

Touch PS and Nursery

STANDARDS & QUALITY

REPORT

Session 2025-2026



Touch Primary and Nursery
A Community with Learning at its Heart

ELC/School Context						
Demographic	- Roll of 220 over 9 classes, plus 46 in nursery over 3 rooms - Gender imbalance particularly at P1 where there are 26 boys and 5 girls. Overall 128 boys (58%) and 92 girls (42%) - Average SIMD is 4.6, HOWEVER we have only 2 pupils living in SIMD 4 and 7 in SIMD 5. 112 children living in SIMD 1, 2 (51%); 64 living in SIMD 9, 10 (29%) (71) 32.4% of children on FME (this number continues to rise 2022 – 21.3%); 60% of children who are on FME also live in SIMD1, 2 whereas 5.6% live in SIMD9, 10 31.8% ASN, 5% EAL, 1.4% LAC, 4.5% armed forces					
Vision, values and aims	Shared School and Nursery vision: Touch Primary School and Nursery A Community with Learning at its Heart: Built on Connection and Relationships Shared Values: We are... Safe Honest Aspiring Respectful Kind School Aims: - To provide an ethos where everyone in our school community is valued and happy as their wellbeing needs are met and where their learning is appropriately supported and challenged - To ensure children develop and are able to demonstrate they are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors and live our values - To equip our learners with the meta skills, knowledge and attitudes for learning, life and work - To provide equitable experiences and opportunities - To raise attainment and close the (poverty related) attainment gap Nursery Aims: - We are safe and happy - We are helped to keep learning and try new things - We try our best and are encouraged to be independent - Everyone gets a fair chance - We learn about our emotions and get help to make good choices					
Attendance at 17/6/26	Total	91.0 4%	Authorised absences	4.6 %	Unauthorised absences	4.22 %
Exclusions %	0.11%					

Summary of consultation with stakeholders	Stakeholders have been consulted on our self-evaluation and the identification of priorities for session 25/26 through: • Pupilwise, Staffwise and Parentwise Surveys • Parent surveys including Friday Question • Pupil Learner Conversations • Pupil consultations at assembly • Staff meetings – professional dialogue • Parent Council discussions • Learning Partnership discussions and observations • School monitoring procedures
Attainment Scotland Fund Allocation (PEF) –	£78,840
Cost of the School Day statement	The school is committed to reducing the Cost of the School Day, especially for pupils experiencing poverty, by addressing key areas: Uniform, Travel, Learning, Friendship and Community, School Trips, Eating, Clubs, and Home Learning. Families are supported through advice and signposting for income maximisation. Uniform support includes access to pre-loved items, non-logo options, and loaned fleeces. Additional clothing needs are met through the Dunfermline Children's Clothing Bank. Travel is supported via promotion of free bus passes and active travel initiatives. All learning materials and external learning experiences are provided at no cost to families, funded through school budgets and grants. Clubs are subsidised, and fundraising is inclusive, with flexible contribution options. Families are also directed to affordable community activities. School trips are kept low-cost, with transport and fees covered through funding where needed. No child is excluded due to financial hardship, and residential trips are planned well in advance with flexible payment options and grant support. Eating support includes low-cost or free breakfasts and free fruit for children without snacks. For home learning, all children receive free homework bags, stationery, and access to loaned books and digital devices, ensuring equitable access to learning at home.

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

School Improvement Priority 1

High quality learning, teaching and assessment through professional learning for staff (including the use of digital technology) leads to improved attainment outcomes for children (digital learning outcome impact is likely to be seen in year 2 of the programme due to iPad implementation date)

HGIOS4 Quality Indicators:

- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 3.2 Raising Attainment and achievement
- 3.3 Increasing creativity and employability

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

A comprehensive programme of professional learning has been implemented to enhance learning, teaching and assessment, with a strong focus on digital pedagogy and inclusive practice. Staff engaged in targeted training, including Space Maths for P5–7 and a series of twilight and INSET sessions on the effective use of iPads and digital tools, supported by additional collegiate time for professional development.

To improve learners' experiences and engagement, staff utilised the CIRCLE framework and environment checklists to create inclusive, well-organised learning environments. Digital platforms have been increasingly used, particularly in P6 and P7, to personalise learning, improve accessibility and promote independence for learners with additional support needs.

In learning, teaching and assessment, there has been a clear focus on planning aligned with Fife's curriculum progression pathways, alongside the use of adaptive teaching approaches to meet learners' needs. Collaborative approaches such as team teaching in literacy and ASN support have strengthened practice. Digital tools are being used at P6 and P7 more effectively to model learning, share key content and support differentiation, enabling learners to access materials at their own pace and in ways that suit their needs.

We have engaged in cluster moderation activities in Maths and embedded our school moderation framework including termly ring-fenced moderation activities across the BGE (Broad General Education). All staff participated in professional learning to support their pedagogy including engagement with the Fife Numeracy pack. PSAs across our cluster learned about literacy approaches, supported by the Fife Professional Learning team.

These actions are underpinned by robust self-evaluation processes, including analysis of attainment and national data, consideration of stakeholder views, and ongoing classroom observations and peer feedback. Collectively, this work is building staff confidence, improving consistency in practice, and enhancing the quality and inclusivity of learning experiences across the school.

Impact and progress statements together:

A comprehensive programme of professional learning has been implemented to enhance learning, teaching and assessment, with a strong focus on digital pedagogy and inclusive practice. All staff engaged in targeted professional learning, including Space Maths for P4–7 and a series of twilight and INSET sessions on the effective use of iPads and digital tools, supported by collegiate time. As a result, all teachers reported improvement and increased confidence in their use of digital technologies. This was most evident in P6 and P7 where pupils had 1:1 iPads, with almost all children (97%) reporting positive confidence levels, including 44% who felt extremely confident. Most pupils (87%) felt digital technology enhanced their learning, and this was consistent with teacher views and observed practice during the Learning Partnership visit. A minority of parents responded to surveys; of these, 57% felt iPads enhanced learning, while 43% recognised the benefits of accessibility features, with the remainder neutral.

To improve learner engagement and inclusion, staff utilised the CIRCLE framework and environment checklists to create well-organised and inclusive learning environments. Staff collaboration and peer observations resulted in greater consistency across almost all learning environments. Across the school, staff are becoming more confident

in using digital tools, and almost all pupils (95%) reported being supported to stay safe online, although 69% of parents shared this view, highlighting the need for continued engagement in this area.

There has been a clear focus on planning aligned with Fife's curriculum progression pathways, alongside adaptive teaching approaches to meet learners' needs. Professional learning and peer observations have supported all teachers to make positive changes to their practice, with the majority observing children using appropriate supports to increase achievement in line with peers and provide appropriate challenge. Consequently, almost all learners are supported to achieve, and the majority of children are increasingly confident discussing their learning and next steps. This is reflected in Pupilwise data, where almost all pupils (91%, +11% since 2024) feel they know how to improve their learning, and 91% (+17% since 2024) feel they are making progress. Most parents (87%) feel informed about their child's progress, and 84% believe their child is making progress, although 67% reported understanding next steps, indicating this remains an area for development.

Collaborative approaches, including team teaching and ASN support, alongside increased use of digital tools in P6 and P7, have enabled learners to access materials at their own pace. As a result, almost all children (95%) reported receiving help when needed (up 19%), and 93% felt they had access to support (up 18%), with the majority of parents (74%) agreeing.

Moderation and assessment practices have been strengthened through cluster moderation in Maths and the embedding of a school-wide moderation framework. All staff engaged in professional dialogue and moderation activities, improving consistency in assessment approaches. However, despite this, the Space Maths initiative did not demonstrate the desired impact, with no significant gains in attainment across P4–7. SNSA data has supported clearer identification of gaps in Maths, which will be a key focus moving forward.

PSAs engaged in professional learning in literacy through the Fife Professional Learning team, leading to increased confidence for the majority in supporting children's learning, although most of their time continues to focus on supporting accessibility, self-regulation and social skills.

Overall, robust self-evaluation processes, including data analysis, stakeholder feedback and classroom observations, demonstrate that almost all planned actions have led to positive improvements. Collectively, this work has built staff confidence, improved consistency in practice and enhanced the quality and inclusivity of learning experiences. Overall, there is clear evidence of a positive impact, with improving trends in attainment over time, although a minority of areas, particularly in Maths and parental understanding of progress, require continued focus.

Next Steps:

Although almost all key actions were completed for this improvement priority we were aware this would be an overarching priority for a further year.

- Embed real-life mathematics and application of mathematics across the curriculum
- Develop a cluster-wide Achievement Framework, including meta skills and aligning with Curriculum Improvement Cycle recommendations
- Strengthen challenge and learner ownership of next steps
- Further professional learning in the use of digital technology to enhance teaching and learning and support with accessibility features
- Improve parental partnership and sharing of pupil progress

Improved Behaviour and Relationships leading to improved attainment.

HGIOS4 Quality Indicators:

- 3.1 Improving Wellbeing, Equality, and Inclusion

Sub QIs

- 2.4 Personalised Support
- 2.3 Learning, teaching, and Assessment – Learning and Engagement
- 1.5 Management of resources and environment for learning

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

Our actions have focused on building staff understanding, embedding consistent practice, and empowering children to develop self-regulation, emotional literacy and positive relationships. Through targeted and sustained professional learning, including input from our Educational Psychologist on demand avoidance and the adult anxiety curve, almost all staff now demonstrate increased understanding and confidence in applying these approaches. This has resulted in a more responsive and nurturing environment, where routines, scripts and visual supports are used effectively to anticipate and reduce dysregulation, as evidenced through classroom visits, Learning Partnership observations and professional dialogue.

The introduction of proprioceptive approaches, initially through small tests of change in early years, alongside updated “Anytime, Anywhere Strategies”, has strengthened practice. As a result, almost all classes now provide children with access to a wider range of regulation strategies, leading to a reduction in low-level dysregulation and increased engagement in learning, as evidenced through staff and child feedback, teacher reported improved time to teach and observations during our Learning Partnership.

Reflections from our Learning Partnership informed the refinement of our Summary of Supports and Universal Supports. These enhancements have resulted in greater clarity and consistency across the school, ensuring that most children's needs are met effectively within universal provision, with targeted supports more coherent and impactful. Targeted group interventions in the early years, led by the Additionality Teacher, are demonstrating positive early impact, including a decrease in HS1 forms and a significant increase in time spent demonstrating 'safe' behaviours (green on rocket charts).

Children's voice and leadership have been strengthened through initiatives such as playground leader training and Daring Ventures work across the cluster. These experiences, including the P7 Wellbeing Festival, transition booklet and parent events, have contributed to increased awareness of wellbeing and resilience at this key transition stage. As a result, most children are increasingly able to articulate their emotions and identify strategies to support their wellbeing, leading to more positive interactions and improved relationships across the school community.

Whole-school alignment with Scottish Government guidance on Behaviour and relationships, alongside collaborative work with parents, staff and pupils to complete our behaviour policy, has contributed to a more consistent, inclusive and nurturing ethos. This is reflected in staff feedback in the Staffwise survey, where almost all staff felt there was a positive ethos, and all staff reported positive relationships within their teams. Most staff also reported access to high-quality professional learning to support children with additional support needs. Improvements are clearly evidenced in Pupilwise data, with improvements across all areas since 2024. Most pupils felt safe (83%, +8%), although 70% of parents shared this view. Almost all pupils (87%, +28%) felt staff knew them well, compared to 74% of parents. Most pupils reported staff listened to bullying concerns (82%, +10%) and acted on them (76%, +12%). Almost all pupils (87%, +24%) recognised a positive behaviour ethos, and 86% (+24%) felt supported to be more confident. The majority of parents felt the school supported their child's emotional wellbeing and resilience.

Furthermore, almost all pupils (92%, +12%) reported having a trusted adult to talk to, and almost all (91%, +13%) felt they were becoming more resilient and able to cope with challenges. These findings align with qualitative evidence from learner conversations and observations.

Cluster collaboration has enhanced transition experiences, with most learners demonstrating increased confidence and resilience at key transition points. Engagement with families through events and focus groups has strengthened shared understanding; however, the variation between pupil and parent responses indicates that a minority of parents require further clarity and communication around wellbeing approaches.

Overall, these actions have resulted in improved outcomes for almost all children, including increased self-esteem, resilience and agency in managing their wellbeing. Teachers report improved engagement, increased time to teach and reduced disruption from dysregulated behaviour, with early evidence of positive trends in attainment over time. Collectively, this demonstrates that almost all planned actions have had a positive impact, with a strong foundation of inclusive, nurturing practice now embedded across the school, alongside a clear need to further strengthen parental understanding.

Next Steps:

- Provide more information to parents on our wellbeing approaches; consult with Parent Council on the best formats and vehicles to achieve this

ELC Improvement Priority 1

Staff have the skills and knowledge to confidently provide high quality interactions, interventions, experiences and environments to support children's development and learning.

ELC Quality Improvement Framework Quality Indicators:

- Play and Learning
- Learning, Teaching and Assessment
- Children experience high quality spaces
- Curriculum

Has this priority been: (please highlight)	Fully achieved		Partially achieved	Yes	Continued into next session	
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Combined progress and impact statements:

A range of targeted actions have been implemented to strengthen learning, teaching and partnership with families. Staff engagement in professional learning through eLIPS, ELC Fife blogs on quality interactions and observations, the revised Fife Core Provision document and familiarisation with the Shared Framework has led to almost all staff demonstrating a stronger understanding of child development and increasingly skilled practice in delivering high-quality experiences. This is evidenced through more consistent and responsive interactions and observations, which are now more effectively used to inform next steps in learning, as seen in playroom visits, PLJs and Learning Walls. As a result, most children are engaged, confident and independent, showing enthusiasm and sustained involvement across a range of play contexts.

The implementation of the Shared Framework has strengthened self-evaluation and reflective practice, with staff becoming more confident in using data, including eLIPS, to identify gaps in learning. This has supported more timely and targeted interventions, particularly for children most at risk of not attaining, leading to improved tracking of progress and a more responsive approach to meeting individual needs. This is evidenced through professional dialogue across almost all staff forums, including supervision, staff meetings and tracking meetings, as well as in planning documentation.

Parental engagement has been enhanced through consultation on the review of the Vision, Values and Aims, the development of a nursery Curriculum Rationale, and regular opportunities such as Stay and Play sessions, Bookbug and home learning bags. As a result, the majority of parents engaged with nursery surveys, with all (100%) of

respondents reporting that they feel able to support their child's learning, feel involved in the life of the nursery and feel valued by staff. While this demonstrates strong positive engagement for most participating families, overall engagement has shown only a slight improvement, indicating that a minority of families require further support to engage fully or at a deeper level.

Developments in play and learning, including the introduction of "5 Little Things" to support story progression, alongside the use of the Fife Core Provision document and CIRCLE Framework (Up, Up and Away), have ensured that almost all learning experiences are increasingly well matched to children's interests and developmental stages. This has resulted in high levels of wellbeing, engagement and creativity across most children, supporting improved outcomes.

Cluster moderation of numeracy and ongoing professional dialogue have further supported greater consistency in practice across most staff, contributing to a shared understanding of progression and expectations.

Overall, there is strong evidence that almost all planned actions have led to improvements in the quality of interactions, experiences and environments. Collectively, this has had a clear positive impact on outcomes for most children and families, with children demonstrating increased confidence, engagement and independence, and staff showing increased confidence and consistency in practice.

Next Steps:

- To develop a consistent approach to meta-skills across the setting, supported by focused professional learning to build staff understanding and confidence

ELC Priority 2

Children's experiences in RME, and Art and Design allow them to make progress in their learning

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

- Curriculum
- Play and Learning
- Nurturing care and Support

Has this priority been: (please highlight)	Fully achieved	yes	Partially achieved		Continued into next session	
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Combined progress and impact statements

A range of actions have been undertaken to strengthen practice and learning pathways in RME and Art and Design, whilst promoting equality and inclusion. Through audits of practice in Art and Design, RME and a review of resources, almost all staff now demonstrate increased confidence and consistency in delivering high-quality, inclusive experiences. This has been supported by ongoing professional learning and the use of Fife Progression Pyramids, which are now used more effectively by most staff to inform planning. As a result, planning demonstrates a clearer understanding of curriculum design principles, including challenge, breadth, depth and coherence, leading to improved quality of learning experiences.

The impact of these improvements is evident in children's learning. Most children are highly engaged, demonstrating curiosity, creativity and sustained interest across a range of meaningful learning experiences in both indoor and outdoor environments. This is evidenced through observations in floor books, PLJs and individual tracking documentation, which show that most children are making good progress in their learning.

A strengthened focus on sustainability, equalities and unconscious bias has ensured that almost all learning environments and resources are more inclusive and representative, supporting children to see themselves reflected in their learning. Enhancements to our outdoor provision, shared across the Dunfermline ELC community, have contributed to greater consistency and quality across most learning experiences.

Parental engagement has been enhanced through Stay and Play sessions and the sharing of information to support learning at home. As a result, most families report that they feel welcomed, included and represented

within the life and work of the nursery. These approaches have ensured that the majority of families are increasingly engaged in their child's learning, although this remains an area for ongoing development to reach all families.

Overall, these actions have resulted in almost all planned improvements leading to a positive impact on the quality of learning, teaching and inclusion. There is clear evidence of improving outcomes for most children, alongside increased staff confidence and more consistent practice, demonstrating continued progress in delivering high-quality, inclusive early learning experiences.

Next Steps:

Continue to develop practice across the curriculum, including engagement with National Curriculum Improvement Cycle.

Continue to develop practice in inclusion and equality.

Improving Outcomes

Attainment

Overall Attainment for 2025 - 2026				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	83.9%	67.7%	87.1%	90.3%
P4	65.2%	73.9%	73.9%	60.9%
P7	71.1%	57.8%	75.6%	64.4%

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	90.3%	83.9%	67.7%	90.3%
P4	82.6%	73.9%	78.3%	60.9%
P7	80%	60%	62.2%	64.4%

Attainment Over Time

Literacy

There is an improving trend for overall literacy attainment in P1 over the previous 3 years. There is a similar trend in reading and writing in P1 with a slight decrease in listening and talking attainment compared with the previous year. We are not yet meeting or P1 literacy stretch target.

At P4 there is a trend of improvement in overall literacy over the past 3 years. The P4 cohort have made improvements in writing from their P1 results and have shown an improving trend over the previous 3 years in both reading and writing when compared with other P4 cohorts. We superseded our P4 literacy stretch target.

At P7 there was a slight decrease in literacy attainment compared with the previous year, however the P7 cohort made an improvement from their P4 results. The P7 cohort showed improvements in both reading and writing from their P4 results. Compared to the previous P7 cohort there was a slight decrease in attainment in writing, slight increase in listening and talking and similar results in reading. We are not yet meeting our P7 literacy stretch target.

Numeracy

At P1 there has been an improving trend in numeracy over the previous 3 years. We achieved our P1 numeracy stretch target.

At P4 there has been variability in attainment of P4 cohorts over the past 3 years. The current P4 cohort showed a decrease from their P1 results. We are not yet meeting our P4 numeracy stretch target.

Our current P7 cohort have made attainment gains from their P4 results and there is a small attainment gain in comparison with the previous year's P7 results. We are not yet meeting our P7 numeracy stretch target.

Early Years (N5 children going on to school)

81% of our current N5 children are on track with their literacy levels (on track in all three areas of literacy: listening and talking, reading, and writing) compared with only 67% of this cohort showing age appropriate levels of communication for 'doing,' 57% for 'understanding' and 52% for 'saying' on entry to nursery using eLIPS observations.

90% of our current N5 children are on track in numeracy.

Early years Progress over time

Through the evidence gathered in individual PLJs / SeeSaw journals and room planning files it is evident the children have engaged in a wide range of activities and experiences across all curricular areas. In particular children are demonstrating:

They can recognize and make patterns

Recognize and make simple symmetrical patterns

Are interested in numbers and shapes, recognizing these in different contexts in the nursery and the wider community

Use money for buying within play contexts

Recognize the passage of time through the seasons

Enjoy listening to and selecting stories

Tell their own stories and re-tell stories they have heard using props

Make marks during a range of play opportunities

Are beginning to recognize letters and show interest in letter sounds and rhyme

Are developing the confidence to share experiences within groups

Are physically active and enjoy spending time outdoors

Are able to assess risk and make appropriate choices to keep safe when playing

Are beginning to talk about our values and how these can be shown

Show independence and curiosity in their play and learning

Impact of PEF on outcomes for children and young people:

Attendance Improvement: SIMD 1 and 2 (November–December 2025)

Our targeted approach to improving attendance for children living in SIMD 1 and 2 focused on achieving a 2.5% increase over November and December 2025, with an overall target of 90% attendance. A range of proactive and responsive strategies were implemented to address both anticipated and emerging barriers to attendance.

Key actions included weekly monitoring of attendance for the identified group, enabling timely identification of patterns and targeted support for families where attendance was below expectations. This responsive approach strengthened our understanding of individual circumstances and allowed for tailored engagement with families.

Recognising barriers particular to winter, we provided weekly guidance through our Sway communication platform, offering practical advice on keeping homes warm and drying clothing. This universal support was well received, with parental feedback indicating that the majority of families found the information helpful. In addition,

targeted referrals to the Clothing Bank ensured that families requiring warmer clothing received appropriate support, with eight families benefiting directly from this provision.

In evaluating impact, it is important to note that milder weather conditions reduced some of the anticipated winter-related barriers to attendance. However, a significant winter virus affected attendance across the school population. Despite this, our robust monitoring systems and tracking of absence reasons enabled us to identify trends quickly and respond appropriately, supporting children and families effectively.

As a result of these combined actions, children living in SIMD 1 and 2 achieved an attendance rate of 90.3% in November, successfully meeting the target. In December, attendance was 89%, slightly below target.

Overall, the evidence demonstrates that targeted monitoring, effective communication, and practical family support contributed positively to improving attendance and mitigating barriers. While external factors influenced outcomes in December, the strategies in place have strengthened our capacity to respond to need and support sustained improvements in attendance.

Literacy Attainment Improvement: Free School Meals and SIMD 1 and 2

Our second priority focused on improving literacy attainment for targeted groups, with an aim to increase overall attainment of children in receipt of free school meals by 10% by May 2026, and to increase attainment for children living in SIMD 1 and 2 by 5%.

To support this, we implemented a range of targeted interventions. Individual daily programmes were put in place to meet specific learning needs and provide consistent, focused support. In addition, structured intervention groups were established across stages to provide targeted teaching in key areas of literacy, ensuring children received appropriate challenge and support in reading, writing, and listening and talking.

Across P1–P7, there has been a positive, though modest, improvement in attainment for children in receipt of free school meals. Currently, 51% of children are on track or ahead of expected progress across all three aspects of literacy, compared to 49.9% in the previous year. Looking more closely at individual areas, 74% of children are on track in listening and talking, 62% in reading (remaining broadly in line with the previous year), and 54% in writing, maintaining previous levels. These figures indicate small but measurable gains in overall attainment.

More significantly, data from key stages (P1, P4 and P7) demonstrates attainment improvements well in excess of the targeted 10%, with increases of over 20% in reading, writing, and overall literacy attainment. This suggests that targeted interventions and structured support have had a particularly strong impact at key transitions between levels.

While there is currently an incomplete data set to fully evaluate progress for children living in SIMD 1 and 2 across all stages, available P1 comparative data shows significant improvement from the previous year. There has been a 7% increase in listening and talking, a 13% increase in reading, and a 19% increase in writing, contributing to an overall literacy increase of 19%.

Overall, the evidence indicates that targeted daily support and focused interventions are beginning to positively impact literacy attainment. While whole-school gains for children in receipt of free school meals are currently incremental, the substantial improvements seen at P1, P4 and P7 SIMD data demonstrate strong progress towards our longer-term aims. Continued focus on targeted support and high-quality interventions will be essential in sustaining and building on these improvements.

Achievements

This session, children across our Nursery and School have benefited from a wide range of achievement opportunities spanning all four contexts of learning: curriculum areas, interdisciplinary learning (IDL), ethos and life of the school, and wider achievements. These experiences have supported the development of key skills aligned to the four capacities of Curriculum for Excellence: Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

A strong focus has been placed on recognising and tracking achievement. All children in school maintain an Achievement Booklet, which captures wider achievements and links these to our Learning Words and School Values. This approach has supported children to develop important skills such as reflection, self-awareness, resilience, and goal setting, while also reinforcing positive attitudes to learning. Increasingly, both staff and children are engaging with meta-skills, building a shared language around skills such as collaboration, creativity, critical thinking, and leadership. This remains an ongoing area of development, with further cluster work planned to ensure our achievement framework is fully aligned with meta-skills moving forward. In nursery children's achievements are recorded on SeeSaw and through their PLJ with parents asked to contribute achievements from home.

Achievement is regularly celebrated at class and whole-school level. Weekly Headteacher and Depute Headteacher Awards, alongside termly certificates, recognise success across a wide range of areas including effort, progress, and wider contributions to school life. These achievements are shared effectively with parents through SeeSaw, at Parent Teacher Interviews / Cup – a-chats in nursery, and in end-of-year reports for school children and N5 children in nursery, strengthening home-school links and supporting children's confidence and sense of pride. Children in nursery can often be seen looking through their PLJ and talking about their achievements across their nursery experiences.

A whole-school and nursery review and then relaunch of our vision, values, aims and curriculum rationale has also contributed significantly to children's achievements. Through this process, children have developed skills in communication, participation, and leadership, as they engaged in discussions and contributed their ideas as well as engaging in a variety of activities to bring our values alive. This has further reinforced their role across the capacities within the school and nursery community. Children across the school also engaged in enterprise activities for the school Christmas Fair, where they were also able to collaborate and make decisions on which charities would benefit from their endeavours.

Children in P6 and P7 ensured a successful Sports and Health week for all, ably supporting a range of activities across the school, further developing their communication, leadership and problem solving whilst ensuring a sense of whole school community.

Opportunities for inter-stage collaboration is a developing strength, we intend to build on next year. Initiatives such as reading buddies at P5 and P3, literacy buddies at P6 and P3, digital learning support between P7 and P3 and joint learning experiences between P6 and P1 in PE and literacy have fostered teamwork, empathy, and communication skills. These experiences have also supported leadership development in older pupils and built confidence and independence in younger learners, positively impacting both wellbeing and attainment.

Children have also had valuable opportunities to share their learning with others. Events such as Shared Starts and Finishes, Nursery Stay and Play sessions, and end-of-term services have enabled children at all stages to develop presentation, communication, and interpersonal skills. Performances such as the P5 "Haste Ye Back" show and community based Ceilidh Mhor, supported by YMI, have further enhanced creativity, confidence, and collaborative working, allowing children to showcase their talents to families and the wider community. Children

in P6 had the opportunity to have their writing published in a book which will be share both in school, the wider community and other readers.

Children in P6 and P7 have also demonstrated significant progress in developing their digital and IT skills. Through regular use of iPads and a range of associated apps, they are increasingly able to support and enhance their own learning across curricular areas. They are quickly becoming more independent in navigating digital tools, using features such as voice-to-text, screen readers, and other accessibility functions to meet their individual needs. This has strengthened their independence, problem-solving skills, and confidence, enabling them to take greater ownership of their learning and work more autonomously.

Children in P1 and P1/2 have collaborated to develop their skills in music making, whilst the P2s extended their learning in expressive arts to drama workshops and online learning with the Royal Scottish National Orchestra.

In P4 children helped to plan and organise an excursion to the National Museum of Scotland, to support and enhance their learning. They also used their creativity and communication skills to write monster poems which have been published for friends and family to enjoy.

In the nursery, children played an active role in planning and organising the nursery's 50th birthday celebration. They contributed ideas, made decisions about activities and decorations, and took part in preparing for the event as well as engaging in learning about the 1970s. This provided meaningful opportunities to develop skills in communication, teamwork, creativity, and organisation. Through this experience, children demonstrated increasing confidence and responsibility, taking pride in contributing to a shared, real-life event that strengthened their sense of belonging within the nursery community, as well as providing a relevant context to learning about life in the past.

Children in the nursery have also been involved in a special project to shape their lunchtime experiences, supporting them to share their views, problem solve and influence what happens in nursery

Overall, the breadth and quality of achievement opportunities provided this session have supported children to develop a wide range of transferable skills. These experiences are enabling learners to grow as confident, capable individuals who are well-equipped to succeed in their learning and contribute positively to their school and wider community.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Very good	Very good	NA
2.3 Learning, teaching and assessment	Good	Good	Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good	Very good	NA
3.2 Raising attainment and achievement	Good	Good	Good	NA
Evaluations (ELC) – HGIOELC?				

	2023-24	2024-25	Inspection Evaluations	
1.3 Leadership of Change	Very Good	Good	NA	
2.3 Learning, teaching and assessment	Very Good	Very Good	NA	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	NA	
3.2 Securing children’s progress	Very Good	Very Good	NA	
Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC)				
	2025-26	2026-27	2027-28	
Curriculum	Good			
Learning, Teaching and Assessment	Good			
Wellbeing, Inclusion and Equality	Very good			
Children’s Progress	Good			

