

Cardenden Primary School – Progress, Impact and Next Steps Report (21st March 2025)

| Area for Improvement 1 |
|--|
| <i>Establish effective approaches to evaluate the quality of the school's work. This should inform and support the headteacher and staff to prioritise and plan improvement across the school and nursery.</i> |
| Progress |
| <ul style="list-style-type: none"> • Vision values & aims: There continues to be a relentless focus on the school's values and what this means for everyone within the school community. These are demonstrated by all members of the school staff team, with most children able to demonstrate these and discuss what these mean for their learning. • Self-Evaluation for Self-Improvement: The Acting Headteacher continued to focus on the use of self-evaluation evidence to inform the work of the school, including the priorities identified within the School Improvement Plan 24-25. The newly appointed substantive headteacher will carry on the work that was already started this session to ensure that this continues to inform progress and impact moving forward. • The strategic approach to improvement, has a clear emphasis on stakeholder involvement with a reflective, well-paced implementation since January 2023. The strategic direction continues to involve all stakeholders so that all members of the school community feel valued, listened to and are working as a team to improve outcomes for all children. • Self-evaluation activity is based on the challenge questions and features of highly effective practice from HGIOS4? And HGIOELC? and this is used to inform next steps. • Quality Assurance: The SLT have continued to ensure that the Quality Assurance Calendar is focussed on the triangulation of evidence in relation to improvement activity and overall learner's experiences. The Quality Assurance Calendar has been shared with all staff and is aligned with the school's annual calendar and WTA. • Peer observation has been built into the QA Calendar for this session to allow staff the opportunity to learn with and from each other. • School Improvement Planning: The SIP is regularly reviewed by the SLT and at collegiate sessions with the teaching staff. • The SIP is reviewed regularly with children through school assemblies and is displayed in child friendly language around the school. • The SIP is shared with parents via the school website and termly newsletters. • All teaching staff are beginning to take lead roles within the improvement agenda as their confidence in aspects of learning, teaching and assessment grows. |
| Impact |
| <ul style="list-style-type: none"> • The relentless focus on self-evaluation for self-improvement is bringing about greater consistency in approaches across classrooms. • Through a continued focus on quality assurance activity the school there is a greater awareness of the impact of improvement activity on outcomes for children at all stages. This is ensuring that practitioners have a clear direction for taking forward ongoing school improvement to ensure that all children receive their entitlement to high-quality learning, teaching and assessment and a broad general education. • All practitioners are aware of their role in raising attainment and achievement and through a growth in confidence teaching staff are beginning to take on lead roles within the improvement agenda ensuring that outcomes for children continue to improve. • All children are informed of what the school needs to do to improve and through a continued focus on sharing this with them in child-friendly language they are aware of the importance of their voice in aspects of school improvement which is raising their own aspirations for themselves as learners. |
| Next Steps |
| <ul style="list-style-type: none"> • It is essential that there continues to be a relentless focus on improvement activity that is based on robust self-evaluation and quality assurance evidence to ensure that outcomes for children continue to improve over time. |

- The senior leadership team should continue to identify evidence which supports them to identify trends between attendance and achievement allowing them to put in place appropriate interventions.

Area for Improvement 2

Improve approaches to learning, teaching and assessment to ensure a consistently high-quality for all children across the school.

Progress

Learning, teaching and assessment

- As a School Improvement Priority for Session 24-25 from triangulated evidence, writing has been identified as a key priority area.
- Consolidated the work of the Professional Learning Team (Session 23-24) inputs in our professional learning dialogues and sessions – this has involved reviewing the learning and teaching practices across the school and agreeing areas for further improvement.
- All staff are using the Fife Writing Pack to plan progressive learning and teaching in writing for all children.

Quality Assurance

- Senior Leadership Team classroom observations have taken place focussed on the key features of high-quality learning and teaching.
- Senior Leadership Team jotter monitoring during term 1 along with moderation activity around content within children's jotters.
- Peer observations of learning environments have taken place and feedback given to each classroom practitioner.

Professional Learning

- The PT Closing the Gap for the Lochgelly area has supported with professional learning around key aspects of teaching writing. All staff attended the professional learning.
- The PT Closing the Gap has offered consultation time to class teachers, and a majority of teachers have engaged in this process.
- The PT Closing the Gap has been team teaching alongside classroom teachers to model the writing process.
- 2 members of the teaching staff team have attended the Fife Stephen Graham writing professional learning.
- At a collegiate session members of the team shared good practice with colleagues focussed on high-quality learning, teaching and assessment

Data Analysis

- For children identified as not being on track data has been interrogated to identify the gaps and planned interventions at universal and additional levels.
- All staff have analysed the attainment data for their individual classes to identify those children ahead of and behind track and are beginning to consider what interventions at universal/additional level will support children.
- All staff have identified a percentage of children within their classes to take a closer look at their attainment and achievement in writing.

Parental Engagement

- Shared Learning session for all parents where parents were invited into the school to observe the teaching of writing.

Impact

- As writing is a key improvement priority for Session 24-25 this has given it a higher profile across the school with all staff planning writing lessons using progression pathways and from forward plan monitoring this is of a higher standard and children are talking more positively about their writing experiences in classes.
- From recent SLT observations of writing in classes it was clear targeted cohorts of children have benefitted from staff's engagement in the professional learning offer and have used the Fife Writing Pack and progression pathways to plan high-quality writing experiences for children. All staff as part of school improvement activity have engaged in professional learning to support them to deliver teaching and learning that motivated and engages children in writing.

- All classroom practitioners have engaged with the Inclusive Classroom Scale audit from the Circle Toolkit, and this is evident in the universal/additional supports available to all children within classroom spaces.
- All parents who attended the shared learning event now have a greater understanding of expectations in writing for their children and exit feedback was very positive.
- During a recent Extended Learning Partnership (ELP) from observations in almost all classes learning environments were calm, nurturing, well organised and learning walls reflected current learning.
- From observations almost all classes there was evidence of universal supports being in place for children to access and children were able to talk about how they used these to support them in their learning and in the majority of classes support staff were well deployed to assist children who required additional or intensive levels of support.
- In most lessons there was evidence of the 4-part model being put into practice and lessons were organised around this. Plenaries were planned in almost all lessons to revisit the success criteria set either by the teacher or co-created. Where SC was not co-created teaching staff had a clear rationale for this being the case. In an example of good practice, the success criteria was differentiated to allow all children to be successful.
- In most classes children were motivated to learn through the effective use of stimulus which was relevant to the context of learning within the classroom and children could talk about this when asked and how this supported them in their learning.
- Moderation activity is having a positive impact on the reliability of assessment declarations for children off, on and above track and progressive planning is ensuring that they are receiving their entitlements across the curriculum.
- Staff credit inputs from the Professional Learning Team and focused tracking/monitoring meetings for a consistent approach to planning, increased confidence in assessments, and improved pace and progress in learning. Recent support from the Raising attainment PT on writing and the WFL approach has impacted positively on professional pedagogy in literacy.
- Support for literacy from local partners, including Amazon and Literacy Trust, has provided resources to foster a love of reading. Pupils lead initiatives like the school lending library and newly created reading spaces, enriching the school's literacy culture.

Next Steps

- Through continued embedding of the four-part model all staff should ensure that all children are aware of what a learning intention means and ensure that this not only supports children but challenges children who are more able.
- Expand play-based learning through the "teach, apply, play" approach appropriate to age and stage.
- Ensure that all staff are aware of core approaches at the start of a new school year and those who are new to the staff team have as part of their induction information on the Learning, Teaching and Assessment Handbook.
- Refine systems for sharing planning and transition information with all stakeholders.
- Continue to develop the use of digital technology to enhance learning
- Continue moderation to build teacher confidence in assessing levels of achievement along with supporting them to plan progress across all curriculum areas.

Area for Improvement 3

Improve approaches to meeting the learning and wellbeing needs of all children including those who require additional support for learning.

Progress

Creative Use of Spaces

- There has been significant work to develop and maintain the entire school learning environment. Creative use of spaces (e.g., nurture, sensory, and calm areas) and the Circles toolkit in classrooms ensures inclusivity. Achievements are celebrated through displays, fostering a learning culture and sense of belonging for learners. There has been significant work carried out to develop and maintain the entire school learning environment.

Personalised planning

- Creative timetables have been established to ensure sensory breaks are in place for those children that require these. There is robust monitoring of attainment in place which reflects universal, additional and intensive assessment and planning. Almost all children have access to resources to support their learning and scaffolding is in place to support those who required additional support. In the majority of classes support staff are well deployed to assist children who required additional or intensive levels of support.

Whole Family Wellbeing

- A focus on whole family wellbeing has been enhanced across the school with practitioners having a greater understanding of how this impacts on children's learning and development.

Pupil Equity Funding:

- Those children most impacted by poverty and who require this, have had personalised plans developed to ensure that these are reflective of need and are supporting all practitioners to implement strategies consistently for children who require additional/intensive support.

Professional Learning

- All practitioners have engaged in professional learning on de-escalation strategies, trauma-informed approaches and the use of the CIRCLE Framework to support with the development of approaches to supporting all children at universal and additional levels.

Impact

- All parents in focus groups highlight the positive impact of the development of an inclusive environment. Across the school there is an ethos based on the school values, and this is creating an ethos where everyone feels respected and valued with clear expectations for all in relations to respect, ambition and kindness.
- From observations and people's views there is evidence that in all classes children are respected as individuals and all staff model and promote the school values. Children are able to speak confidently about the school values and how this supports them to learn well at school. They all comment on mutually respectful relationships across the school.
- Personalised management plans have reduced for the majority of children who needed them as staff have become more skilled in supporting individuals.
- Most children affected by poverty are on track in learning. All pupils who are not on track have tailored support plans around them. Senior leaders are looking to consider if gaps may be an achievement gap rather than an attainment gap. Targeted pupils have opportunity for rich experiences and successes more creatively through:
 - Cowden in the Community
 - Together We Can
 - Pupil led lunch clubs
 - Ride a Bike Initiative
- There is evidence of strong relationships and personalised plans on children's attendance, engagement, and self-esteem which is being used to identify interventions to support these individuals to make progress in learning.

- There is a clear culture of whole family wellbeing being an essential element of the work of the school. This is supporting families across the school and impacting positively on outcomes for children.
- There are plans in place for all children who require additional and intensive supports, and this is ensuring consistency of approach across the school.
- The use of the CIRCLE Framework and Trauma-Informed practices is supporting staff to meet the needs of all learners particularly those most affected by poverty.
- All school staff use de-escalation techniques as part of their daily practice, and this is reducing the number of disruptions to classroom learning and allowing all children within classes to learn and achieve.

Next Steps

- A revisit of Promoting Positive Relationships has and continues to be a focus to ensure that all children are supported and challenged in their learning and behaviour. All staff to identify areas for further development within their own classroom practices to ensure that learners are engaged in the learning process and are ready to learn.

Area for Improvement 4

Improve children's learning experiences, progress and attainment across all areas of the curriculum particularly in reading, writing, numeracy and mathematics.

Progress

- For details: see progress, impact and next steps identified for priority area 1.
- All staff have been involved in agreeing the writing progression for the school and all have begun to use this to plan for progression in writing.
- All staff have engaged in moderation of writing where they worked with their CfE level partners and examined the needs of children who were behind, on and ahead of track and whether this was consistent across the CfE level.
- All staff have had a professional learning session with the PT Closing the Gap on Workshop for Literacy and agreed a common approach to implementing this across the school.
- Literacy and Numeracy Working Parties have been established and have put together an agreed action plan for development across the school session.
- Continued focus on the school values through all aspects of the life of the school, including what these mean for children in their learning.
- As per the local authority timeline all children in P1/4/7 have their literacy and numeracy data added to the Progress System.
- The SLT have analysed the attainment data to identify specific cohorts of children for targeted interventions. This has been shared with all class teachers at planning and tracking meetings and interventions at universal and additional levels agreed.
- The headteacher is currently analysing the data for children targeted by PEF and is using this to inform progress in children's learning from prior levels of attainment.

Impact

- Through all staff's use of the Workshop for Literacy approach they are at the beginning of using this to support the writing process and engage learners in their learning. This is then leading to greater consistency of approach across the school.
- All class teachers now have a better understanding of attainment data for their cohorts of children and are able to identify interventions as a result leading to improvements in learning and achievement for learners.

Next Steps

- The newly appointed Principal Teacher took up post at the end of November 2024 and as part of her remit there is a focus on developing a moderation plan for the school to ensure that all aspects of the Moderation Cycle are taken into consideration for staff professional learning.

- To examine as an SLT confidence in predicted levels of achievement for all children using a wide variety of data, observations and people's views to inform overall judgements.
- To examine the data to identify where there is added value and to monitor the impact of interventions.
- To work with the staff team to develop their understanding of what raises attainment and achievement.