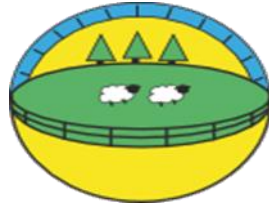


Pitlessie Primary School



Standards and Quality Report
Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	19				
FME	16.7%				
	(Rolling three-year average – 18.5%)				
Attendance (%)	89.94%	Authorised	9.67%	Unauthorised	0.39%
Our attendance this session has been significantly impacted by Covid self-isolations and incidences. We would anticipate a significant uplift in attendance next session without the need to make this a SIP priority for school simply due to the changing circumstances for the school.					
Exclusion (%)	0%				
Attainment Scotland Fund Allocation (PEF and SAC)	£6,126.00				

Vision, Values and Aims

“Learn, Achieve, Succeed!”

Honesty

Kindness

Respect

Positivity

Our Vision and Values were created around 7 years ago. Most of the children are aware of the Vision and Values and the display of them at the front door. Some children were able to name two of them but only one pupil was able to name them all. Staff feel they have drifted away from using them with the children and perhaps now is the time to revisit them. Next session, we will work with staff, families and the children to create a new or revised Vision, Values and Aims for the school.

Improvement for Recovery Priority Work

Session 2021 - 2022

Priority 1:

Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

NIF Driver

Teacher Professionalism

- Improve skills and increase the confidence of teachers in using digital tools to enhance learning, teaching and parental engagement.

Parental Engagement

- Ensure that every parent and family is supported to be involved and engaged in their child's education throughout their learning journey.

School Improvement

- Support schools and settings to harness the potential of digital technologies to enhance learning, teaching and assessment.

HGIOS 4 Quality Indicators

1.3 – Leadership of change

2.2 – The Curriculum

2.3 – Learning, teaching and assessment

2.6 - Transitions

3.3 – Increasing creativity and employability

Progress:

- A member of our teaching staff, Anna Latto, has taken the lead role for developing digital skills for learning, life and work.
- All staff have used the Fife PICT planners with an aged and staged approach to the development of skills this session.
- An audit of resources at the start of the session identified key gaps in our provision. These centred around hardware with flexible assistive features to support our attainment gap and resources to develop computational understanding. *Four iPads were purchased at the start of the session with a further two purchased in May. A donation made to the school also allowed us to buy a Lego Boost. A shortlist of further resources was created and*

prioritised. Funding streams were then identified. Applications were made to the Digital Xtra fund in January and Tesco Bags for Life in February.

- All staff have engaged in CPD training to develop their own digital skills for learning. These have included for example but not exclusively:
 - Office 365 – assistive features
 - ZU3D
 - Barefoot - coding
 - Effective use of iPad in the classroom
 - Chatterpix
 - Call Scotland – using technology to support children with ASN
 - Thinglink
 - Clicker 8 training
 - Lexia
- The children have not previously engaged significantly with the development of computational thinking. Mrs Latto has led P4-7 in the use of Lego Boost, Barefoot and Scratch. The focus has been on the development of block coding skills. P1-4 have been engaging with Scratch Junior.
- The children have had experience of using a variety of new digital skills for learning including Plickers, Cahoot, Chatterpix, ZU3D and Menti.
- Pupils in P4-7 have been trained to use Office 365 through Glow. *Targeted children have received a specific focus on using the assistive features within Office 365 and Word specifically.* Children log in to their Glow accounts daily and this is well embedded in learning and teaching. Children in P4-7 are skilled at using Office 365 and share their files through One Drive with their teacher daily.
- The assistive features on the iPads have been used to support our younger learners – for example read aloud and talk to text functions.
- Staff received Clicker training in Term 2.
- *P7 received targeted teaching on using Microsoft Teams and the assignment function as this will be used at BBHS.*
- *An audit of our SNSA revealed that children underperformed in the Writing assessment when compared to their Reading and Numeracy scores. An audit of evidence in the classroom identified spelling and grammar as areas for development. We have piloted the use of Lexia Core5, a computer-based program that supports the development of literacy skills. The activities in Core5 support and build on class learning, and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. We have purchased this program to target pupils at risk of not achieving national standards and/or those with an additional support need in literacy. This will be put in place from August and can be used at home.*
- Children in P3 and 4 are involved in the First Lego League. This project finishes at the end of this term.
- We received 20 Micro:Bits from the Scottish Government at the start of May. P4-7 attended a Code-Along led by @CodingLinda from Education Scotland. We are excited to learn more about how to use these devices. We have connected with Eileen Black from Fife College to access support for this for next session.
- The school has registered for the Digital Schools Award and the SEIC Digital Schools Support. We have been informed that our request to become part of the SEIC Digital Connector programme has been accepted.

Impact:

- Clear evidence of School Improvement work undertaken matching that planned within the School Improvement Plan.
- *All families have connected with the Seesaw App and we have regular engagement from all families. At parents' request, we have enabled the comment function – allowing families to engage with their children's learning on the app when appropriate.*
- *All parents and carers agreed that they received regular, helpful feedback about their child's learning via Seesaw, with 40% strongly agreeing.*
- All parents and carers felt that developing digital skills for learning, life and work was important for the children with the majority (80%) saying that this was very important.
- Each staff member reported that their confidence in teaching digital technology had increased this session, as had their confidence in using it as part of learning and teaching.
- There is strong evidence of the commitment of staff to undertake CPD and then embed these skills in the classroom in learning and teaching. All staff have undertaken new learning in digital skills for learning, life and work and then subsequently used these with the children in class
- *During Learning Partnership, all children were able to speak about how they use technology as part of their day-to-day learning, for example by sharing documents with their teacher on Glow. All pupils were able to give examples of digital skills they had developed. Children were able to speak of using the new iPad regularly and for a variety of purposes.*
- Our lead member of staff is able to clearly articulate the development work undertaken by the school.
- *The impact of our development work has initially been on pupil and staff learning and is focussed on pupils' capacity to use a variety of digital tools.*
- We have been successful in securing £5,000 of funding from Digital Xtra Fund to support the introduction and delivery of a coding club. The initial part of the grant will allow us to purchase 11 iPads giving us a ratio of one child to one device.
- We have been successful in our Tesco Bags for Life grant application. This will secure us a minimum grant of £500 and maximum of £1,500. The blue token appeal will run over the summer and we should receive our grant funding before Christmas. This will be used to purchase further resources to support the development of computational thinking such as Sphero Bolts, Cubetto and potentially Osmo kits for our iPads.

Next Steps:

- Audits have clearly identified the school's next steps which include parental engagement and the embedding of digital skills for learning, life and work into everyday learning and teaching.
- A DYW audit of parents and carers has identified that we do not have members of our school community that can contribute to our digital learning but that they are keen to learn with their children. Consider local links with industry (Digital Xtra Fund can support with this) to provide positive DYW role models (including those which tackle stereotypes).
- Consider our approach to involving parents and carers in the development of our digital strategy. As yet, whilst information about the work undertaken has been shared through our weekly newsletters and termly sways, there has been no opportunities to further involve parents and carers. This is a core part of our planning for next session.

- Further involve children in leadership roles through for example Digital Leaders. Greater roles and responsibilities in leading change will support the children’s ability to discuss their next steps on their digital skills for learning, life and work journey.
- Launch Pitlessie Coding Club next session. Use grant funding to purchase identified coding resources such as Micro:Bit Inventor accessory packs, Micro:Bit Rover Robots and Cubetto.
- Consider how our context as a small rural school will direct our improvement planning with a particular view to looking outwards and connecting our small school to others.

Priority 2:

Children experience a broad and coherent BGE with a focus during the recovery phase on literacy, numeracy and health & wellbeing across learning. Effective tracking and monitoring supports pupil progress.

NIF Priority

Improvements in attainment, particularly literacy and numeracy.

NIF Driver

Assessment of children’s progress

- Assessment should take into account the need to establish children’s next steps in learning across the curriculum, with a particular focus on literacy and numeracy.

Performance information

- It is everyone’s responsibility to gather and use performance information to intervene to secure improvement for all children and young people

HGIOS 4 Quality Indicators

1.3 – Leadership of change

2.2 – The Curriculum

- 2.3 – Learning, teaching and assessment
- 3.2 – Raising attainment and achievement
- 3.3 – Increasing creativity and employability

Progress:

- Feedback gathered from staff at the start of the session identified a need to standardise systems at a school level and be clear about what expectations were at Pitlessie. Significant HT and staff turnover alongside Covid meant that accepted practices had fallen away which resulted in inconsistencies in approaches to planning and assessment.
- We reintroduced Fife Workshop for Literacy planning and assessment systems. Both classes used WfL pyramids, planners and RfU to reflect upon assessment. Children are at the early stages of being involved in using the pyramids to evaluate and assess their progress.
- We reintroduced Fife Conceptual Numeracy planning and assessment systems. Both classes used Conceptual Numeracy pyramids and planners and RfU to reflect upon assessment.
- We introduced a three-year rolling Health and Wellbeing programme.
- RSHP programme was introduced and shared with parents and carers. All children undertook retrospective learning to ensure that by the end of the session all pupils had experienced all key learning corresponding to their age and stage.

- We have introduced a three-year rolling programme for our Broad General Education. This was personalised to Pitlessie's context, making the most of opportunities to embed learning in our local, rural context.
- We have created a draft Curriculum Rationale to reflect the amendments made to our curriculum this session. This will be reviewed again next session as we begin to embed the significant changes we have made. This brings together the changes made to planning and assessment, making it clear for new members of staff how the curriculum is planned and delivered at Pitlessie.
- Termly tracking and monitoring meetings took place. BASE and SNSA data, both current and historical, was reviewed alongside current CfE declarations and predictions. Individuals were reviewed and amendments made to predictions. This has an impact on individual attainment.
- *An audit of our SNSA revealed that children underperformed in the Writing assessment when compared to their Reading and Numeracy scores. An audit of evidence in the classroom identified spelling and grammar as areas for development. It was agreed to revert to using the Workshop for Literacy spelling progression. Sumdog has been utilised throughout the session to provide targeted consolidation of taught spelling patterns. We have piloted the use of Lexia Core5, a computer-based program that supports the development of literacy skills. This will be used with targeted pupils next session.*
- An assessment toolkit was created which identified agreed assessment resources to be used at Pitlessie at a universal, additional and intensive level. Timelines for key assessment pieces were identified and agreed.

Impact:

- There is now consistency in the approaches used to plan for learning and teaching across the curriculum. Pitlessie now uses the core Fife approaches including Workshop for Literacy, Conceptual Numeracy and the PICT planners. This allows us to access ongoing CPD as necessary to support both current and new staff with professional learning and ensures consistency at points of transition within Fife.
- Assessment information has begun to be gathered across the academic year supporting initial approaches to embedding moderation within school in Literacy and Numeracy.
- We have undertaken a significant amount of change to planning and assessment processes this session. This was carried out carefully and in response to a desire amongst the staff for clarity and consistency in approaches. Our small context also made this more manageable in such a short period of time.
- All staff felt that change was managed effectively, with 40% strongly agreeing. All staff felt that the demands made on them were manageable with 40% again agreeing strongly.
- Each staff member reported that their confidence in using standardised data such as SNSA or Base had improved this session.
- All staff stated that their confidence in declaring achievement of a level had increased. They were aware of the different assessment tools they could use to assess progress by using the Assessment toolkit.
- There has been a direct impact on our children's attainment with a number of predictions being shortened to reflect greater confidence in declaration of a level.

Next Steps:

- Allow significant changes to planning and assessment approaches to embed. Review and further amend our new Curriculum Rationale.
- Attend Education Scotland’s input on Interdisciplinary learning and look to review our approach to our BGE in the light of advice around the 4 capacities. Link with local partner schools who have also adopted our approach to the BGE.
- Now that consistent approaches to planning learning and teaching are in place, we will focus the next three-year improvement planning cycle on building consistent approaches to high-quality learning and teaching. Post-covid, it will be particularly valuable to invest time in allowing staff to look outwards and engage with staff in other schools.

Attainment of Children and Young People (Primary and Secondary)**Session 2021~2022****School Level Data**

Year Group	NUMBER	SHAPE	INFO. HANDLING	TALKING & LISTENING	READING	WRITING
School	50%	50%	50%	50%	50%	50%

Individual year group data has been removed to protect children’s identity.

Session 2020~2021**School Level Data**

Year Group	NUMBER	SHAPE	INFO. HANDLING	TALKING & LISTENING	READING	WRITING
School	64%	64%	44%	87%	64%	42%

Evaluative statement of attainment over time.

- As a small school, our attainment data is subject to fluctuations due to cohort specific factors such as additional support needs.
- Targeted assessment of the First and Second level following a review of standardised data has enabled children to achieve levels earlier than predicted.
- At the start of the session, 0% of children were ahead of level. At the end of the session, the following percentage of pupils were predicted to attain the next attainment level early:
 - Numeracy – 33%
 - Listening and Talking – 39%
 - Reading – 39%

- Writing – 33%

- Each staff member reported that their confidence in using standardised data such as SNSA or Base had improved this session.
- All staff stated that their confidence in declaring achievement of a level had increased. They were aware of the different assessment tools they could use to assess progress by using the Assessment toolkit.

Evidence of significant wider achievements

- We have been successful in securing £5,000 of funding from Digital Xtra Fund to support the introduction and delivery of a coding club. This funding will support the development of computational thinking and coding skills. (Successful Learners and Effective Contributors)
- We have been successful in our Tesco Bag for Life grant application. This will guarantee a minimum grant of £500 and maximum grant of £1,500. This will be invested in purchasing coding resources for the school. (Successful Learners and Effective Contributors)
- We have been chosen as one of six Fife schools to participate in the SEIC Digital Connector programme. This will support us to embed a digital culture within our school. We have registered for the Digital Schools Award. (Successful Learners and Effective Contributors)
- Pitlessie participated in the Cluster Literacy project. ‘Where Stars Are Scattered’ was used as a shared text with all P7 pupils. Core literacy experiences were delivered in all cluster primaries. Learning from all pupils was then displayed at the High School for the P7 Information Evening. It is planned to develop this approach next session and then embed as part of our transition processes. Whilst this developed core literacy skills, it also provides a connection across the cohort for after the summer. (Successful Learners and Confident Individuals)
- Pupils in P7 took part in five P7 Transition Activity Days with pupils from Ladybank and Freuchie Primary Schools. These activity days challenged learners and used the context of outdoor education to build independence and resilience. It also provided the opportunity for some of our pupils to engage in the outdoors in ways they had not experienced before. We also saw children from across the schools begin to make connections – making the initial transition days at Bell Baxter less daunting for them. (Effective Contributors and Confident Individuals) The activity days included a:
 - Ranger session at Falkland Estate
 - Fordell Firs Activity Day
 - Water Assault course experience at Wild Shore in Dundee
 - West Lomond Hill Walk
 - Transition Football Match between Ladybank/Pitlessie and Freuchie.

Impact of Local/National resources to support recovery within your setting (additionality of staffing) (primary, special and secondary sector only)

Additionality in staffing (teaching/support)	0.2 FTE and 0.03 FTE
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- Additionality in staffing allowed us to:

- Mentor and release a supernumerary probationer to allow us to sustain two classes.
- Facilitate individual support for children in using Digital Technologies such as Clicker.
- Target a group in P4-7 who received teaching on using the assistive features within Office 365 and Word specifically.
- Provided cover for classes for staff absence ensuring that not only was frontline staffing maintained, but the children also had a known adult covering their class. We have had increased short-term absence throughout the year as a result of testing and self-isolation requirements.
- A practitioner enquiry, conducted by our Probationer, quantified the impact on pupils of work undertaken with the assistive features in Office 365. The use of the assistive features within Word positively impacted on the amount of learning attempted by pupils, the complexity of the responses and the quality of the structure of language used.
- All 6 Chromebooks have been allocated to families. 2 were allocated on their arrival in December 2021. The following 4 were distributed to families in response to ICT surveys this session.
- 2 MiFi were returned as they were not required.

Scottish Attainment Challenge Funding

The average SIMD quintile for pupils in Fife is 2.9. The average quintile for pupils in Pitlessie Primary School is 3.8. 82.6% of our children are within quintile 4, 13% are within quintile 2 and 4.3% within quintile 5. Our FME entitlement currently sits at 16.7%. Our SIMD profile does not accurately reflect the circumstances of all our families. As with all data, it is our knowledge of our families that sits behind this that allows us to identify those children affected by the poverty related attainment gap. When identifying our children to target with PEF, we use a broad range of indicators in addition to FME and SIMD data.

Progress:

- Seesaw licenses were purchased for pupils in P4-7 to support its introduction as a tool to engage parents and carers in pupil learning across the school. Fife funding secured licenses for those children in P1-3.
- Six iPads were purchased to support learning and teaching for individuals across the school, including targeted use with those at risk of not attaining.
- Funding was used to support trips and P7 Transition Activity days minimising the cost of the school day.
- We have provided two blocks of free football sessions for pupils across the school.
- Three-year licenses for Lexia Core-5 have been purchased for targeted individuals for use next session.
- Our subscription for Sumdog has been extended to support games-based consolidation of basic numeracy and spelling concepts.
- Headphones with microphones were purchased to support the use of Clicker and Lexia.
- Our Clicker license was renewed for Clicker 8 as per the Fife negotiated contract.
- Gross motor skill resources purchased to support high-energy activity breaks for a targeted pupil next session.

Impact:

Please refer to evidence throughout SQR in italics. These have been financed with PEF funding.

- All families have connected with the Seesaw App and we have regular engagement from all families. At parents' request, we have enabled the comment function – allowing families to engage with their children's learning on the app when appropriate.
- All parents and carers agreed that they received regular, helpful feedback about their child's learning via Seesaw, with 40% strongly agreeing.
- During Learning Partnership, all children were able to speak about how they use technology as part of their day-to-day learning, for example by sharing documents with their teacher on Glow. All pupils were able to give examples of digital skills they had developed. Children were able to speak of using the new iPads regularly and for a variety of purposes.
- All children in P7 participated in P7 Transition Activity days with pupils from Ladybank and Freuchie Primary School.
- All children participated in a whole-school trip to Dundee Science Centre. Feedback received from pupils was positive regarding both the learning experience and the opportunity to go out of school for learning.
- 83% of children participated in two blocks of a lunchtime football club. This free club meant that almost all pupils (94%) attend a sporting activity or club either in or out of school.
- Sumdog is used effectively in both classes to target current learning focuses within class. Each class has participated in Fife-wide Sumdog tournaments and placed highly for the number of questions answered correctly – despite our size.
- Clicker is used with a pupil in the school to support learning in writing.

Next Steps:

- We are projected to return to a P1-7 class next session. PEF funding has been used to secure Anna Latto for 0.13 FTE. This allows us to maintain our current staff rather than introduce another change. Sustaining current staff allows us to build on the work begun this year with our targeted pupils in particular.
- Encourage parents and carers to apply for free bus passes via parentportal.scot to enable us to take learning out with the school at no additional cost to families.
- Continue to reduce the cost of the school day where possible particularly through free extra-curricular opportunities, starting a uniform recycling initiative and financially supporting school excursions.

Word Count - 4275

School/Setting Name – Pitlessie Primary School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation

Quality Indicator	2019 ~ 2020	2020 ~ 2021	2021 ~ 2022	Inspection Evaluation
1.3 Leadership of change	Good	Good	Good	Not applicable
2.3 Learning, teaching and assessment	Good	Very Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Good	
3.2 Raising attainment and achievement	Satisfactory	Good	Good	

<p>National Improvement Framework Priority: Priority:</p> <ul style="list-style-type: none"> - Improvement in attainment, particularly in literacy and numeracy. - Improvement in employability skills and sustained, positive school-leaver destinations for all young people. 		<p>National Improvement Framework Drivers:</p> <ul style="list-style-type: none"> - Teacher Professionalism: how we support teachers in their professional development - Parental Engagement: how we ensure the maximum benefit of parental involvement and engagement in children’s learning and in the life of the school. - Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all. - School Improvement: every school has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. 		
<p>Focused Priority: Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.</p>				
<p>HGIOS4 Quality Indicators</p>				
<p>1.3 – Leadership of change 2.2 – The Curriculum 2.3 – Learning, teaching and assessment 2.6 – Transitions 2.7 - Partnerships 3.3 – Increasing creativity and employability</p>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
<p>There is a clear understanding of the school’s strengths and next steps in our Digital Schools Journey.</p>	<ul style="list-style-type: none"> - Anna Latto and Lesley O’Brien to participate in SEIC Digital Connector programme. <ul style="list-style-type: none"> o Monthly Teams meetings o Supported self-evaluation o Visits to schools o Partner work with other Fife schools involved - Complete Digital Schools self-evaluation in partnership with staff, parents and pupils. - Share agreed strengths and next steps with all stakeholders. - Put in place a 2-3 year action plan to achieve our Digital Schools award. 	<p>Anna Latto and Lesley O’Brien</p> <p>All Staff</p> <p>Anna Latto Anna Latto and Lesley O’Brien</p>	<ul style="list-style-type: none"> - SEIC and Digital Schools audits - Action plan in place - Staff, pupil and parent audit in May 	<ul style="list-style-type: none"> - Audits completed in Term One and draft action plan created - Strengths and next steps shared with community in Terms 2 and 4

<p>The majority of pupils attend an extra-curricular coding club.</p> <p>The majority of pupils are able to identify at least 2 career pathways for computational thinking.</p> <p>Learners skills in computational thinking increase.</p>	<ul style="list-style-type: none"> - Audit when to hold the extra-curricular club to maximise attendance. - Purchase 11 iPads and Micro:Bit inventor and rover robot kits using Digital Xtra grant funding. - Run extra-curricular club initially focussing on Scratch and then progressing to using our Scottish Government Micro:Bits. - Engage with Digital Xtra Fund regarding the progress and impact of the coding club. - Organise industry engagement in partnership with Digital Xtra fund to provide positive role models for pupils which challenge stereotypes. - Evaluate impact of coding club. 	<p>Anna Latto leading and Lesley O'Brien supporting when necessary.</p>	<ul style="list-style-type: none"> - Attendance data - Attitudinal survey of learners - Tracking of learner progress against Es and Os and benchmarks. 	<ul style="list-style-type: none"> - Club will start in Term One and run to Term Three. - Mid-point evaluation to be completed by December 22. - End evaluation to be submitted in June 2023.
<p><i>Staff confidence in ways to use technology to support learning is increased.</i></p> <p><i>Learners can identify a minimum of two ways technology helps their learning.</i></p> <p><i>Learners with an additional need feel supported with their learning.</i></p>	<ul style="list-style-type: none"> - <i>Use of assistive features in Office 365 embedded with learners from P4 upwards or as appropriate.</i> - <i>Use of assistive features in iPads further developed and embedded.</i> - <i>Technologies used to support learning highlighted in pupils' individual Learner Profiles.</i> - <i>Introduce Lexia for targeted groups of learners from P2-P7 and monitor impact.</i> 	<p><i>Teaching staff</i></p> <p><i>Teaching staff</i></p> <p><i>Lesley O'Brien and Roz Esslemont</i></p>	<ul style="list-style-type: none"> - <i>Pupil Focus Groups</i> - <i>Observations and class visits</i> - <i>Learning monitoring</i> - <i>Lexia reports</i> 	<ul style="list-style-type: none"> - <i>Lexia up and running for targeted pupils by end of August 22.</i> - <i>Learner Profiles completed and shared with families by December 22.</i>
<p>Ongoing Evaluation</p>				

National Improvement Framework Priority: <ul style="list-style-type: none"> - Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged children and young people. 		National Improvement Framework Drivers: <ul style="list-style-type: none"> - Teacher Professionalism: how we support teachers in their professional development - Assessment of Children’s Progress: how we gather information about children’s progress and how we use this information to support improving outcomes for all. - School Improvement: every school has a responsibility to evaluate how well it is doing against the National Improvement priorities and other performance measures. 		
Focused Priority: By May 2023, learners at Pitlessie experience a consistent approach to the structure of learning and teaching through the 4-part model. Staff and learners have a clear understanding of what high-quality learning and teaching looks like at Pitlessie.				
HGIOS4 Quality Indicators				
1.1 – Self-evaluation for self-improvement 1.3 – Leadership of change 2.3 – Learning, teaching and assessment 2.6 – Transitions 3.2 – Raising attainment and achievement				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Staff have an awareness of the strengths and development priorities in 2.3 across the school and can identify their own.	<ul style="list-style-type: none"> - Focussed self-evaluation using challenge questions. - Individual strengths and development focus identified. - Create and agree an observation recording sheet ensuring it reflects development priorities. - All teaching staff to have a peer-observation, HT observation and LP observation over the course of the session and receive feedback to inform next steps. - All staff to have an opportunity to observe in school and out with. - Observation feedback analysed to identify themes for focussed learning for us in school. 	Teaching staff and Lesley O’Brien	<ul style="list-style-type: none"> - Audit of 2.3 - individual and school. - Observation format reflects priorities identified for this session. - Feedback themes from observations identified. - Observation feedback themes triangulated with audit. 	<ul style="list-style-type: none"> - Self-evaluation on Inset Day 2 - Observation format agreed in August - Term 4

<p>Pupils experience a consistent approach to the structure of lessons using the 4-part model.</p>	<ul style="list-style-type: none"> - Consistent approach to the 4-part model agreed for Pitlessie. - Revisit structures of high-quality lessons. <ul style="list-style-type: none"> o Review - Learning intentions and success criteria o Direct teaching o Activities and assessment o Review – plenary and assessment 	<p>Teaching staff</p> <p>Teaching staff</p>	<ul style="list-style-type: none"> - 4 part-model visuals consistent in each learning area. - Observations audit consistency of approach. - Potential LP focus – to be agreed with staff. - Pupil Focus Groups 	<ul style="list-style-type: none"> - By the end of Term 1 - Audit in Term 3 - August and May
<p>The majority of pupils are able to give examples of what high quality learning and teaching looks like to them.</p> <p>The majority of pupils are able to talk about their learning, their next steps and what helps them.</p>	<ul style="list-style-type: none"> - Involve children in reflecting on what high-quality learning and teaching looks like for them at assembly. - Pilot the use of Wee HGIOS with the Pupil Council with a focus on improving learning and teaching. - Create a visual of 'What Learning Looks Like at Pitlessie'. 	<p>Lesley O'Brien</p> <p>Lesley O'Brien</p> <p>Pupil Council</p>	<ul style="list-style-type: none"> - Pupil feedback gathered at assemblies 	<ul style="list-style-type: none"> - Focus with pupils in Term 3: January - March
<p>Ongoing Evaluation</p>				

Attainment Fund Rationale		Amount of Fund - £5,400	
We are using the majority of our PEF financing to allow us to increase the teacher ratio within the school and keep consistent teaching staff. This will support pupils with continuity after a period of significant change. It also allows us to continue to build on progress made this session, particularly around using technology to reduce the poverty related attainment gap.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.			
Staff confidence in ways to use technology to support learning is increased. Learners can identify a minimum of two ways technology helps their learning. Learners with an additional need feel supported with their learning.	<ul style="list-style-type: none"> - Use of assistive features in Office 365 embedded with learners from P4 upwards or as appropriate. - Use of assistive features in iPads further developed and embedded. - Technologies used to support learning highlighted in pupils' individual Learner Profiles. - CPD – Apps and how they can be used to support learning. Purchase Apps as required. - Introduce Lexia for targeted groups of learners from P2-P7 and monitor impact. 	<ul style="list-style-type: none"> - Pupil Focus Groups - Observations and class visits - Learning monitoring - Lexia reports 	
By May 2023, pupils at Pitlessie experience a consistent approach to the structure of learning and teaching through the introduction of the 4-part model. Staff have a clear understanding of what high-quality learning and teaching looks like at Pitlessie.			
Staff have an awareness of the strengths and development priorities in 2.3 and can identify their own.	<ul style="list-style-type: none"> - Focussed self-evaluation using challenge questions - Individual strengths and development focus identified - Amend current observation recording sheet to ensure it reflects development priorities - All teaching staff to have a peer-observation, HT observation and LP observation over the course of the session and receive feedback to inform next steps. - All staff to have an opportunity to observe in school and out with. - Staff released to observe high quality learning and teaching linked to development priorities identified. - Observation feedback analysed to identify themes for focussed learning for us in school. 	<ul style="list-style-type: none"> - Audit of 2.3 - individual and school. - Observation format reflects priorities identified for this session. - Feedback themes from observations identified. - Observation feedback themes triangulated with audit. 	
Other Interventions not held within SIP			

<p>Pupil participation in extra-curricular sport and physical activity is increased to 90%. #SportyKids #HappyKids</p>	<ul style="list-style-type: none"> - Increase opportunities to engage in clubs in school. - H&W PT to access Young Leader training for older pupils. PSA will support the delivery of pupil sessions targeted at providing a pathway for inactive children into physical activity. - Identify inactive PEF children and target participation. - Provide free club opportunities for all children at least once. 	<ul style="list-style-type: none"> - Attendance sheets - Excellence and Equity tracker - Pupil questionnaire in Sept and April 	
<p>All pupils are able to access all aspects of the life of the school regardless of financial circumstances.</p> <p>Families are aware of the support that school can provide.</p>	<ul style="list-style-type: none"> - Continue to provide additional uniform, shoes, gym kit for vulnerable families. - Fund external trips (restrictions allowing) for any family where finance is a barrier. 	<ul style="list-style-type: none"> - Number of families supported. - Improvement in presentation of key individuals. - Reduction in care and welfare forms for presentation. 	

Appendix D – Pupil Equity Financial Plan Session 2022- 2023

Staff	Intervention	Amount
Teaching Staff	0.03 FTE Apr- July costs for Anna Latto for 21/22.	£630.00
Teaching Staff	0.13 FTE increase in teaching number to keep Anna Latto at 0.8FTE and at Pitlessie.	Awaiting final cost
	Lexia Core 5 – 3 year Literacy program for 5 pupils	£462.00
	Funding to support clubs and external excursions	£500.00
	Total	£1,592 + Anna's Costs

