

APPENDIX B - Pitteuchar East Primary School and Early Learning Centre SQR

Demographic	Total school roll: 349 P1 – P7: 247 ELC 3-5 years: 88 Under 3's: 14 FME: 30.71% SIMD Profile: 3.8 ASN: 42.32% Care Experienced: 1.66% EAL: 6.64% Across the school, there is a consistently high proportion of pupils with an identified Additional Support Need (ASN). In Primary 7, 52% of the cohort are recorded as having an ASN. This is closely reflected in Primary 4, where 44% of pupils have an ASN identification, and in Primary 1, where 41% of pupils are identified as having an ASN. The ELC operates 39 weeks, 9am to 3 pm. We have a large ELC with capacity for 5 playrooms. Currently, 3 playrooms are in use for 3-5 year olds and a playroom for our under 3's. Places in under 3's are allocated through Glenrothes area panel.					
Vision, values and aims	Our school vision: At Pitteuchar East Primary School and Nursery we strive to create a nurturing ethos within a calm, safe and welcoming environment where everyone is valued, has a sense of pride and ownership of our school. We aspire for all learners to reach their full potential by experiencing high quality learning experiences within the classroom, outdoors and within the community. This will enable our learners to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our school values: Kindness, respect and ambition Our school motto: <i>Soar to success with flying colours</i> Our school aims: In partnership with our whole school community our school aims are based on the wellbeing indicators. We aim for all our pupils to be: • Safe • Healthy • Achieving • Nurtured • Active • Responsible • Respected • Included					
Attendance	Total	89.8%	Authorised	6.52%	Unauthorised	3.64%
Exclusions %	0.02%					
Summary of consultation with stakeholders	In Pitteuchar East Primary school stakeholders have been involved in reviewing improvement work in session 2025-2026 and they have contributed to identifying priorities for Session 2026-2027, in the following ways:					

	• All parents and carers had had the opportunity to share their views around school improvement through questionnaires, QR codes and surveys via Microsoft Forms or in person at Parents Evenings • On-going feedback from children is gathered through regular pupil focus groups, pupil voice groups and questionnaires. • Pitteuchar East Primary School and Nursery have an active parent council which meets at least once a term, we discuss school priorities and improvements. Other stakeholders have also been asked to complete evaluations and provide feedback about our school through Microsoft Forms.
Attainment Scotland Fund Allocation (PEF)	£ 86,975
Cost of the School Day statement	In Pitteuchar East Primary School and Nursery we recognise the need to reduce the Cost of the School Day for all our pupils and particularly for those pupils who are already experiencing poverty. Community: We work in close partnerships with a wide range of agencies, and other local support organisations, to provide holistic support for children and their families. Clothing: We provide access to free clothing through donated items and clothing/foodbank vouchers, ensuring all children have what they need for comfort, learning, and play. Where possible, we also support families with seasonal items such as coats, shoes, and hats. We also have a clothing recycling bank in the school grounds, we use the income generated from this to buy new uniform to provide to new uniforms for children who require these. Transport: We also support families with information regarding local transport and how to apply for free travel for their child. Food and Nutrition: All children attending nursery receive free, healthy meals and snacks throughout the day. Children in Primaries 1-5 automatically receive free schools This ensures every child is well-nourished but also helps reduce pressure on household food budgets. For families in need, we can connect them with local food support services. We also have our Fareshare community larder that offers cost price food to our families and local community on a “no profit basis”. This is regularly accessed by our families and is run by nursery staff. Family Learning: We offer a family learning programme to help parents and carers engage with their child’s education, strengthen relationships, and support learning at home. We also provide advice, resources, and workshops for family learning and home learning activities, ensuring families feel confident in supporting their children’s progress. Families are provided with free resources, activity packs, and guidance to encourage learning at home. These are tailored to children’s interests and development stages. Friendship: We actively promote a warm, inclusive atmosphere where children build strong friendships and a sense of belonging. Our events, open days, and community celebrations bring families together, fostering mutual support and a strong network between parents, carers, and staff. Trips: We organise nursery trips and outdoor learning experiences within the community, often subsidising or fully covering costs to ensure all children can take part, regardless of family circumstances.

	Fundraising: All fundraising activities are carefully managed to ensure they are inclusive and accessible to all families. Funds raised are used directly to benefit children's experiences, such as enhancing resources, subsidising trips, or funding special events. Grants and Donations: We receive Pupil Equity Funding from the Scottish Government and we actively seek grants and accept donations to enhance what we can offer. These funds are always used transparently and directly to support children's education, well-being, and family needs.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

ELC/School Improvement Priority 1

All pupils will be appropriately assessed and supported to make progress through effective planning and regular review of targets, strategies and resources, to raise attainment and engagement of all learners.
(Focus on Support for Learning and Behaviour and Relationships)

HGIOS4 Quality Indicators:

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.1 Ensuring wellbeing, equality and inclusion

ELC Quality Framework

- Leadership
- Children thrive and develop in quality spaces
- Children play and learn
- Children are supported to achieve

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

All classrooms have a class charter which links to the UNCRC and the school values. We also discuss this in assemblies and as part of our learning.

All children who require additional planning around behaviour have this in place, and this is reviewed regularly with key staff, parents/carers and partners.

Targeted groups of children across the school have been identified for interventions to help them with emotional regulation focusing on kitbag and decider skills.

The 0.5 additionality teacher has supported positive behaviour, targeting individual pupils and particular year groups.

Progress in Supporting Learning

There is clear guidance and framework within an interactive document for all staff to support learners within their class using universal strategies.

There is now a clear procedure in place to refer a child to the Support for Learning teacher if additional support is required.

All children who require additional or intensive support benefit from personalised planning that identifies strengths, needs and next steps, supporting progress in their learning and development.

All teaching staff, early years staff and Pupil Support Assistants have continued to receive professional learning around CIRCLE framework and Up, Up and Away.

In our ELC, all children in our under-three's provision and all children with ASN in 3-5 playrooms benefit from ongoing assessment and support using Up, Up and Away.

Break out spaces have continued to evolve this session, currently all children who require have access to a; sensory room, sensory circuit corridors, quad (outdoor space) and break out calm spaces. This includes a new identified 'hub' space.

Staff have worked together to identify universal strategies across the school to support universal support. They have worked together to ensure these are consistent across the whole school. These include visual timetables and weekly planners.

As part of the work with our cluster there is now a digital Thinglink, which provides universal strategies for all learners from Early to Third Level through iPad. This is a consistent resource across our cluster. This is in early stages of implementation.

The Neuro Inclusive Support Team supported staff in P1 and ELC with communication strategies, understanding sensory and personalised planning for children with additional support needs.

Impact

Positive Relationships

Most children in our school and ELC can talk about their rights and can make links to rights within their learning. A group of children and 2 teachers are leading on Rights in our school (Global Citizenship pupil voice group). Due to the hard work and dedication of these pupils, in May 2026, the school has been awarded the bronze accreditation for Rights Respecting Schools

Across the school and the ELC there has been a significant decrease in the number of children who have shown distress and/or dysregulated behaviours since the implementation of appropriate planning, increased discussions with the team around the child, including staff late nights where staff worked together to plan learning and strategies for individual pupils. This has also led to increased attendance for a few of this cohort of learners in school and ELC. The additionality teacher has supported staff directly with planning, and supporting in classrooms, leading to improved outcomes from targeted learners. In one targeted class, there have been fewer violence and aggression forms in term 2 & 3, with zero in term 4.

All children who have received targeted intervention through kitbag, have increased resilience skills and are able to manage their emotions better. Two classes benefitted from sessions with the Learning Support Teacher on Decider skills, this has led to less dysregulated behaviours from most of the targeted pupils within these classes.

Support for Learning

All pupils who require additional support/planning whether universal, additional or intensive are supported well. Most pupils (89.92%) report that they have access to support where required in school. Almost all pupils report that they have support from staff where required to support their learning where required. Most staff (76.6%) have increased confidence with supporting learners universally within their classrooms and all have created bespoke plans for those learners who require additional or intensive support. In most observed classes universal support strategies were evident and children can access these within their classroom. In most classes support materials and resources were readily available to ensure universal support at all levels.

The CIRCLE framework and Up, Up and Away has led to improved outcomes for all targeted learners. All targeted ELC pupils have benefited from sensory profiling and sensory stories to support their overall development and lead to positive experiences in nursery and increased attendance/time in nursery. All children from under threes provision benefit from enhanced transition to 3-5 which is underpinned by Up, Up and Away strategies. In school, individual pupils have been supported through the CIRCLE Participation scale to identify targeted interventions to support their participation within the class.

Targeted individuals have benefitted from regular proactive breaks in their learning, which is timetabled and where required to designated areas - sensory room, sensory circuit corridors, quad (outdoor space) and hub. Children accessing these areas regularly show less distressed behaviours and are more engaged in their learning. A group of learners have also been able to successfully increase their time back into their classroom after support within the hub, this group reduces the balance of hub time to class time.

The digital 'Thinglink', universal strategies has begun to make impact, with learners accessing this frequently to support learning whilst accessing their iPads, and this is leading to greater independence.

Through the work with the Neuro Inclusive Support Team (NIST) in P1 and ELC. All targeted children have benefited from increased communication strategies including symbolization and sign-along following input from the NIST. In one ELC playroom, almost all children can communicate using basic sign-a-long which has led to increased inclusivity for all.

Next Steps:

- A new positive relationships and behaviour policy is to be finalised using Fife's revised policy and national guidance.
- Continue developing and embedding the Pitteuchar East continuum of support to ensure all learners are supported at all levels, (Universal, Additional and Intensive). This also includes further work on consistency of universal support across all classes and learning.

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

ELC/School Improvement Priority 2**Pilot Group:**

All P6 and P7 pupils will develop a broad range of skills and achievements beyond academic attainment using the 4 contexts of learning. Pupils will experience enhanced recognition of both their BGE attainment and personal achievements, leading to increased confidence, engagement, and a stronger sense of accomplishment.

This will be achieved through the implementation of the Fife Achievement 3-Part Approach to guide tracking, planning and celebration of pupil success, culminating in the Fife Diploma of Achievement, which consolidates and evidences each learner's progress and accomplishments.

Transforming Learning

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 outcomes for children.

Progress

Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.

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

HGIOS4 Quality Indicators:

- 1.2 – Leadership of Learning
- 1.3 – Leadership of Change
- 2.2 – Curriculum
- 2.3 – Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.6 – Transition
- 2.7 Partnerships
- 3.1 – Ensuring wellbeing, equality and inclusion
- 3.2 – Raising attainment and achievement

ELC Quality Framework

[DIP-links to Achievement and Equity](#)

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

A Senior Leader and a class teacher have worked alongside a group of colleagues from other schools to develop and implement a Fife Approach to tracking and celebrating learners' achievements (3-18) across the four contexts of learning. Our school piloted this in Primary 7.

All pupils in primary 7 have tracked their achievements using My World of Work. The P7 teacher's have a robust tracker that tracks all pupils achievements across the 4 context of learning and 4 pillars of leadership, personal achievement, enterprise and volunteering.

All pupils in our school have learned about metaskills in assemblies and a minority of pupils have continued learning about these in their classrooms. A pupil voice group was formed in April 2026 to lead on metaskills across our school.

Transforming Learning

All teachers have engaged with local authority PL sessions around transforming learning and school led sessions. Teachers are increasing their confidence around using these devices to enhance and support teaching, learning and assessment.

All learners in P6 – P7 have actively used their devices for learning in their classroom, with our current P5 Learners receiving their devices more recently in May 2026.

As part of work across our cluster an accessibility guide has been shared for all users for the iPad, and a 'Thinglink' universal approaches has been made to support all learners.

Progress

All teaching staff are increasing their confidence in using Progress to record, update and manage pupils attainment.

All teaching staff and ELC staff have been able to use Progress to create individual reports for pupils. All ELC staff are using Progress to record ELIPS data.

Due to significant staff absence, we have not been able to focus on the moderation of Physical Education.

A teacher has led STEM improvements across our school; there has been training opportunities for teachers and workshops and afterschool clubs for pupils. This teacher has also created a robust STEM planner linked to IDL , and has sourced new STEM equipment.

Pupils in our STEM pupil voice group organised a science fayre for all pupils.

Impact

Pilot Group:

Alongside other P7 pupils in fife, all our P7 pupils have achieved the Fife Diploma of Achievement, tracking 12 achievements across the 4 contexts of learning incorporating the 4 pillars of leadership, personal achievement, enterprise and volunteering. This achievement was recognised during our P7 leavers show.

The tracking of achievements with pupils has increased their confidence around their own achievements and recognition of achievements and what they can be. Almost all pupils can use the language of skills to profile their achievements confidently, through the explicit teaching of this during writing lessons.

Most pupils are able to discuss and identify metaskills. During the learning partnership in Feb 2026, it was evidenced that in a few classrooms there was evidence of metaskills embedded in learning and teaching.

Transforming Learning

There is a positive impact on learners as most teachers have increased confidence in using the iPad to support learning, teaching and assessment in their classrooms. A few teachers have trialed assessments through the iPad which has increased confidence in recording and reporting of children's progress in learning. Most teachers have implemented the in-house PL sessions into their classrooms, with increased technology used during lessons, and new programs and apps including Book creator, Showbie and Canva. Children have been able to demonstrate and share their learning in assemblies and with parents at home using these programs/apps confidently.

Almost all learners in P6 – P7 are enjoying using their iPads to enhance their learning. For a few learners there has been an increase in their confidence and independence in their own learning since using the iPad especially since the introduction of the accessibility guide and 'Thinglink' universal approaches.

Since our Learning Partnership in Feb 2026, where a few classrooms were using technology to enhance teaching and learning, confidence in teaching with digital technology has continued to increase with most classrooms using digital technologies more frequently in P1-P5, with P6 and P7 learners using these daily to enhance learning and teaching.

Progress

All pupils in our school have more accurate attainment levels with almost all staff having increased knowledge of what is in a level and they are accurately recording this within the progress system. This will improve our tracking of attainment over time as attainment data will be more accurate and robust. Allowing children who require targeted intervention to be supported more effectively.

All pupils in our school have benefitted from STEM workshops and learning in class, some of which has been provided by external providers. Pupils have been very positive about these opportunities and have enjoyed this.

A STEM – science fayre was very successful with pupils in the STEM pupil voice group leading science experiments confidently to groups of learners from across the school. Feedback from this event was very positive with all pupils reporting they enjoyed this opportunity.

Targeted pupils have benefitted from STEM afterschool club, feedback from this event was very positive with all pupils reporting they enjoyed this opportunity. At the end of their sessions, they invited parents to share learning, with all parents reporting how impressed they were with their children's knowledge and that their child had enjoyed taking part in the opportunity.

Through training opportunities and funding for new STEM equipment, teachers have increased their confidence in delivering STEM activities in the classroom, this has been evident during class visits and from feedback from pupils.

Next Steps:

- Continue to track achievement across the whole school using the 4 contexts of learning.
- Metaskills require to be embedded within teaching and learning and should become part of the model of teaching in our classrooms.
- Transforming learning will continue to be a focus, specifically around embedding digital technology into everyday teaching, learning and assessment.
- Increased focus on attainment, looking at specific individuals, groups of children and cohorts to raise attainment.
- New IDL planner to start to be used in August 2026.

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

ELC/School Improvement Priority 3

Raising Attainment (P1,P4 and P7) in Literacy through explicit teaching of reading and writing skills, assessment and moderations and equitable and inclusive approaches.

Increased opportunities for shared learning experiences, home learning, links with partners, and a focus on early interventions.

HGIOS4 Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.7 Partnerships
- 3.2 Raising attainment and achievement

ELC Quality Framework

- Leadership
- Children thrive and develop in quality spaces
- Children play and learn
- Children supported to achieve

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

A senior leader and 3 class teachers have engaged in Professional Learning on explicit teaching of writing led by Steven Graham, teachers have implemented their learning within their own practice.

All teaching staff have engaged in professional learning online on explicit teaching of reading led by Steven Graham.

Limited progress has been made with interventions in literacy due to significant absence in teaching staff this session, however reading assessments have been carried out for individual pupils in June 2026, to support identification of targeted support in session 2026-27.

The cluster attainment PT has worked with targeted children in terms 1 and 2 with a focus on increasing attainment in writing in P2 and P5. In P2, base line data was collected using reading assessments which showed gaps in phonics and blending, and staff had expressed reduced confidence in delivering writing instruction. 12 pupils were supported. In P5, writing assessments for off-track pupils showed limited use of descriptive vocabulary, difficulties with spelling and presentation, and an unclear understanding of First Level expectations and progression towards Second Level. 10 pupils were supported.

All playrooms have carried out core provisions audits and the literacy rich environment tool to support literacy development through play opportunities.

All ELC staff have supported learning judgements and observations using the literacy CFE benchmarks and progression pathways.

The nursery teacher has used ELIPS data effectively to support targeted pupils with their early literacy and communication skills.

Family learning opportunities across all four rooms.

All Under 3's staff have engaged in Let's Connect training and have identified family groups to work with who will return to their place in our under 3 provision in August 26/27.

Impact

For pupils in P1. P4 and P7, there has been limited impact on the pupils' attainment yet with explicit teaching of writing led by Steven Graham. Teachers have implemented this learning within their own practice, and they have spoken positively about the long-term impact they believe this will have on our overall attainment. So far, pupils are producing better quality pieces and are showing more confidence in their writing.

Almost all pupils have benefited from better quality reading lessons following the professional learning led by Steven Graham. Teaching staff have been able to identify gaps in our school resources and the way we teach reading, specifically around different text types.

Limited progress has been made with interventions in literacy due to significant absence in teaching staff this session, however reading assessments have been carried out for individual pupils in June 2026, to support identification of targeted support in session 2026-27.

The cluster attainment PT worked with a group of P2 pupils, all of the targeted pupils (12) improved their phonics scores, the majority improved their reading ages based on YARC Early Reading.

In P5, the cluster PT worked with a targeted group of pupils, all of pupils (10) improved the presentation of their writing and achieved First Level confidently in descriptive writing. Across four assessed writing pieces (August to December), all pupils made measurable progress, with the most notable gains occurring mid-block when explicit descriptive teaching was introduced.

In the ELC, all children in all playrooms have benefited from improved core provision, with enhanced flow, greater attention to detail, and a clear value placed on quality of experience in targeted areas- home corner, story and blocks with a clear focus on literacy.

All ELC staff have increased accuracy and confidence when making learning judgements about pupils using their significant observations.

The majority of children took part in family learning opportunities across all four rooms, with planning in place to support family involvement and a variety of engaging learning experiences provided.

Next Steps

- Professional learning to continue around the explicit teaching of writing and reading, 3 or more teachers will engage this session with Steven Graham sessions. This will be followed up in school for other staff to ensure roll out of this approach.
- Staff will engage with the Fife Writing and assessment and moderation packs for reading and writing

- ELIPS Data will be used more effectively as early intervention to support early language and communication. Staff will engage in professional learning, QI communication and language.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	80%	74%	85.7%	83%
P4	65.1%	62.7%	74.4%	79%
P7	69.4%	69.4%	72.7%	69.4%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	86%	83%	74%	83%
P4	93%	72%	65%	79%
P7	75%	78%	69%	69%

Attainment Over Time Evaluative Statement:

In the current Primary 1 cohort, 74% (26 children) were assessed at N5 using ELIPS. At the time of assessment, the majority of these learners achieved 'green' ratings across doing, saying and understanding. When this baseline is compared to current literacy data, most pupils have now achieved the expected levels in Literacy and English.

The majority of children are making good progress from their prior levels of attainment in literacy and numeracy. By the end of Primary 1, most children achieve Early Level in numeracy, listening and talking, and reading, with the majority also achieving Early Level in writing.

By the end of Primary 4, almost all pupils achieve First Level in listening and talking. Most children achieve First Level in reading, with the majority achieving First Level in numeracy and writing.

By the end of Primary 7, most children achieve Second Level in listening and talking and reading, with the majority also achieving Second Level in numeracy and writing.

Overall, attainment over time has decreased across literacy and numeracy at P1, P4, and P7, with fewer children achieving expected Curriculum for Excellence (CfE) levels. This is due to a range of factors, including increased pupil roll in session 2025–26 and more accurate recording of Broad General Education (BGE) levels through improved assessment and moderation processes.

Cluster attainment PT

The cluster attainment PT has worked with targeted children in terms 1 and 2 with a focus on increasing attainment in writing in P2 and P5.

In P2, Base line data was collected using reading assessments which showed gaps in phonics and blending, and staff had expressed reduced confidence in delivering writing instruction. 12 pupils were supported

In P5, writing assessments for off-track pupils showed limited use of descriptive vocabulary, difficulties with spelling and presentation, and an unclear understanding of First Level expectations and progression towards Second Level. 10 pupils were supported.

Impact:

In P2, all of pupils improved their phonics scores, the majority improved their reading ages (YARC Early Reading).

In P5, all of pupils improved their presentation of their writing and achieved First Level confidently in descriptive writing. Across four assessed writing pieces (August–December), all pupils made measurable progress, with the most notable gains occurring mid-block when explicit descriptive teaching was introduced.

Progress Over Time (Early Years)

Most children in N5 are making very good progress from their prior levels of attainment in literacy and numeracy. By the end of N5, most children are achieving the expected benchmarks in literacy and numeracy. Almost all children in 3-5 playrooms demonstrate consistent evidence of progress of learning in literacy and numeracy through high-quality play and learning experiences, evidenced through robust PLJ and Keyworker observations.

Impact of PEF on outcomes for children and young people:

PEF was used to fund 3 x Pupil Support Assistants (1.82 FTE) to help support a group of identified learners who were disengaged in learning, leaving their classrooms and were regularly experiencing periods of distressed / dysregulated behaviours.

These pupil support assistants were able to assist with allowing the school to provide opportunities for break out spaces for identified pupils, sensory circuit breaks and group opportunities such as: gardening club, community club, breakfast club and quad club.

Impact: All targeted children are more settled in school, with access to appropriate planned breaks in their learning, soft starts / finishes to their day and access to appropriately resourced spaces such as the hub, sensory circuit corridors, sensory boxes and calm spaces. Almost all learners now have strategies to help support their regulation and across the school there is less distressed behaviours which previously were a daily occurrence. This also includes a few learners who are now able to access sensory circuit corridors when required without adult support to support their own emotional regulation.

PEF was also for teacher training in the Stephen Graham literacy project. All teachers benefitted from online inputs on reading, whilst 3 teachers attended six in person sessions on the explicit teaching of writing and how this links to reading.

Impact: Learners in P1/2, P4 and P7 have benefitted from their teachers attending this training which has increased their confidence in teaching writing, however, there has been limited impact on the pupils' attainment yet with explicit teaching of writing led by Steven Graham. Teachers have implemented this learning within their own practice, and they have spoken positively about the long-term impact they believe this will have on our overall attainment. So far, pupils are producing better quality pieces and are showing more confidence in their writing.

Almost all pupils have benefited from better quality reading lessons following the professional learning led by Steven Graham. Teaching staff have been able to identify gaps in our school resources and the way we teach reading, specifically around different text types.

Achievements

There have been a wide variety of wider achievement opportunities across Pitteuchar East Primary and ELC. 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 and celebrated throughout the session through

Below is an overview of these opportunities:

ELC	Primary 1	Primary 2
A sponsored wellie walk has raised money for new resources in nursery. When children in the ELC showed curiosity around dinosaur bones, all the children in ELC visited the Museum of Scotland to see these in a real-life context. New community links with Raith Rovers and Fife Paramedics has led to successful family learning events in ELC.	Children in P1 and P2 have worked together collaboratively to participate in the Christmas Nativity, performing this to our whole school community. All children enjoyed a trip to Dynamic Earth as part of their learning children were able to ask questions and use their curiosity and sense-making skills to discover new learning opportunities.	All children in P2 and P3 enjoyed a trip to Five Sisters Zoo as part of their learning children were able to ask questions and use their curiosity and sense-making skills to learn more about the importance of conservation. Pupils in P2, P3, P4 and P5 have had the opportunity to join the VEX after school club, children were able to show their creativity, curiosity, sense-making and critical thinking skills through learning about robotics and coding. Some pupils showcased their learning leading a showcase to their families.
Primary 3	Primary 4	Primary 5
Children in P3, P4 have worked together collaboratively to participate in sharing their learning assembly, performing this to our whole school community.	All children in P4 enjoyed a trip to Bannockburn as part of their IDL topic, children were able to ask questions and use their curiosity and communication skills to understand more about their topic.	All children in P5 (rm8), P6 and P7 enjoyed a trip to Lady Haig Poppy Factory as part of their IDL, conflict, children were able to ask questions and use their curiosity and feeling skills to understand more about the importance of work of this charity in supporting veterans. A group of children supported the charity through selling poppies for Remembrance Sunday.
Primary 6	Primary 7	Whole School
P6 children learned vital lifesaving skills in conjunction with the local health centre, learning how to access and operate a defibrillator. A group of P6 and P7 children represented the school at a concert where they performed their brass instruments at the Adam Smith Theatre.	All children have achieved the Fife Diploma of Achievement; this recognises 12 achievements under the categories of leadership, personal achievement, enterprise and volunteering. A group of P7 children represented the school at the Rotary Quiz. All P7 children used their enterprise skills to raise money toward their school residential trip to Ardroy	Pupils in the STEM group showed leadership by organising a STEM fayre for the whole school. All pupils participated in a sponsored walk to Riverside Park, raising money to pay for school trips and new resources. Our school has achieved Bronze Accreditation for Rights Respecting Schools. Pupils in the Global Citizen group have led this initiative. All classes have benefited from a variety of opportunities to participate in STEM workshops and activities throughout the year, these have been provided by an external provider.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Satisfactory	Satisfactory	Good	
2.3 Learning, teaching and assessment	Satisfactory	Satisfactory	Satisfactory	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Satisfactory	Good	
3.2 Raising attainment and achievement	Satisfactory	Satisfactory	Satisfactory	
Evaluations (ELC) – HGIOELC				
	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Good	Satisfactory		
2.3 Learning, teaching and assessment	Good	Satisfactory		
3.1 Ensuring wellbeing, equity and inclusion	Good	Satisfactory		
3.2 Securing children’s progress	Good	Satisfactory		
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Good			
Children’s Progress	Good			
Statement about feedback from HMIE/Care Inspectorate if inspected this session.	Not inspected this session			