fisheries Museum Needles and Pins competition and had even more winners!	**P4/5** • Pupils learned about the local fishing history when they visited the Reaper and Fisheries Museum • The pupils have planned and created a Tudor banquet as part of their 16th Century topic
P5/6 • Pupils explored digital music technology as part of the YMI project • The pupils took part in an online anti-racism workshop as part of their health and wellbeing learning	**P6** • All P6 pupils visited the Balgove Larder as part of a RHET event. They learned about where our food comes from. • The pupils explored the Christmas story and associated traditions during the 'Bubble Gum and Fluff' workshop.	**P7** • Pupils have been supporting younger peers as part of the 'Numeracy Pals' peer learning sessions • P7 pupils entered the National Galleries Young Artist Summer Show.
Whole School		

- This session pupils have enjoyed several opportunities to take part in sports competitions including swimming galas, running events and the Madras Cluster Leagues.
- Parents were invited to enjoy a Transforming Learning themed open afternoon
- All classes have showcased their learning during a class led assembly

Evaluations (School)				
	2023-24	**2024-25**	**2025-26**	**Inspection Evaluations** (since August 2024)
1.3 Leadership of Change	Good	Very good	Very Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	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	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	N/A
3.2 Securing children's progress	Good	Good	N/A

Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	**2026-27**	**2027-28**	
Curriculum	N/A			
Learning, Teaching and Assessment	N/A			
Wellbeing, Inclusion and Equality	N/A			
Children's Progress	N/A			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	**Learning Partnership Report – 11th November 2025** **Overall Strengths** **2.3 Learning, Teaching & Assessment** • In the majority of classroom observations most children were highly engaged in active learning within numeracy.			

- The four-part model is in place across all primary classrooms.
- Increasingly meta skills are being used within the 4-part model.
- In almost all observed lessons teacher questioning was of a high quality and promoted deeper thinking
- AiFl approaches were observed in almost all observed lessons

2.4 Personalised Support

- Children in the P4, P5, P6 and P7 focus group were all able to talk about their needs and the supports they have in the school environment. Almost all children in this group felt they were making good progress in their learning and were happy about that.
- Summaries of Support are in place for all children who require these. Children in both focus groups said they knew about these, and their views informed the content.
- Parents are involved in reviewing the Summaries of Support at Parents' Evening and at individual review meetings. Children are involved in these as appropriate, often through Person Centred Planning approaches.
- All children in focus groups said they felt the staff knew them well. Children talked knowledgeably about universal supports within each of their classrooms and targeted resources which were available in their individual trays.
- Support for Learning systems are streamlined and expectations for learners and teachers are clear. Children commented that they felt able to knock on SfL teacher's door to talk about their needs and other potential resources.

3.1 Ensuring Wellbeing, Equality & Inclusion

- See points above for QI 2.4 Personalised support
- Improved learning environment consistency across the school through moderation and use of new school audit.

<u>Areas for Improvement and planned next steps:</u>

2.3 Learning, Teaching & Assessment

- Continue to develop consistency of practice in the set up and use of active learning approaches across the school.
- The school will continue to reflect on how new IT resources will extend the teaching opportunities for teachers within the open plan setting. Currently Smartboards are used in the small, side classrooms.

	• Continue to reflect on how to support children in nursery to increase their responsibilities for looking after their playroom environment. • Explore opportunities for increased community engagement in Nursery to further enrichen children's experience. **2.4 Personalised Support** • Continue to build on systematic processes to embed pupil voice and parental engagement in developing summaries of support, PAMPS and child plans • Continue to build relationships and planning opportunities with colleagues in PEP for pupils on split placements **QI 3.1: Ensuring Wellbeing, Equality & Inclusion** • Nursery team to continue to engage with the new shared framework, core provision document and UNCRC tools to enhance the inclusive learning environment further • Continue to develop systematic approaches to meaningful pupil voice so that pupils have increased pride and ownership of their learning