

## Lundin Mill Primary & Nursery School

### Context of the School

<b>Vision, values and aims</b>	At Lundin Mill our Vision is, ' <b>From hill to sea be the best you can be!</b> ' Our Values are <b>Kindness, Included, Respect, Teamwork &amp; Fun</b> . During our extended learning partnership, it was observed that almost all children showed a good understanding of our values and talked about them in their own conversations as well as with staff.
<b>Summary of consultation with stakeholders</b>	<p>We regularly involve pupils, parents, staff, and partners to help shape our school's direction. Surveys were carried out in September 2024 and again in March 2025 during parent evenings. These gave us helpful feedback on what's working well and where we can improve.</p> <p>We share our <i>Standards and Quality Report</i> and <i>Improvement Priorities</i> with the Parent Council and on our school website. Paper copies are also available in the school foyer. Surveys are shared through Seesaw or QR codes to make them easy to access. Our pupil leadership team also interviews parents, staff, and community members at events like parent evenings and open afternoons. Pupils share their views regularly through focus groups, helping shape their learning experience.</p> <p>Pupil and parent feedback is also key in updating school policies. For example, learners helped review our Anti-Bullying Policy and shape our new Positive Relationships and Behaviours Policy to reflect our school's values.</p>
<b>Attainment Scotland Fund Allocation (PEF)</b>	£11, 025
<b>Cost of the School Day statement</b>	<p>At Lundin Mill Primary &amp; Nursery School, we are committed to reducing the Cost of the School Day for all our learners, with particular attention to those experiencing poverty. We recognise that financial barriers can impact participation and equity, and we actively work to minimise these through a range of inclusive practices.</p> <p>We review the school day through key areas of potential cost:</p> <p><b>Uniform:</b> We provide access to recycled school uniforms at no cost to families. Uniform exchange days are held in partnership with our families, ensuring all pupils have the option to attend school in uniform without financial pressure.</p> <p><b>School Trips and Events:</b> We aim to keep contributions for school trips, to a minimum. We never request more than a £5 donation for any trip or event, such as the annual Christmas pantomime or class outings to ensure all pupils can participate. We also offer a set price for families with multiple siblings.</p> <p><b>After School Clubs:</b> Our extra-curricular programmes are designed to be accessible to all, with no costs involved, promoting inclusion and engagement beyond the classroom.</p> <p><b>Home Learning:</b> We ensure that home learning activities do not require additional resources or materials that could place a financial burden on families. By embedding equity into our planning and decision-making, we strive to ensure that no child is disadvantaged due to financial circumstances.</p> <p><b>Residential Experiences:</b> We ensure all pupils have equal access to residential experiences; we offer support through payment plans, grants, and Pupil Equity Funding.</p>

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

#### School Improvement Priority 1:

- Create a Positive Relationship & Behaviour Policy for Lundin Mill Nursery & Primary school.
- Embed Lundin Mill's Bullying Policy by exploring protected characteristics through a focus on Equalities and Diversity.
- P1 children to apply their understanding of SIMOA (*Care Inspectorate initiative*) to show how they assess risk in their new P1 learning environment.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.2, 3.1

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

### Staff Development

All teaching staff participated in professional learning focused on de-escalation strategies and the importance of building positive, trusting relationships. This was delivered through:

- Collegiate sessions, including CIRCLE and de-escalation training
- Coaching conversations to support inclusive and collaborative practice (CIRCLE)
- Teacher-led professional reading groups and workshops

### Pupil Voice

Learners played a key role in shaping the language of the Positive Relationships & Behaviours Policy, ensuring it was accessible, relevant, and meaningful to them.

### Parental Involvement

- The majority of parents contributed to parent surveys for feedback.
- A dedicated parent consultation group contributed to the final draft of the policy, helping to ensure it reflects the values of our wider school community.

### Policy Integration

Our *Curriculum Rationale, Vision, Values and Aims*, and *Anti-Bullying Policy* all align with and support our “Keeping Cool in School” initiatives. **SIMOA, first introduced in nursery, is now led by Primary 1 pupils in weekly assemblies, helping the whole school assess risk and stay safe in classrooms, across the school, and in the wider community.**

### Impact

All children are now confident in understanding and articulating our school’s vision and values. This has been consistently evidenced through learning partnership observations, child and parent surveys, and data from the *Keeping School in School* initiative. These sources demonstrate that almost all pupils are increasingly capable of regulating their emotions and resolving conflicts independently.

Over a 12-week period, there was a significant reduction in the number of adult interventions required during playground time. This indicates that almost all children have developed the resilience and interpersonal skills necessary to manage everyday conflicts autonomously. Consequently, both classroom and playground incident reports have noticeably decreased.

Furthermore, almost all children and staff are now familiar with the Care Inspectorate initiative *SIMOA* and can clearly articulate its purpose. This initiative has empowered almost all pupils to assess risks and make informed decisions before reacting, fostering a stronger sense of responsibility and safety awareness.

Our pupil leaders have also reported feeling valued, included, and empowered through their active involvement in shaping the school’s *Positive Relationships and Behaviour Policy*. Their contributions have strengthened our inclusive, collaborative culture and reinforced the importance of student voice in school development.

### Next Steps:

- **Pilot and refine our Positive Relationships and Behaviour Policy by integrating ‘Keeping Cool in School’, Meta, and Decider Skills into the curriculum to continue to develop and build on emotional resilience, self-regulation, and independence.**
- **Establish and embed consistent, trauma-informed de-escalation practices across both the school and nursery settings, leading towards a focus on developing an equality and diversity policy.**
- **Develop staff understanding of sensory issues and introduce sensory circuits in all classes, to support self and peer regulation.**
- **Consistent Pupil Voice set up from nursery to P7.**

**These will be included as improvement priorities to further support everyone's health and wellbeing in 2025-26.**

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

### School Improvement Priority 2:

- Plan a progressive curriculum for all children across 8 curriculum areas ensuring all receive their entitlement to a broad general education.
- Ensure all learning environments support inclusive learning and collaborative working.
- Engage in professional learning to develop and enhance their approaches to learning, teaching & assessment to ensure high quality learning experiences for all children.

- Use benchmarks for all curriculum areas to measure children’s progress and achievements of a level across the broad general education using a range of assessment evidence to inform professional judgements and to record in PROGRESS, tracking system.
- Digital technology to support and enhance LTA experiences and outcomes

HGIOS 4/HGIOELC Quality Indicators:

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

**Curriculum Planning:** Staff collaboratively developed a progressive curriculum across eight areas, guided by Fife’s progressive pathways, with meta-skills integrated to support planning.

**Inclusive Practice:** Staff enhanced their understanding of the Circle framework, promoting inclusive, collaborative environments. Nursery and P1 initiatives encouraged effective practice sharing.

**Professional Learning:** Teachers and Pupil Support Assistants engaged in ongoing development through professional reading, collegiate sessions with a partner school and leading learning groups. Focus areas included differentiation, questioning, and feedback, with small-scale improvement tests conducted for targeted learners. Nursery staff facilitated high-quality, child-led learning, documented through learning walls. This supported accurate planning, targeted interventions, and smooth transitions.

**Assessment and Reporting:** Staff adopted the PROGRESS framework to support assessment judgements and participated in robust quality assurance. Meta-skills were also tracked alongside wider achievements.

**Digital Innovation:** Staff piloted digital Records of Understanding and used diagnostic tools to enhance learning outcomes.

**Impact**

Across all stages, almost all children benefit from collaborative and inclusive learning environments that promote consistency and engagement. Almost all learners are motivated to succeed and achieve high-quality outcomes. Classroom observations, pupil focus groups, and surveys indicate that professional learning has positively influenced pedagogical approaches. A wide range of differentiated learning approaches is evident, particularly in writing, with increasing application across other curricular areas, through delivery of common themes. Effective questioning and feedback practices were observed in most classes, with feedback delivered both verbally and through written work. Most children confidently discuss their learning and actively engage in self and peer assessment. Most children experience high-quality learning enhanced by digital technologies, supporting engagement and deeper understanding.

Improvement work in Nursery and P1 led to smoother transitions, more effective planning, and a strong focus on playful pedagogy, resulting in improved progression and continuity for all learners.

Staff report increased confidence in assessing progress, and most pupils report feeling more challenged and successful in their achievements. Almost all parents commented that they are happy with their child’s progress. Attainment has improved across most stages, with particularly strong gains in writing at P4 and both writing and numeracy at P7. These improvements follow targeted interventions based on class evidence, digital diagnostic tools and NSA data analysis. Accurate tracking confirms that most children are making good progress.

**Next Steps**

- **Strengthen high-quality learning, teaching, and assessment through professional learning focused on pedagogy incorporating digital technology.**
- **Empower all staff to use digital technologies effectively to create inclusive, engaging, and personalised learning environments.**
- **Further develop the planning, delivery, and tracking of Meta and Decider Skills across the school to support consistent emotional and cognitive skill-building.**

**All will be included as improvement priorities to further support pedagogical approaches in 2025-26.**

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

**School Improvement Priority 3:**

- Self-evaluate our nursery environment to make improvements to raise attainment in literacy.
- All children will experience learning in a literacy-rich environment.
- All EYOs will moderate their assessment evidence against early level literacy benchmarks.
- All EYOs will plan to close learning gaps and provide challenge at an appropriate pace.

HGIOS 4/HGIOELC Quality Indicators: 1.2, 1.3, 2.2, 3.1

Has this priority been:	Fully achieved	Partially achieved	✓	Continued into next session	✓
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### **Progress**

All staff engaged in professional learning aligned with *Up, Up and Away*, the Early Years adaptation of the CIRCLE framework. As a starting point, staff evaluated their learning environments using the Literacy Caterpillar tool to identify gaps and areas for development. This process was collaborative, with staff working closely with the Primary 1 teacher to ensure environments promoted both development and challenge, guided by the CfE Early Level Progressive Pathways.

Children, parents, carers, and staff contributed ideas to help shape a literacy-rich environment that fosters language development and early literacy skills. Children took ownership of the process and were enthusiastic to see their ideas implemented.

Early Years Officers (EYOs) deepened their understanding of progression in Talking & Listening, Reading, and Writing by planning with the progressive skills pathways. This enhanced their confidence and supported meaningful professional dialogue, particularly during ELIPs assessments. As a result, moderation occurred naturally, with EYOs aligning PLJ and ELIPs evidence to the CfE Early Level Benchmarks.

Improvements were evident across both nursery and P1 environments, as the team shared expertise in planning and implemented targeted interventions to close learning gaps and ensure appropriate challenge and pace for all learners.

### **Impact**

A broad range of literacy-focused activities were implemented, with almost all children actively involved in shaping their learning experiences. This sense of ownership fostered motivation and supported meaningful progress within a literacy-rich environment. Notable improvements in talking and listening skills were observed in almost all children, driven by an emphasis on high-quality verbal interactions and the use of higher-order questioning to promote deeper thinking and more sophisticated language use.

Parental and carer feedback indicated strong appreciation for the literacy workshops developed in response to survey findings. All participants reported a deeper understanding of the critical role that talking, listening, and reading play in early literacy development. Workshops on mark making were particularly well received, highlighting its importance as a precursor to writing. Additionally, almost all families reported an increased use of table-top games at home, recognising their value in promoting turn-taking, listening, and verbal interaction over screen-based activities.

The focus on creating a literacy-rich environment also enhanced Early Years Officers' (EYOs) ability to assess literacy development with greater accuracy. Through a clearer understanding of literacy progression, EYOs were able to plan more effectively for individual needs, particularly for children demonstrating advanced foundation skills. This led to more planned, targeted, differentiated learning experiences within the nursery setting.

Overall, EYOs reported increased confidence in assessing and supporting their key children's literacy development. This enabled more precise identification of next steps and strengthened the partnership between home and nursery in fostering early literacy skills.

### **Next Steps:**

- **Enhance early years numeracy by creating a numeracy and maths-rich environment through collaboration between P1 teachers and Early Years Officers, aligned with the Numeracy & Maths progressive pathways.**
- **Develop high-quality, inclusive learning spaces that enable all children to achieve and thrive, using the 'Quality Spaces' document to guide enhancements to core provision.**
- **Embed the 'Setting the Table' guidance and Fife's Fabulous Foods documentation into daily practice to actively promote children's health and reduce inequalities.**

**The above will be included as improvement priorities to develop our nursery environment in 2025-26.**

## Improving Outcomes

**PEF Intervention 1:** Almost all identified children now confidently use their 5-point emotion scale, demonstrating improved self-regulation and the ability to articulate feelings and worries. The introduction of a PEF PSA led breakfast club significantly reduced lateness by easing morning anxieties. This, in turn, led to increased attendance and engagement in learning, evidenced by an average gain of **4 months** in predicted reading, writing and numeracy levels. All children that attended Kitbag and Lego Therapy groups showed improved self-esteem and confidence and that they looked forward to attending these group interventions and they supported new friendships and positive relationships with a trusting adult.

**PEF Intervention 2:** All identified learners across Early, First, and Second Levels demonstrated improved phonics and common word knowledge, leading to measurable gains in reading and writing, due to having 3 weekly focused small group sessions, led by a PEF PSA. Their predicted achievement levels in reading and writing increased by **at least 3 months** for all pupils. Daily digital numeracy input resulted in an average **2-month increase** in predicted attainment at Early and First Levels. At Second Level, targeted learners received daily digital input plus three focused sessions weekly, resulting in **71% achieving their expected level**.

**PEF Intervention 3:** All identified children were fully included in learning experiences involving costs, ensuring **equity of participation**. At Lundin Mill, all pupils have **equal access to opportunities**, regardless of financial circumstances, reinforcing our commitment to inclusion and fairness, which is supported by our PEF budget.

**PEF Intervention 4:** All identified learners benefited from having access to a personal device, which significantly enhanced their engagement and learning experiences. Attendance improved across the group, with some pupils expressing increased enjoyment and ease in learning:

*"I enjoy my learning now, as it's easier with my netbook."*

*"It is much better writing on the computer, because it helps with my spelling and writing the right words."*

Confidence also grew among learners using assistive readers, which supported their NSA reading assessments. While decoding remained a challenge for some, their comprehension and understanding were notably stronger, a key strength as they transition to the next CfE level.

### Achievements

**Lundin Mill fosters strong community partnerships**, with pupil voice represented at local events and regular engagement through hosted meetings. Achievements are celebrated in weekly assemblies and shared via termly newsletters. Pupils gain confidence, creativity, and leadership through cultural, charitable, and sporting activities—developing the CfE 4 capacities and key meta-skills.

**Successful Learners and Meta-skills:** *Creativity, Communication, Adaptability*

- **St Andrew's Day Celebrations and Christmas Show Participation:** Children demonstrated enthusiasm for learning through cultural and expressive arts activities, developing confidence in performance and communication.
- **Christmas Tree Decoration Project:** Encouraged creativity, fine motor skills, and understanding of traditions.
- **Transition Activities (Nursery to Waid Academy):** Supported continuity in learning and adaptability to new environments.

**Confident Individuals and Meta-skills:** *Initiative, Self-awareness, Social Intelligence*

- **Performing at the Local Care Home:** Built self-esteem and confidence through public performance and intergenerational engagement.
- **Christmas Show:** All children contributed to a community-facing event, showcasing their talents and building resilience in a supportive environment.

**Responsible Citizens and Meta-skills:** *Ethical Awareness, Collaboration, Critical Thinking*

- **Christmas Shoebox Appeal:** Fostered empathy, global awareness, and social responsibility through charitable giving.
- **Enterprise Activities for Sports Day:** House Captains led fundraising initiatives, promoting ethical decision-making and teamwork.

**Effective Contributors and Meta-skills:** *Leadership, Teamworking, Initiative*

- **P7 Leaders** (Junior Sports Leaders, Peer Mediators, Playground Pals, Junior Road Safety Officers): Pupils planned and delivered lunchtime clubs, developing leadership, problem-solving, and organisational skills.
- **Pupils attending Community Meetings:** Pupil Voice leaders attended and contributed to community meetings, e.g. Dementia Friendly group and Warmer Spaces.

- **Participation in Sports Leagues and Golf Academy:** Encouraged teamwork, perseverance, and commitment to personal and group goals.

### Evaluations (School)

	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	

### Evaluations (ELC)

	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	
2.3 Learning, teaching and assessment	Very Good	Very Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Securing children's progress	Very Good	Very Good	Very Good	

### Care Inspectorate Evaluations (ELC)

	2022-23	2023-24	2024-25	
How good is our care, play and learning?	Very Good	N/A	N/A	
How good is our setting?	Very Good	N/A	N/A	
How good is our leadership?	Very Good	N/A	N/A	
How good is our staff team?	Very Good	N/A	N/A	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.				

