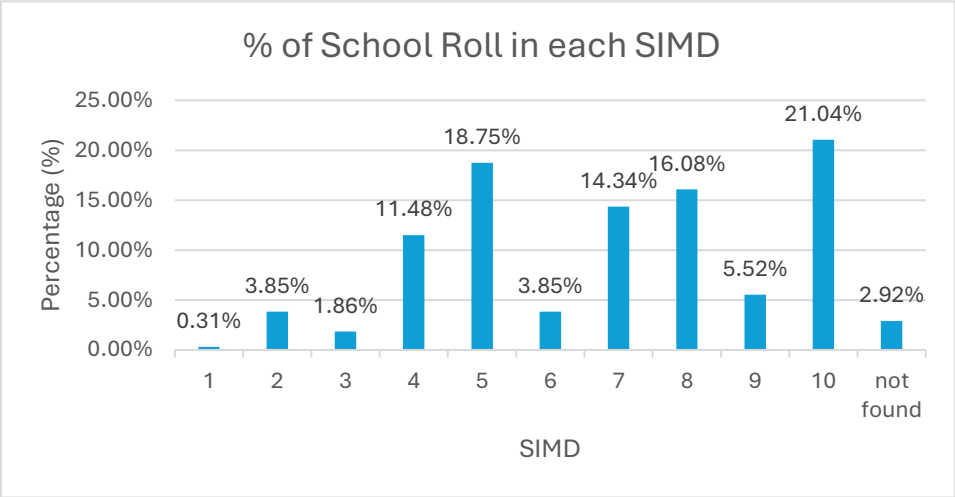
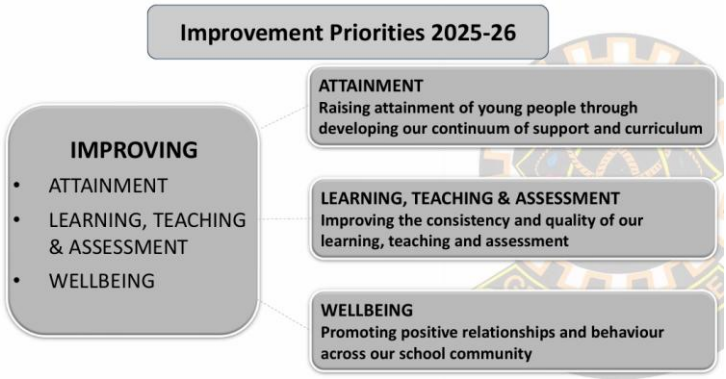
INVERKEITHING HIGH SCHOOL
Standards and Quality Report 2025-26

Demographic (source: census September 2025)	**School Roll - 1609** **FME – 15.49%** **ASN – 55.63%** 
Vision, values and aims	Our Vision and Values were refreshed in 2020. Our refreshed Vision and Values *(Ready, Respectful, Responsible)* were launched in 2021 with staff and pupils. Our school vision is based on our motto "Grow By Choice". Our Vision statement is *"As a school community we all strive to take ownership and responsibility for our own learning and development and therefore to achieve our full potential".* Throughout 2025-26 we have engaged in full stakeholder consultation related to a new Vision and Values, alongside a new Badge and Motto. Throughout 2025-26 our improvement priorities were as follows: 

Attendance (Source: powerbi)	**Total**	**90.13%**	**Authorised**	**6.61%**	**Unauthorised**	**3.23%**

Exclusions % (Source: powerbi)	Exclusions per 1000 pupils - 2.58%
Summary of consultation with stakeholders	Due to moving to Caledonia High School in August 2026, it was agreed with the Authority that we will have a two-year school improvement plan, therefore have not completed a consultation this year in relation to our priorities. We have made minor adjustments to the subheadings in line with external partner feedback.

Attainment Scotland Fund Allocation (PEF)	£116,375
Cost of the School Day statement	Caledonia High School- Cost of the School Day

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

School Improvement Priority 1

Raising attainment of young people through developing our continuum of support and curriculum

Progress

Targeted groups of young people engage in a bespoke curriculum to increase motivation and maximise their attainment and achievement

Through working collaboratively with Pupil Support staff, Support for Learning Staff and PTCs we have developed our Continuum of Support to improve the engagement, attendance and attainment for identified pupils. Pupils across S1-S4 (who were at risk of not attaining and achieving) were identified to engage in a range of interventions and programmes of work to meet their individual needs and improve their outcomes. Some of these have included our Ambition and Achievement Pathway (AAP), Decider Skills, Outdoor Connections and Literacy and Numeracy groups. These programmes were delivered both in school and in community spaces and provided targeted and bespoke support through teaching in small groups or one a one-to-one basis.

Providing SQA additionality for senior phase pupils

Dialogue took place with all PTCs to explore the strategic use of "bundling" qualifications to maximise pupil achievement and attainment. This approach focused on identifying complementary qualifications that could be delivered alongside existing courses and enable pupils to gain additional accreditation. As a result, a range of additional qualifications have been introduced and delivered across key curricular areas. This work has broadened the curriculum offer and created more opportunities for young people to achieve success.

To develop and embed our policies for moderation, verification and aspirational presentation

Through working collaboratively with a range of PTCs, who volunteered to support the development and refinement of key school policies, we established a series of focused sub-groups. Each group was tasked with reviewing and refreshing specific policies: (1) Aspirational Presentation, (2) Assessment and Moderation, (3) Verification and (4) Progression Pathways. Within these sub-groups, staff engaged in a thorough evaluation of existing policies (if there was an existing policy), reflecting on current practice and identifying areas for improvement. This process included looking outwards to consider local and national guidance and best practice from other schools. Each group refreshed and enhanced the existing policies (excluding Progression Pathways), which have been shared with staff.

A parent engagement programme will be created which will allow parents to support their children at home

We recognise the vital role that parents/carers play in supporting our young people to achieve their full potential. To support parents/carers in providing meaningful and informed support at home, we delivered a 'Parent Engagement Programme' for S4-6. This was designed to offer practical advice on how best to support young people

through the demands of the senior phase, including understanding courses and assessments, supporting effective study routines and providing links to effective study resources, including online supports.

Impact

S4 Achievement and Ambition Pathway

Due to rigorous tracking and monitoring processes, 39 pupils in S4 were identified as being at significant risk of not achieving 5 or more qualifications. These pupils were supported through our Achievement and Ambition Pathway Programme (AAP), which included a targeted cohort identified from S3, alongside additional pupils who were added throughout S4 in response to emerging data. Of these 39 pupils, almost all (97.4%) achieved 5 or more qualifications through AAP learning and teaching input. 8 pupils (20.51%, less than half), achieved 6 qualifications and 2 pupils (5.13%, a few) achieved 7 qualifications. One pupil's attendance improved from 47.4% in June 2025 to 95.31% in April 2026 (an increase of 47.91%). Another pupil's attendance improved from 67.34% to 93.86% (an increase of 26.52%). One pupil commented, *"AAP has been helped get me back into school and I've gained N4 qualifications and I'm sitting a N5 exam".* One Parent commented, "*Community learning has worked very well and has meant that X has got qualifications in really supported environment. We're really grateful for the support, thanks so much".* Another parent said*, "A year ago, I could not have imagined that X would have left with the qualifications that she has and I am really delighted as I know this will help her in future life".* During a recent Learning Partnership, AAP received positive feedback by the team "*AAP pupils spoke confidently about the changes this had made for them" It was also described as "targeted and engaging with bespoke approaches improving attendance". Our Teacher of AAP shared "AAP enabled staff and pupils time to build relationships and trust, which supported pupil engagement, confidence and progress".*

Decider Skills

16 S1-3 pupils took part in the Decider Skills programme this session. Pupils completed a survey at the start and end of the programme around key areas to measure their progress and the impact of the intervention.

- At the start, less than half (17%) said they had the skills to manage upsetting thoughts and by the end this had increased to the majority (66%), a 49% increase
- At the start, less than half (17%) said they could use effective coping strategies and by the end this had increased to the majority (67%), a 50% increase
- At the start, less than half (27%) said they could deal with stressful situations and by the end this had increased to most (83%), a 56% increase

Looking at two snapshots of attendance before and after Decider Skills:

Pupil 1: Increased from 57.69% to 82.35% (an increase of 24.66%)

Pupil 2**:** Increased from 42.31% to 79.41% (an increase of 37.10%)

Almost all Pupil Voice (97.31%) received after the programme was positive. Comments included:

"*I am managing my emotions way better"*

"Mum has noticed a difference"

"I found a way that works to calm me down"

Literacy and Numeracy Groups

Literacy and Numeracy Groups ran weekly for S1-S3 pupils. In the Literacy Group, all pupils (100%) improved their reading and spelling. One pupil's reading age increased from 8 years to 11 years and 3 months (an increase of 3.3 years reading growth). Furthermore, their spelling age increased from 8 years and 2 months to 9 years and 7 months (an increase of 1.5 years spelling growth). Their overall school attendance also improved from 73.33% to 97.06% (23.73% increase). Another pupil's reading age increased by 1.5 years and their spelling age by 1.29 years. For this pupil, their attendance improved from 61.54% to 73.53% (11.99% increase). In Pupil Voice (taken via the Garfield Attitudinal Test) at the start of the intervention and again at the end, all pupils (100%) showed they enjoyed reading more and felt more confident when reading. In Numeracy, all pupils (100%) improved their addition abilities. In Pupil Voice, all pupils (100%) identified they felt more confident in 5 or more of the 8 areas of numeracy they had worked on.

Nurture

Nurture takes place three times per week involving 10 pupils from S1/S2. All pupils (100%) have demonstrated increased confidence and communication skills as a result of being part of the group. The lead staff member for the group commented *"X has grown confidence since November and has been able to increase school attendance and engagement".* One Parent shared, *"X feels Nurture gives them that time and space to feel ready for the school day ahead and it has allowed them to grow in confidence and make new friends (something I was not sure was possible at the start of S1)".* Attendance has also improved for most of the pupils (80%). In a recent Learning Partnership, it was noted by the team that all (100%) of Nurture pupils could articulate the purpose of Nurture and how it had supported them. Furthermore, it was shared *"The Group spoke about the support in Nurture and knew how this had helped them to build their confidence".*

Outdoor Connections

Twelve S1-S3 pupils were identified to be part of a Physical Education based programme to develop teamwork, relationships and communication skills. Most pupils (75%) have shown improvements in their attendance since being part of the group. When describing the impact of the programme for a pupil, staff shared, *"X has been able to mentor someone he wouldn't ordinarily interact with and has done so in a really positive way. He has taught him the correct technique for boxing using his own experience and encouraging X to work hard and improve. He has also demonstrated an improved relationship with me – showing respect and kindness".* For this pupil, his attendance has increased from 43.33% to 79.41% and he has received fewer Duty Calls (with 23 between October and January and 7 between February and May = 69.57% reduction). This shows the pupil has improved engagement, behaviour and choice making.

In a recent 3.1 Learning Partnership (March 2026), it was identified that our targeted interventions are beginning to make a positive impact on pupils. The team shared *"There is early evidence that the developing Continuum of Support has improved the engagement, attendance and attainment for identified young people".*

Providing SQA additionality for senior phase pupils

Pupils gained additional qualifications as per below:

- 46x S5/6 pupils gained Higher and Level 6 Psychology. This is an increase of 13 pupils from 2024-25.
- 5x S5/6 pupils gained Level 6 Psychology as an alternative to a subject withdrawal.
- 14x S5/6 pupils gained National 5 and Level 5 Psychology.
- 8x S5/6 pupils gained Level 5 Psychology as an alternative to a subject withdrawal.
- 172x S4 pupils gained Level 4 Religion, Values and Beliefs through core RME delivery.
- 2x S4 pupils gained National 5 Music and Level 6 Music Performance. No pupils achieved this qualification last year.
- 15x S5/6 pupils gained Level 6 Excellence and Sport. No pupils achieved this qualification last year.

- 9x S5/6 pupils gained Level 7 Refereeing. No pupils achieved this qualification last year.
- 8x pupils gained Level 6 Excellence and Sport and Level 7 Refereeing. No pupils achieved this dual qualification last year.
- 35x S4 pupils gained National 5 Mathematics and National 5 Application of Mathematics. No pupils achieved this dual qualification last year.
- 23 pupils gained Level 5 Applied Science and a National 5 Biology, Chemistry or Physics qualification. No pupils achieved this qualification last year.
- 101 gained Level 5 Mental Health and Wellbeing. No pupils achieved this qualification last year.
- 45 x S4 pupils gained Level 4 Climate Control and National 4 or National 5 Geography. No pupils achieved this dual qualification last year.
- 44x S4 pupils gained Level 5 Criminology and National 4 or National 5 Modern Studies. No pupils achieved this dual qualification last year.

To develop and embed our policies for moderation, verification and aspirational presentation

The following policies have now been finalised and shared with all staff: (1) Aspirational Presentation, (2) Assessment and Moderation and (3) Verification. These policies represent the outcome of a collaborative review process, designed to ensure consistency and high expectations across all areas of learning and teaching. As these policies have only recently been finalised and communicated, it is not yet possible to measure or evidence their full impact. However, it is anticipated that their implementation will strengthen staff understanding of key processes and expectations, supporting greater consistency in practice across departments.

A parent engagement programme will be created which will allow parents to support their children at home

A total of twenty Parent Engagement sessions were delivered by staff across a wide range of Curriculum Areas, covering courses from National 5 through to Advanced Higher. In total, 322 parents/carers attended, with many demonstrating a high level of commitment by participating in multiple sessions, ranging from one to as many as seven. Feedback gathered highlights the significant positive impact of these sessions. Most parents (85.7%) reported that their confidence in supporting their child had increased as a result of attending, while almost all (92.3%) indicated that they now feel confident in providing support at home.

Qualitative feedback from parents/carers further reinforces the success of the sessions. One parent commented, "It was very helpful to get a clear breakdown of the course/evaluation structure, and to have the opportunity to ask questions. The detail about available resources and teacher expectations for learning out with school was particularly valuable. It was a really helpful event and the teachers' time was much appreciated." Another noted that the sessions were "invaluable in helping me understand the requirements," while a third described the experience as "extremely good and interactive, which was great."

Staff feedback was equally positive, with all (100%) of staff reporting that they found delivering these sessions beneficial. They described the response from parents/carers as highly enthusiastic and appreciative.

Next Steps:

- Effectively track engagement in all aspects of the continuum of support which will demonstrate progress in attainment and achievement
- Embed tracking of wider achievement (in and out of school) to support all young people to engage with wider achievements

- Develop Literacy and Numeracy Raising Attainment Strategy which will include further developing tracking across S1-6, including identifying young people in S5/6 to gain L5 and L6 Lit/Num and those who are at risk of not attainment 1-7 pass at N5 and those sitting N4
- Continue to review and embed progression pathways and introduce alternative pathways during QS presentation dialogue

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

School Improvement Priority

Promoting positive relationships and behaviour across our school community

Progress:

Most young people feel that they are valued, supported and safe within school

Wellbeing data has been gathered four times across the session from stakeholders to track progress in a number of key areas e.g. pupils feeling safe, respected and valued in school and how well the school deals with bullying. Analysis of this information and data has given invaluable insight into how safe and supported pupils feel and has informed our planning around supporting the wellbeing of our pupils. Furthermore, this information has also been reflected in the planning, rationale and aims of our Promoting Positive Relationships and Recognising and Celebrating Achievement policies.

Our processes and procedures promote equity of success and achievement for all young people, allowing their personal achievements to be celebrated in different ways within the school community.

Since launching our Recognising and Celebrating Achievement (RCA) Policy with all pupils and staff in August 2025, we have seen an increase in the approaches used by staff to recognise and celebrate pupil success in the classroom and the frequency in which these take place. This policy was also refreshed and reviewed again in May 2026 by the Senior Leadership Team, Extended Leadership Team and the RCA Working Group and then relaunched to all pupils and staff in May 2026.

De-escalation strategies/ approaches support the wellbeing of staff and pupils. Young people feel supported and nurtured to make positive choices.

All staff have now engaged in three De-Escalation Professional Learning sessions across the year with colleagues from our Educational Psychology Service. These sessions have been tailored to our unique context and the needs of our staff (sessions were planned in line with staff feedback on what they felt they needed to develop most). These sessions focused on De-Escalation strategies and how to put these into practice as well as working through scenarios to allow staff to consider and plan how they would best support pupils across a range of situations.

Young people (and their families) feel included, supported, respected and nurtured through improved planning approaches

Pupil Planning

Professional Learning sessions have been delivered to the Pupil Support Team related to Child's Planning documents and the key processes linked to these. A key priority within these sessions was around the importance of gathering Pupil and Parent/Carer voice throughout these planning meetings to ensure all involved feel included and supported. Furthermore, our Pupil Data Hub is now fully embedded across the school, ensuring staff have immediate access to clear, detailed pupil information, supporting informed and timely interventions.

Our refreshed Vision & Values ensure we develop and promote an aspirational vision for our young people and school community.

As we prepare for our transition to Caledonia High School, extensive consultation has taken place with all stakeholders to review and refresh our Vision and Values, as well as our School Badge and Motto.
A design competition involving both pupils and staff was held to create a new school badge. Two successful pupil designs were selected and subsequently combined to form the final School Badge.
In developing our new School Motto, staff, pupils and parents/carers were invited to submit suggestions. Following this, a shortlist of three mottos was shared with all stakeholders, who were then consulted again to support the selection of the final agreed statement.
A similarly collaborative approach was taken in reviewing our Vision and Values. All stakeholders contributed through a survey, supplemented by pupil focus groups to ensure pupil voice was central to the process. In addition, all staff engaged in a dedicated School Improvement Session to review the findings and contribute to the final Vision and Values.

Impact:

Most young people feel that they are valued, supported and safe within school

Wellbeing surveys taken across the year show ongoing improvements related to key areas of wellbeing. In December 2024, less than half (44.34%) of pupils felt safe in school, whereas in December 2025, most pupils (83.76%) shared they feel safe in school. This is an increase of 39.42% in a year. In December 2025, most Parents/Carers (81%) thought their child was safe in school. In December 2024, less than half of pupils (43%) knew who to report bullying to, whereas in December 2025, most pupils (80.19%) knew who to report this to. Further to this, in May 2026, most pupils (85%) reported knowing who to report bullying to (this is an overall increase of 42% since December 2024). In December 2024, less than half of pupils (45%) said they felt bullying was dealt with well, whereas in December 2025, the majority of pupils (61%) felt it was now dealt with well. Further to this, in May 2026, this has now increased to the majority of pupils (65%) now feeling bullying is dealt with well (this is an overall increase of 20% since December 2024). In May 2025, most pupils (80%) said they knew how the school supported their wellbeing. This has now increased to 85% of pupils knowing how the school supports their wellbeing (an overall increase of 5%). In the recent 3.1 Learning Partnership, the team commented on the improvements made in the last two years around safety and bullying in school *"Recent improvements over the last 2 years has impacted positively on young people feeling safer in school, knowing how to report bullying and reporting bullying is dealt with effectively".* This view was also reflected via Pupil Voice taken at the review with one pupil sharing "*it feels much calmer and safer than it did three years ago … it does feel safer now*". These improvements can also be reflected in the overall attendance data for the school which is increasing (attendance was 89.29 at the end of 24-25 and is currently 90.08% for 25-26).

Our processes and procedures promote equity of success and achievement for all young people, allowing their personal achievements to be celebrated in different ways within the school community.

Our Recognising and Celebrating Achievement Policy was launched in August 2025. In March 2024, less than half of pupils (25.72%) felt their work and achievements were celebrated in the classroom. In December 2025, the majority (60%) of pupils felt their work and achievements were celebrated in the classroom. Further to this, in May 2026, this has increased to 72% of pupils feeling their work and achievements are celebrated. This is an overall increase of 46.28% of pupils feeling their efforts are recognised and celebrated since March 2024. This was also recognised in the Learning Partnership with one pupil sharing with the team *"our achievements are now celebrated with the newsletter on Glow, the awards ceremony and things like pupil of the month"*. The Recognising and Celebrating Achievement Policy has now been refreshed and reviewed with pupils and staff in May 2026 and we have now introduced SEEMiS Merits as an additional layer to ensure pupils are recognised for their efforts and progress.

De-escalation strategies/ approaches support the wellbeing of staff and pupils. Young people feel supported and nurtured to make positive choices.

Staff have engaged in three sessions delivered by the Educational Psychology Service related to De-Escalation strategies in practice and key scripting to use to support positive relationships. Almost all staff (92.11%) shared that these sessions enabled them to reflect on their own practice and think clearly about the De-Escalation strategies they needed to work on to improve. Furthermore, almost all staff (92.11%) stated that the sessions developed and improved their knowledge of De-Escalation strategies. Most staff (81.58%) reported that the sessions have made them feel more confident in putting into practice a range of De-Escalation strategies. One member of staff said *"the sessions have taught me to be more mindful of my body language and voice".* Another shared, *I am now reflecting more on situations to see what could have been done differently".* In comparison to last session, our Duty Call data has reduced (currently 22% lower than last year). This shows that staff are managing situations more effectively in their classrooms. Further to this, pupils now identify that they feel safer in school (39.42% increase in the last year). In turn, this supports the development of calm, purposeful and well-managed classrooms.

Young people (and their families) feel included, supported, respected and nurtured through improved planning approaches

This session, Pupil Support staff received two Professional Learning sessions related to all aspects of Child's Planning to ensure we are meeting the need of pupils, fully including Parents/Carers in this process and supporting staff to best understand pupil needs.

Via surveys with pupils in March 2026, the majority of pupils (74%) shared that they feel their views were listened to in school (this is an increase of 12% from May 2025). In the same survey, most pupils (80%) also felt that staff treated them fairly and with respect (this is an increase of 8% from May 2025). Furthermore, when we engaged with Parents/Carers around how included they felt in planning, one Parent stated, *"I genuinely feel that the planning process this year has been significantly more collaborative, thoughtful, and supportive than our previous experience. I have felt much more listened to, respected, and included in discussions around X's needs, having a very positive impact on trust and communication".* Another said, *"It has been incredibly reassuring to know she has had someone at school who has taken the time to listen, encourage, and support her when needed. The positive impact this has had on her confidence and overall experience at school has been clear to see".* Via the implementation of our Pupil Data Hub, staff now have immediate access to clear, detailed pupil information, supporting informed and timely interventions. As a result of this, most staff (84%) say they now have a clear understanding of the social, cultural and economic context of the school. Further to this, almost all staff (91%), state they use information effectively to identify and reduce inequalities in pupils' outcomes. In the recent 3.1 Learning Partnership, an identified strength was *"A detailed level of planning for identified individuals e.g. Summaries of Support, Child's Plans and Health Care Plans is ensuring that the wellbeing needs of pupils are known. These plans are beginning to impact on improved attendance, engagement and participation".* This was supported by a member of the Guidance Team who shared, during a staff voice session *"there is now far more planning in place and our planning is now more focused on measuring progress and impact".* One pupil mirrored this by saying during Pupil Voice, *"All of my Teachers know my plan and how to help me, I don't need to explain anything".*

Our refreshed Vision & Values ensure we develop and promote an aspirational vision for our young people and school community.

As we prepare to launch our new Vision and Values, alongside our new School Badge and Motto, it is not yet possible to evidence impact; this will be evaluated during the next academic session.

Next Steps:

- Embed the Promoting Positive Relationships and Recognising and Celebrating Achievements Policy
- Develop and improve the PSE curriculum to ensure it is supporting a continued focus on Wellbeing
- Ensure all members of the school community can easily identify and access supports for their wellbeing
- Focus on Anti Bullying to ensure our school community are confident in reporting and dealing with bullying

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

School Improvement Priority 2:

Achievement – Improving the consistency and quality of Learning, Teaching and Assessment.

Introducing and embedding our Learning Standard will support improved consistency and quality of L, T & A across the school.

The Learning Standard was introduced in August 2025 through a clear and structured whole-school approach. Staff understanding of their responsibilities was developed during the August INSET day, where the rationale, expectations and practical application were outlined and discussed. This was reinforced through assemblies for young people and further explored in PSE sessions. As a result, a consistent message was established, supporting a shared understanding of the Learning Standard across the school community from the outset.

Digital skills are used to effectively support young people to engage in active, collaborative and independent learning.

All teaching staff have been issued with iPads to support the effective integration of digital technology into learning, teaching and assessment. A Digital Champion postholder established a pupil group to support both staff and young people in the effective use of iPads. This group contributed to the initial iPad rollout and Showbie training, as well as delivering lunchtime drop-in sessions for young people. Introductory lessons for both staff and young people have also been developed to promote ease of access, led by the school's digital postholder.

Digital Champions have further supported lunchtime professional learning for staff, alongside input from the Transforming Learning Team and colleagues, with targeted support for those less confident. The expectation is that Showbie is the consistent platform across the school for sharing learning. Training has been offered to both staff and young people to support a consistent approach for the storing of digital files.

Professional learning for staff (focused on embedding learning standard, differentiation, effective questioning, pupil led learning) will support improved quality and consistency of learning, teaching and assessment for all our young people

School Improvement Sessions (SIS) focused on key aspects of Learning, Teaching and Assessment; including questioning, plenaries, pupil-led learning, feedback and differentiation. Whole-school CPD was informed by self-evaluation and aligned with improvement priorities.

Sessions were delivered collaboratively by Depute Headteachers, the Learning, Teaching and Assessment working group and Fife Council's Pedagogy Team. In November 2025, staff facilitated professional learning on differentiation, providing opportunities to share practical strategies currently used in classrooms.

Following the SLS Learning Conference in February 2026, a Learning, Teaching and Assessment post holder led a session on pupil-led learning, sharing key messages with staff. This supported professional dialogue and activities focused on planning pupil-led tasks and lessons, offering some practical approaches for classroom use. Questioning was included as part of this input.

Staff were supported to develop their understanding of the principles within each area and were encouraged to use these within their classrooms to begin applying practical strategies to improve Learning, Teaching and Assessment across the school.

Introducing and embedding our Learning Standard will support improved consistency and quality of L, T & A across the school.

Learning visit feedback from term three indicates that most staff (77.1%) identify lesson starters as a strength within their practice, whereas in term one this was less than half of staff (24%). Evidence from the February 3.1 Review noted "*the process of starters were the most consistent feature observed across almost all lessons."* Pupil survey data supports this, with most BGE pupils (84%) agreeing that lessons begin with a starter linked to prior learning, an increase from 63.2% in October 2024. This more consistent approach to starting lessons has led to clearer expectations and more established routines across the school.

Digital skills are used to effectively support young people to engage in active, collaborative and independent learning.

Almost all young people (96%) have been issued with an iPad, supporting learning in the classroom and helping to promote more equitable access beyond school. Following targeted CPD, 97% of teachers reported that the "Teaching with iPad" sessions increased their knowledge of digital platforms. This was accompanied by a rise in the use of digital technology in learning, teaching and assessment over the course of the year.

Teacher engagement with digital tools increased notably, with a 65.27% rise between February and May (from an average of 49 to 80 active teachers per week). During the same period, an average of 715 pupils accessed Showbie and associated materials weekly, representing 80.9% of BGE learners. Pupils have stated during pupil focus "I feel that iPads have benefitted my learning because our teachers can give us effective feedback without having to come over to the table. With the iPads, we can also have class discussions on Showbie so we can see everyone's opinion." Evidence from the 3.1 Review noted that "*digital technology was beginning to be used to support learning*." As a result, young people are starting to experience a more accessible learning environment, with improved access to and organisation of resources across the curriculum through Showbie.

Professional learning for staff (focused on Embedding learning standard, differentiation, effective questioning, pupil led learning) will support improved quality and consistency of learning, teaching and assessment for all our young people

Following whole-school improvement sessions at the end of session 2024/25 and the start of session 2025/26, almost all staff (95.9%) reported an increased understanding of strategies in giving effective feedback. This was echoed in Learning visit feedback which shows a 10% increase (From 8% to 18%) in the number of staff identifying giving feedback as one of their strengths. Early indications of impact are also reflected in Senior Phase pupil data. In 24/25 the majority of pupils (63.8%) shared that they received regular feedback. However, we have now seen an increase in this most pupils (83.36%) reporting receiving regular feedback. This evidence suggests that early progress has been made and provides a basis for further strengthening and extending practice across the school to support young people and improve engagement.

Next Steps

- Embed and improve the quality of all aspects of our Learning Standard
- Further integrate the effective use of iPads to support learning, improve engagement and meet pupils' needs
- Improve learning, teaching and assessment through effective questioning, differentiation, pupil led learning and feedback
- Embed the updated whole-school moderation model to support consistency and shared understanding of standards across departments.

Impact of PEF on outcomes for children and young people:

Improving Attainment

Expected Impact: Young people's needs are met through delivering an appropriate curriculum that motivates and engages them alongside developing skills for learning, life and work.

We have further developed our approaches to personalised support and the removal of barriers to learning via our Achievement and Ambition Pathway and by increasing our outreach work for young people who are struggling to engage in school.

This session, 39 pupils in S4 were part our Achievement and Ambition Pathway. Of these 39 pupils, 38 pupils, almost all (97.4%) achieved 5 or more qualifications through AAP learning and teaching input. 8 pupils (20.51%, less than half), achieved 6 qualifications and 2 pupils (5.13%, a few) achieved 7 qualifications. This has been achieved via small group work in school, one-to-one support or community-based learning. Of these 39 pupils, 12 pupils (30.7%) were educated fully in the community as they did not feel able to come to school and most (83.3%) have achieved 5 qualifications. One Parent commented, "*Community learning has worked very well and has meant that X has got qualifications in really supported environment. We're really grateful for the support, thanks so much".* One pupil commented, *"I liked working in the community and I would not have been able to go to College otherwise".* Staff teaching in the community shared, *"pupils were given a different way to achieve qualifications and skills – a way that worked for them".*

Our outreach work has also pupils who have never attended school due to significant anxiety and has enabled them to connect with school staff and begin learning again. One pupil in S2 who received one to one work in his home shared "*this has given me the confidence to think about coming back to school after not attending since P6".* His Parent also shared, *"X is responding so well to Miss X, there is a real connection there and he is even talking about his course choice for next year".*

Improving Learning, Teaching and Assessment

Expected Impact: Digital skills are used to effectively support young people to engage in active, collaborative and independent learning.

A Digital Champion postholder established a pupil group to support both staff and young people in the effective use of iPads. This group contributed to the initial iPad rollout and Showbie training, as well as delivering lunchtime drop-in sessions for young people. Introductory lessons for both staff and young people have also been developed to promote ease of access, led by the school's digital postholder.

Digital Champions, led by the digital postholder, have further supported lunchtime professional learning for staff, alongside input from the Transforming Learning Team and colleagues, with targeted support for those less confident. Following targeted CPD, 97% of teachers reported that the "Teaching with iPad" sessions increased their knowledge of digital platforms. This was accompanied by a rise in the use of digital technology in learning, teaching and assessment over the course of the year. Teacher engagement with digital tools increased notably, with a 65.27% rise between February and May (from an average of 49 to 80 active teachers per week). During the same period, an average of 715 pupils accessed Showbie and associated materials weekly, representing 80.9% of BGE learners. Pupils have stated during pupil focus "I feel that iPads have benefitted my learning because our teachers can give us effective feedback without having to come over to the table. With the iPads, we can also have class discussions on Showbie so we can see everyone's opinion." Evidence from the 3.1 Review noted that "*digital technology was beginning to be used to support learning*." As a result, young people are starting to experience a more accessible learning environment, with improved access to and organisation of resources across the curriculum through Showbie.

Professional learning for staff (focused on Embedding learning standard, differentiation, effective questioning, pupil led learning) will support improved quality and consistency of learning, teaching and assessment for all our young people

School Improvement Sessions (SIS) focused on key aspects of Learning, Teaching and Assessment were delivered collaboratively by the post holder and the Learning, Teaching and Assessment working group as well as Fife Council's Pedagogy Team.

Following the whole-school improvement sessions at the end of session 2024/25 and the start of session 2025/26, almost all staff (95.9%) reported an increased understanding of strategies in giving effective feedback. This was echoed in Learning visit feedback which shows a 10% increase (From 8% to 18%) in the number of staff identifying giving feedback as one of their strengths. Early indications of impact are also reflected in Senior Phase pupil data. In 24/25 the majority of pupils (63.8%) shared that they received regular feedback. However, we have now seen an increase in this most pupils (83.36%) reporting receiving regular feedback.

Following the SLS Learning Conference in February 2026, a Learning, Teaching and Assessment post holder led a session on pupil-led learning, sharing key messages with staff. Staff said "I enjoyed being shown actual resources we can take into the classroom and ideas." This supported professional dialogue and activities focused on planning pupil-led tasks and lessons, offering some practical approaches for classroom use. Questioning was included as part of this input.

Improving Wellbeing

Expected Impact: Young people's wellbeing is fully supported to improve outcomes. They are supported to cope with societal pressures, childhood trauma and resilience.

Via an additional targeted SfL Post we have been able to ensure greater support for our pupils and families in our Enhanced Provision. This was recognised during the Learning Partnership where it was noted "*Learning experiences, within SLP, were effectively differentiated through tasks, resources and levels of challenge appropriately adapted to ensure equitable access and meaningful participation".* Furthermore, this was particularly evident in the outdoor work and volunteering being led by this postholder, with the Learning Partnership Team sharing "*the staff leading the woodland group and the community garden are doing a fantastic job at providing different experiences, developing skills and increasing confidence and communication".* Parent Voice from our Enhanced Provision also supports this with one sharing "*He has been given the opportunity to feel genuinely prepared to leave school through volunteering and trying new things". Another stated, "We appreciate all of the hard work and support that goes into all his planning".*

Furthermore, via an additional Pupil Support Officer, we have been able to develop the support for pupils who are dysregulated or struggling to cope in mainstream environments. During the Learning Partnership, it was observed by staff who have worked in our school previously that there was a *"Considerably calmer feeling to the school – a marked difference".* This was also supported during a Pupil Voice session with the comment, *"I feel safer now and I now I can always find an adult to support me".* This is supported in our ongoing Wellbeing data which shows key improvements in pupil safety, responses to bullying and pupils feeling their wellbeing is supported. In December 2024, less than half (44.34%) of pupils felt safe in school, whereas in December 2025, most pupils (83.76%) shared they feel safe in school. This is an increase of 39.42% in a year. In December 2024, less than half of pupils (43%) of pupils knew who to report bullying to, whereas in December 2025, most pupils (80.19%) knew who to report this to. Further to this, in May 2026, most pupils (85%) reported knowing who to report bullying to (this is an overall increase of 42% since December 2024). In December 2024, less than half of pupils (45%) said they felt bullying was dealt with well, whereas in December 2025, the majority of pupils (61%) felt it was now dealt with well. Further to this, in May 2026, this has now increased to the majority of pupils (65%) now feeling bullying is dealt with well (this is an overall increase of 20% since December 2024). In May 2025, most pupils (80%) said they knew how the school supported their wellbeing. This has now increased slightly to 85% of pupils knowing how the school supports their wellbeing.

Achievements

Curriculum areas and subjects

- 39 pupils have gained the Barista course award at Level 6, and almost all (97%) also achieved the REHIS award. This supports successful learners through applied attainment and effective contributors through practical, real-life skills development
- 176 S4 pupils achieved the full Level 4 Religion, Values and Beliefs Award
- 19 achieved Level 5 NPA Psychology (10 in addition to N5 Psychology and 9 as an alternative qualification)
- 46 pupils achieved Level 4 Climate Change NPA (in addition to N4 or N5 Geography)
- 41 pupils achieved Level 5 Criminology (in addition to N4 or N5 Modern Studies)
- 51 S5/6 pupils achieved Level 6 NPA Psychology (47 in addition to Higher, 2 in addition to N5 Psychology and 2 as an alternative qualification). Our pupils benefit from flexible pathways, allowing them to develop strengths and support progression as successful learners and confident individuals
- A group of our S2 and S3 pupils participated in the Scottish Mathematical Challenge 2026. Three of our pupils received awards in the Intermediate Challenge Gold Award, Junior Challenge Gold Award and Junior Challenge Bronze Award categories. This reflects both attainment and positive engagement in mathematics beyond the classroom
- 19 pupils participated in different SCQF Ambassador training tasks and events presented to staff and facilitated parent information evenings. The school was successfully recognised as a bronze level SCQF school in March 2026. This experience supported pupils to become effective contributors and confident individuals, developing communication and leadership skills. Most pupils (75%) reported increased confidence in presenting and talking with others at after school events

Interdisciplinary Learning

- 17 S4/5 pupils participated in a bespoke Developing the Young Workforce (DYW) program in partnership with BAM Construction. All pupils (100%) felt that this experience prepared them for their future work experiences and job opportunities. This was supported by our DYW coordinator and our DET department.
- 17 BGE pupils participated in a workshop to learn about film making. They explored the topic of screen time, adapting a script and learning about presenting it in film format
- Our S1 pupils attended a session with Local author Colin Maxwell on writing and illustrating books to link their literacy and creative learning together
- Our S2 and S3 pupils worked with Water Aid during their Global Citizenship and Science classes
- Twelve S3 pupils, who study both Social Subjects and Science, attended the Fife Climate Youth Festival
- These experiences are beginning to develop effective contributors and responsible citizens, connecting learning to real-world contexts and employability skills

Opportunities for personal achievement

- 1 S6 pupil has represented young people on the UK Youth Parliament (UKYP) as MSYP and MYP, demonstrating leadership and advocacy as a responsible citizen and confident individual
- 1 S6 male was recently presented with his International Cap for being part of the SSFA U18 International Squad
- The senior boys' basketball team became League winners this session, demonstrating teamwork and resilience as effective contributors
- Duke of Edinburgh continues to be a strength within the school. 3 Gold Awards, 19 Silver Awards, 23 Bronze Awards have been completed so far
- An S2 pupil recently competed at the Scottish National Age Group Swimming (SNAGS) and gained 2 silver medals in the 200m and 100m butterfly
- 1 S6 pupil will travel to Norway as part of the Scotland Team for JKA Scotland (Japan Karate Association), where he competed at European level
- The individual successes of our pupils demonstrate high levels of aspiration and achievement, developing them as confident individuals and successful learners
- 24 pupils have participated in the RUTs program (Rural and Urban Training Scheme)

- 16 pupils attended the Annual Fife Schools Athletics Championships at Pitreavie and won a total of 26 medals
- Our Senior Football Team have been crowned Fife Cup Champions for the second consecutive year
- 1 pupil was successfully selected to participate in the U15's FSFA squad
- 1 S6 pupil has been selected for the U18 Scottish Schools International Football Team
- 4 senior footballers successfully made the FSFA U18 Regional Schools squad and will compete in the National Trophy for Fife this year

Ethos and life of the school

- The majority of S1 pupils (63%) achieved the Bronze CREST award in science, supporting them as successful learners through enquiry-based STEM learning.
- 76 pupils have participated as Sports Ambassadors, developing leadership across the school and enabling pupils to act as effective contributors and responsible citizens within the school community:

Year	Females	Males	Total
S2	6	0	6
S3	12	1	13
S4	24	4	28
S5	16	4	20
S6	3	6	9

- Leadership Award as S2-6 Sports Ambassadors

Level	Pupils	Total
Leadership Academy	3x S1 3x S2 14x S3	20
Young Ambassadors	26 x S4 17x S5 4 x S6	47
Young Volunteers	2x S4 8x S6	10

- 364 pupils have participated in Saltire Award Total. A few pupils (6%) have accumulated over 50 hours, less than half (32%) have over 25 hours and a majority (60%) have over 10 hours from a range of experiences such as Prefect duties, SCQF Ambassador program work and being part of school working groups.
- 15 S2 pupils formed a Young Enterprise group making bespoke treat cups that were personalised for each customer. This supports creativity, innovation and teamwork as effective contributors in our school.
- Most S3 pupils (83%) participated in the annual YPI program final stage. From this starting number of 260, 80 pupils progressed to the semifinals and 30 to the final. Pupils developed as responsible citizens through social awareness and confident individuals through presentation and teamwork skills
- Our musicians have represented our school in various regional groups such as The West Area String Orchestra and Windband (6 pupils), The Fife schools String Orchestra and Windband (7 pupils), Fife Youth Concert Band and Sinfonia (11 pupils), Fife Youth Orchestra (4 pupils) and the Fife Youth Jazz Orchestra (4 pupils).

Overall Summary

Our pupils benefit from a range of attainment pathways, supporting them to achieve success as successful learners. There is evidence of learners developing confidence, leadership and resilience across a wide range of contexts, demonstrating growth as confident individuals. Opportunities for participation in DYW, YPI and leadership roles support learners in becoming responsible citizens, with an increased understanding of social, global and community issues. The experiences across curricular, interdisciplinary and wider achievement opportunities enables learners to contribute meaningfully, demonstrating their development as effective contributors.