

AUCHTERMUCHTY PRIMARY

SUMMARY SELF-EVALUATION




AUCHTERMUCHTY PRIMARY

2.3 LEARNING, TEACHING AND ASSESSMENT

How would you evaluate yourself using the six-point scale?		2023/24	2024/25	2025/26
		Satisfactory	Good	Good
Date last updated: 23/06/2025	How well are we doing? What is working well for our children?	How do you know? What evidence do you have?		What are you going to do now? What are your improvement priorities?
<p>Learning and engagement</p> <p>Quality of teaching</p> <p>Effective use of assessment</p> <p>Planning, tracking and monitoring</p>	<p>Children in all classes experience literacy and numeracy lessons with a consistent learning model, including the sharing of Learning Intentions and Success Criteria. In almost all classes there are identified teaching strategies and opportunities for a plenary.</p> <p>Almost all school children are benefitting from a consistent approach to writing in line with Fife's Workshop for Literacy program, using the 9 Text Types and Fife Assessment Pack.</p> <p>Most children in P3 and above are able to transfer the skills developed through Complete Comprehension into their Workshop for Literacy and Group Reading Texts.</p> <p>In most classes Technology, when available, is being used to support learning and to enhance and enrich the learning experiences for the children.</p>	<p>Symbolised Lesson Model is consistency used throughout the school. This is evident through class visits, Learning Partnership Visits and through children's work and Pupil Voice Groups.</p> <p>Text type structures evident in writing jotters and use of description bubble language. CfE data at P1/P7 exceeded stretch targets.</p> <p>Evidence of progress through RUs and seen in planning folders during Planning and Tracking opportunities and discussions.</p> <p>Feedback from staff; increase in confidence with assessment texts due to exposure to a variety of texts throughout learning.</p> <p>Clicker is being used consistently within classes as a learning tool and for</p>		<p>Lesson Model to include Meta-Skills language linked to learning and DYW.</p> <p>Consistency in planning literacy in practice across the week. Update Teacher Manual. Further focus on P4 cohort.</p> <p>Continue to use the Complete Comprehension Resource in a planned and progressive way. Update Teacher Manual.</p>

	<p>Most children targeted for additional inputs through Nussy and Hairy Reading are making very good progress. A few children need a different core reading resource.</p> <p>Most children across the school are now able to identify feedback in their jotters and discuss this during pupil voice opportunities.</p> <p>Most children in nursery have next steps using the feedback colours.</p> <p>Almost all nursery children are actively involved in learning through a balance of child initiated, adult initiated and adult directed experiences, spontaneous and purposeful play opportunities and real- life experiences. A few children require further adult-led and adult directed experiences.</p>	<p>a few children as a bespoke tool including coloured backgrounds, word banks and immersive reader.</p> <p>The Support for Learning teacher reports an increase in confidence and engagement with targeted children with reading and spelling.</p> <p>All teachers are using the agreed <i>“Green for Got It and Pink for Think, Purple for Praise”</i> feedback model to support children to move learning forward.</p> <p>Most EYO staff are using pink in their PLJs to highlight next steps and green when it is achieved.</p> <p>Most children will choose to join adults for ‘Together Time’ which involves reading stories, rhymes and singing. Floor Books, PLJs and planning document this literacy learning and progress.</p>	<p>Transforming Learning approach to be developed to maximise potential for children through digital pedagogy.</p> <p>Further reading resources needed for specific learning needs, gaps in resources to be identified, flow chart of reading resources to be created.</p> <p>Further opportunities for the development of feedback through the Transforming Learning approach.</p> <p>Reading audit, additional texts for diversity and early reading development.</p> <p>In school Library and book bag sharing.</p>
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APPENDIX B - SQR TEMPLATE

Auchtermuchty Primary Context of the School				
Demographic	<div> 123 school children over 6 classes 30 nursery children in the 3-5 room 6 nursery children in the Under 3s room 159 children in total Nursery times are full days 9am-3pm term time. </div> <div> There are no children within the school that are care experienced. There are a few children with joint placements with time at Pupil Support Service. There are 5 children who have a flexi-school agreement which is parental choice. 53 children (43.1%) are on the ASN overview: 3 of our children have a SMART target plan, 11 an educational Child's Plan and 42 have a Summary of Support. FME - 11.3% SIMD 4 - 33.9% SIMD 7 – 65.3% There are a few children out with this SIMD profile as they are a placing request. </div> 			
Vision, values and aims	At Auchtermuchty Primary and Nursery values are frequently talked about at assembly. They are becoming embedded with staff using the values in conversations with children and setting expectations. Vision: We are motivated. We are resilient. We are respectful. We are a team. Values: Be safe, Be kind, Be thoughtful, Be ready Aims: We do the best we can in all we do. We strive to be the best learners we can be and give everyone the opportunity to shine. The whole school community will work together to fulfil our potential.			
Attendance - 95.4%	Authorised	3.49%	Unauthorised	1.13%
Exclusions	1			
Summary of consultation with stakeholders	<ul style="list-style-type: none"> The Standards and Quality Report, Improvement Plan and Pupil Equity Fund Plan are shared on our school website, at Parent Council and through the SWAY newsletter. All Parents/Carers had the opportunity to feedback on improvement priority work through FORMS completed during Parents Night to ensure a high return. Parent focus group was part of the Learning Partnership in February 2025. 			

	<ul style="list-style-type: none"> • Pupils on-going feedback gathered through regular pupil focus groups through the Bingo Ball system, including jotter monitoring, sharing learning experiences and the use of How Good is OUR School? • All pupils are part of a leadership groups led by a member of teaching staff. These groups include Eco, Rights Respecting, Digital, Gardening, Sports and STEM. All groups have a notice board and complete Muchty Voices Matter sheets. • Pupil wise and parent wise surveys have been completed. • Parent council discussion termly. Further opportunities were given through a Cuppa Chat invitation with the Senior Leadership Team. • Fortnightly SWAY newsletters with updates on school improvement. • Termly 'Sharing the Learning' sessions within classrooms linked to School Improvement Literacy, Numeracy and Wellbeing targets. • A Family Friendly version of the School Improvement Plan was also created from feedback from parents to give a clearer understanding.
Attainment Scotland Fund Allocation (PEF)	£ 17, 321
Cost of the School Day statement	<p>At Auchtermuchty 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, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.</p> <p>All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school mill. Fruit is available for children who do not have a snack, for whatever reason. Consultations and support with parents if they need any further assistance or guidance on where to access support is also a key feature of our practice.</p>

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

School Improvement Priority 1: Improvements in learning, teaching and attainment with a focus on reading and continued development in areas of numeracy and writing, including play in the early years.

HGIOS 4 Quality Indicators:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

HGIOELC Quality Indicators:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Securing children's progress

Has this priority been: (please highlight)	Fully achieved		Partially achieved	<u>√</u>	Continued into next session	<u>√</u>
Progress: <ul style="list-style-type: none"> • All children from P3 and above have been exposed to additional texts and genres through this resource. • Achieved accreditation as a Reading School in December 2024. • All children have the opportunity to be Reader of the Week and earn a Reading Certificate at assembly through a rota system. • All children from P1-P3/4 have had the opportunity to learn through play. • The Play Pedagogy Audit Tool was completed in November 2024, and areas for development were highlighted, responsive planning and time for observation was a focus. • All staff have completed a Small Test of Change, termly linked to numeracy. • In numeracy, NSA data for P4 and P7 was scrutinised and discussed for CfE Levels. • In nursery, a specific <i>Numeracy</i> floor book has been a focus to ensure there were increased opportunities for numeracy within the nursery setting. • In nursery, stories are shared on a 1:1 basis and comprehension skills are being shared in a natural way in interactions between staff and children. 						
Impact: <ul style="list-style-type: none"> • Almost all children from P3 and above can identify the comprehension skills they are using in their learning tasks. • Most children in P1 and P2 are recognising the first four characters, and the majority understand the skill they represent. • Most children in P3 and above are able to transfer the skills developed through Complete Comprehension into their Workshop for Literacy and Group Reading Texts. • P4 and P7 staff reported that the varied selections of texts in the resource supported most children when completing NSA assessments as they were more familiar with working with excerpts from unfamiliar, longer texts and novels. • All children from P1-P3/4 have had their learning through play evidenced through SeeSaw. • Through PLJ monitoring, including SeeSaw posts, key learning through play is demonstrated and progression through early level outcomes is evident. • In nursery, almost all children attend willingly the daily <i>Together Time</i> where they have the opportunity to listen to other children in a larger group for a story or group focus. • The majority of nursery children can engage in this 1:1 dialogue during a story. • In P1/P4/P7 reading attainment has increased by 3.2% to 80.2%. • In P1 -P3/4 the use of responsive planning has demonstrated the curriculum achievements of children through play. • From the Play Pedagogy Audit Tool, 71.6% of areas and themes are <i>Developing</i>, 23.9% are <i>Embedded</i> and only 4.5% have <i>Not Started</i>. • For Small Test of Change, almost all staff reported being more reflective as a practitioner, being more focused on the impact of their intervention and adapting teaching approaches to match individual learners needs. • In numeracy, all P7 learners or 100% are on track which is an increase of 22.7% from 77.3% for this cohort in P6. In P4, most learners are on track and there is an increase of 4.6% to 82.4% for this cohort from the previous year. 						

Next Steps:

For session 2025/26 there will be a continued focus on reading. This will include:

- Core Reading Books - audit and identify gaps in provision
- Identify individuals who may need a different approach or a different resource to be used
- Library books - audit and identify gaps in provision with the help of the Library Group including more diversity
- Creation of Library Space within spare classroom as currently in a corridor
- A whole school approach to the assessment of reading
- Booklet for Parents - *Stages of Learning to Read*
- Reading School Silver Award - Action Plan with evidence currently being gathered.
- The Play Pedagogy Audit Tool will remain a working document and will be revisited annually to monitor progress.
- Small Test of Change to be implemented each term for a chosen BGE subject decided by staff.

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

School Improvement Priority 2: Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education.

HGIOS 4 Quality Indicators:

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

HGIOELC Quality Indicators:

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children's progress

Has this priority been: (please highlight)	Fully achieved	<input checked="" type="checkbox"/>	Partially achieved	<input type="checkbox"/>	Continued into next session	<input type="checkbox"/>
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Progress:

- All learners are now recorded and tracked across all areas of the Broad General Education (BGE) using Records of Understanding (RUs) created for each year group.
- All staff have used information from the Records of Understanding to track and inform declarations of a level when reporting on Broad General Education subjects.
- Termly homework grids covering all Broad General Education subjects across the year are available on SeeSaw for all school classes.
- Sharing the Learning Sessions in school have had varied success depending on year group.
- All teachers and nursery staff have used Progress to write comments for reports including meta-skills.

- The current Curriculum Rationale has been evaluated by all staff.
- A few parents/carers have engaged with discussions around the curriculum during Sharing the Learning Sessions.
- In nursery, there are planned opportunities to share updates on learning with parents/carers ensuring they can support their children with their learning.

These include:

Cuppa Chat – Informal time with EYO staff to discuss current interests and learning.

Friday Video – Learning for the week and next steps.

Stay and Play with Open Door Policy – Join in/Observe on any day at any time.

Looking Back, Looking Forward – Termly progress meetings

Impact:

- The creation of the Records of Understanding for Broad General Education has ensured all staff have engaged in professional dialogue regarding the benchmarks across these subjects and how they can assess them.
- In Sharing the Learning sessions, most children in P1-3 had a family member attend the termly session. This significantly reduced in P4-7, where a few learners had a family member attend.
- By tracking through the Records of Understanding, almost all learners are accessing a varied and Broad General Education. A few children in P1 need support to access aspects of the curriculum including Modern Languages and Music.
- All learners have the opportunity to enhance current learning through the termly homework grids covering all Broad General Education subjects across the year.
- In nursery, individual, targeted next steps for individual children from planning and tracking meetings between the nursery teacher and keyworker has ensured progress for all children through early level benchmarks across the Broad General Education.

Next Steps:

- Broad General Education Records of Understanding will be passed onto the next teacher and will be continued to demonstrate each learner's journey, highlighting strengths and development needs.
- Gaps in learning provision, particularly around Science, have been highlighted and our curriculum pathways will be updated accordingly.
- Sharing the Learning Sessions will be more targeted around other curricular areas across the Broad General Education and will be biannually for P4-7.
- The Broad General Education Records of Understanding will be a tool used to support planning for composite classes next session and ensure previous learning is being built upon when classes have a different make up.
- Further work needed to be completed on meta-skills so the learners know and can talk about the skills they are developing.
- Curriculum Rationale to be adapted to be more visual, less wording and more pupil voice. All subjects across the Broad General Education will be represented.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	88.9%	83.3%	83.3%	88.9%
P4	94.2%	64.7%	58.8%	82.3%
P7	100%	100%	100%	100%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	77.8%	83.3%	88.9%	88.9%
P4	66.7%	58.8%	77.8%	82.3%
P7	77.3%	100%	77.3%	100%

Within Auchtermuchty PS the yearly attainment picture is very cohort specific. This is due to the cohorts of children being small but with specific cohorts with a high level of Additional Support Needs. There is evidence within each cohort of progress being made within early, first and second level.

P7 writing attainment has increased from predicted **90.5%** to **100%**. This is due to a writing intervention and focus group working with the cluster Principal Teacher. The Principal Teacher delivered a session about the 9 text types and writing approach for new staff to ensure a consistent approach. P7 NSA data was also considered before a final professional judgment was made.

Most children are making good progress from their prior levels of attainment in literacy and numeracy; a minority are making very good progress. By the end of P1, most children achieved early level in reading, writing, talking and listening and numeracy.

By the end of P4, most children achieved first level in listening and talking and numeracy and the majority in reading and writing. By the end of P7, all children achieved second level in reading, listening and talking, writing and numeracy.

Overall, attainment in literacy and English is good. This session, most children achieved CfE levels as expected at early, first and second level. Writing at first and second level continues to be an area for development for specific cohorts. Stretch targets have exceeded expectations for literacy in P1 and P7.

In numeracy, most children achieved the expected CfE levels at second, first and early level. Stretch targets for numeracy were met for P1, P4 and P7.

PEF

- 32 children (39.4%) were targeted children across the school are receiving more support for their wellbeing using the GWMP data. These supports are evidenced in a floor book and on wall displays in the Learning Zone.
- Careful planning and timetabling with staff suitably promotes wellbeing and remove individuals' barriers to learning and ensures that a wide range of supportive interventions are in place for individual children. All children and parents accessing wellbeing afternoons have said their wellbeing has been positively impacted.
- Increased resilience for all children in school; this has been vocalised in pupil focus groups to SLT and to visitors during the ELP.

- Classroom environments are now calm and purposeful, and the key required features of effective learning environments can be seen across the school.
- This session the attainment across the school has increased. There are specific targets around writing at first into second level to be met next session.
- It is acknowledged that there is a high number of children with ASN within specific cohorts but progress towards the expected level for almost all of these children has improved. This is due to additional support from adults, technology and further resources.
- **Most children (84.2%)** across P1/P4/P7 achieved the expected level for their stage in reading.

Achievements

There have been a wide variety of wider achievement opportunities across Auchtermuchty Primary School this session. All opportunities have developed a range of skills linked to the four capacities and the Four Contexts for learning which we have been focused on as we develop our curriculum rationale.

The Four Capacities

Successful Learners Confident Individuals Effective Contributors Responsible Citizens

These have been shared throughout the session through our SWAY documents/newsletters and Seesaw and these are celebrated through Values certificates that link to our four value statements: Be Kind, Be Safe, Be Thoughtful and Be Ready. We share our four capacity awards, sportsmanship awards and reader of the week awards in assembly and all staff send 'Good News' slips home.

The Four Contexts for Learning

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

Below is an overview of these opportunities

Pupil Voice – Muchty Voices Matter

Our Sporting committee helped us gain our **Silver Sports Award** and have applied for Gold! Strong leadership in the group has continued with the sportsmanship awards which each class is responsible to share at assemblies, this group has shown great enterprising skills through their collaboration with our parent council group to run stalls at our annual summer fair to raise funds to repaint the lines in our playground.

Our Eco Committee organised a Litter Picking competition in our own field and school area as well as heading out into the community planning a whole school Community Litter Picking event. Our Eco Committee led by Miss Appéré have earned our Green Flag in June 2024. This year they have been awarded the **Gold Tree School Award** from the **Woodland Trust**.

Our Rights Respecting Schools group worked hard to help us achieve the **Bronze Level Award** and are raising awareness about children's rights through assemblies, displays and the development of a friendship/buddy bench to be placed in the playground. The group continue to build the profile of rights in the school whilst preparing evidence for the Silver Level Award.

Children in the Library group have achieved **'Reading School'** status in December 2024 and are moving towards Silver Reading School Status. There are 'Reader of the Week' certificates given out during assembly and the development of the library area is a key focus for next session.

The gardening club won the **John Dewar Memorial Trophy** for **Best School Garden** at Cupar flower show in July 2024. New raised beds have been built and installed for growing for the Ground to Fork project.

Children regularly share their views on a variety of topics including learning and wellbeing, through the Bingo Ball group.

Other Opportunities

Together with community volunteers our Primary 7 class lead pupils from nursery to P6 in apple pressing. Our Gardening group harvested and collected apples from our orchard which the P7s prepared and supported all children to mulch, press and pour their own apple juice.

Assemblies continued to have a focus throughout the school year for personal wider achievement days where pupils have been asked to bring in and share their interests and personal achievements outside of school. Children have shared with their vertical assembly groups and to the whole school. A variety of sporting and nonsporting achievements have been shared.

Our link with **Active Schools** continues to grow. With the support of the Parent Council, team kit has been purchased and it has been worn by various groups to represent the school. This includes, Rugby, Football and Tennis. They have also been worn with our partner school Strathmiglo PS when we play as '*Auchtermiglo*'. There have also been opportunities for taster sessions in school, including Badminton and Golf, which has led to children signing up for clubs. The children in P6/7 also got the opportunity to go to Cupar Sports Centre to access a wider range of facilities including the pool, the Astro and the games hall. The children thoroughly enjoyed the experience; all children were motivated by the opportunities available and a few tried things they'd never had the opportunity to try, e.g. Pickle Ball. Parents were given information about access to the pool and clubs during the holidays, creating good partnership links.

Meta-skills are a key focus for our School Improvement Plan in session 2025/26.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Satisfactory	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Satisfactory	Good	Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Satisfactory	Good	Good	
3.2 Securing children's progress	Satisfactory	Good	Good	
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?			Good	
How good is our setting?			Good	
How good is our leadership?			Very Good	
How good is our staff team?			Very Good	
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	<p>Key Messages</p> <ul style="list-style-type: none"> - Children are confident, settled and secure in the service and enjoy positive, nurturing relationships with staff. - Quality assurance approaches are having a positive impact on children's outcomes and should be continued to ensure continuity across the whole nursery. <p>Strengths</p> <ul style="list-style-type: none"> - Positive relationships between, staff, children and families. - Children empowered in self-care. - Personal Plans in place and kept under review. - Shared understanding and approaches to support individual needs. - Responsive Planning and children involved in evaluation learning through PLJ, Floor Books. - Children leading learning. - Inviting and comfortable environments inside and outside. - Proactive use in using quality assurance tools. <p>Next Steps</p> <ul style="list-style-type: none"> - Refer to 'Safer Sleeping' guidance, particularly for the Under 3 room - Individual Child Focus sheets to have more detailed information including chronology. - Ensure 'Sign of the week' clearly shared and used. - Further consistency around sharing of learning from each EYO with parents. - Relocation/change in mop storage and ventilation. 			

APPENDIX C - Session 2025-2026 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/Achievement				
Focused Priority 1: Improvements in learning, teaching and attainment with a focus on reading.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement		Leadership of Continuous Improvement Curriculum Learning, teaching and assessment Children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All children will have access to a reading book that matches their needs and allows them to progress.</p> <p>Most pupils in P1 (75% an increase of 37%) will meet or surpass the national average with their End of Year BASE Reading score.</p> <p>Most pupils in P4 (80% an increase of 13.3%) will achieve first level in reading.</p> <p>Most pupils in P7 (75% an increase of 6.2%) will achieve second level in reading.</p>	Identified children to track progress, with a focus on individuals who need a different approach or different resource.	C Allan HT/F Robertson PT leading collegiate sessions.	Survey of children identified: reading experiences Pre and Post different resources.	August 2025 – February 2026
	Audit of Core Reading books/schemes and identify gaps in provision.	C Allan/F Robertson to identify children from attainment figures	Survey of staff: reading experiences Pre and Post different resources.	August 2025
	Creation of Flowchart of reading resources for specific learning needs.	L Biegala-Mitchell Sfl	Pupil Views gathered through Bingo Ball on current Library Area.	August/September 2025
	Staff to use Progress to record attainment data.	All teaching staff	Reading attainment CfE figures	October 2025-April 2026
			NSA/BASE Data	August 2025
	Quality Improvement Leadership Course	C Allan - HT	Quality Improvement Graphs	August 2025 – May 2026
	Quality Improvement Reading Course	F Robertson – PT S Jessiman - CT	Information gathered using QI tools	October 2025- March 2026

Most parents to have a clearer understanding of how their child is learning to read and how they can help them.	Parent booklet on learning to read to be created.	C Allan HT/ F Robertson PT leading collegiate sessions. All teaching staff	Parental views of reading provision. Survey – Parent groups – sharing the learning	October 2025 and May 2026
All children to be exposed to more texts and reading opportunities through Accreditation as a Silver Reading School.	Library Audit to ensure equality and diversity across the available reading books, including Nursery. Creation of the Library Area within the spare classroom: - Look outwards - Grant applications - Involvement of parents and stakeholders	Library Pupil Council Group with K Lessels C Appéré – Diversity focus EYO Lead L Shepherd (Lit)	Bookbug sessions feedback/attendance Learning Floor books	From August 2025 August 2025
All children's attainment declarations to be robust through assessment processes.	Staff to identify core reading assessment resource and timeline for implementation throughout the year.	C Allan HT/ F Robertson PT leading collegiate sessions. All teaching staff	Reading Assessment Resource Data	January 2026
Ongoing Evaluation				
This should be updated as part of on-going cycle of self-evaluation				


Education Directorate Improvement Plan: Achievement/Positive Destinations/Attendance & Engagement				NIF: 3, 4, 5, 7
Focused Priority 2: Embedding digital approaches to learning and teaching across the curriculum including the development of meta-skills.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		Leadership and management of staff and resources Leadership of continuous improvement Curriculum Children’s progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
All pupils will be familiar with the language of meta-skills. All school pupils will be able to use meta-skills language and link this to their learning. All P7 pupils will achieve the Fife Diploma of Achievement.	Meta-Skills Framework Staff will engage in professional learning around the key drivers and policies behind embedding skills across the curriculum. Staff will introduce meta-skills to learners as part of their Learning Model. Staff will review curricular pathways matching in meta-skills. Learners will be introduced to the language of meta-skills as well as the visual to support this, including through assemblies. Participation in the Achievement, skills and curriculum Primary Pilot.	C Allan – HT to lead with F Robertson PT All teaching staff to use the Learning Model and language in their classroom. F Robertson – PT to deliver assemblies C Allan – HT F Robertson – PT C Knox – CT (Strathmiglo PS)	Baseline of learners’ knowledge and understanding of meta-skills through Pre-intervention FORM. Post intervention FORM. Learning Partnership Feedback. Bingo Ball dialogue from learners. Record of Achievements Learner Profiles Pilot Questionnaires	August 2025 - ongoing February 2026 August 2025

All nursery pupils to be familiar with their three focus skills.	Nursery to focus on one aspect of Meta-Skills from each of the 3 categories: <ul style="list-style-type: none"> - Self-management (1 only) - Social Intelligence (1 only) - Innovation (1 only) 	M Thomson – Nursery Teacher to support SLT	Nursery Floor books/Planning documentation	August 2025
All pupils in P6/7 will increase their attainment or achievements in writing and numeracy, including bespoke accessibility features and interactive tools.	All staff to engage in professional learning opportunities created by the Transforming Learning Team, and a few will engage with further offers shared throughout the year. All staff to identify current capacities and appropriate next steps for sustaining best digital pedagogy.	Transforming Learning Team C Allan HT and K Lessels (TL Lead)	Survey of children identified: Pre and Post use of Transforming Learning Approach Survey of staff: Pre and Post use of Transforming Learning Approach	November 2025-April 2026
All school pupils will have the opportunity to enhance their learning through digital pedagogy.	Staff to be made aware of the resources and self-led professional learning available on the Apple Education Community.		Parent/Carer feedback	April 2026
All nursery children will have increased access to learning opportunities through digital resources.	P6/7 teachers will use the devices for ongoing learning engagement through modelling and feedback. School to identify a whole school approach to digital teaching and learning based on the Transforming Learning Model. All Transforming Learning communications shared with staff and key stakeholders.	K Lessels CT P6/7 S Jessiman CT P5/6 S Jessiman CT – Digital Lead M Thomson – Nursery Teacher C Allan - HT	Learning Partnership Visits Attainment/Attendance data Evaluation against agreed standard	February 2026 May 2026

Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation

APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2025/26	£ 17, 321
School Context (copied from SIP)	
<p>123 school children over 6 classes 30 nursery children in the 3-5 room 6 nursery children in the Under 3s room 159 children in total Nursery times are full days 9am-3pm term time.</p>  <p>There are no children within the school that are care experienced. There are a few children with joint placements with time at Pupil Support Service. There are 5 children who have a flexi-school agreement which is parental choice. 53 children (43.1%) are on the ASN overview: 3 of our children have a SMART target plan, 11 an educational Child's Plan and 42 have a Summary of Support.</p> <p>FME - 11.3% SIMD 4 - 33.9% SIMD 7 – 65.3% There is one child with a SIMD 5 profile as they live outside the catchment area.</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	

<p>At Auchtermuchty 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, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning.</p> <p>All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. The grant also enables access to free school mill. Fruit is available for children who do not have a snack, for whatever reason. Consultations and support with parents if they need any further assistance or guidance on where to access support is also a key feature of our practice.</p>	
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 School Notice Board SWAY newsletter Social Media School Website	

Rationale (what poverty-related attainment gap are you trying to address?) This does not all have to have a PEF cost		Amount of Fund allocated (if appropriate) £	
Increase wellbeing of all children in school and in turn attainment To ensure the wellbeing needs of children are met by increasing their awareness of the Wellbeing Indicators and developing the tools to evaluate their own wellbeing and identify next steps so children are ready to learn, achieve and attain.			
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 Dec/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?)

<p>(Priority 1)</p> <p>By June 2026, identified learners across P1-P7 will have increased understanding of Wellbeing Indicators, self-esteem and will have develop tools to evaluate their own wellbeing and be able to focus on learning.</p>	<ul style="list-style-type: none"> • Additional PSAs, supported by the Principal Teacher, to support individuals and groups. • Nurture sessions for identified pupils including Lego Therapy, Kitbag, Parkour, Seasons for Growth. • Alternative curriculum sessions including Outdoor Learning, Art, Baking and Mindful Monday. • Whole class wellbeing sessions linked to Wellbeing Indicators, leadership groups and buddy classes. 	<p>Glasgow Motivation and Wellbeing Profile: August 2024, December 2024, March 2025.</p> <p>Observations</p> <p>Conversations</p> <p>Pupil engagement in wider achievement and leadership roles</p> <p>NSA/BASE/CfE data</p>	
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APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)

APPENDIX F – OFFICER FEEDBACK

Name of Establishment:

Name of Headteacher:

Education Manager:

Standards and Quality Report Session 2024-2025

Context						
Demographic Vision, values and aims	Completed		Still to be completed			
Attendance	Completed		Still to be completed			
Exclusions	Completed		Still to be completed			
Summary of consultation with stakeholders	Completed		Still to be completed			
Attainment Scotland Fund Allocation (PEF)	Completed		Still to be completed			
Cost of the School Day statement	Completed		Still to be completed			
Summary of consultations with stakeholders	Completed		Still to be completed			
Progress and Impact						
Priority 1	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 2	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					
Next Steps Limited number of next steps	Comments:					
Priority 3	Fully achieved		Partially achieved		Continued next session	
Progress Clear progress has been made with strategic actions	Comments:					
Impact Clear impact shown for children and young people	Comments:					

Next Steps Limited number of next steps	Comments:
Add more rows as required	
Improving Outcomes	
Attainment Overview Completed	Comments:
Evaluative Statement about Attainment	Comments:
PEF Progress and Impact reported	Comments:
Wider achievement – impact on children and young people Personalised for schools and significant events/achievements shared	Comments:
Evaluations(6-point scale)	Comments:
External Feedback	Comments:

Improvement Plan Session 2025-2026

	Comments
Are priorities identified supporting recovery? <ul style="list-style-type: none"> Do they cover school, ELC and ASC? 	
Are relevant QI's identified for priority identified? (including Early years if relevant)	
Expected impact	

<ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	
Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by:

Date feedback given: