



Limekilns Nursery & Primary School

Standards & Quality Report

Session 25/26

Limekilns Primary and Nursery School						
Demographic	Limekilns Primary School was built in 1912 and is a non-denominational school serving the villages of Crombie, Charlestown, Limekilns and Pattiesmuir. Situated in the village of Limekilns on the River Forth, the school provides mainstream education for primary-aged children and has an attached nursery. The current school roll is 119, with 18 children attending the nursery. The school's average Scottish Index of Multiple Deprivation decile is 7.2. Fewer than 3% of children have English as an Additional Language, 13% are from military families and 32% have an additional support need. Free Meal Entitlement is 12.5%, and fewer than 2% of children are care experienced.					
Vision, values and aims	Our vision is to be "A learning community with the future in our hands." We embrace our values of being Truthful, Fair and Kind. We aim to love learning by • learning how to get on with others • learning how to look after ourselves • and learning about our world and how to look after it!					
Attendance	Total	93.56%	Authorised	4.92%	Unauthorised	1.51%
Exclusions %	0%					
Summary of consultation with stakeholders	Stakeholders are involved in reviewing Improvement Priorities and contributing to identifying future priorities through; • Questionnaires to families and children • Consultations with parent/carers at Family Time and Parent/Carer Nights • Ongoing feedback from staff and other partners • Opportunities for children and parents/carers to share ideas and views at Parent/Carer nights. • Pupil wise, parent wise and staff wise surveys • Feedback Friday and Together Time activities with children • Parent Council discussions • Self-evaluation activities with staff using relevant frameworks • Feedback from our Learning Partnership team					
Attainment Scotland Fund Allocation (PEF)	£9,800					
Cost of the School Day statement	At Limekilns Primary School and Nursery, we are committed to reducing the Cost of the School Day and ensuring that every child can fully participate in school life, regardless of their financial circumstances. We recognise the impact of poverty and work together as a school community to reduce costs, remove barriers, and support all families with empathy, dignity and compassion, ensuring equitable opportunities for all learners.					

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

ELC/School Improvement Priority 1: Reading

- All children benefit from consistent, high-quality reading instruction that is carefully matched to their developmental stage, reading ability and learning needs — ensuring every learner is appropriately challenged and supported to make sustained progress.

Key HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.2 Leadership of learning

Leadership of continuous improvement

2.3 Learning, Teaching & Assessment

Learning, teaching and assessment

3.2 Raising attainment and achievement

Children's progress

Has this priority been:	Fully achieved		Partially achieved	X	Continued into next session	
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Progress:

- All teaching staff engaged in professional learning delivered by Stephen Graham to develop knowledge and understanding of effective guided reading approaches.
- Early years practitioners completed professional learning linked to the development of early language and literacy skills.
- Reading attainment data, including GL assessments, ELIPS, P1 BASE and teacher professional judgement, was used more consistently to inform planning and targeted support.
- Teachers revisited and embedded a range of reading comprehension strategies across the school.
- Reading remained a regular focus within Attainment and Achievement meetings, supporting professional dialogue around learner progress and next steps.
- Reading resources were reviewed and refreshed to better meet learners' needs.
- Family learning opportunities supported parents and carers to develop their understanding of reading and how to support learning at home.
- Due to significant staffing challenges and the impact of a second staff bereavement, planned registration with the Reading Schools Programme and development of reading progression pathways were not completed.

Impact:

- All staff report increased confidence in delivering reading experiences that support learners' needs and stages of development.
- Most children demonstrate increased confidence when discussing texts, reading strategies and their next steps in learning.
- The use of assessment data has improved staff confidence in identifying gaps in learning and planning targeted interventions.
- Most children continue to make expected progress in reading, with targeted support contributing to improved outcomes for identified learners.
- Children in the nursery demonstrate increasing confidence in early literacy experiences through stories, rhymes, songs and language-rich interactions.
- Parents and carers report increased confidence in supporting reading at home through family learning opportunities.
- External feedback highlights positive learning environments, effective interactions and increasing consistency in literacy approaches across the school and nursery.

Next Steps

- Continue to strengthen guided reading and comprehension approaches through professional learning and moderation activities.
- Further develop family learning opportunities to support reading for enjoyment and attainment.

ELC/School Improvement Priority 2: Assessment

- To support and enhance the quality, consistency and impact of assessment practices through professional learning for all staff, to support data-informed planning and progression for all learners.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.2 Leadership of learning

2.3 Learning, Teaching & Assessment

3.2 Raising attainment and achievement

Leadership of continuous improvement

Learning, teaching and assessment

Children's progress

Has this priority been:	Fully achieved	X	Partially achieved		Continued into next session	
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Progress:

- All staff engaged in professional learning focused on effective use of data, assessment practices and tracking and monitoring of learner progress.
- Teaching staff increasingly used GL Assessments, including NGRT, PTE and PTM, alongside Curriculum for Excellence professional judgement, BASE, NSA and ELIPS data to inform planning and next steps.
- Attainment and Achievement meetings were embedded across the session, providing regular opportunities for professional dialogue and analysis of attainment and assessment data.
- Staff strengthened their use of a range of assessment evidence, including observations, learner conversations, classwork and standardised assessment data, to support professional judgement.
- Teachers and practitioners developed their understanding and use of the Progress Framework to support tracking, monitoring and reporting of children's progress.
- Assessment information was used more effectively to identify learners requiring support, challenge and targeted intervention.
- Nursery practitioners continued to develop responsive assessment approaches through observations, floorbooks, learning journals and professional dialogue.
- Family learning opportunities provided parents and carers with greater understanding of assessment, feedback and progression within the Broad General Education.
- The Learning Partnership Visit recognised effective attainment tracking systems, robust use of data and positive professional dialogue around learner progress.

Impact:

- All staff demonstrate increased confidence in using assessment evidence to support professional judgement and inform learning and teaching.
- Enhanced professional dialogue during Attainment and Achievement meetings has strengthened consistency in professional judgement across the school and nursery.
- Most teachers report increased confidence in analysing attainment and assessment data to identify strengths, gaps and next steps for learners.
- Improved use of assessment information has resulted in more targeted support and challenge for individual learners and identified groups.
- Most children can discuss their learning, identify what they have done well and understand their next steps for improvement.
- Tracking and monitoring systems have enabled earlier identification of barriers to learning and more timely interventions for children requiring support.
- Nursery practitioners demonstrate an improved understanding of progression and use assessment information more effectively to inform responsive planning.
- Parents and carers report increased understanding of children's progress and learning experiences through improved communication and reporting arrangements.
- The Learning Partnership Visit highlighted strong systems for data analysis, attainment tracking and assessment processes which support improved outcomes for learners.

Next Steps:

- Develop learner participation in assessment through increased use of self-assessment, peer assessment and target setting.
- Continue to develop staff confidence in the interpretation and use of assessment data to inform planning and interventions.
- Further embed the Progress Framework to support progression, tracking and reporting.

School Improvement Priority 3: Transforming Learning

- Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning for all staff on the use of digital technology.
- To support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for children and young people.

HGIOS4 Quality Indicators:

1.3 Leadership of Change

2.3 Learning, Teaching & Assessment

3.2 Raising attainment and achievement

3.3 Increasing creativity & employability

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

- All teaching staff participated in a structured programme of professional learning focused on the effective use of iPads and digital technologies to enhance learning, teaching and assessment.
- Staff engaged in professional learning sessions covering device management, teaching with iPads, differentiation, assessment and feedback, and creativity.
- The majority of teachers increasingly incorporated digital technologies into learning experiences across the curriculum to improve engagement and support learning.
- Accessibility features and digital supports were introduced and utilised more consistently in P6 and P7 to support inclusion and independence for learners with additional support needs.
- Teachers used digital tools to model learning, provide explanations and create opportunities for collaboration and creativity.
- Showbie continued to be developed as a platform for sharing learning and building digital portfolios.
- Digital evidence increasingly contributed to assessment discussions and planning for next steps.

Impact:

- Almost all staff report increased confidence in using digital technology to support learning, teaching and assessment.
- Most learners within P6 and P7 confidently use a range of digital tools to access, create and share learning.
- Accessibility features have reduced barriers to learning for children with additional support needs and promoted greater independence for identified learners.
- Almost all children are increasingly able to use technology responsibly and safely to support their learning across curricular areas.
- Parents and carers in P6 and P7 have increased opportunities to engage with children's learning through digital platforms.
- Feedback from children in P6 and P7 indicates that using iPads makes learning more engaging, accessible and enjoyable.
- Observations and professional dialogue demonstrate that digital technology is increasingly embedded within high-quality learning and teaching experiences.

Next Steps:

- Further embed the purposeful use of digital technology across all curriculum areas.
- Continue to develop staff confidence and expertise using iPads through professional learning and collaborative practice.
- Strengthen the use of accessibility features and inclusive technologies to support all learners.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	93%	87%	93%	87%
P4	65%	65%	75%	70%
P7	83%	89%	83%	89%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	87%	87%	87%	87%
P4	90%	80%	65%	65%
P7	89%	89%	78%	89%

Attainment Over Time:

In P1, most learners achieved expected levels in both literacy and numeracy. Whilst this is slightly below the school's aspirational stretch target of 93%, attainment remains strong and reflects the positive impact of high-quality Early Level experiences and effective transition arrangements.

At P4, attainment is more variable across curricular areas. Listening and Talking remains a significant strength, with almost all learners achieving expected Curriculum for Excellence levels, while most are achieving expected levels in Reading. In Writing and Numeracy, the majority are achieving expected levels. Longitudinal analysis shows that attainment within this cohort has been less consistent over time, particularly across literacy and numeracy. We know that a significant level of additional support needs within the cohort is an important factor in this pattern. While the majority of learners continue to make progress, P4 remains a priority for targeted support and intervention.

P7 attainment continues to demonstrate strong outcomes. In 2025/26, most learners achieved expected levels in Listening and Talking, Reading, Writing and Numeracy. This cohort has demonstrated sustained progress throughout their primary journey, with attainment increasing as learners have moved through the school. This reflects the positive impact of targeted interventions, high-quality learning and teaching, effective use of assessment information and strong learner engagement.

Across the school, Listening and Talking remains the strongest literacy organiser, with consistently high levels of attainment. Reading attainment continues to improve and remains strong across all stages. Writing remains the area requiring the greatest focus for improvement, particularly at First Level, where attainment is lower than other literacy organisers. Numeracy attainment remains strong overall; however, improving outcomes for identified learners at First Level will remain a key priority moving forward.

Progress Over Time:

Evidence gathered through ongoing assessment, learner conversations, classroom observations, professional dialogue and tracking information demonstrates that most children have made very good progress in their learning during the 2025/26 academic session. Children are increasingly able to discuss their learning, identify strengths and next steps and demonstrate greater independence and confidence across a range of curricular areas.

At Early Level, children have made strong progress in developing early literacy and numeracy skills. Most learners can recognise and use sounds to support reading and writing, engage confidently in conversations and apply early

number concepts within play and real-life contexts. Children are increasingly independent in selecting resources, solving problems and sharing their learning with others.

At First Level, most children have improved their ability to apply literacy and numeracy skills across different learning contexts. Learners demonstrate increased confidence when reading unfamiliar texts, explaining their thinking and using a range of strategies to solve problems. Children are becoming more independent in their learning and can increasingly identify how they can improve. While progress in writing is evident across the majority of learners, improving the consistency and quality of written work remains an area for continued development.

At Second Level, learners demonstrate increasing depth of understanding and application of skills. Most children can confidently discuss their learning, make connections across curriculum areas and apply their knowledge in unfamiliar situations. Learners show greater resilience when faced with challenge and are increasingly able to evaluate their own progress and identify next steps. Improvements in reading and numeracy attainment are reflected in learners' growing confidence, independence and ability to transfer skills across learning contexts.

Targeted interventions have supported identified learners to make progress from their individual starting points. Through regular tracking and monitoring, staff identify barriers to learning early and provide appropriate support. As a result, most children are making good progress over time and are achieving well across the curriculum. Through continued use of assessment information and responsive planning, the school is well placed to sustain positive progress and further improve outcomes for all learners.

Impact of PEF on outcomes for children and young people:

Pupil Equity Funding was used throughout session 2025/26 to provide targeted support in literacy, numeracy and wellbeing for identified learners who were at risk of not achieving expected Curriculum for Excellence levels. Interventions focused on improving reading and numeracy attainment for identified learners within Quintile 3, alongside targeted support to improve engagement, wellbeing and readiness to learn.

Overall, the majority of planned interventions were implemented successfully and contributed positively to learner progress. Baseline and ongoing assessments, regular attainment meetings, learner feedback and professional dialogue demonstrated that most identified learners made progress from their individual starting points.

Targeted literacy support enabled learners to develop greater confidence and accuracy in reading through focused teaching of phonics, blending, fluency and comprehension skills. Learners receiving support demonstrated improved engagement in reading activities and increased confidence when accessing classroom learning.

In numeracy, targeted learners benefited from additional support focused on identified gaps in learning. Assessment information and tracking data demonstrate that most learners increased their confidence and understanding of key numeracy concepts and made progress from baseline assessments. Staff reported improved learner participation and willingness to engage in numeracy activities, with targeted support helping learners to access whole-class learning more successfully.

Additional support for learners experiencing difficulties with transitions and readiness to learn also had a positive impact. Targeted learners demonstrated improved engagement in classroom routines, increased time spent successfully participating in learning and greater confidence in managing transitions across the school day. Feedback from staff, learners and families highlighted improvements in wellbeing, confidence and readiness to learn, supporting improved access to learning experiences.

Whilst the majority of interventions achieved their intended outcomes, the impact of some planned support was reduced following the unexpected loss of a valued PSA during the session. This significantly affected staffing capacity and resulted in some interventions being delivered with reduced frequency or over a shorter period than originally planned. Despite this challenge, staff adapted approaches where possible to ensure identified learners

continued to receive support, although the full intended impact of some interventions may not yet be reflected in attainment data.

Overall, Pupil Equity Funding has had a positive impact on reducing barriers to learning, improving learner engagement and supporting progress in literacy, numeracy and wellbeing. The school has strengthened its use of assessment information and tracking processes to identify learners requiring support and target resources effectively. Moving forward, the school will continue to build on these approaches, ensuring interventions remain focused on closing attainment gaps and improving outcomes for children affected by poverty.

Achievements:

Across the session, learners have engaged in a rich and diverse range of experiences across the four contexts for learning. These opportunities have supported their development as *successful learners, confident individuals, responsible citizens and effective contributors*, in line with Curriculum for Excellence. At the heart of this is our vision of being *a learning community with the future in our hands*, where children are encouraged to take ownership of their learning and to see themselves as active participants in shaping their futures. Learners have had opportunities to develop key meta-skills such as creativity, collaboration, leadership, initiative and resilience. These skills have been nurtured both within the classroom and through wider achievements, enabling children to work together, solve problems, take on leadership roles and reflect on their own progress.

Wider achievements have been recognised and celebrated consistently throughout the year. Opportunities such as Wider Achievement Week (WAW), Together Times, Excellent Effort certificates, our Book of Excellence and regular class sharing ensure that success is visible and valued across the school. These moments reinforce our shared commitment to building a positive learning culture where every child feels proud of their efforts and motivated to continue developing. Achievements are also shared with families through newsletters, Seesaw and Groupcall, strengthening home–school partnerships. Families are actively encouraged to share personal achievements, helping to build a strong sense of community and reinforcing that learning extends beyond the classroom.

A wide range of significant events has further enriched learners' experiences in nursery and school. The P7 Ardroy residential, Bikeability, junior leadership opportunities, Pupil Leadership Groups, Fife music and dance festivals, and a variety of performances including nativities and musical showcases have all supported the development of confidence, communication and teamwork. Regular opportunities for family engagement, including termly Family Time in School and Stay and Play sessions in Nursery, help to foster strong relationships and a shared commitment to children's learning.

Learning outdoors and within the community has also played a key role in bringing our vision to life for nursery and school children. Weekly sessions at our community garden, alongside experiences such as beach cleans, forest and beach kindergarten, and active school initiatives, have supported health and wellbeing whilst deepening children's understanding of sustainability and their role in protecting the environment.

Participation in community events such as the Daffodil Tea and MacMillan Coffee Morning has strengthened connections with the wider community and developed children's empathy, social awareness and sense of responsibility. These opportunities allow learners to contribute meaningfully, further embedding our aim of fostering a love of learning through purposeful and relevant experiences.

Together, these achievements reflect our core values of being *truthful, fair and kind*. They also promote understanding of the UNCRC and the Global Goals, reinforcing our commitment to learner voice, sustainability and rights-based education. Pupils are increasingly empowered to celebrate success, recognise their own progress and articulate the skills they are developing. In doing so, they are growing as lifelong learners within a supportive learning community, with the confidence and capability to shape the future in their hands.

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