



Context of the School

Demographic	• Cowdenbeath Primary school has a school roll of approximately 161 pupils. • In our nurseries, we have a further 42 pupils split across our morning and afternoon provision (The Acorn Room) and 10 pupils in our under three nursery provision (The Rainbow Room). • The Acorn Room is open 49 weeks and is comprised of a maximum 30 morning places and 16 afternoon places. • The Rainbow Room can accommodate up to a maximum of 10 children per daily session.														
FME (Free Meal Entitlement)	43% (P6 & P7)														
School SIMD Profile (Scottish Index of Multiple Deprivation)	2.8 Average SIMD														
ASN (Additional Support Needs)	33%														
Vision, values and aims	Our Vision: Learning, nurturing and achieving together. Our Values: <table><tr><td>Trusting</td><td>Equitable</td><td>Responsible</td><td>Respectful</td></tr><tr><td>Inclusive</td><td>Fair</td><td>Integrity</td><td>Caring</td></tr></table> Our Aims: • To be a safe. Healthy and inclusive environment for learning. • To inspire, challenge, support and celebrate high-quality learning and achievementfor all. • To welcome, nurture, respect and listen to everyone. • To work together as a team with everyone within our school community.							Trusting	Equitable	Responsible	Respectful	Inclusive	Fair	Integrity	Caring
Trusting	Equitable	Responsible	Respectful												
Inclusive	Fair	Integrity	Caring												
Attendance	Total Attendance:	90%	Authorised Absences:	5%	Unauthorised Absence:	5%									
Exclusions	0.11%														

Summary of consultation with stakeholders	We consult with our stakeholders in a variety of ways throughout the year: - All families have the opportunity to feedback on improvement priority work through audits. - Depending on the focus of our Learning Partnerships, we organise Parent Focus Groups. - Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires. - We actively seek parent feedback at parents' nights and school events. - Termly Parent Council meetings, this also includes discussions on how PEF is spent.
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	• We provide opportunities to discuss aspects of the school through our open events such as a sharing assemblies. • We publish a weekly digital newsletter and encourage our pupils and their families to provide feedback. • We provide regular emails to our families about things happening within the school and encourage them to reach out to us if they have any queries or concerns.
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Attainment Scotland Fund Allocation (PEF)	£ 100450
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Cost of the School Day statement	At Cowdenbeath 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 and clothing - We have additional funds to purchase uniform items for children who require them. - Items from lost property are reused and distributed. - Throughout the school session we collect pre-loved clothing and make this accessible to all families. - We regularly distribute free clothing and household items donated from the 'Big Hoose'. • Travel - We provide transport for pupils representing the school at events. - We promote free, healthy ways to travel to school. • Friendship and Community - All charity events donation only so families do not feel pressure to pay. - Participation in school events like dress down and dress up days are considered carefully to ensure there is no pressure to purchase items. - Through our weekly newsletter, we regularly signpost financial support services to help families impacted by the cost of living. • School trips - With the support of the Parent Council, we subsidise all school trips so that the very maximum cost to each child is no more than £5. (with the exception of the P7 residential trip to Ardroy). - In many cases, costs for trips are covered entirely. - We offer families an installment opportunity to pay for the residential trip to Ardroy. • Food - We host a free breakfast club that all pupils and their families can attend. - We host free lunches for pupils and families during the school holidays through Café Inc. - We purchase additional food items such as fruit and cereal bars that can be distributed to pupils freely if they are hungry between meals. - We regularly distribute free food items donated from the Big Hoose. • Clubs and Home learning - We ensure there are no costs for home learning. - All of our after-school clubs are provided at no cost.
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Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Building Positive Relationships

HGIOS 4 Quality Indicators:

1.2 Leadership of learning

1.3 Leadership of change

2.3 Learning, teaching and assessment

2.4 Personalised support

3.1 Ensuring wellbeing, equality and inclusion**3.2 Raising attainment and achievement**

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

This year we implemented a number of positively impactful changes to the ways in which we build positive relationships and social behaviours:

- More consistent use from most staff to ensure that the new shared vision for positive relationships and behaviour is fully embedded across the school.
- All classes have used individual (as required) and whole class scaling to identify successes and opportunities for improvement to realise the whole school vision for positive relationships and behaviour.
- Most classes are using more consistent approaches to restorative practices and discussions to support the development of empathy for proactive social behaviours as well as emotional and social reparations and meaningful consequences.
- A minority of classes have implemented aspects of “Keeping Your Cool in School” as small tests of change.
- All classes created and implemented positive relationship class charters. These identified the positive behaviours pupils could demonstrate that would allow everyone the opportunity to experience success and a positive school experience.
- A minority of staff engaged in professional learning around use of the CIRCLE Approach. These staff members then cascaded professional learning for all the teachers and some other colleagues in the nursery and PSA teams.
- All classes engaged in learning environments audits using the CIRCLE resource on at least three occasions throughout the year and made enhancements to the universal, additional and intensive support provision within their classrooms.
- We successfully implemented 2 cohorts of Seasons for Growth.
- We made several updates to our positive relationships and behaviour policy using feedback from a range of stakeholders. In particular, the school now has a refreshed and updated anti-bullying policy.

Impact:

A number of unforeseen circumstances impacted on progress however, with perseverance and support from partner services within Fife Council, we began to see progress, particularly in the last six months.

Through our self-evaluation, quality assurance and assessment processes, we were able to identify a number of improvements. Primarily we have seen a culture of growing high expectations develop, that promotes positive relationships for all. This is evident in our increasingly inclusive and nurturing classrooms. Evidence for these statements is demonstrated through a number of metrics including:

- Termly classroom environment audits using the CIRCLE resource.
- Significant improvements in the last six months across all classes in terms of reduced exclusions, violence and aggression incidents, bullying and discrimination incidents within the class.
- Consistently high scaling scores within each class with pupils collectively reporting a whole-school average of over 8/10.

Next Steps:

Through our self-evaluation processes, the following possible next steps were identified:

- Explore more ways to celebrate successes and achievements, particularly around improvements in promoting positive relationships and behaviours with our school community.
- Audit resources and, where necessary, look to purchase resources to update and improve nurturing spaces within classes and the school.
- All teachers and support staff to fully embed the use of the schools traffic light approach to promoting positive relationships and behaviours. In particular, more consistent focus on and use of the green social behaviours class charter.
- The school would benefit from a more consistent and connect whole-school progressive approach to health and wellbeing with a focus on emotional literacy and intelligence and should explore this further.
- Anti bullying and Promoting Positive Relationships policy summaries for pupils and families are still in draft and should be completed and shared for feedback and further refinement in consultations with all stakeholders.

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School Improvement Priority 2: Raising Attainment in Writing and Numeracy

HGIOS 4 Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

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

Writing

- A minority of teachers enrolled and completed intensive 'Quality Improvement in Writing' professional learning.
- This engagement was supported through additional professional support from the 'Closing the Gap' Principal Teacher who worked with pupils and most staff on a weekly basis to build capacity in raising attainment for writing.
- In addition, all teachers engaged in professional development led by the PT in identifying 'What's Within a Level – Writing' and 'Writing Text Types'.
- Work has now begun to formalise an agreed CPS standard for writing to further improve consistency across the school.
- Model for Improvement data, along with data gathered from termly attainment liaisons led to targeted support for key pupils in a majority of classes.

Numeracy

- A majority of teachers enrolled and engaged with the Conceptual Numeracy, in-person twilight professional learning sessions.
- We audited our numeracy/maths resources and have begun to purchase resources where gaps have been identified.
- We have begun to store our numeracy/maths resources in a more accessible area of the school to ensure storage space is adequate and the range and availability of resources is more obvious.
- We have begun to identify consistent principles and actions through professional dialogue, for all classes to ensure children have opportunities in numeracy for self-evaluation and recognising their next steps but we are at the tentative initial stages of this

Impact:

Writing

Through our self-evaluation, quality assurance and assessment processes, we were able to identify a number of improvements. We have seen an improvement in terms of our approaches to planning for learning, teaching and assessment of writing. This is evidenced in increase practitioner confidence that in turn has had a positive impact on pupil attainment and valued-added achievements in reducing the poverty-related attainment gap. This is evident in our attainment tracking, model for improvement data. In addition, teacher confidence has improved amongst all teachers. This again is evident in the model for improvement data and staff professional learning evaluations. All pupils who were identified as requiring intensive support in the target classes that had additional support from the 'Closing the Gap' Principal Teacher, all made improvements in terms of attainment, improved pace in writing generally but also made particular gains in tools for writing.

Numeracy

In hindsight, we overreached what we could possibly achieve in one academic session, and we did not make the expected gains in numeracy that we had aimed for. Having said that, a number of positive steps have been initiated that we will look to develop further next session. A majority of our staff have now completed the conceptual numeracy twilight professional learning, and this has led to improved confidence around the teaching of numeracy and maths. This has also generated some discussion on our next steps (see below) that we now hope to formalise for sustained improvement next session.

Next Steps:

Through our self-evaluation processes, the following possible next steps were identified:

Writing

- Agree a CPS Standard for Writing lessons and link this to the calendar of quality assurance activities to improve consistency across the school.
- Focus on updating forward planning process to ensure consistent coverage of different text types with CfE levels to further improve attainment.
- Ensure there is consistent use of the Fife writing materials including progressions, record of understanding and the writing assessment pack.

Numeracy

- Ensure numeracy is a continued improvement priority for next session.
- Engage in professional dialogue to develop a shared, more consistent, progressive approach to the planning, deployment, tracking and assessment of learning and teaching in numeracy.
- Agree a CPS Standard for Numeracy lessons and link this to the calendar of quality assurance activities to improve consistency across the school.
- Improve our use of data to identify and offer targeted support for individual learners or groups of learners.
- Continue to audit our numeracy/maths resources and purchase resources when gaps are identified.
- Explore further opportunities for meaningful professional learning and support to teachers' confidence and pedagogy as well as pupil number confidence

School Improvement Priority 3: Developing approaches to tracking and reporting.**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

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

- All teaching staff engaged in professional dialogue and moderation activities around curriculum areas beyond literacy, numeracy using the benchmarks, Fife Progression Pathways and meta-skills to support planning.
- All teaching staff have been introduced to the Progress Framework and, through dialogue at Forward Planning and Attainment Meetings, have been tracking children's progress through the BGE and adding interventions. Consequently, all teaching staff have used Progress to complete end-of-year written reports.
- We have begun to update our Curriculum Rationale to reflect our curriculum design in Social Studies, Drama, and Music and the work done on meta-skills

Impact:

- As a result of all teaching staff engaging in professional learning, dialogue and moderation of progression in the wider curriculum areas beyond literacy and numeracy, it is evident from pupil focus groups, classroom observations and Forward Planning dialogues that children are experiencing progression across all three curriculum areas.
- There is early evidence that staff are beginning to use the meta-skills with children and as a result children are beginning to become familiar with this language.
- All children are being tracked across all curriculum areas with staff using 'Progress'. This is leading to children receiving pace and challenge in their learning across all curriculum areas which was observed during our Learning Partnership visit in February 2026.

Next Steps:

- To engage in moderation and planning around our identified curriculum areas of Health & Wellbeing and Technologies and to continue to develop the skill of staff in using 'Progress' to ensure pace and challenge across all curricular areas and meta-skills.

- Seek opportunities to involve parents and pupils in better understanding around progression in the wider curriculum areas beyond literacy and numeracy.
- Continue to review and refresh the school curriculum rationale so that it reflects our current situation.

ELC Improvement Priority 1: Improving Family Engagement

HGIOELC Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

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

We completed a comprehensive self-evaluation of our existing partnership working and the ways we engage with families which resulted in the follow actions:

- We facilitated termly informal tea and chat sessions.
- We audited families formally and informally at the beginning and end of family engagement sessions such as Rhyme Time, PEEP, Bookbug and STEM workshops sessions.
- Explore opportunities for increased family interactions: family learning groups, breakfast cafes, PEEP, Bookbug, Targeted 'stay and play' sessions
- Fortnightly planning to include a home learning activity. These suggested home learning activities the n shared through the weekly newsletter and completed and celebrated at home and in nursery.

Impact:

Analysis of our footfall for parent engagement sessions, particularly the STEM workshops, stay and play and coffee mornings show increased attendance from families which were largely stable throughout the year. This in turn increased opportunities for our families' voices to be heard. This is evident in the feedback we have received and generated. All our contributing families have indicated strongly positive views for the various engagement sessions we have facilitated, as well as our communication and the home learning activities. This indicates that more of our families have been able to take a more active role in their child's learning and development in nursery and beyond, resulting in increased positive outcomes for all our pupils.

Next Steps:

- Continue to offer a range of family engagement sessions, particularly focused stay and play sessions
- Explore setting up an exclusive nursery email that parents can use to further increase their communication options.
- Increase further opportunities to capture parent voice through monthly short audits such as "question of the month" either through email, weekly newsletter or other suitable method.

ELC Improvement Priority 2: Developing Science, Technology, Engineering and Mathematics (STEM) Opportunities

HGIOELC Quality Indicators:

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.6 Transitions
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and skills for life and learning

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

We have realised a number of changes around how we promote STEM experiences and opportunities this year:

- We have improved our tracking and planning process to highlight areas that are linked to STEM and areas that have and have not been covered.
- We introduced STEM family learning events and PEEP sessions with a STEM focus that were consistently well attended.
- Staff members have engaged with professional learning that has then be cascaded to other members of the team.
- Almost all staff have worked in collaboration with colleagues from Sunflower FNC to review and enhance our STEM offering for our pupils.
- Visual resources to be displayed to encourage discussion linked to children's interests.
- Explored and introduced a range of provocations to encourage curiosity around STEM based learning.
- Most team members have taken pedagogical leadership responsibility for an aspect of developing STEM through our core provision offering.

Impact:

Through our self-evaluation processes throughout the year, we have identified a number of areas where our efforts have resulted in positive impact for our pupils. Almost all staff report increased confidence in using STEM-linked language and planning for everyday STEM activities and interactions. This has led to an observable increase in the majority of our pupils also using STEM-linked language and engaging in increased STEM activities and exploratory talk. Furthermore, this has led increase in the majority of our pupils' attainment and achievement in STEM linked curriculum areas. In addition to the improvements in the lived experiences of our pupils within the nursery, we also have positive feedback from our formal and informal family auditing processes. This data indicates that most of our families have increased in understanding and confidence of STEM and how they can support their children at home with this.

Next Steps:

- Continue with the successful actions from this year and continue to explore further opportunities to include STEM provocations in our existing planning and tracking.
- Continue to explore opportunities for collaborative working with colleagues in other settings to further enhance and share our knowledge.
- Continue to offer STEM focused family engagement sessions.
- Improve processes around recording the lived experience of the nursery so pupils can review the chronology of their prior learning within the nursery (floor-books and learning walls for example).
- Continue to explore and encourage further opportunities for pedagogical leadership around STEM.

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Improving Outcomes

Attainment

Overall Attainment for 2024 - 2025

Overall Attainment for 2024 - 2025 Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	86%	86%	81%	86%
P4	79%	72%	66%	52%
P7	72%	68%	52%	52%

Overall Attainment for 2024 – 2025 (literacy combined)

Overall Attainment for 2024 - 2025 Stage	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	71%	77%	86%	86%
P4	58%	63%	70%	52%
P7	72%	52%	72%	52%

Literacy

- We exceeded our literacy stretch targets in P1 and P4 but did not reach our P7 target. The difference between our stretch target and actual attainment in literacy equates to four pupils.
- A closer analysis of our literacy attainment shows that, although our combined literacy attainment in P7 was below our stretch target, we matched this target for listening and talking and were one pupil shy from matching our stretch target for reading.
- Although we did not meet our P7 combined literacy stretch target, analysis of our attainment data from the start of the year to our end of year results suggests that our efforts through our Pupil Equity Planning and PEF allocation, shows that we closed some of our attainment gap with our target pupils in SIMD 1 and 2.
- In P4, we reduced phase and level predictions for:
 - Four target pupils by three months in listening and talking.
 - Two target pupils in Reading by seven and four months respectively.
 - Three target pupils in Writing; two by six months and the other by two months.
- In P7, we reduced phase and level predictions for:
 - Two target pupils in Reading by one month.
 - One target pupil in Writing; two by one month.
- Further evidence that there was value added in P7 this year is demonstrated in the comparison between our predicted attainment in August 2024 (48%) and our actual attainment (52%). This represents a difference of one pupil. This pupil made significant progress to move from an off-pace position at the start of the year to attaining second level for all aspects of literacy by the end of the year.
- Due to unforeseen circumstances, there were unavoidable disruptions to learning and teaching continuity, which unfortunately impacted negatively on pace and progression.
- Due to additional PT support, we were able to provide continuity in writing at this stage, however. This likely reduced the potential impact of unforeseeable circumstances for this year group.

Numeracy

- We met our stretch target for numeracy in P1 this session.
- Our attainment in P4 and P7 remained stubbornly behind where we would have liked it as we never achieved our stretch targets at these stages.

- Unfortunately, comparison of our start of year predictions and our actual end of year attainment shows that we did not add value in terms of actual attainment at these stages either.
- As previously mentioned, this was likely due to the unexpected and unavoidable challenges these stages experienced through disruption to learning and teaching continuity due to unforeseeable circumstances.
- That is not to say that no value was added, however. Analysis of our attainment data from the start of the year to our end of year results suggests that our efforts, through our Pupil Equity Planning and PEF allocation, show that we closed some of our attainment gap with our target pupils in SIMD 1 and 2.
- In P4, we reduced phase and level predictions for one target pupil in numeracy by six months.
- In P7, we reduced phase and level predictions for one target pupil in numeracy by two months.
- Numeracy will remain a key improvement priority focus next year.

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Achievements

There has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities:

Effective Contributors

Successful Learners

Responsible Citizens

Confident Individuals

These also have links to our school values, the UNCRC, 4 contexts for learning and or our skills framework.

These have been shared through:

- Seesaw
- Reporting
- Weekly newsletter
- Wall displays in school

These have been celebrated through:

- Pupil of the Week
- Literacy Legends
- TERRIFIC Awards
- Assemblies

Some of these wider achievement opportunities have been captured in the table below:

Rainbow Room	Acorn Room	P1
• 'Star moments' PLJ sheet. • Sharing opportunities in nursery • See Saw • Face to face information sharing at drop-offs and pick-ups • Let's Connect programme	• 'Star moments' PLJ sheet. • Sharing opportunities in nursery • See Saw • Face to face information sharing at drop-offs and pick-ups • Learning Walls • Child Smile	• Sharing assemblies • Community litter pick and project • Christmas Crafternoon • Easter Enterprise – Little Red Riding Hood • Dance Afterschool Club • Weekly News opportunities
P2	P3	P4
• Sharing assemblies linked to Tara the Tugboat and BSL • Christmas Crafternoon • Easter Enterprise • Generation Science workshop • Parent visitors talk – Kilts, pipe band and drumming • Multi-sports club • Dancing After school club • Sharing Time in class	• Sharing assemblies • Farm trip • Christmas Crafternoon • Easter Enterprise - rainforest • After school clubs outside of school – karate, gymnastics, football, kickboxing, ballroom dancing • Active school clubs – Multisport and dancing.	• Christmas Crafternoon • Easter Enterprise • Sharing assemblies • Panto' trip • Educational visits from library staff • Beath Young Sports Leaders inputs • After school clubs – multi-sports, netball and girls football.
P5/4	P6	P7
• Panto' trip • Christmas Crafternoon • Easter Enterprise • Falkirk Wheel visit • BeatBox - McHistory performance • Sharing assemblies	• After school clubs • Cluster Leagues • Donibristle Cup Badminton Tournament • Christmas Crafternoon • Easter Enterprise • Hopeton House excursion • Sharing assemblies • Fife College crystal growing STEM competition • Glee competition • Football Champions • Badminton, Karate and Youth Club tater events	• Sharing assemblies • Ardroy • Christmas Crafternoon • Easter Enterprise • Barnardos substance abuse workshop • Police input re community fire safety • Cluster Leagues • Rotary Quiz - Lochgelly • Art Competitions • BHS Enterprise Day • Maths Challenge • Health & Wellbeing Day (BHS) • P1 Buddies • Leadership roles

Evaluations (School)				
Quality Indicator	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of change	Good	Good	Good	NA
2.3 Learning, teaching and assessment	Satisfactory	Good	Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	NA
3.2 Raising attainment and achievement	Satisfactory	Good	Satisfactory	NA
Evaluations (ELC)				
Quality Indicator	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of change	Very Good	Good	Good	NA
2.3 Learning, teaching and assessment	Very Good	Very Good	Good	NA
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	NA
3.2 Securing children's progress	Very Good	Very Good	Good	NA
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	NA	5 (Very Good)	NA	
How good is our setting?	NA	4 (Good)	NA	
How good is our leadership?	NA	4 (Good)	NA	
How good is our staff team?	NA	5 (Very Good)	NA	

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