



Education Directorate Improvement Plan:

Improving Learning, Teaching & Assessment	Meeting Learner's Needs	Curricular Pathways
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- To raise confidence, motivation, engagement and attainment in reading – create specific year-group and whole school aims based on 2025/26 data linked to QI methodologies and the Fife Improving Reading Bundle
- To develop practitioners' capacity and confidence for planning high-quality learning, teaching and assessment in reading and ensure children are making full progress in their learning.

In the last two years we have reviewed and improved our pedagogical processes around how we teach writing and numeracy and we now have improved consistency in practice and progression in these areas. This has impacted positively on our attainment. However, through our self-evaluation processes, we have identified there is inconsistent practice in the learning, teaching and assessment approaches to reading across the school, particularly as children move onwards from 1st level, initial engagement. We would like to develop greater fidelity in our approaches to develop a clearer progression through the school that ultimately leads to improvements in attainment.

Leadership and Management	Learning Provision	Successes and Achievements
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
- Pupils experience a consistent, high-quality reading curriculum with clear progression across Early years – P7. - Pupils demonstrate improved attainment in	Define a whole-school Reading Framework and Standard: - Agreed progression (Early years – P7) including decoding, fluency, comprehension, spelling and grammar. - Clear expectations for pedagogy, pace and consistency (CPS Approach to Reading).	DHT SfL/PT Teacher Mrs Gordon	<u>Data</u> e.g.: Base reading assessment for all classes to determine gaps – track against this using run charts and fishbone diagrams across the year before moving onto new topics/targets (tools for reading).	Aug-Oct

reading, with accelerated progress for identified target learners. - Pupils show increased confidence, motivation and engagement in reading for both enjoyment and learning. - Staff demonstrate increased consistency and confidence in planning, teaching and assessing reading. - Pupils can apply reading skills across the curriculum, including comprehension, inference and critical thinking. - Equity gaps reduce, with vulnerable learners accessing appropriately matched, high-quality texts and support.	Undertake baseline analysis (staff & pupil): - Analyse attainment data (SNSA, BASE, teacher judgement). - Introduce assessment schedule: phonics, spelling, common words, fluency; at least twice per academic session. - Identify target pupils and set clear attainment gain aims. - Audit staff confidence and current approaches.	Class teachers	- P1 Base and SNSA standardised assessments - Termly attainment liaisons - Achievement of a Level - Tracking and Monitoring Attainment Data - Moderation Activity Outcomes - Use of Fife Reading Assessments and Phased Progression materials Observations - Forward Planning Monitoring and Professional Dialogue - Classroom SLT Observations - Jotter Sampling - Sampling using benchmarks - LP Feedback Views - Staff evaluation - PL Team evaluations - Pupil Focus Groups - LP Feedback	Aug-Oct
	Audit and rationalise reading resources: - Align resources to progression (incl. decodable texts, comprehension materials). - Ensure equitable access to age-appropriate, engaging texts. - Agree core approaches (e.g.: WfL, VIPERS, SRA...).	Class teachers SLT		Aug-Oct
	Deliver targeted professional learning programme: - Focus on: - QI Methodology and Fife Reading Bundle - teaching comprehension - structured reading approaches (e.g. WfL, VIPERS, SRA, RWI) - differentiation and support for struggling readers - Ongoing coaching, collegiate learning and professional dialogue.	Miss Jamieson Mrs Gordon Ms Cook Mrs Mitchell Class teachers SLT		Oct – Dec and ongoing thereafter
	Establish consistent planning, teaching and assessment approaches: - Agreed minimum time allocation for reading – Reading diet approach. - Structured approaches to reading lessons (e.g. whole class, guided, Peer, Literacy Circles, independent). - Consistent use of assessment to inform planning.	Class teachers		Aug-Oct
	Implement robust assessment and tracking systems: - Termly tracking using Records of Understanding and diagnostic tools. - Regular formative and summative assessment (minimum twice yearly). - Improved data analysis to inform interventions and pace.	Class teachers SLT		Aug -Oct and ongoing thereafter

	Deliver targeted interventions for identified pupils: • Structured support (e.g. decodable texts, comprehension support, Fuzz Buzz). • Targeted home learning to reinforce progress.	Mr Kinnear (Fuzz Buzz) Mrs Gordon (audit decodable texts) SLT		Oct – Dec and ongoing thereafter
	Promote reading for enjoyment and engagement • Increase exposure to high-quality, diverse texts. • Whole-school reading culture (e.g. events, themed activities).	Mr Kinnear Mrs Gordon Miss Jamieson		Aug -Oct and ongoing thereafter
	Strengthen family learning and partnerships: • Family workshops (e.g. Big Bedtime Read). • Clear guidance for supporting reading at home. • Digital and in-school access to reading materials.	SLT Class Teachers		Jan – Apr (or earlier)
	Implement a structured QA and moderation cycle: • Classroom observations, learning walks, attainment reviews. • Moderation of reading standards across stages.	SLT Class Teachers		Oct - Dec and ongoing thereafter
	Ensure consistency in learning environments: • Agreed reading display standards and literacy-rich classrooms.	SLT Class teachers		Aug -Sept
	Strengthen transition and continuity: • Clear progression from Early Years through to end of P7. • Alignment with secondary expectations where appropriate.	SLT		Oct - Dec and ongoing thereafter
Ongoing Evaluation				
Progress		Impact	Next Steps	

Session 2026 -2027 Improvement Plan - Cowdenbeath Primary School



School Improvement Priority 2: Develop a consistent and progressive STEM curriculum

Education Directorate Improvement Plan:

Improving Learning, Teaching & Assessment

Meeting Learner's Needs

Curricular Pathways

Focused Priority:

- To develop a coherent whole-school STEM progression that will ensure that all pupils experience consistent, high-quality learning from early years through to P7. This approach will embed STEM as a core driver of interdisciplinary learning, engagement, and future readiness.
- To develop practitioners' capacity and confidence for planning high-quality learning, teaching and assessment in STEM and ensure children are making full progress in their learning.

Why is this important now?

- We want to build on the recent success of STEM approaches in the upper school to ensure all pupils are benefit from high-quality experience and outcomes in STEM.

HGIOS4 Quality Indicators:

Leadership and Management	Learning Provision	Successes and Achievements
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
- Pupils experience a coherent, progressive STEM curriculum (Early–P7) with clear skills progression in inquiry, problem-solving, creativity and digital fluency. - Pupils demonstrate increased engagement,	Audit, rationalise and map STEM resources: - Audit existing planning resources, e.g. SSERC materials and map these against existing IDL and topic - Create a centralised resource catalogue aligned to progression. - Identify gaps and remove duplication.	Ms Cook Mrs Alexander Mrs Mitchell	Data - e.g.: pre-topic baseline assessments for all classes to determine gaps and progress - Termly attainment liaisons - Moderation Activity Outcomes	Aug - Oct
	Develop a whole-school STEM progression framework (Early years – P7) Coherent progression in knowledge, skills and pedagogy (linked to CfE experiences and outcomes).	Ms Cook Mrs Alexander Mrs Mitchell	Observations Forward Planning Monitoring and Professional Dialogue	Aug - Oct

confidence and attainment in STEM, including identified target learners. - Staff demonstrate increased confidence and consistency in planning, teaching and assessing high-quality STEM learning. - Pupils can apply STEM skills in real-world and interdisciplinary contexts, including awareness of pathways and careers. - Equity gap in STEM engagement and attainment narrows, with improved participation from underrepresented groups. - STEM becomes a sustainable driver for interdisciplinary learning, contributing positively to wider curriculum outcomes.	Integrates science, technologies, engineering thinking and maths.		- Classroom SLT Observations - Sampling using benchmarks - LP Feedback Views - Staff evaluation - PL Team evaluations - Pupil Focus Groups - LP Feedback	
	Conduct baseline audits (staff & pupil): - Staff confidence, current practice and professional learning needs. - Pupil baseline (engagement, attainment, confidence).	Ms Cook		Aug - Oct
	Deliver targeted professional learning programme: - Pedagogy: inquiry-based learning, problem-solving, high-quality questioning. - Practical use of STEM resources and digital tools. - Ongoing (collegiate sessions, coaching, peer learning).	Class Teachers		Jan - Apr
	Develop agreed STEM pedagogical expectations: - Consistent approaches to: - inquiry/project-based learning - assessment and feedback - classroom environments (e.g. displays, vocabulary, learner talk)	Class Teachers SLT		Oct-Dec and ongoing thereafter
	Introduce consistent assessment and tracking approaches: - Clear use of formative and summative assessment. - Target setting for identified pupils and tracking progress over time.	Class Teachers SLT		Oct-Dec and ongoing thereafter
	Implement progressive STEM learning across all stages: - Planned interdisciplinary learning contexts. - Integration of digital technologies, outdoor learning and engineering contexts.	Class Teachers SLT		Jan – Jul (or earlier)
	Strengthen partnerships and real-world connections: - Links with local industry, colleges/universities and STEM organisations. - STEM career awareness and contextualised learning experiences.	Class Teachers SLT		Jan – Jul (or earlier)
	Enhance family learning and pupil voice: - STEM family engagement events and home learning resources. - Regular pupil voice to shape delivery and engagement.	Class Teachers SLT		Jan – Jul (or earlier)

	Embed leadership, mentoring and wider achievements: • Peer mentoring (e.g. upper–lower school STEM buddies). • Explore STEM awards/recognition (e.g. FDA links, STEM profiles).	Class Teachers SLT STEM Ambassadors		Oct - Jul
	Strengthen transition pathways: • Planned STEM progression with nursery and secondary.	Class Teachers SLT ELC Team		Jan – Jul (or earlier)
	Create sustainable systems and review cycles: • Ongoing evaluation, refinement and scaling of effective practice.	Class Teachers SLT		Jan – Jul (or earlier)

Ongoing Evaluation

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Session 2026 -2027 Improvement Plan - Cowdenbeath Primary School



ELC Improvement Priority 1: Improving Interactions in the Nursery

Education Directorate Improvement Plan:

Improving Learning, Teaching & Assessment

Meeting Learner's Needs

Curricular Pathways

Focused Priority:

- To develop practitioners' capacity and confidence in consistently using high-quality interactions to enrich the learning experience of our children.

Why is this important now?

- The national Quality Improvement Framework for ELC settings became statutory guidance from September 2025. Fife have also just published their updated guidance around high quality interactions. We want to engage with these resources to self-evaluate and enhance our offering for the benefit of our pupils and families.

Quality Improvement Framework - Early learning and childcare quality indicators:

Leadership		Children thrive and develop in quality spaces	Children play and learn		Children are supported to achieve
- Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement		Children experience high-quality spaces.	- Play and learning and developing - Curriculum - Learning, teaching and assessment		- Nurturing care and support - Wellbeing, inclusion and equality - Children’s progress - Safeguarding and child protection
Expected Impact	Strategic Actions Planned		Responsibilities	Measure of Success	Timescales
- Practitioners demonstrate consistently high-quality, responsive and nurturing interactions, in line with Realising the Ambition. - Children experience sustained shared thinking, extending	Professional Learning: - Deliver targeted PL on high-quality interactions, including: - Sustained Shared Thinking - Effective questioning and modelling language - Emotional attunement and responsive care - Use national guidance (e.g. Realising the Ambition, Communication High 5, Quality Improvement Framework) to develop a shared understanding of excellence. - Work collaboratively with EYDO and EYPT.		SEYOs EYOs EYLO YET EYDOs EYPT	Data - e.g.: baseline audits - Moderation Activity Outcomes - Learning stories/plans show clearer links between practitioner interactions and children’s progress. - Improved outcomes in communication, language and thinking skills across cohorts.	Aug – Dec

language, curiosity and independence. - Children feel safe, valued and listened to, supporting wellbeing indicators (GIRFEC). - Interactions are consistently intentional and support progression in learning through skilful questioning, modelling and scaffolding.	Coaching and Moderation: - Introduce peer observations and coaching cycles focused on adult-child interactions using the new Fife High Quality Interactions tool. - Use video/reflection tools to support practitioner self-evaluation and improvement. - Engage in moderation discussions aligned with Quality Improvement Framework Quality Indicators.	SEYOs EYOs EYLO YET EYDOs EYPT	<u>Observations</u> - Forward Planning Monitoring and Professional Dialogue - Play Room Observations - Sampling using benchmarks - LP Feedback - Evidence shows most practitioners consistently using high-quality questioning and extending learning. - Increased instances of sustained shared thinking observed across playrooms. - Peer observation records show measurable improvement over time.	Aug onwards
	Practice Improvement: - Embed interaction prompts within playroom environments (e.g. questioning stems, language-rich displays). - Ensure staff are deployed effectively to maximise quality interactions during play. - Strengthen the balance between child-led and adult-supported learning.	SEYOs EYOs EYLO YET EYDOs EYPT		Aug onwards; reviewed termly
	Leadership and Monitoring: - Update QA calendar to include regular learning visits with a specific focus on interactions. - Use improvement data to identify strengths and next steps at individual and team level.	SEYOs EYOs EYLO YET EYDOs EYPT	<u>Views</u> - Team evaluation - Staff report increased confidence and shared understanding of effective interactions. - Little Voices feedback - LP Feedback	Aug onwards; reviewed termly

Ongoing Evaluation

Progress	Impact	Next Steps

Session 2026 -2027 Improvement Plan - Cowdenbeath Primary School



ELC Improvement Priority 2: Improving Approaches to Outdoor Learning

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Improving Learning, Teaching & Assessment

Meeting Learner's Needs

Curricular Pathways

Focused Priority:

- To develop practitioners' capacity and confidence for planning high-quality learning, teaching and assessment in outdoor learning experiences.

Why is this important now?

- Through our staff self-evaluation processes, Outdoor Learning was an area that they felt was not as well developed as it could be. We are fortunate to be well staffed in our nursery which the team feel, offers then an opportunity to explore how we can improve this aspect of our provision.

Quality Improvement Framework - Early learning and childcare quality indicators:

Leadership		Children thrive and develop in quality spaces	Children play and learn	Children are supported to achieve	
- Leadership and management of staff and resources - Staff skills, knowledge, values and deployment - Leadership of continuous improvement		Children experience high-quality spaces.	- Play and learning and developing - Curriculum - Learning, teaching and assessment	- Nurturing care and support - Wellbeing, inclusion and equality - Children's progress - Safeguarding and child protection	
Expected Impact	Strategic Actions Planned		Responsibilities	Measure of Success	Timescales
- All children access regular, high-quality outdoor learning experiences that support wellbeing, creativity and curiosity. - Children demonstrate increased resilience, independence and risk awareness through progressive outdoor experiences.	Curriculum Development: - Develop a progressive outdoor learning framework aligned to CfE early level experiences and outcomes. - Embed Forest Kindergarten principles (child-led exploration, risk-taking, connection with nature). - Map outdoor learning experiences across the year, including: - Forest visits - Foreshore exploration - Community outings		SEYOs EYOs EYLO	Data - e.g.: baseline audits - Improvements in wellbeing indicators (e.g. resilience, confidence, independence). - Clear links between outdoor learning and progress in CfE early level outcomes. - Planning reflects consistent integration of outdoor experiences across the curriculum.	Aug - May
	Professional Learning: - Provide PL on: - Forest Kindergarten pedagogy		SEYOs EYOs EYLO		Aug - Dec

- Practitioners increase their confidence in planning and facilitating outdoor learning in line with relevant guidance, e.g. Realising the Ambition and Quality Improvement Framework. - Outdoor learning is fully embedded within the curriculum.	- Risk-benefit assessment - Outdoor literacy, numeracy and health & wellbeing approaches - Facilitate staff visits to high-quality outdoor settings for inspiration and benchmarking.	EYT EYDOs EYPT	Observations - Forward Planning monitoring and Professional Dialogue. - Increased frequency and quality of outdoor learning sessions across all groups. - Most children demonstrate progression in confidence, problem-solving and physical skills. - Evidence of children taking increasing responsibility for risk assessment and decision-making.	
	Partnerships & Community Engagement: - Strengthen partnerships with local organisations (e.g. ranger services, community groups). - Engage families in outdoor learning through shared experiences and communication.	SEYOs EYOs EYLO		Oct - Apr
	Resourcing & Environment: - Audit and develop outdoor spaces to ensure rich, open-ended learning opportunities. - Invest in appropriate clothing, tools and resources to support all-weather access. - Capture pupil's views	SEYOs EYOs EYLO		Aug – Oct
	Leadership and Monitoring - Use Quality Improvement Framework to evaluate quality of outdoor provision. - Track frequency, quality and progression of outdoor learning experiences.	SEYOs EYOs EYLO EYT EYDOs EYPT SLT		Views - Team evaluation - Staff report increased confidence in facilitating outdoor learning. - Little Voices feedback - Positive feedback from families regarding children's engagement and wellbeing. - Increased participation in outdoor events and community-based learning.

Ongoing Evaluation

Progress	Impact	Next Steps