



## Context of the School

|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|-------|-----------------------|-------|--|----------|-----------|-------------|------------|-----------|------|-----------|--------|
| Demographic                                                     | <ul style="list-style-type: none"><li>• Cowdenbeath Primary school has a school roll of approximately 137 pupils.</li><li>• In our nurseries, we have a further 42 pupils split across our morning and afternoon provision (The Acorn Room) and our under three nursery provision (The Rainbow Room).</li><li>• The Acorn Room is open 49 weeks and is comprised of a maximum 30 morning places and 16 afternoon places.</li><li>• The Rainbow Room can accommodate up to a maximum of 10 children per daily session.</li></ul>                                                                                                                                                                                                                         |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
| FME<br>(Free Meal Entitlement)                                  | 57% (P6 & P7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
| School SIMD Profile<br>(Scottish Index of Multiple Deprivation) | 1.73 Average SIMD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
| ASN<br>(Additional Support Needs)                               | 58%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
| Vision, values and aims                                         | <p><b>Our Vision:</b><br/>Learning, nurturing and achieving together.</p> <p><b>Our Values:</b></p> <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> <p><b>Our Aims:</b></p> <ul style="list-style-type: none"><li>• To be a safe. Healthy and inclusive environment for learning.</li><li>• To inspire, challenge, support and celebrate high-quality learning and achievementfor all.</li><li>• To welcome, nurture, respect and listen to everyone.</li><li>• To work together as a team with everyone within our school community.</li></ul>                                                                             |             |                      |       |                       |       |  | Trusting | Equitable | Responsible | Respectful | Inclusive | Fair | Integrity | Caring |
| Trusting                                                        | Equitable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Responsible | Respectful           |       |                       |       |  |          |           |             |            |           |      |           |        |
| Inclusive                                                       | Fair                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Integrity   | Caring               |       |                       |       |  |          |           |             |            |           |      |           |        |
| Attendance                                                      | Total Attendance:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 89.55%      | Authorised Absences: | 5.13% | Unauthorised Absence: | 5.29% |  |          |           |             |            |           |      |           |        |
| Exclusions                                                      | 0.02%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |
| Summary of consultation with stakeholders                       | <p>We consult with our stakeholders in a variety of ways throughout the year:</p> <ul style="list-style-type: none"><li>• All families have the opportunity to feedback on improvement priority work through audits.</li><li>• Depending on the focus of our Learning Partnerships, we organise Parent Focus Groups.</li><li>• Pupils ongoing feedback gathered through regular pupil focus groups, pupil leadership groups, audits.</li><li>• We actively seek parent feedback at parents' nights and school events.</li><li>• Termly Parent Council meetings, this also includes discussions on how PEF is spent.</li><li>• We provide opportunities to discuss aspects of the school through our open events such as a sharing assemblies.</li></ul> |             |                      |       |                       |       |  |          |           |             |            |           |      |           |        |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <ul style="list-style-type: none"> <li>• We publish a weekly digital newsletter and encourage our pupils and their families to provide feedback.</li> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Attainment Scotland Fund Allocation (PEF)</b> | £ 100450                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Cost of the School Day statement</b>          | <p>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:</p> <ul style="list-style-type: none"> <li>• Uniform and clothing <ul style="list-style-type: none"> <li>- We have additional funds to purchase uniform items for children who require them.</li> <li>- Items from lost property are reused and distributed.</li> <li>- Throughout the school session we collect pre-loved clothing and make this accessible to all families.</li> <li>- We regularly distribute free clothing and household items donated from the 'Big Hoose'.</li> </ul> </li> <li>• Travel <ul style="list-style-type: none"> <li>- We provide transport for pupils representing the school at events.</li> <li>- We promote free, healthy ways to travel to school.</li> </ul> </li> <li>• Friendship and Community <ul style="list-style-type: none"> <li>- All charity events donation only so families do not feel pressure to pay.</li> <li>- Participation in school events like dress down and dress up days are considered carefully to ensure there is no pressure to purchase items.</li> <li>- Through our weekly newsletter, we regularly signpost financial support services to help families impacted by the cost of living.</li> </ul> </li> <li>• School trips <ul style="list-style-type: none"> <li>- 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).</li> <li>- In many cases, costs for trips are covered entirely.</li> <li>- We offer families an installment opportunity to pay for the residential trip to Ardroy.</li> </ul> </li> <li>• Food <ul style="list-style-type: none"> <li>- We host a free breakfast club that all pupils and their families can attend.</li> <li>- We host free lunches for pupils and families during the school holidays through Café Inc.</li> <li>- We purchase additional food items such as fruit and cereal bars that can be distributed to pupils freely if they are hungry between meals.</li> <li>- We regularly distribute free food items donated from the Big Hoose.</li> </ul> </li> <li>• Clubs and Home learning <ul style="list-style-type: none"> <li>- We ensure there are no costs for home learning.</li> <li>- All of our after-school clubs are provided at no cost.</li> </ul> </li> </ul> |

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

### School Improvement Priority 1: Raising Attainment in Numeracy

#### HGIOS 4 Quality Indicators:

| Leadership and Management                              | Learning Provision                                    | Successes and Achievements                                                                                  |
|--------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1.2 Leadership of learning<br>1.3 Leadership of change | 2.2 Curriculum<br>2.3 Learning, teaching & assessment | 3.2 Raising attainment and achievement                                                                      |
| Has this priority been:                                | Fully achieved <input type="checkbox"/>               | Partially achieved <input checked="" type="checkbox"/> Continued into next session <input type="checkbox"/> |

#### Progress:

- All core systems to support numeracy improvement are now in place across the school, including baseline assessment, tracking through Records of Understanding, structured timetabling and a clear progression framework.
- Most planning, teaching and assessment approaches are now aligned to Fife progression pathways, with increasing consistency in forward planning, assessment practices and use of data to inform next steps.
- A strong culture of professional learning and collaboration has been established, with all staff engaging in numeracy-focused CLPL and collegiate activity to support improvement.
- Quality assurance and resource development are well underway, with structured approaches in place, although further consistency is being developed to ensure full alignment across all classes.
- Approaches to targeted support and home-school learning are developing, with effective practice emerging in some classes and scope to extend this further across the school.

#### Impact:

- All teachers are now using robust assessment approaches, resulting in most pupils receiving well-targeted support that is improving progress in key numeracy skills.
- A consistent whole-school approach to timetabling and prioritising numeracy has ensured that the majority of pupils are making improved progress in attainment across all stages.
- Across most classes, a stronger focus on mathematical vocabulary is enabling most learners to communicate their thinking more clearly and develop deeper understanding of concepts.
- The full implementation of a structured times tables progression has led to almost all pupils demonstrating increased fluency, confidence and accuracy in recall, supporting wider numeracy development.
- Increased collaboration and shared expectations among staff have strengthened consistency in teaching; consequently, most learners are benefiting from improved pace, progression and continuity in their learning experiences.
- Professional learning in approaches such as Number Talks, stories for maths and Numicon has been embedded across the school, with most pupils benefiting from more engaging, conceptually rich learning that is improving attainment.
- Enhanced resourcing and a growing focus on conceptual teaching approaches are supporting most learners to develop a deeper understanding of mathematical concepts, leading to improved attainment outcomes.
- Whole-school use of tracking systems and diagnostic assessment tools is enabling early identification of need; as a result, most pupils are experiencing timely interventions that support continued progress and reduce gaps in learning.
- Emerging approaches to digital learning and home-school connections are beginning to engage learners in new ways, with increasing numbers of pupils showing improved motivation and engagement in numeracy beyond the classroom.

#### Next Steps:

- Embed consistency across all classes by fully implementing agreed approaches to teaching, assessment, use of mathematical language and home learning.
- Strengthen assessment and data use through a clear, whole-school calendar and more effective use of attainment data (including SNSA) to inform targeted support and raise attainment.
- Explore further opportunities to extend professional collaboration and moderation within and beyond the school to ensure shared expectations, consistency and high-quality learning experiences for all pupils.

- Continue to Enhance quality assurance arrangements to ensure greater consistency, accountability and sustained impact on pupil outcomes.
- Build on effective pedagogy and resourcing to ensure all learners experience high-quality, conceptually rich numeracy teaching.
- Further develop targeted and inclusive approaches to support engagement and ensure all pupils benefit from high-quality numeracy learning, including through strengthened home–school partnerships.

#### School Improvement Priority 2: Develop a consistent and progressive health & wellbeing curriculum

HGIOS 4 Quality Indicators:

| Leadership and Management                              |  | Learning Provision                                      |                                                        | Successes and Achievements                                                               |  |
|--------------------------------------------------------|--|---------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------|--|
| 1.2 Leadership of learning<br>1.3 Leadership of change |  | 2.2 Curriculum<br>2.3 Learning, teaching and assessment |                                                        | 3.1 Ensuring wellbeing, equality and inclusion<br>3.2 Raising attainment and achievement |  |
| Has this priority been:                                |  | Fully achieved <input type="checkbox"/>                 | Partially achieved <input checked="" type="checkbox"/> | Continued into next session <input type="checkbox"/>                                     |  |

#### Progress:

- Most core elements of a progressive Health and Wellbeing curriculum are now in place, with particular strength in professional learning, emotionally literacy, restorative approaches and physical education and activity provision.
- All staff have engaged in professional learning for Emotion Works and wider inclusive practice, establishing a shared foundation for emotional literacy across the school.
- A consistent whole-school approach to physical activity has been fully implemented, supported through strong partnership working and targeted use of data.
- Curriculum integration of emotional wellbeing approaches is developing across most classes, with increasing use of shared language and programmes such as Keeping Your Cool in School.
- Approaches to pupil voice, collaborative planning and consistent implementation remain at an early stage, with effective practice evident in a few classes and scope to extend this further.

#### Impact:

- All staff have increased their knowledge and understanding of emotional literacy through Emotion Works, resulting in most pupils benefiting from more consistent language and support to understand and express their emotions.
- The development of a shared emotional language across most classes is enabling most learners to engage more confidently in discussions about their wellbeing and to begin applying strategies to manage emotions.
- Where Emotion Works and Decider skills are embedded, staff are using more restorative approaches, leading to most pupils experiencing more supportive, solution-focused interactions that strengthen relationships and emotional regulation.
- Whole-school use of wellbeing programmes such as Keeping Your Cool in School has increased consistency; as a result, the majority of pupils are experiencing a more structured and progressive approach to health and wellbeing learning.
- Targeted use of data and partnership working with Active Schools has strengthened inclusion; consequently, most pupils, including those with ASN, are now participating in appropriate physical activity opportunities that support wellbeing and engagement.
- High-quality physical education and wider activity provision across the majority of classes has led to increased participation, with most pupils engaging in school and community-based physical activity.
- Increased participation in physical activity and sport is supporting most learners to experience improved wellbeing, confidence and engagement, reflected in sustained uptake of opportunities beyond school.
- School-wide achievements, including the Silver Sport School Award and progression towards Gold, demonstrate that the majority of pupils are benefiting from an increasingly active, health-promoting school environment.

#### Next Steps:

- Embed consistency across all classes by ensuring all staff apply Emotion Works and Decider approaches routinely and progressively.
- Strengthen implementation through professional collaboration by building in regular opportunities for staff dialogue, modelling and refresher training, including for all staff groups.

- Enhance pupil voice and ownership by ensuring all learners can confidently articulate and apply wellbeing strategies.
- Further integrate wellbeing approaches across the curriculum to ensure a fully coherent and progressive experience for all pupils.
- Sustain and extend targeted physical activity opportunities through continued use of data and partnership working to maximise engagement for all groups.
- Refine targeted planning and tracking to ensure wellbeing interventions are clearly linked to measurable outcomes for pupils.

**ELC Improvement Priority:** To develop and enhance our core provision for learning through play.

Quality Improvement Framework - Early Learning and Childcare Quality Indicators:

| Leadership                                                                                                                                         | Children thrive and develop in quality spaces                                                | Children play & learn                                                                                                                    | Children are supported to achieve                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• staff skills, knowledge, values and deployment</li> <li>• leadership of continuous improvement</li> </ul> | <ul style="list-style-type: none"> <li>• children experience high quality spaces.</li> </ul> | <ul style="list-style-type: none"> <li>• play and learning</li> <li>• curriculum</li> <li>• learning, teaching and assessment</li> </ul> | <ul style="list-style-type: none"> <li>• children's progress</li> </ul> |
| Has this priority been:                                                                                                                            | Fully achieved <input type="checkbox"/>                                                      | Partially achieved <input checked="" type="checkbox"/>                                                                                   | Continued into next session <input type="checkbox"/>                    |

**Progress:**

- Most planned actions to enhance play-based provision and pedagogical leadership have been fully or partially achieved, with particularly strong progress in learning environments, planning and quality assurance.
- All staff are now actively engaged in improvement activity, including co-design of provision, use of audit tools and participation in professional dialogue to inform change.
- High-quality learning environments have been systematically reviewed and refreshed, with full implementation of audits using national and local guidance.
- Planning, tracking and quality assurance processes have been strengthened and are now embedded across the setting, supported by partnership working with central officers.
- Professional learning, peer collaboration and reflective practice are developing well, with effective approaches in place and scope to extend more formal and structured opportunities.
- Engagement with children's voice is well established, while approaches to family engagement and some self-evaluation practices continue to develop.

**Impact:**

- Increased staff ownership and pedagogical leadership of change has resulted in most children experiencing enriched, responsive play-based learning that better meets their developmental and wellbeing needs.
- Ongoing engagement with quality improvement and self-evaluation frameworks has strengthened practice; consequently, most children and families benefit from a more consistent, reflective and continuously improving nursery experience.
- Collaborative co-design of play provision by all staff has led to highly engaging learning environments, with most children demonstrating increased engagement, curiosity and sustained involvement in play.
- Staff professional learning and dialogue have increased confidence and skill; as a result, most children benefit from more effective interactions and higher-quality learning experiences across the nursery.
- The development of high-quality indoor and outdoor learning spaces has ensured that almost all children experience stimulating, inclusive environments that respond effectively to their changing needs.
- Enhanced approaches to capturing and responding to children's voice are enabling most children to influence their learning environment, leading to increased ownership, engagement and motivation.
- Improved zoning, resourcing and staff deployment has strengthened interactions; consequently, most children benefit from more purposeful play experiences and enhanced opportunities for learning through interactions.
- Development of trauma-informed and sensory-aware practice has increased staff understanding; as a result, most children experience more inclusive, nurturing environments that support wellbeing and emotional security.

- Improved planning, tracking and quality assurance processes across all staff have led to more responsive and targeted learning experiences, with most children making clearer progress in their development and achievements.
- Greater consistency in quality of practice across the nursery is ensuring that almost all children benefit from a more equitable and high-quality learning experience regardless of key worker or area of provision.

**Next Steps:**

- Embed and extend consistency in high-quality practice through continued use of shared frameworks, self-evaluation tools and quality assurance processes.
- Strengthen professional learning and collaboration by increasing structured opportunities for coaching, peer observation, moderation and engagement with wider ELC contexts.
- Enhance practitioner-led enquiry and evaluation to further develop staff confidence in leading and sustaining improvement.
- Build on effective child voice approaches to ensure all children meaningfully influence their learning and environment.
- Extend family engagement to strengthen partnerships and ensure greater consistency between nursery and home learning experiences.
- Sustain and refine high-quality play environments and pedagogy to ensure continued improvement in outcomes for all children.

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## Improving Outcomes

### Attainment

#### Overall Attainment for 2025 – 2026 – End of Year (EoY)

| Stage | Literacy |        | Numeracy |        |
|-------|----------|--------|----------|--------|
|       | Stretch  | Actual | Stretch  | Actual |
| P1    | 75%      | 82%    | 81%      | 76%    |
| P4    | 62%      | 62%    | 71%      | 76%    |
| P7    | 62%      | 57%    | 62%      | 67%    |

Table 1: Literacy and Numeracy Stretch and Actual Attainment Comparison

| Stage | Listening and Talking |        | Reading |        | Writing |        |
|-------|-----------------------|--------|---------|--------|---------|--------|
|       | Stretch               | Actual | Stretch | Actual | Stretch | Actual |
| P1    | 75%                   | 82%    | 75%     | 82%    | 75%     | 82%    |
| P4    | 62%                   | 71%    | 62%     | 71%    | 62%     | 62%    |
| P7    | 62%                   | 81%    | 62%     | 62%    | 62%     | 57%    |

Table 2: Stretch and Actual Attainment Comparison – Literacy Breakdown

#### Key:

Met or exceeded stretch

Within 1 pupil off stretch

More than 1 pupil off stretch

#### Attainment Overview (2025–26)

- Most learners are achieving expected attainment levels across literacy and numeracy, with particularly strong outcomes in early years.
- P1 performance is a clear strength, with attainment exceeding stretch aims in literacy (82%) and remaining strong in numeracy (76%).
- At middle and upper stages, attainment remains broadly in line with expectations, with several areas meeting or exceeding stretch targets, particularly in numeracy.
- Numeracy is a notable strength across the school, with P4 and P7 both exceeding their stretch targets.

#### Literacy – Key Messages

- Listening and talking is a significant strength, with most learners meeting or exceeding stretch expectations across all stages.
- Reading attainment is strong overall, with most stages meeting or exceeding targets.
- Writing continues to improve, with steady progress evident, particularly at P4 where attainment has increased notably.
- Almost all learners have maintained or improved their literacy attainment over the session, demonstrating consistent progress.

#### Start of Year Comparisons and Value Added:

| Stage | Literacy      |             |              | Numeracy      |             |              |
|-------|---------------|-------------|--------------|---------------|-------------|--------------|
|       | Start of Year | End of Year | Value Added? | Start of Year | End of Year | Value Added? |
| P1    | 81%           | 82%         | +1%          | 69%           | 76%         | +7%          |
| P4    | 45%           | 62%         | +17%         | 50%           | 76%         | +26%         |
| P7    | 43%           | 57%         | +14%         | 48%           | 67%         | +19%         |

Table 3: Literacy and Numeracy SoY Predictions and EoY Attainment Comparison and Added

| Stage | Listening and Talking |     |      | Reading |     |      | Writing |     |      |
|-------|-----------------------|-----|------|---------|-----|------|---------|-----|------|
|       | SoY                   | EoY | VA?  | SoY     | EoY | VA?  | SoY     | EoY | VA?  |
| P1    | 81%                   | 82% | +1%  | 81%     | 82% | +1%  | 81%     | 82% | +1%  |
| P4    | 65%                   | 71% | +6%  | 60%     | 71% | +6%  | 45%     | 62% | +17% |
| P7    | 57                    | 81% | +24% | 43%     | 62% | +19% | 48%     | 57% | +9%  |

Table4: SoY Predictions and EoY Attainment Comparison and Added Value – Literacy Breakdown

Key:

Matched or improved

Within 1 pupil off stretch

More than 1 pupil off stretch

SoY  
:

Start of Year

EoY  
:

End of Year

VA?  
:

Value Added?

### Progress and Value Added (Start of Year → End of Year)

- Strong value added is evident across all stages, with clear gains in both literacy and numeracy.
- P4 and P7 demonstrate particularly strong progress, with double-digit increases in attainment across both literacy and numeracy.
- Numeracy progress is especially strong, including:
  - +26% at P4
  - +19% at P7
- Literacy progress is also positive across all stages, with the majority of learners improving on their start-of-year baselines.
- Across literacy organisers, most learners have made measurable gains, particularly in listening and talking and reading.

### Literacy Attainment Over Time

| Stage | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025- |
|-------|---------|---------|---------|---------|---------|---------|---------|-------|
| P1    | 85.0%   | 68.0%   | 66.7%   | 60.6%   | 47.6%   | 79.2%   | 81.0%   | 82%   |
| P2    |         |         |         |         |         |         |         |       |
| P3    |         |         |         |         |         |         |         |       |
| P4    |         |         |         | 63.6%   | 40.0%   | 52.9%   | 64.3%   | 62%   |
| P5    |         |         |         |         |         |         |         |       |
| P6    |         |         |         |         |         |         |         |       |
| P7    |         |         |         |         |         |         | 52.0%   | 57%   |

Table 5: Literacy Attainment Over Time

### Numeracy Attainment Over Time

| Stage | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025- |
|-------|---------|---------|---------|---------|---------|---------|---------|-------|
| P1    | 100%    | 72.0%   | 66.7%   | 63.6%   | 61.9%   | 83.3%   | 85.7%   | 76%   |
| P2    |         |         |         |         |         |         |         |       |
| P3    |         |         |         |         |         |         |         |       |
| P4    |         |         |         | 68.2 %  | 50.0%   | 52.9%   | 53.6%   | 76%   |
| P5    |         |         |         |         |         |         |         |       |
| P6    |         |         |         |         |         |         |         |       |
| P7    |         |         |         |         |         |         | 52.0%   | 67%   |

Table 6: Numeracy Attainment Over Time

### Attainment Over Time

- There is clear evidence of sustained improvement in recent years, particularly following earlier dips.
- P1 literacy attainment has recovered strongly, rising from 47.6% (2022–23) to 82% (2025–26).
- P4 attainment shows a positive upward trend, particularly in numeracy where outcomes have increased significantly to 76%.

- P7 attainment is improving over time, with gains in both literacy (57%) and numeracy (67%) compared to the previous year.
- Overall, most stages demonstrate a pattern of recovery and sustained improvement, reflecting effective teaching approaches and targeted support.

#### **Overall Evaluative Statement**

- The majority of learners are achieving expected attainment levels, with most making measurable progress over the course of the year.
- Staff approaches are having a positive impact, particularly in accelerating progress in numeracy and improving outcomes at key stages.
- Early intervention and targeted support are contributing to strong outcomes in P1 and improved attainment across the school.
- The school is well placed to continue its positive trajectory, with consistent gains in attainment and strong evidence of value added across all stages.

#### **Impact of PEF on outcomes for children and young people:**

Through our focused approaches to closing the poverty related attainment gap we were able to realise the following successes:

#### **Value-added attainment for pupils living in SIMD 1 and 2:**

- P1
  - +7% value-added attainment in **literacy** (Listening and talking, reading and Writing) (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +24% value-added attainment in **numeracy** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
- P4
  - +9% value-added attainment in **reading** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +8% value-added attainment in **writing** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +8% value-added attainment in **numeracy** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
- P5
  - +4% value-added attainment in **numeracy** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
- P6
  - +17% value-added attainment in **Listening and talking** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +17% value-added attainment in **numeracy** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
- P7
  - +30% value-added attainment in **reading** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +20% value-added attainment in **reading** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +10% value-added attainment in **writing** (in comparison between May 2026 and August 2025 attainment/attainment predictions)
  - +20% value-added attainment in **numeracy** (in comparison between May 2026 and August 2025 attainment/attainment predictions)

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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
- Parents Evenings
- Wall displays in school
- Weekly newsletter
- Sharing Assemblies

These have been celebrated through:

- Pupil of the Week
- Literacy Legends
- TERRIFIC Awards
- Sports Stars
- Magical Mathematicians
- Assemblies

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

| Rainbow Room                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Acorn Room                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>• 'Star moments' PLJ sheet.</li> <li>• Sharing opportunities in nursery</li> <li>• See Saw</li> <li>• Face to face information sharing at drop-offs and pick-ups</li> <li>• Let's Connect programme</li> </ul>                                                                                                                                                                                                                                                                 |  | <ul style="list-style-type: none"> <li>• 'Star moments' PLJ sheet.</li> <li>• Sharing opportunities in nursery</li> <li>• See Saw</li> <li>• Face to face information sharing at drop-offs and pick-ups</li> <li>• Learning Walls</li> <li>• Child Smile</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| P1/2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | P2/3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs – dance and multi-sports</li> <li>• Scotland sharing afternoon (whole school)</li> <li>• Physical literacy groups (selected pupils)</li> <li>• Health week</li> <li>• RHET visitor</li> <li>• Sharing good news</li> <li>• Judo taster</li> </ul>                                                                                                                                          |  | <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs</li> <li>• Cluster Ceilidh at Beath High</li> <li>• Outdoor learning- regular trip to the local woods with den building, bridge building, creating rope swings, knot-tying.</li> <li>• Few children at lunchtime STEM club</li> <li>• Health Week</li> <li>• Judo taster</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| P3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | P4/5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs</li> <li>• dancing, basketball (P4s)</li> <li>• Panto' trip (P4s)</li> <li>• Judo taster</li> <li>• Health week</li> </ul>                                                                                                                                                                                                                                                                 |  | <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs</li> <li>• Panto' trip (P4s)</li> <li>• Swimming Lessons (selected pupils)</li> <li>• BeatBox - performance</li> <li>• Scottish Water Visit</li> <li>• Science visit about the Human Body from Edinburgh University</li> <li>• Judo taster</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| P5/6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | P6/7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs</li> <li>• Swimming Lessons (selected pupils)</li> <li>• Cluster Leagues</li> <li>• Glee competition</li> <li>• STEM Leaders (P6s)</li> <li>• Glee Competition</li> <li>• STEM Club</li> <li>• Generation Science</li> <li>• British Red Cross First Aid workshop</li> <li>• VEX 123</li> <li>• Judo taster</li> <li>• Transforming learning (iPads)</li> <li>• Cluster Leagues</li> </ul> |  | <ul style="list-style-type: none"> <li>• Sharing assemblies</li> <li>• Christmas Crafternoon</li> <li>• After school clubs</li> <li>• Swimming Lessons (selected pupils)</li> <li>• STEM Leaders</li> <li>• Sports Leaders</li> <li>• Barnardo's workshop</li> <li>• Cluster Leagues</li> <li>• Glee competition</li> <li>• Rotary Quiz - Lochgelly</li> <li>• BHS Enterprise Day</li> <li>• Maths Challenge</li> <li>• Health &amp; Wellbeing Day (BHS)</li> <li>• P1 Buddies</li> <li>• Generation Science (P4-7)</li> <li>• STEMOVATORS</li> <li>• Young Stem Leaders award</li> <li>• Scottish Parliament visit</li> <li>• Online – Cyberbullying</li> <li>• Red cross – First aid training</li> <li>• Police Scotland – Grooming and social media impact (P7s)</li> <li>• MPV – BHS (P7s)</li> <li>• Babcock – Engineering</li> <li>• VEX 123</li> <li>• Transforming learning (iPads)</li> <li>• STEM club</li> <li>• Judo taster</li> <li>• Leadership roles</li> </ul> |  |

(continued next page)

| Evaluations (School)                                                            |           |              |                        |                        |
|---------------------------------------------------------------------------------|-----------|--------------|------------------------|------------------------|
| Quality Indicator                                                               | 2023-24   | 2024-25      | 2025-26                | Inspection Evaluations |
| 1.3 Leadership of change                                                        | Good      | Good         | Good                   | NA                     |
| 2.3 Learning, teaching and assessment                                           | Good      | Good         | Good                   | NA                     |
| 3.1 Ensuring wellbeing, equity and inclusion                                    | Good      | Good         | Good                   | NA                     |
| 3.2 Raising attainment and achievement                                          | Good      | Satisfactory | Good                   | NA                     |
| Evaluations (ELC) - HGIOELC                                                     |           |              |                        |                        |
| Quality Indicator                                                               | 2023-24   | 2024-25      | Inspection Evaluations |                        |
| 1.3 Leadership of change                                                        | Good      | Good         | NA                     |                        |
| 2.3 Learning, teaching and assessment                                           | Very Good | Good         | NA                     |                        |
| 3.1 Ensuring wellbeing, equity and inclusion                                    | Very Good | Very Good    | NA                     |                        |
| 3.2 Securing children’s progress                                                | Very Good | Good         | NA                     |                        |
| Shared Quality Improvement Framework – HMIE/Care Inspectorate Evaluations (ELC) |           |              |                        |                        |
| Quality Indicator                                                               | 2025-26   | 2026-27      | 2027-28                |                        |
| Curriculum                                                                      | Good      |              |                        |                        |
| Learning, Teaching and Assessment                                               | Very Good |              |                        |                        |
| Wellbeing, Inclusion and Equality                                               | Very Good |              |                        |                        |
| Children’s Progress                                                             | Very Good |              |                        |                        |
| Statement about feedback from HMIE/Care Inspectorate if inspected this session. | NA        |              |                        |                        |

(end of document)