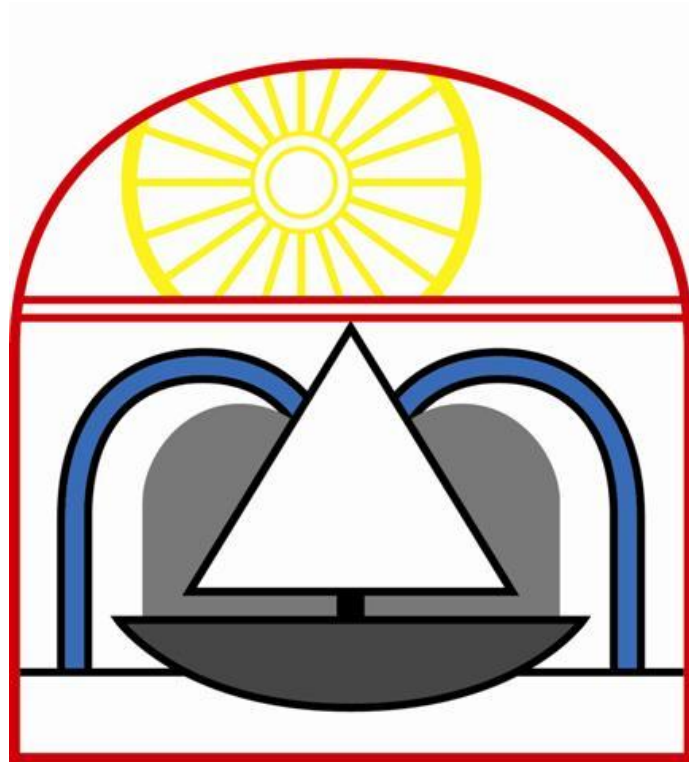


**Lundin Mill Primary and
Nursery School
STANDARDS & QUALITY
REPORT
Session 2025-2026**



ELC/School Context						
Demographic	At Lundin Mill there are 125 pupils enrolled in school and 25 in nursery, totalling 150 pupils. 12.03% of our pupils are entitled to free school meals. 54% of children live in SIMD 5/6, 34% in SIMD 7/8, 6% in SIMD 3/4. 4% of children live in SIMD 1/2 and 2% in SIM D 9/10. There are 24.81% of children identified within our additional support for learning overview and 3.01% with English as an additional language and 2.26% previously experienced care.					
Vision, values and aims	At Lundin Mill our Vision is, ' From hill to sea be the best you can be! ' Our Values are Kindness, Included, Respect, Teamwork & Fun . During our recent HMle inspection it was noted that our children know and spoke keenly about our current vision and values.					
Attendance	Total	94.62	Authorised	2.59%	Unauthorised	2.76%
Exclusions %	0.03%					
Summary of consultation with stakeholders	We regularly involve pupils, parents, staff, and partners to help shape our school's direction. Staff and pupils have been consulted on the School improvement plan from 2025-2026 and parents have been regularly updated in our monthly sway newsletters from February 2026 with the work undertaken towards the 4 school improvement priorities. In May 2026 our parents were surveyed using FORMS to gauge engagement and understanding of our 25/26 priorities. Pupils share their thoughts and ideas through weekly assemblies which have focused on our values and understanding learning at Lundin Mill PS as part of the development of our curriculum rationale. Pupil focus groups also allow our children to share their thoughts on our school using the HIGOURS documentation.					
Attainment Scotland Fund Allocation (PEF)	£11, 025					
Cost of the School Day statement	At Lundin Mill Primary & 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. We review the school day through key areas of potential cost: Uniform: 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. School Trips and Events: We aim to keep contributions for school trips, to a minimum. We aim to utilise experiences with minimum cost and any donation for any trip or event, such as the annual Christmas pantomime or class outings are kept as low as possible to ensure all pupils can participate. After School Clubs: Our extra-curricular programmes are designed to be accessible to all, with no costs involved, promoting inclusion and engagement beyond the classroom. Home Learning: 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. Residential Experiences: We ensure all pupils have equal access to residential experiences; we offer support through payment plans and grants.					

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

ELC/School Improvement Priority 1:

- Trial and amend Positive Relationships & Behaviour Policy for Lundin Mill Nursery & Primary school.
- To embed a unified, evidence-based approach to de-escalation and trauma-informed care across all teams, ensuring safe, respectful, and supportive environments for both children and staff.

HGIOS4/ELC Quality Improvement Framework Quality Indicators: 1.2, 1.3, 2.2, 2.3, 2.4, 3.1

ELC: leadership, children thrive and develop in quality spaces, children play and learn, children are supported to achieve

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

Trialling of the amended positive Relationships and behaviour policy has been underway throughout term 1 and 2, there is a recognition that the 'steps to success' needs to be simplified to support all staff and pupils understanding of the process in place. 5 phrases introduced in Feb 26 were agreed with staff to allow for a consistent approach which is symbolised and clear for all pupils. Almost all staff use these phrases consistently. Some staff have been trained in de-escalation and trauma informed practice and attend CPD sessions hosted by the central team. All classes have safe spaces and calm corners supporting all learners to have a space to regulate within the classroom. Due to significant changes in staffing and staff absence, group interventions like Lego therapy and kit bag have not taken place consistently. In term 4 there was more capacity to support individuals and small groups with wellbeing interventions. An introduction to meta skills and decider skills has been completed through NCCT in term 1 and 2.

Impact

All children show they understand and know the vision and values however they are not as confident with the steps to success. Children are becoming clearer of expectations of behaviour and are engaging with the 5 phrases to support consistency. Children identified for wellbeing groups including lego therapy and kit bag sessions are beginning to have an impact on their wellbeing, more time is needed to measure full impact. All children have a basic understanding of the meta skills and some decider skills which has been covered in NCCT time.

Next Steps

Adapt the steps to success to be more succinct and child friendly, this along with a refresh of the Vision, Values and Aims will support the ability of all staff and children being able to confidently engage with the steps to success and the Positive Relationships and Behaviour policy. From the feedback given by HMIE there is a need for us to amend and adapt this work to ensure our Relationships policy is underpinned by refreshed values which reflect the high expectations we hold for all children. The work to update and refresh our Vision, values and aims is important to both the nursery and school and will support the development of a curriculum rationale and Learning and Teaching policy supporting all staff to approach learning teaching and assessment in a consistent and coherent way. Meta skills will be added to a refreshed 5 part lesson model which will ensure that meta skills are used in a whole school approach and are referred to daily.

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

ELC/School Improvement Priority 2:

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

HGIOS4/ELC Quality Improvement Framework Quality Indicators: 1.3, 2.2, 2.3, 2.4, 2.6, 3.2, 3.3

ELC: leadership, children thrive and develop in quality spaces, children play and learn, children are supported to achieve

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

Two practitioners have undertaken Apple teacher course to support their use of 1:1 devices. All staff have completed collegiate hours to introduce and support their understanding of using an iPad to enhance learning. Staff in P5/6 and P7 have used their learning to provide opportunities for their classes to use the Showbie app to support and enhance learning and teaching. Children in the P5/6 and P7 classroom have created a Code of conduct for using the iPads. The children in our P4/5 class have had opportunities to build their technological skills in preparation for their 1:1 deployment including using GLOW and Book creator.

Impact

A few staff members are confident in using technology to support classes with 1:1 device technology. The majority of staff use their iPads to support and share learning. Children in the P5/6 and P7 class are very confident using 1:1 technology to support their learning they navigate their device easily and locate and use supportive materials and assisted technology when appropriate.

Next Steps

All staff to engage in professional learning to support their use of Showbie and the iPads to provide and create feedback, staff who have completed the apple teacher course to support and lead in this area.

Children in next years P6/7 year groups to develop an enterprising project to ensure our 1:1 devices are supported in a sustainable way.

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

ELC/School Improvement Priority 3:

- 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.
- Refresh Lundin Mill's Curriculum Rationale and include Progress and Meta-skills

HGIOS4/ELC Quality Improvement Framework Quality Indicators: 1.2, 1.3, 2.2, 2.3, 3.1, 3.2

ELC: leadership, children thrive and develop in quality spaces, children play and learn, children are supported to achieve

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

NCCT teachers have used their time in classes to deliver input on meta skills and decider skills, this is not yet consistent across the school. Work has begun in Term 4 to gather pupil voice on aspects of curriculum rationale, through assemblies' children's views have been sought regarding what learning and teaching looks like at our school and how we are unique. All staff currently use single word reading and spelling age tests which support them in their declaration of children's attainment. They have access to standardised testing data from BASE and NSA's, through recent planning and tracking meetings assessment gaps and areas for a more robust approach to assessment has been identified and validated by HMle. Through planning and tracking meetings staff have been introduced to Fife assessment resources and a few have started using these to support declarations of a level.

Impact

Children have a basic understanding of the meta skills and a few can speak confidently about what meta skills they are developing when learning. Through planning and tracking meetings staff are becoming more confident in their declarations which results in children being tracked more accurately.

Next Steps

Create a sustainable assessment calendar which will support teachers to draw upon a range of assessment approaches which reinforce teacher judgement. Staff will use the Fife Assessment suite of resources including the phases documents to support their declaration of a level. Assessment practices to ascertain gaps in learning will be important to ensure our learning and teaching experiences 'meet children where they are' (HMle).

Further work to collect children's views but also parents, staff and stakeholders views on the uniqueness of Lundin Mill to adapt our Curriculum rationale in both school and nursery to better reflect our setting.

Embed Meta skills within a refreshed 5 part model and use time in assemblies to reengage all children and staff with the meta skills.

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

ELC/School Improvement Priority 4:

- Develop and enhance learning experiences by creating a numeracy and math rich environment in early years.
- Create and further develop high quality learning spaces to support all children to achieve and thrive using the new 'Quality Spaces' document.
- Introducing the expectations around Setting the table guidance and Fife's Fabulous Foods documentation to support improvements in children's health and tackle health inequalities

HGIOS4/ELC Quality Improvement Framework Quality Indicators: 1.3, 2.3, 2.5, 2.7, 3.1, 3.2

ELC: leadership, children thrive and develop in quality spaces, children play and learn, children are supported to achieve

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

Staff in the Nursery have embraced the learning regarding numeracy rich environments have incorporated numerous opportunities throughout the playroom and outside to allow children to explore and experience numeracy and maths skills. Staff have added technologies to support the development of numeracy such as scales in the home corner and capacity and volume resources in the sand and water tray. Staff are beginning to engage with the new Quality Framework and using Fife Quality spaces documentation to audit specific areas. Using the setting the table guidance the Nursery have developed a successful rolling lunch provision– this includes those that bring packed lunches to the setting.

Impact

Adjustments to lunchtime routines have minimised transitions for pupils and supported the development of their independence, resulting in a clear and positive improvement in the overall lunchtime experience. Numeracy rich environments have impacted on the skills being developed by the children in the setting this can be seen through PLJ observations.

Next Steps

Inspectors highlighted that children arrive with well-developed prior learning. Consequently, continued focus is required on providing increased challenge and opportunities to extend learners' progress.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1(25)	92%	74.6%	96%	92%
P4(12)	71%	66.6%	76%	66.6%
P7(20)	80%	85%	80%	85%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (25)	76%	76%	72%	92%
P4 (12)	66.6%	66.6%	66.6%	66.6%
P7 (20)	90%	90%	75%	85%

Attainment Over Time Evaluative Statement (Primary):

Most children make good progress from prior levels of attainment in literacy and numeracy. At Primary 1 the majority of children are attaining appropriate national levels in literacy with almost all achieving in numeracy. At Primary 4 the majority of children (66.6%) are attaining expected levels in literacy and numeracy across all organisers. At Primary 7 most (90%) children are attaining expected national levels in talking and listening and reading with the majority (70%) attaining in writing. Most (85%) children are attaining national expected levels in numeracy across all organisers. Attainment over time for P1, 4 and 7 has remained consistent in literacy and numeracy with a majority of children attaining across all organisers.

We have recognized that there is a trend of a dip in attainment particularly in writing at P4 which then improves again in P7, in discussion with the HMle inspection team a closer investigation of why this may be is to be undertaken. They have suggested a more robust progression of handwriting and setting high expectations for presentation and quantity of work produced to provide pupils with appropriate pace and development of stamina in their written work.

Through discussions with staff during pace and challenge meetings in 2026 the reliability of the declared levels and the range of assessment and evidence provided to support teacher judgements is not robust. As validated by external scrutiny staff will be developing a more robust assessment calendar which will draw from a range of data points to support declaration of a level. This information will continue to be captured through pace and challenge meetings and through professional learning throughout next session.

Our area Closing the Gap PT has been working with the school since April 26 with a focus on the writing attainment in P3 and P6 ahead of next session. There has been a significant change in attainment in the current P3 cohort due to a combination of school leavers and challenging year due

to staffing changes this year. In both Term 3 and 4 we have used raising attainment staff to target groups and individuals but this work will need to continue into next year.

HMIe Inspectors found that children make satisfactory progress from P1-7 and that teachers are beginning to engage with attainment data but there is a need to improve our confidence and accuracy in professional judgement.

Impact of PEF on outcomes for children and young people:

The use of PEF funding to pay for online subscriptions particularly SUMDOG has allowed staff to continuously assess through quizzes and diagnostic assessments. This is beginning to have an impact on teacher judgement allowing for more accurate declarations of a level. The online subscription Nessie has also supported individuals to improve their reading and spelling. There is more work to be done at tracking this progress. PEF funding used to employ additional PSA hours have allowed staff to run a breakfast provision for pupils struggling to settle in to class first thing in the morning. This provision is now no longer needed as the children have benefitted from this time to regulate and now have strategies to support them to join class from 9am. When an additional PSA has been in post there have been opportunities for staff to provide additional small group work to support identified individuals in their learning.

Achievements

Lundin Mill fosters strong community partnerships, with pupil voice represented at local events and regular engagements. Achievements are celebrated in weekly assemblies and shared via monthly newsletters and on Seesaw. Pupils gain confidence, creativity and leadership through cultural, charitable and sporting activities – developing the 4 capacities and key meta skills.

Successful Learners and Creativity, Communication and Adaptability

- **Transition Activities(Nursery to P1, P7 – Waid):** All children attend transition events and individuals benefit from enhanced experiences tailored to their needs.

Confident Individuals and Initiative, Self- awareness and Social intelligence

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

Responsible citizens and Ethical Awareness, Collaboration and Critical Thinking

- **Largo Blue Festival:** Fostering empathy, global awareness and social responsibility through charitable giving
- **Largo Arts:** Beach art project Nursery – P7 for local art festival
- **Enterprise Activities:** Primary 5/6 leading fundraising initiatives like the Spring Fayre.

Effective Contributors and Leadership, Teamwork and Initiative

- P7 leaders: Pupils planned and delivered afterschool and lunch clubs including Crochet, football and 'Time to Shine' this develops leadership, problem solving and organisational skills

Participation in Cluster Sports Leagues: Encouraged teamwork, perseverance, and commitment to personal and group goals.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very Good	Satisfactory	NA
2.3 Learning, teaching and assessment	Good	Good	Satisfactory	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Satisfactory	NA
3.2 Raising attainment and achievement	Good	Good	Satisfactory	Satisfactory
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very Good	Very Good	NA	
2.3 Learning, teaching and assessment	Very Good	Very Good	NA	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	NA	
3.2 Securing children’s progress	Very Good	Very Good	NA	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Good			
Children’s Progress	NA			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Nursery was welcoming and the staff are led well by highly skilled peri teacher. The team saw enthusiastic and engaged learners. Our next steps include planning and assessment strategy that supports and meets all children’s needs. Development of a curriculum rationale underpinned by a refreshed vision, values and aims created collaboratively with all stakeholders.			

