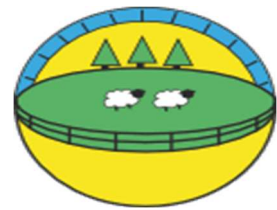




# DRAFT



## Craigrothie & Pitlessie Primary Schools

### Standards and Quality Report 2020/2021

*Achieving Excellence and Equity*

#### Context

Setting/School Roll (including ELC/ASC)	<b>Craigrothie:</b> 29 <b>Pitlessie:</b> 22	
FME	<b>Craigrothie:</b> 38% <b>Pitlessie:</b> 4.54%	
Attendance (%) <b>Craigrothie:</b> 89.34% <b>Pitlessie:</b> 94.97%	Authorised <b>Craigrothie:</b> 6.39% <b>Pitlessie:</b> 5.00%	Unauthorised <b>Craigrothie:</b> 4.27% <b>Pitlessie:</b> 0.03%
Exclusion (%)	<b>Craigrothie:</b> 0 <b>Pitlessie:</b> 0	
Attainment Scotland Fund Allocation (PEF)	<b>Craigrothie:</b> £5874 <b>Pitlessie:</b> £4699	

#### VISION:

#### CRAIGROTHIE

"Small school, Big Ambition!"

Positive  
Confident  
Kind  
Respectful

#### PITLESSIE

"Learn, Achieve, Succeed!"

Honesty  
Kindness  
Respect  
Positivity

## **CONTEXT:**

### **CRAIGROTHIE:**

Craigrothie PS was built in 1833. It serves the village of Craigrothie, the hamlet of Chance Inn and many outlying farms. The children from Craigrothie form part of the Bell Baxter High School cluster. Craigrothie has two classrooms, a dining area/general purpose room, office accommodation and a corridor linking the two classrooms. Children from our catchment area normally attend Ceres Nursery. We also have use of the village hall for PE, drama, school concerts, etc. We have a tarmac play area in front of the school and a school garden. We make good use of the local environment to support outdoor learning. 17% of our pupils are from the Travelling Community.

Staffing in the school consist of four job-share teachers. Visiting teachers provide: a Support for Learning teacher (1 day once a fortnight) and a NCCT teacher. We have a full-time Support Assistant; 1 x Clerical Assistants; a Pupil Support Assistant 2 (10hrs); a Pupil Support Assistant 2 (7.5 hours), a Janitor, a cleaner and a Catering Assistant.

### **PITLESSIE:**

Pitlessie Primary School was built in 1890. It is set amongst farmland that lies in the Eden Valley. Most of our children come from the village of Pitlessie and surrounding farms, extending to the Howe of Fife in the North and Cults Hill to the South. The children from Pitlessie form part of the Bell Baxter High School cluster. 5% of our pupils are from the Travelling Community.

Pitlessie has two classrooms, a dining hall/music room; a library/office area and a play area. There is a tarmac covered playground to the front and rear of the school. At the rear a walled 'secret' garden' provides great outdoor space for play and learning. The school has no dedicated gym facility but there is a suitable outdoor area and regular use is made of the local community hall and park.

Staffing in the school currently consists of three part-time teachers and a probationer. Visiting teachers provide: a Support for Learning teacher; and a NCCT teacher. There is a full-time Support Assistant, a Janitor/cleaner, and a Catering Assistant.

**RELEVANT TO BOTH SCHOOLS:** We have active Parent Councils who work closely with the schools to organise a wide variety of fundraising and events enjoyed by the whole village although this year has been very difficult due to Covid restrictions. Our pupils have strong voices in discussing their concerns and issues and are all part of a Council in the school. Again, this has been tricky to organise due to working in bubbles and Covid restrictions.

The YMI Music projects and visiting Brass specialist have been put on hold this year due to Covid restrictions. The brass lessons have been carried out via Teams.

Since August 2019, Craigrothie and Pitlessie Primary Schools joined together as two schools under one Headteacher. We work as a team across the two schools with slight variations to suit the individual contexts within each school setting. Covid restrictions have meant that the children are currently having school lunches in their own classrooms and the staff are using the dining hall as a staffroom, to ensure the correct distancing between adults.

**Improvement for Recovery Priority Work  
Session 2020 - 2021**

<p><b><u>NIF Priority</u></b></p> <p><b>A) Improvement in attainment for all, particularly in Literacy</b>  <b>B) Improvement in children and young people's health &amp; wellbeing</b></p> <p><b><u>NIF Driver</u></b></p> <p>A) Teacher Professionalism, Assessment of Children's progress, School Improvement and Parental Engagement          B) School Leadership, Teacher Professionalism, School Improvement</p>	<p><b><u>HGIOS 4 Quality Indicators</u></b></p> <p>A) 1.2 Leadership of Learning          2.2 Curriculum          2.3 Learning, teaching and assessment          3.2 Raising attainment and achievement</p> <p>B) 2.1 Safeguarding and Child Protection          3.1 Ensuring wellbeing, equality and inclusion</p>
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**Progress:**

**A) Improvement in attainment for all, particularly in Literacy**

- We focussed on Writing and Spelling
- Pobble was introduced as a Writing resource and as a way of sharing this area of work with parents and families
- Staff had online training and Mark Pitblado, a Senior Teacher from last year's Learning Partnership, spent a day with each teacher in their class
- Pobble was piloted in each class
- Most classes published work on Pobble where they had been given permission to do so.
- A collegiate working party over both schools, developed draft Writing planners and a progression, for each level. This has been shared with everyone and just needs to be signed off by new staff in 2021/2022
- A collegiate working party developed planners, a progression and policy for Spelling using the resource Alpha to Omega
- This was shared and piloted across both schools
- All classes are using the Alpha to Omega resource
- Extensive reading of research has been carried out by the group members
- This just needs to be agreed by all new staff across both schools

**B Improvement in children and young people's health & wellbeing**

- We focussed on the Emotional wellbeing across both schools
- Planners were shared across both schools
- Our NCCT focussed on the wellbeing indicators for her lessons. She also covered aspects of PE covering things like yoga

**Impact:**

**A) Improvement in attainment for all, particularly in Literacy**

- All children are engaging in Writing and it is being taught in class more often
- Parents can see their children's writing on the Pobble online platform
- Teachers can see examples of good writing on Pobble and can share this with their class when the class are constructing Learning Intentions and Success Criteria

**B) Improvement in children and young people's health & wellbeing**

- Planners were created using How Good is OUR school, focussing on the evaluative language and questions when teaching the topics
- Planners were created detailing each of the SHANARRI, wellbeing indicators. These had resources and activities linked to each indicator
- Planners have been used across both schools
- Almost all children appear to be more resilient, but this is difficult to measure as the second lockdown appeared to have more of a negative impact on our older stages
- These planners need to be agreed by new staff members

#### Next Steps:

##### A) Improvement in attainment for all, particularly in Literacy

- Planners need to be shared and agreed by, and with, new staff
- An evaluation will need to be carried out during the 2021/2022 session to ensure the impact on children's learning

##### B) Improvement in children and young people's health & wellbeing

- Planners need to be shared and agreed by, and with, new staff
- An evaluation will need to be carried out during the 2021/2022 session to ensure the impact on children's learning

#### Attainment of Children and Young People

- Some of our children have missed over a year of in-school teaching, especially from one particular community
- Some of our children are still being taught, and re-visiting, things they may have usually known by this time
- When you have such small numbers, the difference between one child attaining a level or not, can be big, e.g. if there were 2 x P7s in a school and one attained the expected level and the other did not, there would be a percentage of 50% attaining. If there was one pupil in P1 and they did not attain, there would be 0% attaining. If there were 3 x P3 in a school and one did not attain, there would be 66.7% attaining, etc.
- Our children are trying their absolute best in school as are the adult team members

#### Evidence of significant wider achievements

- ✚ Both schools have a woodwork bench in their younger class. The P1-3 children have learned how to use saws, hammers, clamps, etc, independently and are confident with using tools and making an end product. Due to COVID bubbles, it has not been possible to transfer the woodwork bench to the older classrooms
- ✚ Both sets of P4-7 pupils have had their Bikeability training
- ✚ P6 and P7 pupils are shortly to have an experience from Ardroy staff. This will happen in school as there have been no outward bounds activities due to COVID
- ✚ All children have participated in growing and eating the fruits of their labour
- ✚ All children are participating in French Fun for Families – family engagement programme in French
- ✚ All children are now confident with navigating around Microsoft Teams, GLOW, Sumdog, Teaching Monsters to Read, Reading Eggs, Big Maths. Mathletics, etc
- ✚ Both groups of P6s took part in the Euroquiz for the first time
- ✚ Both groups of P7s (with some help from the P6s) took part in the Rotary Quiz for the first time in years
- ✚ The children in Pitlessie learned BSL and signed songs which were filmed for a Christmas experience for their families. There was also Scottish Country Dancing and creative dancing, again filmed, so that parents had an alternative Christmas service to watch at home. Children played instruments too

- ✚ The children in Craighrothie scripted a Christmas Play, designed costumes, created dances and filmed this for their families. The younger children sang, after writing their own words to popular Christmas songs, and played instruments. Again, this was a chance for their families to have a Christmas experience in COVID times
- ✚ All the children in Craighrothie entered into the STEM Engineering competition and four children gained DISTINCTION and are through to the final!
- ✚ Groups of early years pupils in Pitlessie have been part of enrichment groups and have taken part in activities such as baking each week ~ which has supported the numeracy learning in class
- ✚ Detectives came to Craighrothie to engage the older children in a CSI type of experience which created the opportunity for a very rich learning experience

**What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)**

All families were sent a learning grid at the beginning of each week. Activities were then uploaded on to Teams

- Because the HT was engaging with families weekly, it was easy to change the process in order to support all family's individual needs. We then started to print out activities for those families who had no access to printers and could not always see clearly due to poor internet. Although we sent out the Dongles provided by the Scottish Government, that didn't make a difference with access to the Internet
- All learning grids had activities which could be completed with or without access to the internet
- All teachers started to broadcast live lessons and/or recorded lessons. Teachers also taught groups of children and individuals on Teams. This was a huge success and was a much better method of engagement
- One of our PSAs carried out Toe by Toe with one pupil on Teams
- Teachers also heard some reading on Teams and worked out ways of getting reading books to children
- For our really active readers, we gave out bags of books from our libraries to support their thirst for reading at home
- For families with children who had particular needs, resources were sent from Amazon to their homes, paid for by the school (and some PEF money). These included science experiments, dinosaur books, glider making kits, etc
- The main challenge has been that our families are spread out so far and not all can drive. This meant that we would leave things in the school grounds to be collected, but we also had the help of Social Work colleagues who would drop things off to families for us
- One of our particular communities found it hard to engage with the school and there was little evidence of work being carried out at home. However, with the help of one of the teachers supporting this community, learning, albeit limited, still took place
- Data of engagement varied considerably. There were pupils who engaged with Teams, pupils who completed photocopied activities and returned them or sent photographs of them. There were others who appeared not to engage with teacher-set activities, but they

did go onto the online programmes such as Sumdog, etc. During the week when we had snow, there was little engagement with regards to teacher-set activities, but there was lots of learning through building snowmen, igloos, etc. One of the teachers provided experiments to do in the snow and these were shared with the whole cluster

- The HT set up a YouTube channel and read books to the children. Some of the books were suggested by the learners. Unfortunately, this has now been blocked due to copyright!
- During the very first lockdown, live lessons and teaching did not take place. However, the confidence of the teachers has really blossomed and this is definitely the way forward for any future lockdowns. We are continuing, at some expense, to keep up the subscriptions for the online programmes as these were deemed really popular by children and parents
- During the first lockdown, we gave out pencil cases with every resource we thought children would need. Each child, in each family, had their own pencils, paper, Learning Log, ruler, glue, etc. We also sent out craft activities too
- Teachers taught themselves SWAY and have shared this with the children
- Feedback from families suggested that we were 'getting it right' at both schools. We reacted quickly to any suggestions made and ensured inclusivity for all learners
- We had recent feedback suggesting that parents thought that the levels of ICT skills, with the teachers, was not as good as it should be although no one said this when views were sought at the time. This is on next session's improvement plan

**Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**

Number of devices provided to support learning at home	<b>Craigrothie: 4</b> <b>Pitlessie: 2</b>
Additionality in staffing	<b>None</b>

Most children who had access to devices, participated in lockdown learning, even if it was only to access the online programmes we had access to. Almost all of the children who had devices, are working in the level we projected pre-lockdown. No family is without access to a computer. However, as previously stated, not all have reliable internet connections and this is due to the rural nature of the catchments.

**Attainment Scotland Fund Evaluation (PEF/SAC)**

**Progress:**

**In both schools:**

- **Pobble: we used some of the PEF money to support this new writing programme in school. This actually impacts all learners**
- **Extra PSA (Pupil Support Auxiliary) hours: We paid for 7.5 hours (in Craigrothie PS) per week for specific PSA support to target a small group of children with regards to Literacy. We also used our Pitlessie PSA hours (5) each week to support the younger learners in Craigrothie as we had some additionality re staffing in Pitlessie. This used up the majority of the PEF money in Craigrothie**



- **Extra resources to support specific needs:** PEF money bought some laptops for Craighrothie learners. In both schools we targeted Literacy and bought resources to support phonics. These were in the forms of initial sounds, blends, digraphs, etc. We bought tubs with resources and lots of different games

**Impact:**

- **Pobble:** Targeted 'PEF' learners have become much more confidence in Writing and enjoy having their work published online for their families to see
- **Extra PSA hours:** This has had a positive impact on pupil attainment.
- **Extra resources to support specific needs:** These were used by the PSAs and teachers who were targeting specific children. The attainment, for these children, has increased significantly for them

School/Setting Name: Craighrothie & Pitlessie Primary Schools

NIF Quality Indicators (HGIOS 4) School Self- Evaluation								
Quality Indicator	2018 - 2019		2019 - 2020		2020-2021		Inspection Evaluation (within last 3 years)	
	C	P	C	P	C	P	C	P
1.3 Leadership of change	GOOD	GOOD	GOOD		GOOD		N/A	N/A
2.3 Learning, teaching and assessment	GOOD	GOOD	GOOD		VERY GOOD		N/A	SATISFACTORY
3.1 Ensuring wellbeing, equity and inclusion	VERY GOOD	GOOD	GOOD		VERY GOOD		N/A	N/A
3.2 Raising attainment and achievement	GOOD	GOOD	SATISFACTORY		GOOD		N/A	SATISFACTORY

**ATTENDANCE 2020/2021 (as at 20.5.21)**

SCHOOL	OVERALL ATTENDANCE	AUTHORISED	UNAUTHORISED
<b>CRAIGROTHIE</b>	89.22%	5.96%	4.82%
<b>PITLESSIE</b>	95.18%	4.79%	0.03%

Appendix D – Pupil Equity Financial Plan Session 2021 - 2022

Cluster	School	Focus	Intervention	Name of Provider	Annual Amount	Expected Length of Engagement
Bell Baxter	Craigrothie	HWB	<ol style="list-style-type: none"> <li>1. Targeting vulnerable P6/7 pupils across the cluster as well as S3/4</li> <li>2. Peer Mediation with P6s and S4s</li> <li>3. CPD workshops on Parental Anxiety, Anxiety Management Groups, Demand Avoidance Training, Circles Framework, Edinburgh Resilience Pack</li> </ol>	<ul style="list-style-type: none"> <li>• Columba 1400</li> <li>• Scottish Peer Mediation</li> <li>• Active Schools</li> </ul>	£15,000.00	One year
	Pitlessie		As above			

Allocated Amount: £15,000.00

KEY:

L – Literacy

N – Numeracy

HWB – Health & Wellbeing

IT – IT Software/hardware

PL – Professional Learning

PE – Parental Engagement



Cluster	School	Staff	Intervention	FTE	Amount	Staff Key
Bell Baxter	Craigrothie	Sharon Watson	Working with specific children - Literacy	5 hours per week		PSA
		Laura McGowan	Cover for one day of supply so that teachers can visit a school with award winning ICT e.g. Kirkton of Largo	One day each	£800.00	T
		Lucy Scott				
		Fiona Jarrett TBC				
		Denise Adamson	Boardmaker Training – visit to school for training	One day	£100.00	PSA
			Purchase of iPads			AS
	Pitlessie	Susan Beveridge	Cover for one day of supply so that teachers can visit a school with award winning ICT e.g. Kirkton of Largo	One day each	£600.00	T
		Anna Latto				
		George Neilson				
			Purchase of iPads			AS

**KEY:**

**T – Teacher**

**PT – Principal Teacher**

**PSA – Pupil Support Assistant**

**FL – Family Link**

**EP – Educational Psychologist**

**AS – Admin Support**

