



Parkhill Primary Standards and Quality Report and School Improvement Plan 26/27

Demographic	Parkhill is a non-denominational school situated in the centre of the town of Leven. Leven has an approximate population of 10,100 and Parkhill is one of 3 primary schools in Leven. The school opened in 1910 and the new extension opened in 2010. We are a feeder primary for Levenmouth Academy. During session 2025-2026 the school had 12 classes. There is currently a roll of 309 pupils. The school has a joint Headteacher who has responsibility for Viewforth ELCC as well as Parkhill. The school has a leadership team of one Headteacher and two Depute Headteachers. One has shared responsibility for nursery and P1 and P2 and the other with responsibility for P5-7. The Headteacher has responsibility for the stages in between. This session we have also had a PEF funded PT who has had a remit of raising attainment and attendance. 79% of the school's population live in SIMD bands 1-4, with 45% of our school living in bands 1 and 2, meaning most of our families meet significant challenges around the cost of living. 12% of children are from countries out with the UK and 2% of children are care experienced. 2.6% of our school population have an armed forces background. 21% are registered entitled to free school meals. The school had identified three areas of improvement this session.
Vision, values and aims	Our school vision is <i>Learning Together – Achieving Together</i> Our school values are <i>Positive, Achieving, Respectful and Kind</i>

	<i>At Parkhill we aim to create a respectful, nurturing and inspiring environment in which children develop the skills for life and work.</i>					
Attendance	Total	93.12%	Authorised	4.74%	Unauthorised	2.14%
Exclusions %	0					
Summary of consultation with stakeholders	• All parents/carers have had the opportunity to feedback on improvement priority work through QR code questionnaires throughout the year. • A Parent focus group was part of our extended learning partnership visit • The parent council have a school improvement update at every meeting and are part of consultation around improvements • Partners are consulted termly as well around the work of the school and are part of decisions around the next steps. • We have a Parent Group leading on improving the school grounds who update and consult with parents and partners					
Attainment Scotland Fund Allocation (PEF)	£67375.00					
Cost of the School Day statement	At Parkhill Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, • We always have a second-hand uniform stand within the school. • Whilst we have a school uniform with a badge on, we also document and share that non badged uniformed is acceptable too. • We hold an annual fashion show or second-hand stall where clothes of all ages and purposes can be purchased for a donation or free. • P7 Leavers Hoodies are provided for all. • P1s are provided with school ties. School Trips and Travel, • School trip costs are kept to a minimum and we offer to pay for anyone who is unable to pay. Community • All charity events e.g. Children in Need etc are online donations only so families do not feel pressure to pay. Learning and Home learning,					

	• All homework is sent with the resources needed. • We provide all resources for all lessons within school After school Clubs • All after school clubs are free and accessible to all families. Eating • A daily breakfast club is available to all children from 9am to ensure they are not hungry at the start of the school day. • Snacks are provided for those who need them Curriculum • There are no costs for curricular activities In addition, we run a workshop session annually with our parent council to look at the cost of the school day and ways to reduce this. This is factored into any fundraising and parent council organised events. The parent school association have added a cost of the school day statement into their constitution and will have a fund for clothing needed by children in the school to remove nonparticipation in events due to costs.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 1 - To continue to broaden the use of formative assessment focusing on written feedback, gathering evidence and ensuring appropriate next steps for each learner as well as use of benchmarks across all curricular areas to measure children's progress and achievement of a level across the broad general education to aide professional judgements.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- A few staff have trialed using book creator to gather assessment evidence all year and have presented this to all teachers. All teachers have agreed to use this from August 2026, and an agreed format has been created. One class teacher has attended the Quality Assessment and Moderation network all year and has shared this with staff.
- All teaching staff took part in moderation of drama with another cluster primary. This was done over a block of learning for 6 weeks and then evaluated after together.
- Through a staff member undertaking professional learning in “Leadership of highly effective learning, teaching and assessment” current thinking in feedback has been explored with all staff. As a result of this all staff have worked on and devised and implemented an agreed marking scheme which will be used from P1-P7. This has led to consistency and clear feedback for children. This has been seen in quality assurance activities looking at jotters.
- All teaching staff have undertaken professional learning using digital technology over the course of several collegiates this year both at school level and cluster level. All have had the opportunity to engage in self-led learning. Parent council spoke positively about the impact of digital technology and chair attended Fife parent council meeting and shared overarching messages. 94% of pupils in P and 7 felt digital technology enhanced their learning.
- Across the school there is greater evidence of self and peer assessment within the classrooms.
- All teaching staff have undertaken a collegiate session demonstrating how to sample pupil groups for assessment in literacy and numeracy.
- All children have undertaken the Glasgow Wellbeing Scale at the start and end of this session. Targeted work from the results of this were led by the additionality teacher and the health and wellbeing ambassadors.

Impact:

- Through a few staff trialing using the iPad programme Book Creator staff have explored ways to gather and showcase assessments across all curricular areas including capturing pupil voice. This has been agreed as a whole school approach from August. The staff who have trialed this report and increased confidence in gathering holistic evidence across all curricular areas. There is greater consistency and quality of assessment which in turn improves identification of next steps and has given pupils a greater voice in their learning.
- All staff reported that they found moderating with cluster colleagues beneficial and the professional dialogue around this led to increased confidence around their professional judgements. This in turn led to better planning for next steps in drama.

- Through the work on feedback there is a greater consistency evident across the school and within pupil focus groups the majority of children are showing greater understanding of their own next steps. In best practice this has been seen occurring naturally in class visits by the Senior Leadership team.
- All staff report being more confident in the use of digital technology, particularly those in P6 and P7 who are now using iPads daily as part of learning, teaching and assessment. In P6 and P7 children have spoken about being more engaged with learning and can share and talk about their feedback with parents and the Senior Leadership team.
- Staff have a greater understanding of how self and peer assessment benefit the learners and motivate them to improve. Through the use of the 5-part model, there is better classroom dialogue around success criteria and standards for work. This has allowed children to have increased understanding of the steps in their learning, have increased ownership, and developed improved communication skills in giving peers feedback.
- Staff are more confident in carrying out assessment in a contextual way gathering lots of data at once and understand how the use of AI as a stimulus/prompt can do this.
- There has been an increase in positive responses across all questions within the Glasgow Wellbeing scale.

Next Steps:

- From August 2026, full implementation of digital assessment folders and agreed marking scheme.
- Further development of feedback to activate learners and self and peer assessment.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2 - 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

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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- All teaching staff undertook professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment.
- All teaching staff have also had self-led learning time through collegiate sessions during this session.
- Children with additional support needs in P6 and P7 have their iPads tailored to meet their needs and remove barriers to learning.
- Parents and families were offered the opportunity to attend an information session on the rollout of 1.1 devices, followed by an open afternoon to see this in action. Parents reported feeling reassured about their use and how it can enhance their child's learning after this session.
- All staff have promoted the safe and responsible use of iPads and internet safety within their classrooms, and this has been reinforced at assemblies.
- In Primary 6 and 7 teachers and children are using the iPads to give feedback. All children speak positively about this.
- Children and staff have explored different ways to showcase learning and have an agreed approach from August 2026.
- Our refreshed curriculum rationale has been updated to reflect the experiences of children across the school in relation to the use of digital technology.
- All staff attended inputs from Outdoor Education and led by DHT Julie Brown explored ways of using technology to enhance outdoor education. Staff also took part in Fife's STEM week with the Royal Botanic Gardens.

Impact:

- Through the staff professional learning in using the iPads staff are more confident in using technology which has led to a more consistent approach to digital technology being used across the school. In Primary 6 and 7 the children are very confident in working using their iPad, recording work in a variety of ways, and giving and receiving feedback.
- Staff have had the autonomy to tailor their learning to their needs, and this has meant they are more confident in using iPads in their day-to-day teaching. This is particularly evident in P6 and P7 where whole classes are using iPads.

- Children with additional support needs in Primary 6 and 7 report they feel that they have the appropriate supports they need through apps and supports on their iPads without anyone else knowing which has taken away some of the discomfort about needing the support and using it. Staff have been able to meet the diverse needs of the class through this and have seen increased engagement from the children across the curriculum.
- Staff in P6 and P7 have been able to provide timely feedback using digital tools which have enabled children to receive more immediate and meaningful feedback which helps them to understand their next steps in learning.
- Almost all children can talk about ways to stay safe online and all have behaved responsibly with the technology within the school.
- The addition of digital technology to our refreshed curriculum rationale has ensured all staff understand the way we use and deliver technology within our curriculum. This ensures pupils receive a curriculum that is relevant and develops the skills for life and work
- Staff are more confident in delivering outdoor education, and all classes have increased their time in doing this.

Next Steps:

- Build capacity in P1-5 teachers in using iPads within their class through releasing more confident staff to cooperative teach and demonstrate ways to use them in the class.
- Staff to continue to undertake self-led learning to up skill themselves in relation to using in the classroom

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

ELC/School Improvement Priority 3 - Staff will work on planning across all curricular areas to ensure high-quality learning and teaching

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

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

- All staff are using online planning at every stage, and this has been reviewed and adapted at points within the year.
- All teaching staff undertook development in IDL and planned a standalone topic in pairs for their class.
- INSET day revisited workshop for literacy and literacy grids as well as a session on conceptual numeracy,
- Teaching staff in Primary 1 and 2 undertook work on play pedagogy and develop a play rationale which they implemented within their classrooms.
- All staff received input on regulation strategies and emotion works from the additionality teacher. This was then followed up weekly through her delivering strategies and regulation techniques at assembly. All classes have a regulation station which has all the resources and strategies within.
- All classes used the Glasgow Wellbeing Scale in August and in May/June to evaluate how they feel in school. Targeted work by the additionality teacher with groups of children and whole school at assembly was then done in areas highlighted as lower.
- Pupil Leadership as Health and Wellbeing ambassadors have facilitated kitbag sessions, mindfulness and peer support.
- PEF targeted wellbeing groups have also run all year with those involved showing readiness to learn.
- ROISIN

Impact:

- All staff feel confident in using online planning now and as a result there is a consistent approach to this. The Senior Leadership team have access to all folders, and this ensures continuity of learning for all classes should their teacher be absent.
- Improved understanding of Interdisciplinary Learning (IDL) has led to more coherent and purposeful learning experiences.
- The use of Workshop for Literacy and Conceptual Numeracy approaches is used more effectively in daily lessons, which allows children to learn in context and develop a deeper understanding of reading and numeracy skills.
- Work undertaken in Primary 1 and 2 on play pedagogy in Primary 1 and 2 has meant that play is planned for more effectively, has become a core part of each day and has been of better quality. This has led to the children interacting better with what is offered and is therefore increasing engagement and deepening understanding.
- Children are showing they feel safer in school from the work done on wellbeing and regulation with 81% of children now feeling safe from 71% last September. 85% of children also reported they know how to stay calm in school when things don't go their way a rise from 66% in September.
- All ambassadors report feeling confident in leading kitbag, lunch club and mindfulness with the rest of the children within the school. They can articulate the skills they have learned doing this role and the benefit to the school community as a result. Almost all children who have been part of the groups say they feel the group has helped them and that having peers lead this has made it easier to participate in.

- PEF targeted groups in life skills and wellbeing have seen almost all children in them show a greater readiness to learn and a more settled approach to learning.

Next Steps :

- Further develop approaches to writing using QI methodology along with Fife's writing pack to ensure all skills are being developed.
- Increase opportunities for reading through becoming a reading for pleasure school and target fluency and accuracy throughout the school.
- Continue to work on meeting learners' needs and readiness to learn

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	73.3%	73%	84.4%	76.3%
P4	73.5%	69%	79.4%	74%
P7	64.6%	65%	72.3%	66%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	77.8%	64.4%	77.8%	73.3%

P4	82.4%	61.7%	61.7%	73.6%
P7	72.9%	62.6%	60.5%	66.7%

Attainment Over Time Evaluative Statement:

Overall, the majority of children are making progress from their prior levels of attainment across literacy and numeracy.

By the end of Primary 1, most achieve early level in reading, writing, talking and listening and numeracy. Base data also indicates that 85% of children are above the average score of 85. With 2 children scoring over 130 in Numeracy. Attainment over time from P2 to P3 in maths increased by 8%.

By the end of P4, the majority of children achieve first level in listening and talking, reading and writing, and the majority achieve first level in Numeracy. NSA data showed that 60% of the children were on track and this correlates with CFE declarations. NSA data showed that the majority of children are currently on track in numeracy, writing, and reading. In literacy, 31% of children are performing above the expected levels and 20% of children in numeracy are performing above the expected levels.

By the end of P7, the majority of children achieve second level in listening and talking, reading, writing and numeracy. NSA data shows that most children were on track or beyond in reading, writing, and numeracy. The majority of P7 are beyond the expected level in reading.

In P7 NSA data shows that 39% of children attained Band 10 or above in reading and 21% in writing. The majority of children in P4 are attaining expected levels in NSA in numeracy, reading and writing. In Primary 1 most children are making expected progress in both literacy and BASE data correlates with this.

Attainment in P2 shows most children on track in literacy and numeracy. In P3, P5 and P6 the majority of children are on track in literacy and numeracy. For those not on track targeted interventions are making small gains.

In P7 NSA data shows that 88% of children are on track or above in numeracy which is slightly below our CFE declarations. Other assessments validate the CFE declarations reflective of the targeted work from the initial data. NSA data in P4 shows majority of children were on track or above our CFE

declarations reflect the work carried out to close the gaps in learning. In Primary 1 majority of children are making expected progress in numeracy and BASE data correlates with this.

Attainment overtime from P2 to P3 increased 8% in Numeracy. In P1 and P2 most children are on track and the majority of children from P3 to P7 are on track in Literacy and Numeracy. Moderation across the whole curriculum is building teacher confidence in declarations.

Impact of PEF on outcomes for children and young people:

PEF

As a result of the quieter nurture room (Anchor room) being set up and the targeted support within, almost all learners are managing almost all of their time within their mainstream class and have improved engagement with their work. 94% of learners who attended support groups found them helpful.

Continued work this session on attendance by our PT has made a positive impact. The average attendance of children identified as being under 90% for the last two years has risen by 3.8% from 81% to 84.8%. Of all families worked with across the school 68% have shown improved attendance compared to the previous year. In the school several pupils who were previously in the low 80s have improved into the mid 90's. Of the families worked with there has been a clear shift with 6 children moving into the 95%+ category this year, 11 children moving into the 90-94.9% category, 8 children moving into the 80 – 89.9% category and only 6 children remaining below 80% a reduction of 2 from the previous year. Over there has been a clear shift towards higher attendance levels. More than two-thirds of pupils improved their attendance compared with the previous session. Continued targeted support will continue next session.

Work on raising attainment in reading consisted of a reading project targeted at P3 and P4 which involved assessing pupils' recognition of the first 300 common words. The words were organised into stages, and pupils were given 10 words at a time to practise at home. Their progress was then checked in school.

Pupils who successfully learned all 300 common words were encouraged to take the full word list home to practise spelling and to use it as a reference during writing activities to support accurate spelling of common words.

For pupils who were not practising regularly at home and were making limited progress, a paired reading initiative was introduced with Primary 6 pupils.

As this intervention only began in Term 4, it is too early to determine its impact on attainment.

The results demonstrate significant progress over the school year. In Term 2, 13 out of 70 pupils (19%) knew all 300 common words. A further 21 pupils (30%) had fewer than 10 words left to learn, while 36 pupils (51%) still had more than 10 words to learn.

By the end of Term 4, 56 out of 70 pupils (80%) knew all 300 common words, representing an increase of 43 pupils. The remaining 14 pupils (20%) had more than 10 words still to learn.

Overall, the data shows a substantial improvement in pupils' recognition of common words. The increase from 19% to 80% of pupils knowing all 300 common words suggests that the staged approach, combined with regular assessment and home learning opportunities, has had a positive impact on attainment in literacy.

Listening and talking attainment has also improved across the school. This may coincide with participation in the Scottish Poetry Competition, which provided pupils with opportunities to learn, practise and recite poetry to an audience. Teachers assessed pupils' performances, and the increased focus on recitation, expression and presentation skills may have contributed to improvements in listening and talking outcomes.

Regulation stations within each class along with the promotion of strategies and techniques have shown that most children now feel they are able to use strategies and resources to stay calm and regulated when things are hard for them.

Our Health and Wellbeing Ambassadors have successfully run kitbag with almost all children attending saying these have helped them and that having peers run these groups has made them more comfortable. This has been another way in which engagement in learning has increased as children have started to use these skills to reduce anxiety and face new learning with a more positive outlook.

Our settled start group and wider whole school breakfast offerings have allowed all children to face the school day with fuel to learn and participate fully.

Our settled start group uses this time to prepare for the day, and almost all are now showing a significant shift in readiness to learn and engagement within the classroom.

Achievements

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

The Four Capacities (our school aim)

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

The Four Contexts for Learning (how we plan our curriculum)

- 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 newsletters and Seesaw and celebrated through Assemblies, Park awards and meta skills awards.

Below is an overview of these opportunities:

Primary 1	Primary 2	Primary 3
Nativity performance Judo Taster testers Pete Foster RME link Highland dancing tasters Physical literacy activity schools session. Trip to Silverburn Minibeasts Christmas Fayre (designing for it) MGM Productions pantomime Sports day Postman visit	Christmas Service Links with Silverburn Dance Show Christmas Fayre	Christmas service School trip to The National Museum of Scotland Care home visit Dance show with Miss Wood Christmas fayre Poetry competition
Primary 4	Primary 5	Primary 6

Football tournament Christmas service School trip to The National Museum of Scotland Care home visit Christmas fayre Poetry competition	Football Cluster Tournament Basketball Cluster Tournament School trip to Fife Heritage Railway School Trip to The History of Education in Edinburgh Dance Show with Miss Wood Netball Cluster Tournament Choir performance at Christmas time The Big Strum Christmas Fayre Poetry competition	Glasgow Science centre collaboration and trip Uke Fest Christmas fayre enterprise RHET day Football/Netball Clusters STEM with Bright Green Energy/SGN Community Police visits StAMP Music Project Matilda Musical	
Primary 7	Whole School		
Rotary Quiz Scottish Parliament Beach Clean with Jenny Gilruth Christmas Fayre Enterprise Dynamic Earth Visit Community Police Visit Barnardos Visit STEM – H100 Solar Car Football/Netball Clusters Poetry Competition Leaver's Assembly	Sports day Christmas Service Choir at Christmas Light switch on MandM Productions Gold School Sports Award Reaccreditation		

Evaluations (School)

	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC) – HGIOELC?				
	2023-24	2024-25	2024-26	Inspection Evaluations
1.3 Leadership of Change				
2.3 Learning, teaching and assessment				
3.1 Ensuring wellbeing, equity and inclusion				
3.2 Securing children’s progress				
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum				

Learning, Teaching and Assessment				
Wellbeing, Inclusion and Equality				
Children's Progress				
Statement about feedback from HMIE/Care Inspectorate if inspected this session.				

APPENDIX C - Session 2026-2027 Improvement Plan

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways	
Focused Priority 1: To raise attainment in literacy through increasing reading engagement and fluency and through the development of varied writing covering different writing types.	
HGIOS4 Quality Indicators	Quality Improvement Framework
2.3 2.4 3.2	

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
To increase engagement with reading across all year stages developing a love and respect for reading across the school. To raise attainment across all stages in reading with a targeted focus in P4 raising attainment by 35%, in P5 by 15% , P6 by 15% and P7 17% in reading. Robust assessment data will identify next steps and a clear progression for children at all stages in both reading and writing.	• P2-7 use of YARC assessment from August 2026 and then implementation of approach • Weekly reading activities to increase fluency and accuracy in reading • Children will be read to daily • Targeted work to ensure all children in P2-7 can read 300 words • Participate in becoming a Reading School through the reading for pleasure schools award. • Professional reading and learning for all staff in teaching reading. • Use of the Fife Reading pack	Reading – Jill McEwan HT Writing – Hollie Thomson CT and Lynne Graham CT QI Writing – Joshua Watters CT Foundations of Writing and Read, Write Inc – Angela McCleary Targeted work with P4, P6 and P7 – Andria Walkinshaw and Julie Brown DHT Feedback - Roisin MacKay CT Reading fluency and targeted reading work– Rachel Gardner PSA Alana Clark PSA Fraser Canning PSA	YARC assessments ongoing Class jotter Reading records Targeted work evidence Reading Schools evidence Quality Assurance evidence Base and NSA data QI methodology evidence Planning folder records of understanding Planning, Tracking and Attainment meeting records Collegiate session evidence INSET day evidence Working party evidence	INSET Day August – Reading intro to YARC Writing Expectations Initial YARC assessment and cold piece of writing to be carried out Week 2 of term – Week beginning 24th August 2026 Termly assessments and progress updates 2nd week of each term Professional Learning and implementation planning Term 1 collegiates Working party in Term 2 and 3 on library development Working party in Term 2 and term 3 on planning for writing resources QI methodology term 1 – 4

	• Use of the Fife Writing Pack ensuring we are covering all types of writing. • QI methodology from p3-p7 in writing • Foundations of writing in P1 and P2 • Read, Write Inc in P1 and P2. • Use of workshop for literacy approach to spelling • Build a bank of resources that help children to plan writing from P2-7 (P1 use Foundations of Writing) • Library to be expanded to ensure reading covers the diversity within the school and current books and literature • Moderation activities in writing with			
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	Mountfleurie Primary Staff development in feedback in reading and writing.			
Ongoing Evaluation				
Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority 2: To raise attainment in numeracy through exploring opportunities to maximise the application of Numeracy and Math's across the curriculum.				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.3 3.2				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

- Targeted work with groups of children in P4,P6 and P7 to increase attainment by at least 10% - Consistency in approach and feedback in numeracy across the school will ensure children know their next steps in learning. - Children will have skills to apply numeracy across curricular areas. Children will have planned opportunities to apply maths skills across the curriculum.	- Numeracy assessments carried out week 2 of term - Mapping the teaching of numeracy and maths from P2-P7 to ensure pace and coverage improve - Daily practice of mental knowledge needed to be successful in numeracy - Professional learning about how to apply and practice numeracy skills across the curriculum. - Cluster improvement plan work on raising attainment in numeracy. - Opportunities for years stages to meet with the workforce and see how numeracy and maths is used. - Feedback that helps children to know next steps	Overall strategic remit -Andria Walkingshaw CT Mapping exercise HT and all staff Targeted numeracy work – Fraser Canning Numeracy Assessments – Class teachers Feedback – Roisin Mackay CT Cluster work – HT and P7 class teachers	Targeted work evidence Reading Schools evidence Quality Assurance evidence Base and NSA data Planning folder records of understanding Planning, Tracking and Attainment meeting records Collegiate session evidence Working party evidence INSET day evidence	Numeracy assessments week 2 Term 1 then ongoing Mapping Term 1 collegiates Working Party term 2 and 3 – Mental maths Working Party term 2 and 3 – application across curricular areas Collegiates Term 2 feedback Cluster work – termly at cluster meetings INSET – August
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Ongoing Evaluation				
Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment: Meeting Learner's Needs: Curricular Pathways				
Focused Priority 3: To confidently meet the needs of all learners within our school				
HGIOS4 Quality Indicators		Quality Improvement Framework		
2.4 3.1 3.3				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales

Staff to use a variety of strategies and techniques to meet the varied needs of children in their class, removing barriers and supporting their learning to increase engagement.	• Review and update behaviour and relationships policy and Regulate, Reason and Respond. • Review CIRCLE framework • Professional learning with the suite of resources within the Support for learning tile • Professional learning from NST suite of learning • Fife training in S.A.F.E • Termly link with Rohan Fernando, Mountfleurie and St Agathas to review needs of community and action • Develop supports for our EAL children and professional learning for staff around support • PSAs will run groups in the afternoon targeting groups	Julie Brown –DHT Jane Morrison – SFL Marilisa Scognamigilo – EP All PSAs	Evidence of Circle Framework use Glasgow Wellbeing Scale Regulate, reason and respond packs and class areas Summary of Supports Minutes of area meetings Collegiate session records	Inset Day August Collegiate sessions term 3 Working party term 2 and 3 - Create package of supports with all resources we use.
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	of children identified for life skills, anxiety and barriers to learning			
Ongoing Evaluation				

APPENDIX D - Session 2026-2027 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2026/27	£ 67375
School Context (copied from SIP)	

Parkhill is a non-denominational school situated in the centre of the town of Leven. Leven has an approximate population of 10,100 and Parkhill is one of 3 primary schools in Leven. The school opened in 1910 and the new extension opened in 2010. We are a feeder primary for Levenmouth Academy.

During session 2025-2026 the school had 12 classes. There is currently a roll of 309 pupils. The school has a joint Headteacher who has responsibility for Viewforth ELCC as well as Parkhill. The school has a leadership team of one Headteacher and two Depute Headteachers. One has shared responsibility for nursery and P1 and P2 and the other with responsibility for P5-7. The Headteacher has responsibility for the stages in between. This session we have also had a PEF funded PT who has had a remit of raising attainment and attendance.

79% of the school's population live in SIMD bands 1-4, with 45% of our school living in bands 1 and 2, meaning most of our families meet significant challenges around the cost of living.

9% of children are from countries out with the UK and 2% of children are care experienced. 2.6% of our school population have an armed forces background. 21% are registered entitled to free school meals.

The school had identified three areas of improvement this session.

Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)

At Parkhill Primary School we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings;

Uniform,

- We always have a second-hand uniform stand within the school.
- Whilst we have a school uniform with a badge on, we also document and share that non badged uniformed is acceptable too.
- We hold an annual fashion show where clothes of all ages and purposes can be purchased for a donation or free.
- P7 Leavers Hoodies are provided for all.
- P1's are provided with school ties.

School Trips and Travel,

- School trip costs are kept to a minimum and we offer to pay for anyone who is unable to pay.

Community

- All charity events e.g. Children in Need etc are online donations only so families do not feel pressure to pay.

Learning and Home learning,

- All homework is sent with the resources needed.
- We provide all resources for all lessons within school

After school Clubs

• All after school clubs are free and accessible to all families. Eating • A daily breakfast club is available to all children from 9am to ensure they are not hungry at the start of the school day. • Snacks are provided for those who need them Curriculum • There are no costs for curricular activities In addition, we run a workshop session annually with our parent council to look at the cost of the school day and ways to reduce this. This is factored into any fundraising and parent council organised events. The parent school association have recently added a cost of the school day statement into their constitution and will have a fund for clothing needed by children in the school to remove nonparticipation in events due to costs.	
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 Meetings Stakeholder consultation throughout the year	N/A

Rationale Staff to work with groups of children in supporting attainment and emotional regulation	Amount of Fund allocated (if appropriate) £ 75238
Priority 1 Across the school we have children who are unregulated and cannot cope with the demand of a busy classroom. We have two quieter nurture-based classrooms from which children can work at different points throughout the day.	

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 ongoing throughout school session and final evaluation in 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?)
To have spaces available to children to work and regulate themselves. Two nurture room environments where small groups work which allows children to access learning in a positive way. Breakfast offered daily to ensure all learners have eaten in order to fuel them for learning until lunchtime. Kitbag, Anchor Group and nurture sessions to run weekly	- The Anchor Room is our primary quieter class for the next session with the addition of another room at room 3. The Anchor room is for children in p3-7 and room 3 is for children in p1 and 2. This will be set up with quieter workstations and a sensory area. The additionality teacher, SFL teacher and PSA will run this and work with targeted groups of children - Each class will have a regulation station with resources which will help children to regulate their own class. Further work will be done at assemblies by DHT's	- Glasgow Wellbeing Scale - SOS and PAMPS - Pupil feedback - Increased pupil engagement evidence - Learning journeys in Anchor Room and Room 3	

	• P6 Kitbag ambassadors will run kitbag groups throughout the school supported by Kirsten Stewart and Lynne Graham • Anchor Group will run each term targeting children with anxiety term 1 Jane Morrison support for learning will run with Rachel Gardner PSA thereafter Rachel Gardner will run them. • Breakfast club will run from the life skills room each morning and children will be part of planning, budgeting and preparing food. • Life skills groups will run termly • Football groups will run termly • Outdoor learning groups run termly • Maddy Wood do undertake Glasgow Wellbeing Scale with infants and then carry out basic assessments in numeracy and literacy with identified children.		
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Rationale Staff to work with families and children to raise attainment and increase attendance	Amount of Fund allocated (if appropriate) £ 2535
Priority 2 A lot of learners who are behind in their learning are also poor attenders. Through having small groups often throughout the week to engage with 1-1 work or small group work we can shift learning to becoming back on track. DHT's will work with children who could be attaining more but are on track. Work with key families to educate on the importance of attending and provide support in removing barriers to attendance	

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 ongoing throughout school session and final evaluation in 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?)
AW will continue to work with families on improving attendance. AW will work with cluster colleagues to create a standard cluster approach to make attendance procedures the same in every school DHT's will takes groups of learners identified by PEF as on track to challenge in literacy and numeracy to ensure they are meeting their potential as well as those off track.	• Weekly review of attendance. New attendance policy followed and families contacted and planning initiated • Pupils identified in June and from attendance to be highlighted to next teachers • PT to work with cluster colleagues on a joint approach • DHT's to take challenge groups to ensure all pupils are reaching full potential	• Attendance reports, communications, pastoral notes and meeting notes • Assessment folders • Records of work • Jotter monitoring • Pareto's/Fishbone • Attainment figures termly • Pupil feedback	

Additionality teachers will take groups of learners not on track in P4 and P4 in literacy and numeracy AW will continue to work with partners re meeting family's needs with things such as cook school	• PT will take learners from P3 and P4 identified in June as being off track for targeted work 2x a week. • PT will continue to work with partner agencies to support families and children		
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