**Fife’S SCHOOL IMPROVEMENT PLANNING 2025/26**

**SSE, SQR and SIP GUIDANCE (PRIMARY/Early Years/Special)**

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1. **SUMMARY SELF-EVALUATION APPROACH**

Self-evaluation is at the core of all Quality Improvement activities within an educational setting. Education Scotland’s [effective-school-improvement-planning-guidance-2023-2024.pdf](https://education.gov.scot/media/pvqpkrhv/effective-school-improvement-planning-guidance-2023-2024.pdf) outlines the following features:

* Self-evaluation is accurate, rigorous and robust based on reliable and comprehensive data and information.
* Collaboration with all stakeholders, **especially children/young people**, is important to inform self-evaluation and identification of priorities.
* Approaches to deliver identified priorities, including outcomes, provide a clear, effective framework to track, monitor and assess continually the impact of planned improvements.
* Clearly identified arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, are based on a consistent and shared understanding of standards within Curriculum for Excellence (CfE) levels.
* How good is our school? 4th edition (HGIOS4) and “How good is our Early Learning and Childcare?” (HGIOELC)/Quality frameworks, and other relevant self-evaluation tools, such as “How Good is OUR School?”, are used effectively to evaluate progress.

Fife’s Summary Self-Evaluation (SSE) Approach focusses on the key high-level messages for each of the four main Quality Indicators, 1.3 Leadership of change, 2.3 Learning, teaching and assessment, 3.1 Ensuring wellbeing, equality and inclusion and 3.2 Raising attainment and achievement.

This tool should capture the results of your **on-going self-evaluation** activities over the last three sessions and measure them against the level 5 illustrations to support you in evaluating your school against the six-point scale.

In considering each evaluative statement you should focus on the three evaluative questions from HGIOS:

* How well are we doing? What is working well for our children/young people? **This statement should focus on the impact on children/young people.**
* How do you know? What evidence do you have?
* What are you going to do now?

In formulating your SSE, you should ensure you:

* Keep the statements concise – High level evaluative messages.
* Include/thread through progress and impact from previous school improvement priorities.
* Can triangulate each statement to ensure that judgements are robust.
* Always consider the ‘so what?’ question.

It is not intended for Fife’s SSE to be a public document. It should be in a format that can be shared as part of our Self-Improving Networked Learning System, and it should form a key part of preparation for your (extended) learning partnership. This document would also be available for local authority officers or an Education Scotland inspection visit. Local authority officers may support the development of this document where a school has been identified as needing additional support or is preparing for an Education Scotland inspection.

As this document should contain high-level strategic messages about the strengths of your school the following is suggested:

QI 1.3 – no longer than 3 pages

QI 2.3 – no longer than 3 pages

QI 3.1 – no longer that 2 pages

QI 3.2 – no longer than 2 pages

The columns to note ‘how do you know? and ‘what evidence do you have?’ and ‘what are you going to do next?’ have not been split into themes as statements may cover all themes within that QI or link to other QIs within HGIOS4 or HGIOELC/the quality framework.

All SSEs should be shared with the Education Manger and their Business Support, with the intention of storing these within a MS TEAM for each LIF in the longer term. It should be noted that you do not need to make a statement in your SSE for every part of these self-evaluation documents or HGIOS4, you should only make comment about the strengths in your own school.

As we move into session 2025-26 it would also be prudent for leaders to reflect QI evaluations for the ELC and the new quality framework. At present the existing QIs from HGIEOLC map to the following QIs:

**HGIOELC 1.3 =**[**Leadership of Continuous Improvement**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/leadership-of-continuous-improvement/)

**HGIOELC 2.3 =**[**Learning, teaching and assessment**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/learning-teaching-and-assessment/)

**HGIOELC 3.1 =**[**Wellbeing, inclusion and equality**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/wellbeing-inclusion-and-equality/)

**HGIOELC 3.2 =**[**Children's progress**](https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/early-learning-and-childcare-quality-indicators/children-s-progress/)

1. **STANDARDS AND QUALITY REPORTING**

Schools’ annual Standards and Qualities Reports (SQR) will be a concise document aligned with legislation and therefore statutory requirements. SQRs should avoid jargon, be written in plain English and be based on robust self-evaluation evidence. Your SQR should include the following information:

* Context of the school **(1 page)**
  + - Vision Values and Aims.
    - Attendance and exclusion data.
    - Consultations with stakeholders.
    - Cost of the school day statement
* Summary of **progress** and **impact** of last session’s Improvement Plan and **next steps**. **(Approx 300 words per priority)**
* Improving Outcomes **(Approx 600 words, delete tables as appropriate)**
  + - Attainment including progress and impact of PEF and progress towards NIF priorities. (Tables can be deleted or altered as appropriate)
    - Closing the attainment gap.
    - Achievements.
* Overall evaluations of 1.3, 2.3, 3.1 and 3.2 using the 6-point scale. **(1 page)** (Delete tables as appropriate)

A suggested format has been given in Appendix B. Where schools choose to present their SQR in a different way, they should maintain the same content/headings to ensure legislative requirements are adhered to.

Note: A summary of progress and impact of PEF is required in this SQR document. More detailed evidence of impact on children will be collected in Appendix D (Impact on children/young people Ongoing evaluation Dec/June) each December and June. This document must be shared with EMs and business support in the first instance before being stored in the MS TEAM in time.

1. **SCHOOL Improvement plan/pef plan guidance**

**Improvement Planning Principles**

There are key principles that should underpin the establishment of effective approaches to self-evaluation and improvement planning in **all** Fife schools and Early Learning Centres (ELC). These are outlined below:

* Improvement Planning should lead to improved outcomes for children and young people.

* Effective engagement and participation by all stakeholders at key stages in the improvement planning process.

* Priorities identified should be based upon evidence/data gathered from self-evaluation activities within school involving all stakeholders. **Consideration should be given to a wide range of data e.g. attainment, attendance, health, Staffwise, Pupilwise and Parentwise.**

* Priorities may also be based upon feedback from external scrutiny.

* High quality professional learning opportunities for all staff are integral to improvement processes. All staff should be empowered, and empower others, to take ownership of their own learning and take forward aspects of improvement priorities.

* Leaders and their teams take account of the findings of *Tackling Bureaucracy* working group report [[ARCHIVED CONTENT]](https://webarchive.nrscotland.gov.uk/3000/https:/www.gov.scot/Resource/0047/00473538.pdf)Clearly defined timescales are agreed with all involved and reflected within Working Time Agreements.

**Improvement Planning Format**

The Education Directorate takes the view that empowered individual schools and early learning centres can develop their own format, should they wish to. School/ELC leaders and their teams may develop a format different to that provided in Appendix C, that suits their school and local context, ensuring that they adhere to the above principles. Planning and reporting processes should be designed to produce robust, consistent and transparent data that improves understanding of what works and ultimately what drives improvement for the benefit of our children and young people.

While establishments are free to develop their own format, we are providing a suggested format which you may wish to use. (Appendix C).

Key sections and details of aspects of the improvement planning process that **must** be included in the chosen format are outlined below.

* Each priority should be specific and measurable and should clearly state what will change, who will change and how it will change.
* Each priority **should link to the key priorities of the Directorate Improvement Priorities and relevant quality indicators within HGIOS4 and Quality Framework.**
* **Expected impact within each priority should focus on children/young people.**
* Each priority should have clearly identified **responsibilities** for implementation and change, linked to named individuals or teams.
* **Measures of success** *(triangulation of evidence)* this should clearly state how evidence/data will be gathered and analysed to measure success. Consideration should be given to triangulation of evidence including quantitative data, people’s views and direct observations. As well as triangulation of evidence QI methodology used to measure impact should be stated.
* Triangulation of evidence should be planned for throughout the school session and be linked to individual quality assurance calendars. (ELC/school, cluster or LA level)
* “The Promise” states that reference should be made to care-experienced young people in improvement planning.
* Each priority should have **clear timescales,** these timescales must be flexible and adapt with the on-going gathering of evidence.
* Establishments should ensure priorities are relevant for all aspects of the establishment (ASC/DAS, ELC and school). You may have a separate priority for an area within the establishment e.g. ASC/DAS or ELC. If priorities are shared there must be clear links with outcomes for all children/young people and involvement of all staff.
* Priorities may be for cohorts of children/young people especially if related to specific data.

**Equalities**

Throughout your Standards and Quality report/improvement plan you should be mindful of where aspects of the Equalities Act, 2010 have underpinned elements and addressed any areas covered within the act (age, disability, gender, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity). For example: - This may be that where you have been focused on reading that you have enhanced the school library to include books which highlight that we are all the same but different or where you have enhanced relationships with parents where English is not the first language through developing communications in their own language. This should also be reflected in your Vision, Values and Aims as this will set the tone for all the work that you do. When analysing data, it is important to consider all groups within your setting, including Armed Forces, EAL, other minority groups and Care- Experienced children. It is also important to engage with a wide range of diverse stakeholders when forming your evaluation and determining next steps.

**ACCESSIBILITY**

New accessibility regulations came into force in September 2020, setting a legal duty for public sector bodies to make their public documents accessible. The aim of the legislation is to help make sure online public services are accessible to all users, including people with disabilities.

As the SQR, SIP and PEF Plan must be made publicly available (preferably online) – they must be created in an inclusive and accessible way. For your documents and any appendices to be fully compliant with legislation, you will need to consider:

• Structure - Headings and Styles

• Colour and Contrast

• Use of Images

• Links (hyperlinks)

• Plain English

• Table Structure

1. **TIMELINE**

26th February 2025 – MS TEAMS information session

4th/5th March 2025 – LIFs, collaborative approach to support HTs to write SSEs

17th March 2025 – Updated guidance issued. **At least one QI by summer 2025 and the rest before the end of session 2026.**

28th April 2025, 29th April 2025 and 1st May 2025 – Support for SQR/IP Professional Learning Sessions (see Directorate Calendar for dates/times/venues)

23rd June 2025 –**SSE** (at least one QI), **SQR**, **updated PEF plan and completed evaluations** and **SIP** to be sent to Education Manager and Education Manager’s Business Support (see checklist below)

18th August 2025 – Written feedback given on SQR and SIP from local authority and informal feedback given on first SSE QI.

26th September 2025 – Final SQR/SIP to be submitted to Education Manager and Business Support

10th October 2025 – All documentation must be shared with all stakeholders through school communications

21st December 2025 –Updated PEF plan to be completed and shared with EM and business support/MS TEAM

**Checklist:**

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| **Date** | **What is to be submitted** | **Who to submit to** | **Completed** |
| 23rd June 2025 | * SSE (at least one QI) * SQR * SIP * PEF Plan and completed evaluations for Session 24-25 * PEF Plan for Session 25-26 * PEF Financial Plan for Session 25-26 | Education Manager & Education Manager Business Support |  |
| 26th September 2025 | * Final SQR & SIP to be submitted | Education Manager & Education Manager Business Support |  |
| 21st December 2025 | * PEF Plan with completed Interim Evaluations | Education Manager & Education Manager Business Support |  |

**APPENDIX A – SUMMARY SELF-EVALUATION**

**Lochgelly West Primary School & Nursery**

**SUMMARY SELF-EVAlUATION**



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| **INSERT SETTING NAME**  **1.3 LEADERSHIP OF CHANGE** | | | | | | |
| **How would you evaluate yourself using the six-point scale?** | | | 2023/24 | 2024/25 | | 2025/26 |
| Satisfactory | Satisfactory | | Good |
| Date last updated:  10/02/2025 | **How well are we doing?**    **What is working well for our children?** | **How do you know?**    **What evidence do you have?** | | | **What are you going to do now?**    **What are your improvement priorities?** | |
| Developing a shared vision, values and aims relevant to the school and its community.  Implementing improvement and change  Strategic planning for continuous improvement | * Our vision, values and aims reflect the unique context of our school community, co-created with our children, families and our wider school community. * Almost all stakeholders staff demonstrate the school values of Caring, Ambitious, Respectful Learners through their daily interactions with children and families. Staff promote the values of ‘caring, ambitious, respectful, learners’ well during classes, at assemblies, and through informative wall displays. Children and staff focus on a ‘value of the week’, which is leading to a deeper understanding. The values underpin high-quality relationships throughout the school and very positive interactions between staff and children. * The senior leadership team have an aspirational vision for the school and its community. This is leading to a greater shared understanding with stakeholders of expected standards. Information has been included in recent Newsletter, on the school website, through a Microsoft One note to gather views and with Parent Council members. * Staff have a sound understanding of the social, economic and cultural context of the school. 30% of our children are living in SIMD 1 & 2 with 71% across SIMD 1,2 and 3. They work well together to remove barriers to children’s participation in learning and the wider life of the school. * Staff leadership at all levels is a key success in the school’s work over the past few years. Staff have been supported by local authority colleagues to continue to progress aspects of whole school improvement during periods of significant leadership change. Staff are empowered to lead meaningful change, in particular when supporting learners’ wellbeing and improving classroom environments. * Senior leaders provide effective direction and ensure all staff are involved in regular professional dialogue. We have developed a useful calendar of self-evaluation activities which is supporting staff to reflect on their work. As a result, senior leaders and practitioners are focusing on appropriate priorities for achieving positive impact * All stakeholders were consulted on the school improvement plan priorities for session 24-25/25-26. These views are reflected in the strategic actions planned with most teaching staff taking lead roles in school improvement activity. This is ensuring that all children will receive their entitlement to a broad general education. * Pupil Support Staff have engaged in Professional learning sessions with the school Support for Learning teacher and Nurture teacher with links to the Educational Psychologist on themes such as trauma informed, relationships, conceptual numeracy and reading strategies. This has helped them to support children more effectively and leading to all having a shared understanding of how best to meet the needs of individual learners. * Most staff have engaged in self-evaluation activity over time with a focus on health and wellbeing, curriculum and learning, teaching and assessment. This has informed both past improvement activity and planned activity for Session 24-25 linked to our school aim of providing an inclusive environment for all children who are empowered to develop skills for life, learning and work. * Most staff understand their role in developing the nursery and school and work collaboratively to improve outcomes for children. * Every child through P1 to P7 participates in their CARL group to ensure they experience planned opportunities beyond their class and peer group to contribute to the life of the school. * We empower our children through Pupil Voice and leadership opportunities. Children are increasingly undertaking a greater range of leadership responsibilities across the school. They can choose informal leadership roles or more formal positions, such as captains, prefects or committee leads. * A planned collegiate calendar linked to the Working Time Agreement and Annual Calendar is ensuring that the pace of change is managed appropriately and there are opportunities for self-evaluation throughout this. * A robust and flexible Quality Improvement Calendar has recently been developed to ensure that senior leaders use effective self-evaluation evidence to challenge and inform improvements and to bring about positive change for all children. | * Refreshed Visions, Values & Aims (VVA) consultation and follow up feedback with a ll stakeholders. * Standards & Quality Report 2023-2024 * Policy Statement for Values Education at LWPS & Nursery * Hmie Summary of Findings September 2024 * Extended Learning Partnership feedback and overview * INSET and collegiate agendas. * School Improvement Plan 24-25/25-26 * Teaching Staff Collegiate Calendar * LA Chronology of Leadership Support * Working Time Agreement 24-25/25-26 * Annual Calendar 24-25/25-26 * Support Staff Professional Learning (PL) Overview * QI Calendar 24-25/25-26 * Pupil Participation Floorbook * Pupil Leadership Group Floorbooks | | | Ensure that there are effective, robust approaches in place to review and evidence the impact of school improvement work. They need to demonstrate how well the school is improving outcomes for children and ensure that improvements made are sustained over time.  Streamline and clarify the SIP, to identify measurable priorities that will have the most positive impact on improving children’s attainment.  School leaders to build on the successful work around leading initiatives around wellbeing to provide opportunities for all staff to lead developments focused on improving learning and teaching.  Going forward, school leaders will ensure that they have effective, robust approaches in place to review and evidence the impact of school improvement work, to demonstrate how well the school is improving outcomes for children and ensure that improvements made are sustained over time.  As planned, school leaders and staff will support our children to understand how their suggestions and opinions are helping to make positive changes for their school | |

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| **INSERT SETTING NAME**  **2.3 LEARNING, TEACHING AND ASSESSMENT** | | | | | | |
| **How would you evaluate yourself using the six-point scale?** | | | 2023/24 | 2024/25 | | 2025/26 |
| Good | Satisfactory | | Good |
| Date last updated:  10/02/2025 | **How well are we doing?**    **What is working well for our children?** | **How do you know?**    **What evidence do you have?** | | | **What are you going to do now?**    **What are your improvement priorities?** | |
| Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring | * Almost all staff demonstrate an understanding of children’s rightsand value positive relationships with each other, children, families and other professionals to ensure that the needs of all children are being met. * The ethos of our school reflects a commitment to positive relationships and wellbeing. Staff know children very well as individuals and promote positive, nurturing relationships. Children are polite, well-mannered, and welcoming. They are eager to learn in school and almost all participate well in lessons. * Staff create a calm and purposeful school environment which enhances the conditions for learning. They are well-placed to increase their expectations of children. * All teaching staff evaluated their classroom environment using the Circle Framework and this has informed the Organisation and Consistency of Learning Environments agreement. As a result, almost all children are experiencing an inclusive and nurturing classroom learning ethos. * Staff continue to adapt learning environments to improve children’s experiences. For example, all classrooms have a specific area to support children to regulate their emotions. This is increasing children’s participation in learning. In almost all classes, staff refer to the school values to help children focus during lessons. Most children understand these values very well and interact with each other in a respectful way. * A consistent approach to learning and teaching was developed by all staff during Session 22-23 (Lesson Cycle) to ensure consistency in approach. This has been revisited in session 24-25 and through involvement of all staff, a Learning and Teaching Policy has been agreed and now implemented to ensure consistency of approach in all classes. The language of learning through the 5-part model is consistently used now across all classes. Children’s views were gathered to support the implementation of this. * In all classes, meta skills are a part of learning conversations to further enhance understanding. * Across the school, wider achievements are tracked and shared to develop confidence in how our children are approaching aspects of learning. * In all classes, children are required to use Higher Order Thinking through the use of highly effective questioning following all of the teaching team engaging in professional learning. * Support staff are engaging in weekly professional learning which is allowing for a more confident approach to supporting our children and further enhancing engagement * In almost all lessons, teachers provide clear explanations and instructions to help children complete tasks. In a few lessons, these explanations deepen children’s understanding of learning. Most children participate well in learning and complete tasks and activities willingly. * Most staff use digital technology effectively to deliver learning and teaching. All children in Primary 7 have access to their own Chromebook device which provides opportunities for using digital technologies to enhance learning. * We have a detailed assessment calendar which supports all of our teaching team to have a shared understanding of assessment approaches across our school. Assessment evidence is analysed and integral to our planning process and force field analysis discussions. Staff use the evidence to support professional judgement. * The teaching team are using information from standardized assessments (Base, SNSA) to support around planning and moderation of a level. * At Lochgelly West PS the needs of individuals are met by robust planning, involving class teacher, support for learning teacher, PT, and for some children the Educational Psychologist. * Personalised support plans are created and reviewed. Universal supports are available for all children in class. Additional and intensive support is offered to those most in need of support with learning and involves for some, a wider team around the child, namely health professionals and social work colleagues. Children that are identified as requiring additional support across aspects of their learning will have a Summary of Support. Staff working with the child will be aware of support needs and know the resources, language and strategies required. * Across P1-7 each teacher tracks all children using our pupil information overview, updated regularly each term to inform the class attainment narrative. Staff are beginning to gather more rigorous data about children’s progress. * Regular attainment meetings have given staff opportunity to discuss assessment evidence to support children’s attainment. A recently introduced Force Field Analysis tool as part of improvement methodology is supporting staff to identify driving forces to enable all children to experience pace and challenge in learning. * All staff plan using Fife Progression Pathways for Literacy and Numeracy. Children show increased motivation to learn when they are involved in planning contexts that are relevant and linked to their interests. * A newly introduced Force Field Analysis tool is supporting staff to plan around four key areas linked to the 4 contexts for learning. * Moderation sessions have further enhanced professional judgement around what is in a level. * Records of Understanding were introduced during Session 23-24 for literacy and numeracy to support staff to assess children’s skills and understanding leading to most children receiving a progressive curriculum. This session (24-25) health and wellbeing and a draft digital literacy record of understanding has been introduced to support progression across other curriculum areas | * Our Learning Journey floorbook * Summary of Hmie Inspection Findings and follow up Action Plan. * Extended Learning Partnership visit feedback and overview * Lochgelly West Lesson Cycle – Thinglink * Classroom Learning Walls * Planning and Tracking Meetings * Force Field Analysis overviews * Learning Teaching & Assessment Policy * CIRCLE Framework Overview * Organisation & Consistency of Learning Environments Overview * Planning Folder example * Principles of Forward Planning and Assessment Principles and Practice * Assessment Calendar * Assessment Folder examples * Classroom observations RAG * Yellow Folder example * Summary of Support examples * School Improvement Plan 24-25/25-26 | | | * An important next step is for teachers to ensure that all tasks and activities are purposeful and engage all children to make good progress in their learning. * SLT to revisit the various approaches to delivering learning and teaching to ensure greater consistency across classes. * School leaders to work collaboratively with staff to maximise learning time and ensure all children progress at an appropriate pace. Across the school, teachers need to ensure children are secure with foundational concepts before moving on to more complex aspects of learning. * Continue to drive forward a consistent approaches to high-quality learning and teaching. * Teachers must consider how they will plan and deliver quality experiences where children learn through play. Staff must engage more fully with national practice guidance and work with colleagues from the nursery to ensure the quality of spaces, experiences and interactions promote effective play pedagogy. * SLT to support class teachers to gather a robust range of evidence across the curriculum. They need to support staff when they are making professional judgements about children’s progress and achievement of a Curriculum for Excellence (CfE) level. * Teachers should review the range of approaches used to providing children with feedback so that all children understand their strengths and next steps in learning. * Staff should plan a greater range of opportunities for children to develop their digital skills and use technology to enhance and enrich their learning. * Use assessment information more effectively to inform their planning. An important next step is for teachers to differentiate learning more effectively to ensure all children receive the right level of support and challenge. * SLT to develop approaches that will provide more regular and clear information about the progress and attainment of individuals and groups over time. School leaders must review data about children’s progress more regularly to understand how well learning gaps are being addressed and to plan next steps | |

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| **INSERT SETTING NAME**  **3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION** | | | | | | |
| **How would you evaluate yourself using the six-point scale?** | | | 2023/24 | 2024/25 | | 2025/26 |
|  |  | |  |
| Date last updated:  10/02/2025 | **How well are we doing?**    **What is working well for our children?** | **How do you know?**    **What evidence do you have?** | | | **What are you going to do now?**    **What are your improvement priorities?** | |
| Wellbeing        Fulfilment of statutory duties        Inclusion and equality | **All text to be Calibri font size 11.** | **All text to be Calibri font size 11.** | | | **All text to be Calibri font size 11.** | |

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| **INSERT SETTING NAME**  **3.2 RAISING ATTAINMENT AND ACHIEVEMENT** | | | | | | |
| **How would you evaluate yourself using the six-point scale?** | | | 2023/24 | 2024/25 | | 2025/26 |
|  |  | |  |
| Date last updated:  10/02/2025 | **How well are we doing?**    **What is working well for our children?** | **How do you know?**    **What evidence do you have?** | | | **What are you going to do now?**    **What are your improvement priorities?** | |
| Attainment in literacy and numeracy  Attainment over time    Overall quality of children’ achievements  Equity for all children | **All text to be Calibri font size 11.** | **All text to be Calibri font size 11.** | | | **All text to be Calibri font size 11.** | |

**APPENDIX B - SQR TEMPLATE**

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| C:\Users\ganderson-bk1\Desktop\badge.pngC:\Users\ganderson-bk1\Desktop\badge.png **Lochgelly West Primary School & Nursery**  **Context of the School** | | | | |
| **Demographic** | This year we had eight classes from Primary 1 to Primary 7 and two nursery rooms with 30 3 and 4 year olds.  We have two rooms (Rainbow and Crystal Rooms) used for Nurture to support pupils with their emotional self-regulation and support their well-being. **A picture containing text, circle, logo, trademark  Description automatically generated**   * The school roll is 201 * The nursery roll is 30 * 71 children in the school FSM which is 35% * SIMD 1 and 2 children 30% (61 children) * SIMD 1, 2 and 3 is 71% (143 children) * There are 78 children across Primary 1 to Primary 7 at Lochgelly West with an ASN, which is 39% of the school. | | | |
| **Vision, values and aims** | **‘Shine Bright’**​  ​**Caring**, **Ambitious, Respectful**​, **Learners**​  Our pupil council wanted our vision to be closely linked to our community; the children’s research revealed the meaning of Lochgelly is ‘shining waters’ and ‘loch of brightness’. After consultation with our families, all children in the school voted on our vision and our logo, our pupils decided on Shine Bright, as we all understand that we all shine bright in our own way.  **Aims…**   * To provide an inclusive environment where we empower all children to develop self-resilience to meet the changes and challenges throughout their learning journey. ​ * To provide an engaging curriculum for all, celebrate success, and inspire everyone to achieve their best.   The Wellbeing Indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible surround our vision and values and are viewed as key requirements to ensure our values can be achieved. | | | |
| **Attendance - 91.29%** | **Authorised** | **5.41%** | **Unauthorised** | **3.27%** |
| **Exclusions** | For session 2024/25 there was 2 exclusions | | | |
| **Summary of consultation with stakeholders** | * **Parent Involvement**: Termly Parent Council meetings included discussions on school improvement. Families were invited to complete questionnaires and meet with the HMIE team (Sept 2024), and to attend the Learning Partnership event (April 2024). * **Ongoing Feedback**: Regular Microsoft Forms gathered parent views on consultations, communication, homework, and learning. A stakeholder group also provided input on the use of Pupil Equity Funding for 2025–26. * **Pupil Voice**: Feedback was collected through classroom discussions, targeted pupil groups, and completion of Pupil Wise questionnaires. * **Communication**: HMIE Summary of Findings (Sept 2024) was shared via newsletter and school website. Improvement Priorities (IP) and Standards and Quality Report (SQR) are shared each September through newsletters and online. * **Visibility**: A School Improvement Plan poster is displayed in the school foyer. Termly newsletters keep families informed of progress throughout the session. | | | |
| **Attainment Scotland Fund Allocation (PEF)** | £90,650 (+32,734 carry over) | | | |
| **Cost of the School Day statement** | At Lochgelly West Primary School, we are committed to reducing the Cost of the School Day for all our learners, with a particular focus on supporting those already experiencing poverty. We take a proactive approach to mitigating financial barriers by:  Addressing school-related costs through inclusive planning and support.  Redistributing food in partnership with FareShare, ensuring families have access to essential supplies.   * Referring families to initiatives such as The Big Hoose, which provides practical support. * Engaging in community-based activities that offer additional assistance and connection for families. * We also ensure that school trips, including residential experiences, are carefully costed and subsidised where necessary, so that every child has the opportunity to participate, regardless of financial circumstances. | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1:   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. * 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. | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Progress** to be detailed.   * All teaching staff engaged in professional learning and moderation activities around Social Studies, Drama, and Music, using Fife Progression Pathways and meta-skills to support planning. * All teaching staff have been introduced to the Progress Framework and, through dialogue at Forward Planning and Attainment Meetings, have been tracking children’s progress through the BGE and adding interventions. Consequently, all teaching staff have used Progress to complete end-of-year written reports. * Our Sharing the Learning Sessions with parents/carers have focused on Social Studies, Music, and Drama, and have been well attended. * We have updated our Curriculum Rationale to reflect our curriculum design in Social Studies, Drama, and Music and the work done on meta-skills. | | | | | | |
| **Impact** to be detailed:   * As a result of all teaching staff engaging in professional learning, dialogue and moderation of progression in Social Studies, Drama and Music it is evident from pupil focus groups, classroom observations and Forward Planning dialogues that children are experiencing progression across all three curriculum areas. * There is early evidence that staff are beginning to use the meta-skills with children and as a result children are beginning to become familiar with this language. * All children are being tracked across all curriculum areas with staff using ‘Progress’.  This is leading to children receiving pace and challenge in their learning across all curriculum areas which was observed during our Learning Partnership visit in February 2026. * Most parents/carers have a greater awareness of progression for children in Social Studies, Drama and Music and feedback has been positive in that they believe it supports them to understand their children’s learning better and how to support them at home.  All have received reports which details their attainment across all 8 curricular areas and meta-skills. | | | | | | |
| **Next Steps** (if appropriate) to be detailed:  To engage in moderation and planning around our identified curriculum areas of Art & Design, Technologies and RME and to continue to develop the skill of staff in using ‘Progress’ to ensure pace and challenge across all curricular areas and meta-skills. | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: Develop a consistent approach to promoting positive relationships through professional learning, planning and enquiry which leads to improved relationships and better learning for all children. | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Progress** to be detailed.   * All staff participated in collegiate and professional learning sessions focused on creating a consistent classroom environment, using the *Circle Document* and *Up, Up and Away* as key resources. This led to the development and implementation of a whole-school Consistency of Environment Policy. * A low-level agreed behaviour model was adopted and consistently applied across classrooms and playrooms. * The *Positive Behaviour and Relationships Policy* has been revised, and a draft version is currently under review. The school’s curriculum rationale has also been updated to reflect these changes. * It was agreed that the principles of the United Nations Convention on the Rights of the Child (UNCRC) would be embedded throughout the curriculum. * The Crystal Room continued to provide trauma-informed support and introduced initial training on *Daring Ventures*. An audit was conducted to evaluate staff engagement and the impact of this initiative. * Positive Behaviour Support Scales (PBSS) have been implemented school-wide, and personalised support overviews have been enhanced to better meet individual pupil needs. | | | | | | |
| **Impact** to be detailed:   * During the Extended Learning Partnership in April, it was acknowledged that all classrooms demonstrated a consistent environment aligned with the agreed *Consistency of Classroom Environment* policy. * HMIE commended the school’s well-established vision, values, and aims, encapsulated in the motto *“Wee Westies Shine Bright.”* These values are clearly understood across the school community and underpin strong, respectful relationships and highly positive interactions between staff and pupils. * HMIE also noted improvements in low-level behaviours. Staff were praised for knowing children well as individuals and for fostering positive, nurturing relationships. Children were described as polite, well-mannered, and welcoming—an observation echoed during the Learning Partnership visit. * All staff consistently refer to the PBSS framework to ensure uniformity in behaviour scripting. The PSA team has worked closely with Support for Learning (SfL) to support this approach. * The *Positive Behaviour and Relationships Policy* was reviewed by a school working group, which engaged collaboratively with colleagues across both the school and nursery settings. | | | | | | |
| **Next Steps** (if appropriate) to be detailed:  As part of the School Improvement Priority of *Meeting Learners' Needs* for session 2025–26, all staff will undertake training in Decider Skills. This initiative will align closely with the rollout of the *Daring Venture* programme and will further enhance wellbeing provision through the Nurture Hub. These efforts aim to support the closing of the attainment gap and raise attainment and achievement for all learners. The newly introduced, school-wide *Positive Behaviour and Relationships Policy* will be implemented consistently across both the school and nursery settings. The nursery team will continue their work on the *Up, Up and Away* programme, while the teaching team will receive further input on the *CIRCLE Framework* to support inclusive practice. | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1: Develop a consistent approach to Learning and Teaching and a consistent approach to planning, teaching and assessing writing across the school leading to improved outcomes for children through improved attainment. | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session |  |
| **Progress**   * A classroom environment policy was developed to ensure a consistent approach to the organisation and structure of learning spaces across the school. * All staff contributed to the creation of the Learning and Teaching Policy, which was finalised by a dedicated working group and shared with the wider team to serve as a consistent model for practice. * A values-based approach to education was agreed upon and successfully implemented. * Staff were given increased opportunities to collaborate collegiately, focusing on moderation and self-evaluation of Learning, Teaching, and Assessment. Additional support was provided to strengthen professional judgement in determining achievement of a level. * In alignment with the lesson cycle, staff engaged in professional learning to enhance their use of success criteria and questioning techniques. * The Fife Writing Pack is now being implemented across all stages, following a professional learning session led by the Cluster PT. * Primary 5 and Primary 7 teachers participated in the QI Improving Writing initiative, implementing the programme in their classrooms and tracking pupil progress in collaboration with the Cluster PT, with a focus on closing the poverty-related attainment gap. | | | | | | |
| **Impact**   * A Classroom Environment Policy was developed to promote a consistent approach to the organisation and structure of learning spaces across the school leading to greater engagement in learning for children. * All staff contributed to the development of the Learning and Teaching Policy, which was finalised by a dedicated working group and shared with the wider team to ensure a unified model of practice and is ensuring children receive their entitlement to a broad general education. * A values-based approach to education was agreed upon and successfully implemented, reinforcing the school’s ethos and guiding principles to ensure all actions are focused on improving outcomes for children. * Staff were provided with enhanced opportunities to collaborate collegiately, focusing on moderation and self-evaluation of Learning, Teaching, and Assessment. Targeted support was also offered to strengthen professional judgement in determining achievement of a level. As a result, children’s attainment is stabilising and on an improving journey. * Aligned with the lesson cycle, staff engaged in professional learning to refine their use of success criteria and questioning strategies, enhancing classroom practice to ensure all children received a consistent approach to learning, teaching and assessment. * The Fife Writing Pack is now being implemented consistently across all stages, following a professional learning session delivered by the Cluster PT. Attainment in writing has increased across the school. * Primary 5 and Primary 7 teachers participated in the QI Improving Writing initiative, applying the programme in their classrooms and tracking pupil progress in collaboration with the Cluster PT, with a particular focus on addressing the poverty-related attainment gap. As a result there is evidence to show that for the majority of children the gap is closing. | | | | | | |
| **Next Steps** Following the HMIE inspection, the school has developed an action plan to address key areas for improvement and is tracking progress through targeted interventions and learning journeys. For the 2025/26 session, the improvement priority of Meeting Learners’ Needs will focus on enhancing **pace, challenge, and differentiation** through collegiate work and professional learning. **Literacy** will also be a key area of focus. | | | | | | |

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| **Improving Outcomes** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | 84% | 84% | 80% | 80% | | **P4** | 78% | 78% | 74% | 78% | | **P7** | 56% | 56% | 56% | 54% |   **Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2024 - 2025** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | 68% (17 pupils) | 80% (20 pupils) | 80% (20 pupils) | 80% (20 pupils) | | **P4** | 52% (12 pupils) | 74% (17 pupils) | 65% (15 pupils) | 78% (18 pupils) | | **P7** | 61% (25 pupils) | 54% (22 pupils) | 68% (28 pupils) | 54% (22 pupils) |  |  |  |  |  | | --- | --- | --- | --- | | **P7** | **Reading** | **Writing** | **Numeracy** | | **Total Achieved** | **33 / 42** | **26 / 42** | **29 / 42** | | **Percentage** | **79%** | **62%** | **69%** | | **Comparison to Cfe** | **56% (+23%)** | **56% (+06%)** | **54% (+15%)** |     **SNSA 2024/25**   |  |  |  |  | | --- | --- | --- | --- | | **P4** | **Reading** | **Writing** | **Numeracy** | | **Total Achieved** | **18 / 23** | **17 / 23** | **17 / 23** | | **Percentage** | **78%** | **74%** | **74%** | | **Comparison to CfE** | **78% (0%)** | **74% (0%)** | **78% (-4%)** |  * Literacy and Numeracy attainment levels have stabilised after a period of fluctuation over the past three years. In almost all classes—except Primary 2—attainment has either remained consistent or shown improvement since August. * In 7 out of 8 classes, the percentage of children with Additional Support Needs (ASN) achieving in Listening and Talking has increased since August. Primary 1 maintained its previous level. * Across 7 of the 8 classes, there has been an increase in the percentage of ASN-identified children achieving in Maths and Numeracy from August to June. * With the exception of Primary 6, the percentage of children eligible for Free School Meals (FSM) attaining expected levels has either remained stable or improved between August 2024 and June 2025. * Regular updates to the school attainment tracker have provided a clear overview of progress, ensuring that all children receive the support they need. Force Field Analysis discussions have empowered the teaching team to confidently identify and implement effective interventions across the curriculum. * A strong emphasis on recognising and celebrating achievements is positively impacting learning across the Broad General Education. * Following targeted input from our Cluster PT, writing attainment has increased in Primary 4 (+4%) and Primary 7 (+7%) since the start of the school year. Notably, lower-achieving pupils have also made measurable progress, helping to close the attainment gap. * Pupil Equity Funding (PEF) has enabled the addition of staff, including a probationer and class teacher, and increased PSA availability. This has allowed for a dedicated teacher in the nurture facility, supporting children’s readiness to learn. The enhanced staffing has also contributed to a calm, purposeful school environment, as highlighted in the HMIE SIF report. * The presence of a probationer teacher has allowed the Principal Teacher to work more closely with Nursery and Early Years staff, enriching learning experiences. This collaboration is reflected in strong attainment levels—80% in Literacy and Numeracy—validated through Summative Base scores. |
| **Achievements**.  This year, our learners have demonstrated remarkable achievements across the four contexts of learning: curriculum areas and subjects, interdisciplinary learning, ethos and life of the school, and opportunities for personal achievement. These experiences have enriched their education and supported their development across the four capacities—becoming confident individuals, successful learners, responsible citizens, and effective contributors.  A key development has been the introduction of meta-skills through characters shared at assemblies. This has helped children begin to recognise and understand skills such as creativity, critical thinking, self-management, and collaboration. By connecting these skills to classroom and wider school experiences, learners are starting to identify and apply them in meaningful ways.  Our successful participation in cluster football tournaments demonstrated teamwork, perseverance, and physical wellbeing. The events also promoted responsible citizenship, encouraging respect and good sportsmanship. A proud moment was when our P7 pupils received their bagpipes, highlighting their commitment to learning and embracing Scottish culture. This opportunity supported creativity, discipline, and self-management. It was celebrated in class and shared on social media, marking an important milestone.  P6 playground leaders have taken responsibility to support and engage younger pupils, reflecting the ethos and life of the school. Their leadership promotes active citizenship and helps create a positive, inclusive environment. Recognition through sports and dance awards beyond school has celebrated effort, commitment, and improvement. These personal achievements show the value of setting goals and working consistently toward them.  Local dance competitions and school show provided creative outlets that helped learners express themselves and build confidence. The show was a strong example of interdisciplinary learning, combining music, drama, art, and literacy. Pupils worked collaboratively, developing creativity, adaptability, and social intelligence. It offered a platform to celebrate their diverse talents and was a memorable experience for pupils, staff, and families.  Throughout the year, achievements have been recognised through social media and school assemblies. These celebrations reinforce a sense of accomplishment and self-worth, encouraging learners to continue striving for success. |

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| **Evaluations (School)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (September 2024) |
| 1.3 Leadership of Change | Good | Satisfactory | Satisfactory | Satisfactory |
| 2.3 Learning, teaching and assessment | Good | Good | Good | Satisfactory |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | Satisfactory |
| 3.2 Raising attainment and achievement | Good | Satisfactory | Satisfactory | Weak |
| **Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations**  (September 2024) |
| 1.3 Leadership of Change | Good | Good | Good | Good |
| 2.3 Learning, teaching and assessment | Good | Good | Good | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | Good | Good |
| 3.2 Securing children’s progress | Good | Good | Good | Good |
| **Care Inspectorate Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? |  |  |  |  |
| How good is our setting? |  |  |  |  |
| How good is our leadership? |  |  |  |  |
| How good is our staff team? |  |  |  |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. | **Education Scotland – September 2024**  The inspection team found the following strengths in the school’s work.   * The new headteacher and principal teacher have quickly gained the confidence and trust of the school community. This is motivating and enthusing staff to improve learners’ experiences. * Children are eager and willing to learn. They participate well in their learning and are confident and proud of their school. * Staff work well together to develop positive relationships with children and families. They led effectively through periods of significant change. This has impacted positively on children’s wellbeing as they learn in nurturing environments. * Children in the nursery are supported by enthusiastic practitioners who have worked well to improve learning and teaching for children. There is a welcoming ethos in the nursery underpinned by the well-understood vision and values.   The following areas for improvement were identified and discussed with the headteacher and a representative from Fife Council.   * School leaders need to streamline processes for supporting learners. They should ensure that planned change is embedded in the work of the school. They need to focus the school’s work on key priorities that will secure the greatest impact on children’s outcomes. * In the school, staff need to continue to improve approaches to teaching, learning and assessment across the curriculum. Teachers need to plan learning that results in all children receiving appropriate levels of support and challenge. * All staff need to focus on raising the attainment and accelerating the progress of children across the school as an immediate priority. Staff need to reverse the declining pattern of attainment of children as they progress through the school. * In the nursery, practitioners should continue to improve children’s progress over time by developing approaches to assessment to ensure all children reach their learning potential. | | | |

**APPENDIX C - Session 2025-2026 Improvement Plan**

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| **Education Directorate Improvement Plan:** Achievement | | | | |
| **Focused Priority: TRANSFORMING LEARNING**   * A consistent approach to planning, teaching and assessing Literacy across the school leading to improved outcomes for children through improved attainment. * Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on 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** | | **Quality Framework** | | |
| 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2 3.3 | | 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** |
| Through professional learning all staff will enhance their skills in using digital tools to deliver high-quality learning, teaching and assessment leading to improved outcomes for all children.    **Writing** (Continuation of the work started last session)  Children’s attainment in writing will be increased through consistently high-quality  approaches to learning and teaching including the use of digital tools.  Effective use of data to assess progress in writing will support identification and planning of next steps and lead to impactful outcomes on attainment and achievement for children.  All staff will provide stimulating  contexts and creative approaches to teaching writing across the curriculum including through the use of digital technologies. This will ensure that  all children from P1-7 are motivated to write and have opportunities to transfer their learning into other curricular areas.  All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young people at universal, additional and intensive levels.  **Reading**  At first and second levels, there will be a consolidation of key reading skills in order for the children to make appropriate progress in their learning.  **Spelling**  Children will develop increased independence in the phonological approach to spelling.  **Listening and Talking**  Across the school, children to benefit from consistent approaches to support improved listening and talking skills.  The deliberate, explicit and systematic teaching of Listening and Talking across phases and throughout the curriculum will support children in Lochgelly West to make progress.  Children will benefit from more opportunities to discuss their ideas with peers before responding to questions.  **Transforming Learning – Digital Technology P6/7**  Children/young people in Primary 6 and Primary 7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.  **Family Engagement**  Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum. | **Transforming Learning**  As part of the agreed WTA 5 collegiate sessions, staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.  All staff will have the option to upskill their knowledge through the awareness of resources and self-led professional learning available on the Apple Education Community and further professional learning will support teachers to make effective use of the software library and develop their digital skills.  **Writing**  Implement the use of the Fife Writing pack for all staff to use at all stages in the school to assess progress and tailor teaching to match children’s next steps through creative approaches to learning and teaching and the use of digital technologies.  Professional learning for all staff on the use of QI Methodology in Writing through spread and scale of the success of the QI programme.  Further develop staff confidence in tracking progress in writing through identifying trends through run charts.  As part of collegiate sessions staff to engage in professional learning activities focusing on professional judgement and approaches to the teaching, assessing and moderation of writing.  Agreed writing opportunities to be provided daily across the curriculum with links to new approaches to reading. Including the use of digital technologies to motivate and engage children.  Enhance staff understanding of the variety of text types children are experiencing to develop confidence in planning and moderating across the 9 text types.  A group of staff to look at the text types and create an overview of what is covered from Primary 1 to 7 to ensure full coverage and consistency across stages.  All staff will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace.  **Reading**  Staff will become familiar with the Fife Reading pack at all stages in the school to assess progress and tailor teaching including the use of digital tools to match children’s next steps, which will accelerate children’s progress.  Ensuring that in all classes, the planning of lessons and Learning and Teaching refers closely to the 6 agreed comprehension strategies.  Independence is developed through the use of available support cards/bookmarks/digital tools based around the comprehension strategies.  Increased opportunities to write in order to show understanding of a text. Including the use of digital tools to support children at universal, additional and intensive levels.  **Spelling**  A progressive programme and consistent approach to the teaching of Spelling strategies will be developed, agreed and introduced.  Introduce elkolin boards and diacritical marking to enable children to demonstrate understanding.  A consistent approach to moderation will be agreed by all staff linked to improvement in spelling, carried out following links to assessment calendar.  **Listening and Talking**  Develop an agreed Framework as a basis of formative assessment, enabling teachers to gauge what their children have or have not yet grasped and informing what to teach next.  Continue with the professional learning and success of introducing a greater range of questioning to extend children’s thinking and deepen their understanding.  All staff through their developing use of digital technologies will examine ways in which to use these tools to support children’s learning.  **Curriculum Rationale**  Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the use of digital technology.  **Primary 6/7 Specific**  **Learning, Teaching and Assessment**  Planning for key learning to be shared via digital platforms to support P6 and P7 children to access during and outside of lessons.  **Family Engagement**  Through family engagement events all staff will give children the opportunity to showcase learning through creative pedagogical approaches and the use of digital tools. | SLT/CS (CT)/LC (PSA)  HT/KH/SL  MT/KH/SL  DHT (JH)  HT/DHT’s  DHT (MT)  MT (DHT), CS (CT),  LC (PSA), | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum  Analysis of CFE and BASE/NSA data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, AF etc  Analysis of Leuvans, GWMT, SDQ  **People’s Views**  Staff views on use of digital technology to enhance learning.  Self-evaluation (2.3) on strengths and next steps.  Staff professional dialogue with school/cluster colleagues.  Feedback from Professional Learning activity.  Family views on children’s experiences.  Children’s views gathered through class groups and pupil focus groups on the use of digital technology to support and enhance learning experiences.  **Observations**  Forward planning documentation.  Classroom observations linked to the use of digital technology to enhance learning, teaching and assessment.  Classroom observations around implementation of consistency across Literacy  Jotter monitoring  Focus for LP – analysis of learning experiences through the use of technology. | **May 26**  **Nov 25**  **Feb 26**  **Oct 25**  **Dec 25**  **May 26** |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

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| **Education Directorate Improvement Plan:** Achievement | | | | | |
| **Focused Priority: Through the development of staff’s understanding of national expectations and universal, additional and intensive approaches to meeting children’s needs all staff will engage in professional learning to ensure each child can achieve their potential.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **Quality Framework** | | |
| 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.4 2.6 2.7 3.1 3.2 3.3 | | | 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** |
| Planned tasks and activities are high quality and purposeful and engage all children to make good progress in their learning.  All teaching team to have a shared understanding of progression, pace & challenge and achievement of a level leading to most children making good progress in learning.  The delivery of quality experiences through Play in Primary 1 will ensure that all children make good progress through the early level.  Through effective differentiation all children who require additional support with learning will make progress.  Through planned and regular professional learning teaching staff will increase their knowledge and skills of creative pedagogical approaches to learning and teaching will lead to all children experiencing appropriate pace and challenge in learning.  All staff will increase their knowledge of current educational thinking and apply this to pedagogical practices to ensure all children are motivated to learn.  Further embed wellbeing and nurturing approaches across the school to benefit all of the children and families by further developing staff skill and knowledge. This will have a positive impact on achievement and attainment and enhance community engagement | There is a consistent approach agreed and implemented to Learning and Teaching ensuring planning links closely to the Learning and Teaching Policy.  Through professional learning all staff will make confident links to the Lesson Cycle and 5-part model to ensure children understand what they are learning.  Continue to develop the positive approach to High Quality Higher Order Thinking Questioning across all classes.  Formal Classroom observation, peer observations and force field analysis discussions focus on each theme within QI 2.3, to ensure high quality teaching and learning for every child.  Practitioners identify an area of practice that they wish to develop further through planned professional learning and are supported through peer observation.  Continue to fully implement the CIRCLE toolkit and agreed Organisation and Consistency of Environment Policy as a shared framework that all teachers can utilise to evaluate individual children, identify key issues, create appropriate targets to minimise barriers to learning for identified children.  All staff will plan using agreed approaches to ensure that through understanding of a level, work is progressive and challenging and includes the use of digital technologies.  Develop further staff understanding of how learning is differentiated more effectively including the use of digital tools to ensure all children receive the right level of support and challenge.  Continue to develop the use of force field analysis as a means of facilitating impactful discussion of next steps in curriculum planning and the identification of interventions for all children and ensure this is embedded.  Class Teachers to be released from class to undertake Raising Attainment for identified individuals  All teaching staff will engage in assessment and moderation planned activity which will ensure that children make good progress in learning that is based on robust assessment evidence including through the use of digital tools.  As part of Quality Improvement activity, planned regular sessions with class teachers and SLT for robust professional dialogue – evaluations, assessment and tracking of every learner within each class.  Create more formal opportunities for staff groups to meet and discuss all aspects of strategic and operational work.  Review the range of approaches used to providing children with feedback so that all children understand their strengths and next steps in learning including through the use of digital tools.  Teachers to ensure that they use assessment information more effectively to inform their planning.  SLT to review data about children’s progress more regularly to understand how well learning gaps are being addressed and to plan next steps.  Review and develop approaches to play pedagogy through self-evaluation, engagement with the Early Years Officer team to share good practice across the early years, support with transition arrangements, and development of play pedagogies across the early years.  All staff are given opportunities to look outwards to identify good practice.  Staff to engage with national practice guidance and work with colleagues from the nursery to ensure the quality of spaces, experiences and interactions promote effective play pedagogy.  Formation of groups that will be initially facilitated by SLT  Early Phase Teacher Group  Teacher Group  PSA group  Establish a professional learning group within WTA, Create a designated area as an available PL base  PSA team to work on a timetabled professional Learning Plan that will focus heavily on engagement of learners across Literacy and Numeracy.  To enhance our wellbeing interventions, which will further support around raising attainment, all staff to undertake training across the Decider Skill Initiative and link with Daring Ventures initiative. | SLT/GB  SLT/KH  SLT/All Staff  SLT/All Staff  All Staff  GB  SLT/All Staff  SLT/All Staff  SLT  SLT/All Staff  SLT/All Staff  HT  SLT (JH)  SLT/SfL/All Staff  SLT  MT/ER  SL/ER/MT  SfL/MT/SL/ER  HT  SLT/SfL/PSAs  GA/AH/All staff | | **Data**  Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum  Analysis of CFE and BASE/NSA data  Analysis of data for identified cohorts eg SIMD ASN, EAL, LAC, Gender  Achievement/meta skills tracker  Pupil engagement data across ASN cohorts  Families engagement with school  Attendance increase  RAG analysis demonstrates enhancement in pupil engagement, pace and challenge and continues to show success across questioning  **People’s Views**  Staff views on children’s engagement  Self-evaluation (2.3) on strengths and next steps.  Staff professional dialogue with school/cluster colleagues.  Feedback from Professional Learning activity.  Family views on children’s experiences.  Children’s views gathered through class groups and pupil focus groups on classroom experiences and needs being met.  **Observations**  Forward planning documentation.  Jotter moderation, feedback and professional dialogue  Classroom observations linked to key aspects of 2.3 (pace and challenge)  Classroom observations around engagement  Support offered for all ASN (differentiation)  Focus for LP – Pace challenge and differentiation and values/decider skills | Sept 25  Nov 25  Nov 25  Oct 25  Jan 26  March 26  May 26  Nov 25  Feb 26  Feb 26  Sept 25  Jan 26  April 26  Current and ongoing  Nov 25  Jan 26  April 26  Oct 25  Jan 26  April 26  Dec 25  Sept, Nov 25  Jan, April 26  See Ass Calendar  Oct 25  Jan 26  April 26  Oct 25  Jan 26  April 26  Aug 25  May 26  Oct 25  Nov 25  Feb 26  Oct 25  Oct 25  May 26  May 26 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **Education Directorate Improvement Plan:** Achievement | | | | | |
| **Focused Priority:**   * Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. * 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 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 – Leadership of Learning  1.3 – Leadership of Change  2.2 – Curriculum  2.3 – Learning, Teaching and Assessment  3.1 – Ensuring wellbeing, equality and inclusion  3.2 – Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children will experience planned, progressive learning experiences across the broad general education.  All staff will enhance their assessment skills through planned assessment and moderation activity; this will ensure all children are making progress across all areas of the curriculum  All staff will track children’s progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a broad general education.  Through planned opportunities with families, knowledge of the broad general education will be developed, and this will ensure they can support children in their learning across the curriculum | **Professional Learning Activity**   * As part of collegiate sessions staff will engage in professional dialogue on assessment of science, dance and drama. * All staff will use CfE benchmarks for identified/all curriculum areas to engage in moderation activity linked to science, dance and drama.   **Forward Planning**   * All staff will use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive for all children. * Attainment and Forward Planning dialogues will support assessment within science, dance and drama to assessment evidence which informs professional judgements. * Staff will develop confidence in planning for assessment.   **Curriculum Rationale**   * Our Curriculum Rationale will be further developed to ensure that this is reflective of the experiences all children are experiencing across the school in relation to the BGE. | Led by HT  All staff  Drama – HT  Sciences – AMc  Dance – JH  Led by HT  All staff  Led by SLT  All staff | | **Data**  Analysis of attainment data in Literacy, Numeracy along with science, drama and dance.  Analysis of CFE and BASE/NSA/eLIPS data  Analysis of data for identified cohorts eg SIMD, ASN, EAL, LAC, AF etc  **People’s Views**  Teacher professional dialogue with SLT at FP & Attainment Meetings  Feeback from moderation activity  Family views on children’s experiences of BGE  Children’s views gathered through class groups and pupil focus groups on the learning experiences across the curriculum  **Observations**  Forward planning documentation monitoring  Jotter sampling – literacy/numeracy and other curriculum areas | October 2025  December 2025  October 2025  September 2025  November 2025  January 2026  April 2026  February 2026 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

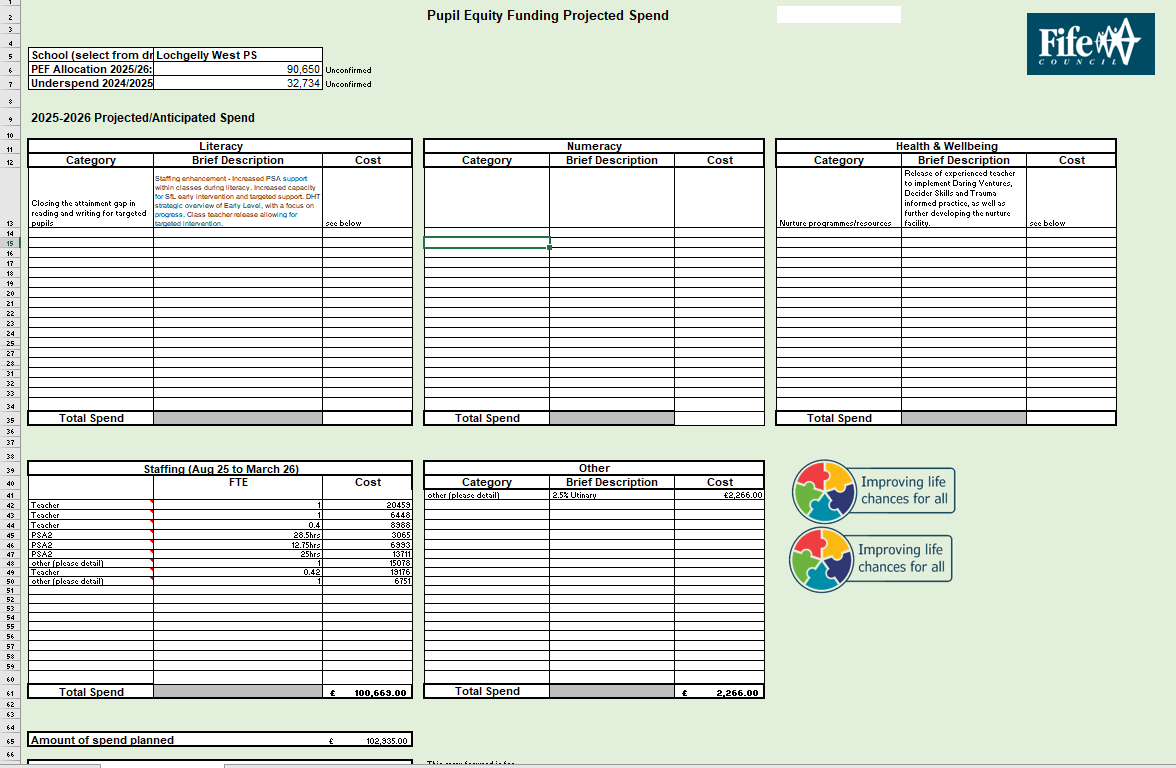
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| Education Directorate Improvement Plan: Tracking and Achievement  **Lochgelly West – Nursery Priority** | | | | | |
| **Focused Priority: 1. Track children’s progress overtime across the curriculum.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | 1.2 – Leadership of learning  1.3 – Leadership of change  2.2 – Curriculum  2.3 – Learning, teaching and assessment  3.1 – Ensuring wellbeing, equality and inclusion  3.2 – Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| 1. Nursery team will track children’s progress and use assessment evidence to inform their professional judgments, ensuring that each child receives their full entitlement to a BGE | 1A. Review current tracking systems in place. Establish a new tracking system or format to systematically monitor progress in literacy and numeracy over time, enabling the identification of learning gaps and the rate of individual pupil progress. | Rebecca Shulz – PNT  Michelle Tate – DHT  Kirsty McNaughton -EYLO | | Professional dialogue and discussion  Staff feedback questionnaire Analysis of attainment data in literacy & numeracy.  Analysis of Elips data  Analysis of data for identified cohorts e.g., SIMD, ASN, EAL, LAC, AF etc. | Term 1 25/26  Term 4 25/26 |
| 1B. Host open afternoon for other setting to come visit us. Looking outward at opportunities to visit other settings like our setting. | Rebecca Shulz – PNT  Michelle Tate – DHT  Nursery team | | Professional dialogue and discussion | Term 1-4 25/26 |
| 1C. Enhance early literacy and communication by embedding meaningful opportunities for mark making and early writing within the core provision, in line with Curriculum for Excellence early level experiences and outcomes, to support children’s development as confident communicators in a language-rich, play-based environment. | Rebecca Shulz – PNT  Michelle Tate – DHT  Kirsty McNaughton – EYLO  Nursery team | | QI Writing project led by EYLO  Professional learning  Visiting other settings for inspiration  Tracking progress via floorbook | Term 1-4 25/26 |
| 1D. Wider achievement to be tracked and aligned with new tracking document to ensure that achievement gaps are more effectively identified and addressed, with a strong focus on promoting equity and inclusion for all learners. | Nursery Team  SLT | | Analysis of data for identified cohorts e.g., SIMD, ASN, EAL, LAC, AF etc. | Term 2 24/25 |
| 1. Introduce and develop children’s meta-skills in the nursery setting in line with the principles of Curriculum for Excellence, with a focus on nurturing self-awareness, communication, and problem-solving through play-based, child-centred learning that supports the development of the four capacities | 2A. As part of collegiate sessions practitioners will become familiar Meta skills through professional learning opportunities. | SLT  Nursery Team | | Practitioner feedback | Term 1-4 25/26 |
| 2B. Begin introducing meta-skills such as self-awareness, communication, and problem-solving through play-based, child-centred learning experiences within the nursery setting using meta-skills characters to support the development | All EYOs | | Practitioner feedback  Floorbook  Children’s views  Evidence in PLJs | Term 1-4 25/26 |
| **Ongoing Evaluation** | | | | | |
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**APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan**

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| **Pupil Equity Fund allocation for session 2025/26** | | **£** 90,650 (+32,734 Carry over) |
| **School Context (copied from SIP)** | | |
| • The school roll is 201  • The nursery roll is 30  • 71 children in the school FSM which is 35%  • SIMD 1 and 2 children 30% (61 children)  • SIMD 1, 2 and 3 is 71% (143 children)  • There are 78 children across Primary 1 to Primary 7 at Lochgelly West with an ASN, which is 39% of the school.  Vision, values and aims  ‘Shine Bright’  Caring, Ambitious, Respectful, Learners  Our pupil council wanted our vision to be closely linked to our community; the children’s research revealed the meaning of Lochgelly is ‘shining waters’ and ‘loch of brightness’. After consultation with our families, all children in the school voted on our vision and our logo, our pupils decided on Shine Bright, as we all understand that we all shine bright in our own way.  Aims…   * To provide an inclusive environment where we empower all children to develop self-resilience to meet the changes and challenges throughout their learning journey. * To provide an engaging curriculum for all, celebrate success, and inspire everyone to achieve their best.   The Wellbeing Indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible surround our vision and values and are viewed as key requirements to ensure our values can be achieved. | | |
| **Cost of the School Day** (In what key ways do you plan to mitigate against Costs within the School Day) | | |
| At Lochgelly West Primary School, we are committed to reducing the Cost of the School Day for all our learners, with a particular focus on supporting those already experiencing poverty. We take a proactive approach to mitigating financial barriers by:  Addressing school-related costs through inclusive planning and support.  Redistributing food in partnership with FareShare, ensuring families have access to essential supplies.   * Referring families to initiatives such as The Big Hoose, which provides practical support. * Engaging in community-based activities that offer additional assistance and connection for families. * We also ensure that school trips, including residential experiences, are carefully costed and subsidised where necessary, so that every child has the opportunity to participate, regardless of financial circumstances. | | |
| **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?) | |
| * **Parent Involvement**: Termly Parent Council meetings included discussions on school improvement. Families were invited to complete questionnaires and meet with the HMIE team (Sept 2024), and to attend the Learning Partnership event (April 2024). * **Ongoing Feedback**: Regular Microsoft Forms gathered parent views on consultations, communication, homework, and learning. A stakeholder group also provided input on the use of Pupil Equity Funding for 2025–26. * **Pupil Voice**: Feedback was collected through classroom discussions, targeted pupil groups, and completion of Pupil Wise questionnaires. * **Communication**: HMIE Summary of Findings (Sept 2024) was shared via newsletter and school website. Improvement Priorities (IP) and Standards and Quality Report (SQR) are shared each September through newsletters and online. * **Visibility**: A School Improvement Plan poster is displayed in the school foyer. Termly newsletters keep families informed of progress throughout the session. |  | |

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| **Rationale**  At Lochgelly West Primary School, we recognise that poverty can significantly impact a child’s ability to engage fully in their learning and achieve their potential.  To address this, we are committed to implementing targeted, evidence-based interventions that remove barriers to learning and promote equity. Our approach is grounded in the belief that **every child deserves the opportunity to succeed**, regardless of their socio-economic background. | | **Amount of Fund allocated (if appropriate) £** £90,650 (+32,734 carry over) | |
|  | | | |
| **Expected Impact**  (What is the expected impact on outcomes for children and young people)    If this links to a SIP priority, please reference | **Interventions Planned**  (What is the intervention? How will it be delivered? Who is responsible?) | **Measure of Success**  (Triangulation of Evidence/QI Methodology) | **Impact on children**  **Ongoing evaluation Dec/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?) |
| **Intervention 1**  By the end of the session, targeted pupils showed measurable improvement in reading fluency and writing confidence, helping to narrow the attainment gap. This links to SIP Priority 1  In all classroom environments, the learning and teaching the classroom to provide increased pace, challenge and differentiation This links with SIP Priority 2  **Intervention 2**  By June 2026 identified pupils will have strategies to support them in self-regulation, which will therefore increase their level of engagement.  (Within Priority 2) | Targeted Staffing Interventions to Address the Poverty-Related Attainment Gap  To support our commitment, we have strategically invested in staffing to enable more targeted and impactful learning experiences:  Interventions Implemented   * Increased Pupil Support Assistant (PSA) hours to provide more focused support for individuals and small groups, and to engage with pupils within the classroom setting during core teaching and learning. * Employment of an additional Class Teacher to release the Support for Learning Teacher (who has a 0.3 class commitment), allowing for increased early intervention and targeted group work. * Additional Class Teacher employed to release the Principal Teacher (PEF-funded DHT), enabling a strategic overview of Early Level and ensuring progress is closely monitored and supported at this critical stage. * Class Teacher release time used to allow existing teachers—who know the children best—to work directly with targeted pupils to raise attainment. * Employment of a Probationer Teacher to further increase teaching capacity and flexibility across the school. This will allow for wellbeing focus around Daring Ventures and Decider skills through the use of a nurture facility that will be staffed by an experienced member of the teaching team, supported by PSA’s * The teacher released to work around the Nurture provision and wellbeing will also work with classes around Health and Wellbeing, allowing class teachers to raise attainment as detailed in intervention 1. * Additional PSAs will allow for additional support to be offered for our children in the nurture facility through trauma informed practice and links to decider skills training. * The staff will receive input from Educational Psychologist, NHS and staff member trained in Decider skills and who attended inputs on trauma informed and Daring Ventures. This will increase confidence in approach across team and bring about more sustainability as we moved into future school years * **Boxall Profile** (pre- and post-intervention), **Wellbeing Webs** , **Stop and Think Charts, PBSS** | Expected Impact and Change  These staffing enhancements are designed to bring about the following measurable improvements:  Improved Literacy Outcomes: Targeted pupils will make clear progress in reading and writing, as evidenced by assessment data and teacher observations.  Narrowed Attainment Gap: The disparity in achievement between pupils from low-income households and their peers will reduce.  Increased Pupil Engagement: Learners will demonstrate greater confidence, motivation, and participation in literacy and learning activities.  Through increased communication and support, families will feel more confident in supporting their child’s learning at home.  Staff will have more opportunities to deliver differentiated, high-impact teaching, and to collaborate on strategies that support equity and attainment.   * Progress will be tracked at key intervals throughout the year, as outlined in the school’s assessment calendar. This will ensure timely identification of needs and responsive planning. * Assessment data will also guide the implementation of additional support where needed, ensuring that interventions are timely, targeted, and effective.       **Pupil Wellbeing and Engagement**   * **Improved emotional regulation** (e.g. fewer incidents of dysregulation or distress). * **Increased attendance** and punctuality. * **Positive changes in behaviour** both in the nurture room and mainstream classroom. * **Pupil voice**: feedback from children indicating they feel safe, supported, and valued.  **Academic Progress**  * **Improved engagement in learning** tasks. * **Progress in literacy and numeracy**, tracked through assessments and teacher observations. * **Increased time spent in class** for pupils who previously struggled to remain in mainstream settings. * **Social and Emotional Development** * Development of **positive relationships** with peers and adults. * Increased **confidence and self-esteem**. * Demonstrated use of **coping strategies** and problem-solving skills.  **Family Engagement**  * **Improved communication** and relationships between school and home. * **Increased parental involvement** in school activities or support plans. * Positive feedback from families about their child’s progress and wellbeing.   Teachers report **improved classroom interactions** and readiness to learn.   * Staff feel more confident in supporting pupils with social, emotional, and Additional Support Needs | What has been the impact? Have you met your original expected impact? |

**APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)**

Please save and rename the following template: [Fife PEF Planned and Actual Spend Template - Final.xlsx](https://fifecloud-my.sharepoint.com/:x:/r/personal/zoe_thomson_fife_gov_uk/Documents/QIO%20Files/PEF/PEF/Fife%20PEF%20Planned%20and%20Actual%20Spend%20Template%20-%20Final.xlsx?d=w90b51e4e52a04201a53c1e05d19a7105&csf=1&web=1&e=Ok4y5Q)

**APPENDIX F – OFFICER FEEDBACK**

**Name of Establishment:**

**Name of Headteacher:**

**Education Manager:**

**Standards and Quality Report Session 2024-2025**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Context** | | | | | | | |
| Demographic  Vision, values and aims | Completed | | | Still to be completed | | | |
| Attendance | Completed | | | Still to be completed | | | |
| Exclusions | Completed | | | Still to be completed | | | |
| Summary of consultation with stakeholders | Completed | | | Still to be completed | | | |
| Attainment Scotland Fund Allocation (PEF) | Completed | | | Still to be completed | | | |
| Cost of the School Day statement | Completed | | | Still to be completed | | | |
| Summary of consultations with stakeholders | Completed | | | Still to be completed | | | |
| Progress and Impact | | | | | | | |
| **Priority 1** | **Fully achieved** |  | **Partially achieved** | |  | **Continued next session** |  |
| **Progress**  Clear progress has been made with strategic actions | **Comments:** | | | | | | |
| **Impact**  Clear impact shown for children and young people | **Comments:** | | | | | | |
| **Next Steps**  Limited number of next steps | **Comments:** | | | | | | |
| **Priority 2** | **Fully achieved** |  | **Partially achieved** | |  | **Continued next session** |  |
| **Progress**  Clear progress has been made with strategic actions | **Comments:** | | | | | | |
| **Impact**  Clear impact shown for children and young people | **Comments:** | | | | | | |
| **Next Steps**  Limited number of next steps | **Comments:** | | | | | | |
| **Priority 3** | **Fully achieved** |  | **Partially achieved** | |  | **Continued next session** |  |
| **Progress**  Clear progress has been made with strategic actions | **Comments:** | | | | | | |
| **Impact**  Clear impact shown for children and young people | **Comments:** | | | | | | |
| **Next Steps**  Limited number of next steps | **Comments:** | | | | | | |
| Add more rows as required | | | | | | | |
| **Improving Outcomes** | | | | | | | |
| Attainment Overview Completed | **Comments:** | | | | | | |
| Evaluative Statement about Attainment | **Comments:** | | | | | | |
| PEF Progress and Impact reported | **Comments:** | | | | | | |
| Wider achievement – impact on children and young people  Personalised for schools and significant events/achievements shared | **Comments:** | | | | | | |
| Evaluations(6-point scale) | **Comments:** | | | | | | |
| External Feedback | **Comments:** | | | | | | |

**Improvement Plan Session 2025-2026**

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| --- | --- |
|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? |  |
| Are relevant QI’s identified for priority identified? (including Early years if relevant) |  |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data |  |
| Strategic Action/tasks identified:   * High level * Realistic |  |
| Responsibilities   * Identified * At all levels |  |
| Measure of Success (including Triangulation of evidence/QI Methodology)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. |  |
| Timescales   * Realistic |  |
| PEF Plan (included) |  |
| PEF Financial Plan (included) |  |

***Feedback given by:***

***Date feedback given:***