








LYNBURN PRIMARY SCHOOL

Context of the School

Demographic	~ Roll 377 organised over 14 straight classes ~ FME 39% P6 & 7 – 28.3% ~ SIMD Profile – Average 3.4 % 1- 45, 2- 103, 3-70, 4-88, 5-2, 6-42, 7-11, 8-8, 9-0, 10- 8 29.5 % of our children have an ASN, 19 children are care experienced				
Vision, values and aims	<div><div></div><div><p>To provide opportunities for children to try their best to reach their targets, to realise that making mistakes is an important part of learning and to keep going no matter what.</p></div><div></div><div><p>Respect</p><p>To create a safe and happy environment where everyone is treated fairly and with respect.</p></div><div><p>Resilience</p><p>To encourage everyone to make healthy and safe choices and take pride in themselves and their achievements.</p></div><div><p>Kindness</p><p>To have a caring community with children supporting others and helping to keep our planet safe and green</p></div><div><p>Confidence</p></div><div></div><div></div><div></div></div>				
Attendance	90.33 %	Authorised	5.34%	Unauthorised	4.32%
Exclusions	5 exclusions 0.01%				
Summary of consultation with stakeholders	<ul style="list-style-type: none">- All parents/carers had the opportunity to feedback on improvement priority work through MS form and through drop ins at Parents Evenings- Parent focus group was part of Learning Partnership- Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups and questionnaires- Pupil wise and parent wise surveys				
Attainment Scotland Fund Allocation (PEF)	£176,400				
Cost of the School Day statement	<p>In Lynburn PS we recognise the need to reduce the Cost of the School Day for all our children and particularly for those who are already experiencing poverty. We have created a booklet for families detailing grants and funding and support them to apply through workshops. We examine the school day through the following headings;</p> <p>Uniform – referrals to clothing bank, uniform/clothing swap shop and Christmas Jumpers/Halloween costumes swap shop.</p>				

	<p>School Trips/Transport - Children in receipt of FSM have subsidised residential to Ardroy from the Carnegie Trust. We support families to apply for the NEC card entitling them to free transport. Other trips have a zero or very little cost attached.</p> <p>Eating – Free Breakfast Café at Universal Level, targeted breakfast club funded by Stephen’s Foundation. Fairshare available for all families. Free fruit bowl for those with no snack. Referrals to Foodbank by FSW. Café Inc. Provision during holiday periods.</p> <p>Clubs - All After school clubs are free. Using data from Active Schools we target families and offer free swimming lessons and holiday activities.</p> <p>Home learning – Government funded Chromebooks to support learning at home.</p>
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Summary of Progress and Impact from last session’s Improvement Plan and Next Steps

School Improvement Priority 1: By June 2025, the circles framework will be implemented and evident across the nursery to Primary 3. Pupils will benefit from inclusive practice, relevant supports and consistent approaches in all aspects of their school life.

HGIOS 4 Quality Indicators:

- 1.1 Self Evaluation for Self-Improvement
- 1.3 Leadership of Change
- 3.1 Insuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	√	Continued into next session	
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Progress to be detailed.

Throughout the 2024-25 session, our aim was to work with P1-3 colleagues to introduce the CIRCLE approach to inclusivity. This involved familiarising them with the two main tools: the CIRCLE Inclusive Classroom Scale (focusing on ensuring the classroom environment is inclusive for learners at a **universal** scale) and the CIRCLE Participation Scale (focusing on identifying the needs of **individual** pupils and providing strategies to support them both in and out with the classroom).

We were able to stretch beyond this aim and also rolled out the introduction to CIRCLE to P4-7 colleagues, towards the end of the academic session. Awareness of the CIRCLE framework was implemented from P1-7. This is a whole-school approach and promotes consistency.

Additionally, there was robust professional dialogue around:

- What we have in place already for learners
- Resources needed to implement CIRCLE effectively
- Time needed to embed the approach
- Reflective practice

Impact to be detailed:

Staff shared that CIRCLE is a rigorous, reflective tool to reinforce supports that we naturally use. They can see how the CICS tool will help them when setting up their classroom, ensuring that the environment is as inclusive of learners as possible. The CICS is an effective way to measure impact and has a clear scoring system.

The CPS is a good tool to use when completed collaboratively with Support for Learning colleagues. It focuses on specific areas of pupil needs and provides clear strategies to support learners. These strategies are helpful for all learners, making them invaluable for our school environment.

An evaluative questionnaire was sent to P1-7 colleagues to measure the impact of CIRCLE, following, are the results:

- When asked "I have a good understanding of the CICS tool", the average score was 4 out of 5.
- 29% of colleagues feel the CICS tool is very helpful, with 71% finding it somewhat helpful.
- When asked "I have a good understanding of the CPS tool", the average score was 4 out of 5.
- 36% of colleagues find the CPS tool very helpful, with 50% find it somewhat helpful and 14% maybe, with more time.

Additional comments explained staff feel they need more time and support to embed these tools.

Implementing the CIRCLE framework has had positive impact on learners ensuring universal supports are available in all classes and the majority on offer are consistent. This supports the learning of almost all learner and promotes engagement, independence and active participation.

Next Steps (if appropriate) to be detailed:

Moving forward, the main next step is to provide protected time to properly embed CIRCLE. This includes time to familiarise ourselves with the resources section, as well as time to carry out and evaluate the CICS and CPS tools.

In addition, another next step is to remove duplication with other processes/ documents; e.g. inclusive classroom poster, learning environment guidance. We will work together to merge these together.

As a school, we will now familiarise ourselves with 'Up, Up and Away', as the early CIRCLE framework may help us identify/ support the more complex needs of some of our learners working at Pre-Early level.

An evaluative questionnaire of P1-7 colleagues identified the following next steps for implementation in the 2025-26 session:

- 86% of colleagues want to work with stage partners to complete the CICS tool in August, with 14% wanting to do this alone.
- 64% of colleagues want to follow-up with the CICS evaluation process twice in the year with 36% wanting to do so once more in the year.
- CPS tools will be completed before Registering concerns forms are sent to SfL. 86% of colleagues want to work with SfL to complete the CPS tool and action plan with 14% not wanting support.

Additionally, we will have a CIRCLE channel on All Staff (Teams) with all relevant documents available.

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

School Improvement Priority 2: Numeracy

HGIOS 4 Quality Indicators:

1.1 Self Evaluation for Self-Improvement

1.3 Leadership of Change

3.2 Raising Attainment and Achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved	√	Continued into next session	
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Progress to be detailed.

- Staff attended FIFE QI Numeracy Sessions
- They used QI Tools and professional judgement to assess learners against benchmarks to identify gaps in learning.
- The biggest challenge identified for the majority of children was multiplication.
- Use of Fife Numeracy and Mathematics progression Pathway to inform change ideas to enhance learners conceptual understanding of multiplication.
- Teachers modelled examples for children and each child completed four examples each day
- Learners were supported to articulate and apply their understanding of multiplication through a range of strategies.
- Teacher input aligned to aim (stimulus, dialogue, model) and the shared LI/SC were explicit
- Teachers assessed and provided feedback against success criteria.
- Assessment data was recorded daily and used to create Run Charts which informed the next steps.

Teaching Aim – By December 2024 75% of P7 learners can multiply by two-digit numbers

Impact to be detailed:

By December 2024 – 75% of learners achieved Teaching Aim. (Baseline 70%)

Stretch Aim: By May 2025, 62% of pupils will achieve CfE Second level numeracy.

Baseline Sep 2024: 63% of children projected to achieve expected level.

The impact for learners through setting goals and working through improvement cycles was evident in the development of ownership, resilience, and a clearer understanding of their learning. This process helped them become more reflective and confident, with progress made visible through individual data.

Next Steps (if appropriate) to be detailed:

Teachers will lead the sharing of their MFI journey with colleagues, driving the adoption of effective strategies to strengthen collective practice and elevate formative assessment across the school.

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

- **School Improvement Priority 3:**
- **Plan a progressive curriculum for all children across 8 curriculum areas to ensure all children receive their entitlement to a BGE**

Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the BGE using a range of assessment evidence to inform professional judgements

HGIOS 4 Quality Indicators:

1.1 Self-evaluation for Self-Improvement

1.2 1.3 Leadership of Change

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	✓
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Progress to be detailed.

- All staff engaged in professional learning sessions to develop a deeper understanding of the key principles of planning using the Fife Planning for Learning, Teaching and Assessment modules
- All staff identified the key principles of effective planning within Lynburn
- Staff evaluated current long, medium- and short-term planning and collaborated to create a consistent format for long- and medium-term planning that would support the planning and tracking of learning and progress across the BGE
- Following engagement with the module on Fife's Progression Pathways all staff have developed a knowledge and understanding of how these pathways can support planned learning experiences that are progressive for children and how these link to long- and medium-term plans
- Staff continue to use information from planning and assessment evidence to track children's progress using the Records of Understanding
- Cluster collegiate work focused on moderating writing with P4-7 staff looking at supports for writing in high school and how we can be preparing pupils, how writing is marked in high school, and supports for dyslexic learners as well as sharing some examples of S1 pieces of writing.
- All staff attended collegiate session to familiarise themselves with the new reporting system and were introduced to the language of Metaskills

Impact to be detailed:

- There is a clear and consistent format agreed and devised by teaching staff for long term and medium-term planning for literacy and numeracy that will show progression across a level for all learners. This will support the transfer of information to the next teacher to ensure the pace and progression of learning continues for all learners
- Staff's knowledge of what is in a level will increase impacting positively on identifying achievement of a level
- The new planning formats will support progression across the level and enable staff to identify next steps in future learning
- Pupils benefited from staff's understanding of the moderation cycle particularly in writing to ensure equity and consistency when marking
- Upskilling staff's understanding of short, medium and long planning provided and supported children's understanding of where they are in their learning and the next steps in their learning journey.

Next Steps (if appropriate) to be detailed:

- Focus on the remaining curricular areas within the BGE to devise consistent medium-term plans
- Review and amend if necessary following feedback from staff the long-term plan created
- Trial revisiting some elements of planning in paper format

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	77%	52%	61%	75%
P4	71%	56%	52%	58%
P7	81%	73%	58%	62%

Overall Attainment for 2024 - 2025

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	76%	64%	68%	60%
P4	63%	56%	66%	54%
P7	64%	71%	68%	62%

Data in Listening and Talking at P1, 4 and 7 at or above overall Literacy target.

Reading at P7 above overall Literacy target.

Our P2 cohort made a 23% gain in their overall Literacy attainment in 24/25 - targeted interventions delivered by Cluster PT Closing the Gap and SfL.

Our P4-7 cohorts all made gains in their overall Literacy attainment in 24/25 - targeted interventions delivered by Raising Attainment Teachers.

Writing data in P1, 4 and 7 below our Literacy target - small tests of change carried out in 24/25 with identified cohorts. New writing approach rolled out to whole school in 25/26.

Reading data in P1 and 4 below our Literacy target. Reading included in School Improvement Plan and Cluster Improvement Plan.

Data in Maths and Numeracy at P1, 4 and 7 below our overall Maths and Numeracy target. Space Maths Programme to be undertaken across P5-7 in 25/26.

Over the 2024–2025 period, a wide range of targeted interventions and collaborative programmes have significantly improved outcomes for children, young people, and families. The integration of safety planning through CAMHS and suicide prevention training has enhanced the team's capacity to manage risk and support families experiencing aggressive or self-harming behaviours. This has been complemented by the implementation

of the Child Wellbeing Pathway and the Fife CYPIC QI Programme, which have informed practice and contributed to a reduction in exclusions and violent incidents.

Family learning initiatives have strengthened home-school links and empowered parents with practical skills and confidence. These programmes have also provided valuable opportunities to observe family dynamics and offer tailored support. The success of these initiatives is reflected in improved attendance figures for most targeted pupils, with notable gains for particular children.

Direct family support has addressed a wide spectrum of needs, from basic essentials (e.g., beds, clothing, food) to emotional and practical support (e.g., hospital appointments, benefit applications, referrals to partner agencies). This holistic, whole-family approach has fostered trust and engagement, enabling families to access wider community resources and make sustainable changes. For example, one parent began attending college, and another secured employment through the JOBS Project, demonstrating the ripple effect of targeted support.

Training in Scottish Mediation's "Courageous Conversations" has further enhanced the team's ability to navigate complex relational dynamics, supporting reparation and communication between children, parents, and educators. Transition work and intergenerational learning have also played a key role in easing school re-entry and building community cohesion.

Overall, the combination of structured programmes, responsive support, and collaborative working has led to measurable improvements in attendance, wellbeing, and family engagement, demonstrating the effectiveness of a relational, strengths-based approach.

School Environment: The Nurture Teacher continued to foster sustainability through creating additional nurturing spaces around the school and maintaining the current nurturing spaces. There are now five spaces created for pupils to use, each with a different purpose and all of which have been underpinned by science. Having different spaces for different needs helps to promote inclusion and meet the needs of ASN pupils.

Parents and Carers: Supporting parents to build an understanding of the science and research behind positive relationships has been well received by families. The feedback from parents who have attended is overwhelmingly positive. Relationships have improved, and bonds between parents and children have strengthened.

Building Capacity in Others: The Nurture Teacher is involved in co-facilitating training on relational-led practice for the Local Authority. This has led to an improvement in planning wellbeing for the Woodmill cluster. The impact was shared at a recent well-attended event with senior members of the council looking to build on the success and evident impact shared.

HeartMath: through using sensors and software, pupils have been able to play games to promote and sustain a calm and peaceful nervous system. It has increased pupils self-reported levels of wellbeing, and in some cases, reduced disruptive behaviours.

Achievements

There have been a wide variety of wider achievement opportunities across this School session. All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning:

The Four Capacities

- Effective Contributors
- Successful Learners
- Responsible Citizens
- Confident Individuals

The Four Contexts for Learning

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

These have been shared throughout the session through Sway newsletters, Seesaw, Learning Sways, Social Media channels, displays and celebrated through Star of the Week, Assemblies and Values VIP Postcards.

Below is an overview of these opportunities:

Early Learning Setting (Nursery)	Primary 1	Primary 2
Daffodil Tea Sponsored Play on Pedals Intergenerational Project in partnership with Abbeyview Day Care Centre Partnership with the Pars – Mini Kickers Nursery/P1 buddies to support transition	ASC – Gymnastics Nursery/P1 Buddies to support transition	ASC – Multi Activity Lynburn Chefs Family Learning at Abbeyview Hub
Primary 3	Primary 4	Primary 5
Lynburn Chefs Family Learning at Abbeyview Hub	ASC – Football Bowling Taster Session ASC - Choir	YMI Project ASC – Football ASC - Choir PARS – School Engagement Bowling Taster Sessions
Primary 6	Primary 7	Whole School
ASC – Netball ASC – Hockey Junior Sports Leaders PARS – School Engagement Instrumental Tuition ASC – Choir Heartmath Project Dunfermline United Burns Competition	5, 6, 7, 8 Dance Festival Ardroy Residential ASC – Netball ASC – Basketball ASC - Football Intergenerational Project with Abbeyview Dementia Cafe PARS – School Engagement Lynburn Leaders Vice & House Captains Cluster Sports Tournaments Digital Leaders P7 child been invited to attend the SFA football academy for S1 at Broughton High School Carnegie Trust Personal Talk Awards Instrumental Tuition Active Schools Cluster League	Values VIP Tokens Star Awards Values Good News Postcards Sharing Assemblies Scottish Poetry Competition Book at Bedtime World Book Day Emotion Works Gold Award JRSO Bronze Award Karate Tasters Digital Literacy Family Workshops Kitbag School award 7 th Green Flag award for Eco Schools Scotland

ASC = After School Club

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	March 24
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	March 24
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Very Good	Very Good	Very Good	Not evaluated
2.3 Learning, teaching and assessment	Good	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	Not evaluated
3.2 Securing children's progress	Good	Good	Very Good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	<p>The inspection team found the following strengths in the school's work.</p> <ul style="list-style-type: none"> • The highly effective leadership of the headteacher whose relentless focus on improving outcomes for all is supporting children to make progress in learning. She is supported very well by the motivated and reflective senior leaders and staff team. • All staff in the school and nursery have developed nurturing and respectful relationships with children. They have created inclusive and positive environments for learning which are supporting children to feel safe and engage well in learning. • Children who are welcoming, friendly, resilient and proud of their school. They lead important aspects of school improvement with enthusiasm and ambition to make their school better. • In the nursery, the strong focus by all staff on continuously improving the support they provide for children. This approach, led by the depute headteacher, ensures children's needs are well met in the nursery. <p>The following areas for improvement were identified and discussed with the headteacher and a representative from Fife Council.</p> <ul style="list-style-type: none"> • School staff should review their approaches to planning and assessment to ensure all children receive learning which is planned at the right level of difficulty. 			

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| | <ul style="list-style-type: none">• In the school, staff should continue to raise the attainment of all children in literacy and numeracy. |
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