

**Markinch Primary & Nursery School
Improvement Plan 2026-27**



Focused Priority 1: (School)

By June 2027, the school will embed a progressive, whole-school framework for wider achievement and leadership across all four contexts, with a consistent system for tracking and recognising achievement, including meta-skills. Leadership at all levels, including staff and pupils, will be strengthened and effectively distributed, enhancing pupil voice and participation, and ensuring all achievements are valued, visible and aligned to the Fife Diploma of Achievement.

HGIOS4 Quality Indicators

Key: 1.3 Leadership of Change 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement	Relevant: 1.3 – Leadership of Change 2.4 - Personalised Support 2.7 Partnerships with parents 3.1 – Ensuring wellbeing, equality and inclusion
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Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
1.3 Leadership of Change Leadership is developed and distributed across staff and pupils, with increased opportunities for professional dialogue, pupil leadership, and shared responsibility for improvement. Staff and pupils demonstrate increased confidence and capacity to lead change, resulting in sustainable improvement. 2.3 Learning, Teaching and Assessment Pupils are more motivated and engaged as their wider achievements are recognised and used to support personal learning pathways. Learners develop greater awareness of their strengths, next steps, and achievements beyond attainment.	Develop Whole-School Framework - Design and implement a progressive framework for wider achievement and leadership across all stages - Map opportunities across the four contexts for learning - Define clear pathways for leadership roles from Early to Second Level Embed Consistent Systems for Tracking & Recognition - Introduce a whole-school tracking system for wider achievement and leadership participation using the pillars of the Fife Diploma of Achievement (Leadership, Volunteering, Enterprise, Curriculum) - Use the Fife Achievement 3-Part Approach and profiling consistently across all stages (Participation, Achievement and Skills)	Skills & Achievement SIP group J. Jackson C. Grubb C.Coleman A.Branksin L. Kinnear	Participation & Engagement - Most learners participate in at least two wider achievement experiences - Majority of learners undertake a planned leadership role Quality of Learner Experience - Most learners can: - Describe their achievements - Explain the skills they are developing - Reflect on their progress - Most Learners demonstrate increased: - Confidence - Motivation - Engagement Leadership & Pupil Voice - All classes engage in regular learner voice opportunities	By the end of term 3

3.1 Ensuring Wellbeing, Equality and Inclusion All pupils feel valued and included through equitable recognition of achievements across academic, social, emotional, and wider life contexts. Improved wellbeing, confidence, and sense of belonging for learners. 3.2 Raising Attainment and Achievement A robust system for tracking and celebrating achievements informs targeted support and enrichment opportunities. Increased participation and achievement across a wide range of experiences, contributing to improved outcomes for all learners	• Ensure all learners can record and reflect on achievements and skills (metaskills) • Ensure all families can share achievements from home in a quick and accessible format (QR code fridge magnet) Strengthen Leadership at All Levels • Establish and sustain pupil leadership groups linked to SIP (e.g. Digital Leaders, Reading Leaders, STEM Leaders, DYW Leaders, Learning Council) • Provide opportunities for all staff to lead aspects of improvement and wider achievement • Embed learner voice in planning, evaluating and leading school initiatives Strengthen Visibility and Celebration of Achievement • Create consistent approaches to sharing and celebrating achievements (in school and with families) • Introduce <i>Metaskills Monday</i> with SLT • Use digital platforms (e.g. Seesaw, profiles & Showbie) to capture and share learning and leadership experiences • Increase opportunities for community involvement and partnerships Build Staff Capacity and Consistency • Provide CLPL on: - Wider achievement - Leadership development - Assessment of metaskills • Facilitate professional dialogue and moderation to ensure consistency in approaches		• Pupil leadership groups have a clear and measurable impact on school improvement • Learners contribute meaningfully to decision making • CLPL records / leadership roles overview • Work party outputs and shared practice Tracking & Progression • All learners have an up-to-date profile evidencing wider achievement and skills progression • Staff consistently use tracking systems to: - Monitor participation - Identify gaps - Inform next steps • Clear evidence of progression in metaskills over time Impact on Attainment • Improved attainment across key curricular areas • Evidence of transfer of skills across learning contexts Parental Engagement & Understanding Increased parental confidence in how the school: • Recognises achievement • Develops leadership • Improved feedback in Parentwise survey	
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Ongoing Evaluation

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QI 2.3 Learning, Teaching and Assessment: Literacy Focus

By June 2027, the school will improve the quality, consistency and impact of the teaching of reading across all stages, with a targeted focus on strengthening attainment in non-fiction reading, while embedding a strong, sustainable culture of reading for pleasure, aligned to Reading Schools Scotland, ensuring all learners develop the skills, motivation and engagement required to achieve success in literacy. *(Linked to Fife QI Reading)*

HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
Key: 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Raising attainment and achievement	Relevant: 1.1 Self Evaluation for Self Improvement 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised Support 2.4 Family Learning	Key: 1.2 Leadership of learning 2.3 Learning, Teaching & Assessment 3.2 Securing Children's Progress	Relevant: 1.1 Self Evaluation for Self Improvement 1.3 Leadership of Change 2.2 Curriculum 2.4 Personalised Support 2.4 Family Learning	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Improved attainment in reading, with a measurable increase in the percentage of learners achieving expected CfE levels, particularly in non-fiction reading (information retrieval, summarising, and use of evidence) at P1, P4 and P7. Learners demonstrate increased confidence and accuracy in reading non-fiction texts, including the ability to identify key features (e.g. headings, diagrams, captions) and explain their purpose. Improved comprehension skills, with learners able to skim, scan, summarise and extract key	Develop a Whole-School Reading Strategy - Further strengthen a progressive reading framework (Early–Second) incorporating phonics, fluency and comprehension, with a specific focus on non-fiction reading skills (retrieval, summarising, use of evidence). - Align with Reading Schools Scotland and establish clear non-negotiables for high-quality reading practice and culture. Improve the Quality and Consistency of Reading Teaching - Provide targeted CLPL on structured phonics, explicit comprehension	Jenna Gilfillan: Leading whole school reading strategy Kathryn Macari	Attainment Data - Increased % of pupils achieving expected CfE levels in reading (P1, P4, P7), with clear improvement in non-fiction comprehension data (retrieval, summarising, inference). - Reduction in the attainment gap for identified learners (including SIMD/target groups). Classroom Practice (Consistency & Quality) - Learning visits show consistent use of agreed reading approaches, including explicit teaching of non-fiction strategies across all stages. - Evidence of the MPS 5-part lesson model applied effectively in reading lessons.	Term 1 Term 2

information across a range of curricular contexts. Higher quality written responses, where learners use evidence from texts to justify answers and engage critically with reading material. Consistent teaching approaches across the school result in reduced variability in practice, evidenced through learning visits, attainment data and pupil work. Increased engagement and motivation to read, reflected in pupil voice, reading participation and borrowing trends, supporting a sustained culture of reading for pleasure. Learners increasingly transfer non-fiction reading skills across the curriculum, particularly within STEM and social studies, leading to improved overall attainment. Staff demonstrate greater confidence and consistency in delivering high-quality reading teaching, including explicit instruction in non-fiction strategies	(including non-fiction strategies), and modelling fluent reading. - Embed consistent practice through the MPS 5-part lesson model (clear LI/SC, co-construction, explicit teaching and guided practice). - Standardise the teaching of non-fiction reading strategies (e.g. skimming, scanning, note-taking). Strengthen Differentiation, Challenge and Attainment - Use tracking data to plan targeted support and appropriate stretch, particularly in non-fiction comprehension. - Ensure tasks reflect progression, pace and higher-order thinking, with consistent opportunities to apply skills across the curriculum (e.g. STEM, social studies). Embed Reading for Pleasure and Engagement - Establish a coherent reading for pleasure strategy, including daily reading, high-quality diverse texts (including non-fiction), and pupil voice. - Build a strong reading culture through routines, role modelling, and Reading Schools accreditation actions. Strengthen Assessment, Tracking and Interventions	Shannon Gray Ruby Wilson supporting All teaching staff All teaching staff Sara Muir	Learner Evidence - Jotters and work samples demonstrate progression in non-fiction skills, including accurate retrieval, structured summarising and use of evidence in responses. - Pupils confidently identify and explain non-fiction features and apply strategies independently. Pupil Voice - Learners can articulate the strategies they use to read and understand non-fiction texts. - Increased reported confidence and engagement in reading, including non-fiction. Planning & Curriculum - Forward plans show progressive coverage of non-fiction genres and skills across all stages and curricular areas. - Evidence of cross-curricular application of non-fiction reading (e.g. STEM – links with priority 3). Assessment & Tracking - Consistent use of assessment data to identify gaps, inform planning and evaluate interventions. - Tracking meetings show targeted actions leading to measurable improvement, particularly in non-fiction reading. Interventions - Targeted interventions demonstrate clear impact, with most learners meeting	
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	• Use data to identify gaps, inform planning and evaluate impact. Participate in Cohort 2 of Fife Reading QI project • Refine interventions (SfL/PEF) with clear entry/exit criteria and measurable outcomes. Strengthen Partnerships and Quality Assurance • Support families to engage in reading and develop comprehension at home. • Implement a robust QA cycle (learning visits, sampling, learner voice) to ensure consistency and impact, tracking progress against Reading Schools and attainment data.	Alanah Lewis Brooke Roberston	expected progress from baseline (entry → exit data). Reading Culture / Engagement • Increased participation in reading for pleasure, including borrowing data, reading engagement and pupil choice (including non-fiction texts). • Progress towards Reading Schools accreditation evidenced through audit and action plan. Staff Confidence & Capacity • Staff self-evaluation and QA evidence show increased confidence and consistency in teaching reading, particularly non-fiction	Term 3 and Term 4
Ongoing Evaluation				

Markinch Primary & Nursery School
Improvement Plan 2026-27



Focused Priority: 3 (School and ELC) Year 1 of 2

By June 2028 the school and nursery will audit, strengthen, and develop a coherent culture of high-quality learning and teaching in STEM across the school and ELC, by evaluating current practice, embedding consistent and effective STEM pedagogies, and increasing learner engagement, confidence, and attainment in science, technology, engineering, and mathematics. (Link with SSERC Professional Learning activities and STEM Space Project)

HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
Key: 2.4 Personalised Support 3.1 Wellbeing, Equality & Inclusion	Relevant: 1.1 Self Evaluation for Self-Improvement 1.3 Leadership of Change	Key: 2.4 Personalised Support 3.1 Wellbeing, Equality & Inclusion	Relevant: 1.1 Self Evaluation for Self-Improvement 1.3 Leadership of Change	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
A clear, shared understanding of high-quality STEM learning and teaching is established across the school. Improved consistency and progression in STEM pedagogy across stages and curricular areas. Increased learner engagement, confidence, and motivation in STEM subjects. Improved attainment and achievement in STEM, with reduced gaps between learner groups. Staff demonstrate increased confidence and competence in	Audit Current STEM Learning and Teaching Practice - Carry out a whole-school audit of STEM learning and teaching (where does this fit within current IDL?) - Use a range of evidence including learning walks, planning scrutiny, pupil voice, and attainment data. - Identify strengths, gaps, and priorities for improvement in pedagogy, resources, and progression. - Share audit findings with staff to build collective ownership of next steps. Develop a Shared Vision and Consistent STEM Pedagogy - Agree a whole-school vision for STEM learning and teaching. - Identify and embed agreed core STEM teaching approaches (e.g. inquiry-based	STEM group: Kat Easson Lynn Cooper Rosie Waddell Ben Thomson Thomas Burns	Quality of Learning and Teaching - Learning walk and observation evidence showing improved consistency and quality in STEM lessons. - Planning documentation reflecting agreed STEM pedagogies and progression. - Self-evaluation evidence aligned to HGIOS4 QI 2.3. Learner Engagement and Experience - Pupil voice evidence showing increased enjoyment, confidence, and engagement in STEM. - Increased participation in STEM activities, clubs, and competitions. - Learner reflections demonstrating development of STEM skills.	

delivering high-quality STEM learning experiences. Learners develop key STEM skills including problem-solving, critical thinking, collaboration, and creativity.	learning, problem-solving, real-world contexts). • Develop a common language and expectations for high-quality STEM lessons. • Ensure progression in STEM skills and knowledge across stages (link to IDL) Build Staff Capacity and Confidence in STEM • Provide professional learning informed by audit findings. • Attendance at SSERC meets by member of STEM group then cascaded to staff • Develop STEM leadership roles to support sustainability. Increase Learner Engagement and STEM Experiences • Provide engaging, relevant STEM learning opportunities linked to real-life contexts to develop STEM learning & teaching (P4-7 classes participate in SPACE School project) • Increase opportunities for practical, collaborative, and interdisciplinary STEM learning. • Promote learner voice in shaping STEM experiences. • Celebrate STEM achievements and participation.		Attainment and Achievement • Improved STEM attainment data over time. • Evidence of reduced attainment gaps between learner groups. Staff Confidence and Professional Learning • Professional learning evaluations and reflective logs. • Evidence of collaborative planning, moderation, and peer observation. • Staff feedback demonstrating increased confidence and shared understanding of STEM pedagogy. Leadership and Improvement • Records of staff and pupil involvement in STEM leadership and improvement activities. • Clear next steps identified through ongoing self-evaluation.	
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Ongoing Evaluation

Pupil Equity Fund allocation for session 2026/27	£ 41650
School Context Markinch Primary School has been at the heart of the thriving community of Markinch since 1953 and is part of the Auchmuty High School cluster. The school benefits from strong, well-established partnerships across the local community, which enrich learning and support the development of skills for learning, life and work. We are proud of our active role within the community, including participation in the Balbirnie Allotment Group, and regular partnerships with organisations such as Markinch Heritage Group, Markinch Youth Project, Markinch After School Club, Active Schools, Community Police, Fire Service and Fife College. We also maintain positive links with St Drostan’s Church, as well as local businesses including Balbirnie Care Home and Greens supermarket. These partnerships provide learners with relevant, real-life learning experiences, supporting Developing the Young Workforce. The school and nursery make effective and regular use of the local environment, enhancing both learning and wellbeing. This includes access to a nearby outdoor sports facility for PE, weekly use of John Dixon Park, and additional lunchtime access to extend play opportunities. Learners also benefit from outdoor learning and Forest Kindergarten experiences in Balbirnie Woods. Staff engage in ongoing professional learning and collaborative dialogue, with leadership distributed across all levels. Staff contribute meaningfully to school improvement through leading initiatives, supporting pupil leadership groups and delivering a wide range of extra-curricular activities. Early Learning and Childcare Setting: The nursery has a capacity of 64 children across two playrooms. Playroom 1 accommodates 40 children and provides free-flow access to an outdoor garden, while Playroom 2 accommodates 24 children and is supported through planned, regular access to outdoor learning experiences. The staff team comprises one peripatetic nursery teacher, six full-time and four part-time Early Years Officers, with strategic leadership provided by the Depute Headteacher and Headteacher. Staff work in close partnership with families to create a safe, nurturing and inclusive environment where children feel confident and motivated to learn. A strong focus is placed on play-based learning, with skilled practitioners supporting and extending children’s development, fostering creativity, independence and curiosity.	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day) At Markinch Primary & Nursery School, we are committed to ensuring that no family is disadvantaged by the cost of the school day. We actively reduce financial barriers through the following approaches: • Free school meals and fruit provision within ELC • Voluntary nursery fund contributions to reduce financial pressure on families • Free provision of outdoor clothing to support participation in outdoor learning • P1 and P7 transition support, including gifting of school and S1 ties • All extra-curricular activities offered free of charge • Markinch Mini Market, open to all families, providing access to essential items through donations	

- Targeted holiday club referrals to support families during school breaks
- Regular pre-loved uniform stalls, including seasonal clothing (e.g. Christmas jumpers, Halloween costumes)
- Use of Scottish Government free bus travel to minimise the cost of school trips
- Financial support for residential experiences, including Hardship, PEF and Young Carers funding

In addition, school events are accessible to all, with activities such as the infant nativity offered free of charge, with an optional donation.

This approach ensures equity of access, inclusion and full participation for all learners.

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 Council engagement ensures regular review and scrutiny of budget allocation, supporting transparency and informed financial decision-making. • Staff and pupil voice (through questionnaires and surveys) is systematically analysed to identify priorities, directly informing improvement planning and associated budgetary decisions. • Parent feedback (“You said... We did...”) is actively used to shape school improvements, ensuring spending is responsive to the needs and views of the school community	

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £	
We are working to reduce the poverty-related attainment gap by ensuring that all learners, particularly those affected by disadvantage, are able to achieve equitable outcomes in attainment, wellbeing and wider achievement. This will be achieved by: ➤ Providing high-quality, targeted support to ensure all children and young people can achieve success in their learning ➤ Ensuring equity of wellbeing and support entitlements, enabling learners to fully engage in learning and maximise their achievements ➤ Supporting staff to take proactive, targeted action to identify and remove barriers to learning, particularly those linked to poverty ➤ This approach aims to ensure that circumstances do not limit attainment, participation or success, resulting in improved outcomes for all learners			
Expected Impact	Interventions Planned	Measure of Success	Impact on children Ongoing evaluation Dec/June
12 hours PSA2 support will be deployed strategically to reduce barriers to learning, resulting in improved engagement, inclusion and attainment for targeted learners. Class Teacher differential to Depute Headteacher will strengthen leadership capacity, enabling a clear strategic focus on QI 2.4 (Personalised Support) and QI 3.1 (Ensuring Wellbeing, Equity and Inclusion), leading to more consistent, high-quality support and improved outcomes for all learners, particularly those affected by disadvantage Improved attainment for targeted learners, with a measurable increase in the proportion achieving expected CfE levels, reducing the poverty-related attainment gap.	Literacy and Numeracy Interventions • Small group and 1:1 targeted literacy support (e.g. reading comprehension with a focus on non-fiction, phonics/fluency where needed) • Targeted numeracy support programmes to address identified gaps in understanding • Use of structured, evidence-based interventions with baseline and exit data PSAs and In-Class Support • Targeted PSA deployment to support identified learners in-class, focusing on engagement, task completion and understanding • Pre-teaching and overlearning to build confidence and readiness to learn Wellbeing and Nurture Support • Nurture-based approaches (individual or group) to support emotional regulation and readiness to learn • Access to safe spaces/check-ins for identified learners • Targeted support aligned to GIRFEC wellbeing indicators Attendance and Engagement Interventions • Early identification of attendance concerns with targeted follow-up and family support Wider Achievement and Inclusion • Targeted access to clubs, trips, leadership opportunities and wider achievement programmes	Increased % of targeted learners achieving expected CfE levels in literacy and numeracy. Evidence of accelerated progress from baseline for learners receiving interventions (entry vs exit data). Increased participation of targeted learners in learning, wider achievement and extra-curricular activities. Learner tracking shows improved task engagement and completion in class. Pupil voice indicates targeted learners feel more supported, included and ready to learn. Improved attendance rates for identified learners. Reduction in late-coming and persistent absence within targeted groups.	

Increased engagement and participation, with learners affected by disadvantage more fully involved in learning, wider achievement and school life. Improved wellbeing outcomes, with learners reporting feeling more supported, included and ready to learn. Reduced barriers to learning, evidenced through improved attendance, participation and readiness to learn for identified learners. More consistent high-quality, targeted support and interventions, leading to accelerated progress from individual starting points.	- Financial support (PEF/Hardship) to ensure full participation - Signposting to community and partner supports Targeted Tracking - Identified learners discussed at tracking meetings, with clear actions and reviews Staff-Led Targeted Planning - Class teachers use data to plan focused support and differentiation for identified learners - Short-term, measurable targets reviewed regularly to accelerate progress	Interventions show clear, measurable impact, with most learners achieving agreed targets. Tracking meetings demonstrate timely adjustments leading to improved outcomes. QA evidence shows consistent, high-quality targeted support (e.g. PSA deployment, differentiation, interventions). Staff confidently identify and respond to poverty-related barriers, evidenced through planning, support strategies and professional dialogue.	
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