



## Pitlessie Primary School

### Standards and Quality Report *Achieving Excellence and Equity*

#### Context

<p><b>Setting/School Roll (including ELC/ASC)</b></p> <ul style="list-style-type: none"> <li>• Can also include number of classes</li> <li>• Can also include ELC sessions offered</li> <li>• May include specific cohorts relevant to your context e.g. Care experiences, EAL etc</li> </ul>	<ul style="list-style-type: none"> <li>• School Roll – 14 (1 P1-6 class)</li> </ul> <p>Due to the size of our roll – all other data has been redacted to ensure it cannot be used to identify individuals.</p>					
<p><b>FME</b></p>	<p>Due to the size of our roll – data has been redacted to ensure it cannot be used to identify individuals.</p>					
<p><b>SIMD Profile for establishment</b></p>	<p>7.0</p>					
<p><b>Attendance (%)</b> Stretch Target – 95.2%</p>	<p>Overall</p>	<p>95.22%</p>	<p>Authorised</p>	<p>3.54%</p>	<p>Unauthorised</p>	<p>1.24%</p>
<p><b>Exclusion (%)</b></p>	<p>0%</p>					
<p><b>Attainment Scotland Fund Allocation (PEF and SAC)</b></p>	<p>£5,400</p>					
<p><b>Cost of the school day statement</b></p>	<p>Pitlessie Primary School recognise the need to reduce the Cost of the School Day for all our young people. We have gathered feedback from our families on the main financial pressures and focussed our interventions around supporting within the following areas:</p> <ul style="list-style-type: none"> <li>• Uniform – uniform recycling service</li> </ul>					

- Clubs and activities – all run at no cost.
- School excursions (apart from P7 Residential) all run at no cost. We have started to make extensive use of our national pupil entitlement cards to provide transport to allow us to take learning out with our village boundaries.
- Fundraising events – minimised the number of these events, share dates at the start of the session to provide notice and moved to a pay what/if you can format for all activities e.g. Red Nose Day, Children in Need. Due to the size of our school, we have moved to grant applications to support improvement work such as Outdoor Learning and Digital technology.
- Information Sharing – created and share biannually a swag containing handy links and information for any family experiencing financial difficulties.

### Vision, Values and Aims

Our Vision, Values and Aims were created in partnership with our families last session. This session, we have focussed on weaving the metaphor of growth into our conversations with the children. A display has been created at the front door so that our vision is one of the first visuals our visitors see. We have begun to use our vision of #SmallBeginnings #BigDreams on our twitter account when reflecting on achievements of the school.

#### **Our Vision ~**

Small Beginnings – Big Dreams

#### **Our Values ~**

We are....

A Community where we can be ourselves, be safe and feel happy

A Community that fosters kindness, respect and friendships

A digital Community that looks to the future

A Community that will help us grow and reach our potential

#### **Our Aims ~**

To grow ourselves as learners

To grow our community of friends

To grow a love for our environment

To grow – so we can all achieve our potential



We spoke to our families about what makes Pitlessie unique. They shared that we are a 'wee school with a big heart!' We have a sense of community and a 'small but mighty' attitude!

### Improvement Priority Session 2023 ~ 2024

**Priority 1** – Increase pupil, staff and family engagement in digital technologies to support the development of digital skills for learning, life and work.

Directorate Improvement Plan

Equality & Equity  
 Achievement  
 Positive Destinations  
 Attendance & Engagement

HGIOS 4 Quality Indicators

1.3 – Leadership of Change  
 2.3 – Learning, teaching and assessment  
**3.3 – Creativity and Employability**  
 - Digital Innovation  
 - Digital Literacy

Has this priority been:  
 (please highlight)

Fully	Yes	Partially		Continued into next
Achieved		achieved		session

**Progress:**

- New PICT planning documents have been used to support planning and assessment of pupil learning from August 2023.
- Pupils have access to one-to-one devices both in iPads and netbooks. Their use is woven into day-to-day learning and teaching.
- Learners are given opportunities to exercise choice in when, what and how they use digital technology in their learning. They have opportunities to use their digital skills across the four contexts for learning

(Opportunities for Personal Achievement, Interdisciplinary Learning, Ethos and Life of the School as a community and Curricular areas and subjects).

- Pupils are at an early stage of using the PICT pyramids to identify next steps in learning and what will help them. We will continue to develop this next session.
- We have created Summary of Supports and Learner Profiles which details how technology is used (alongside other strategies) to support their learning.
- *Adaptive Literacy and Numeracy software such as Lexia and Sumdog is used to provide targeted, progressive learning consolidation. Specific learning targets are set for learners ensuring that learning consolidated is linked to current learning in class.*
- We have begun to investigate ways to integrate technology meaningfully into our outdoor learning. We have identified potential technology to invest in once funding streams are accessed.
- We have had our digital practices audited by Gemma Sanderson and sought feedback on our strengths and next steps.
  - Strengths
    - Availability of technology and its use across the curriculum.
    - Pupil choice in what, when and how to use technology is evident.
    - Digital leadership – particularly in supporting younger learners to develop early digital literacy skills.
  - Next Steps
    - Collate evidence of current practice in a One Note in readiness for applying for our Digital Schools Award.

**Impact:**

- All learners experience a progressive, differentiated digital literacy curriculum that is relevant and coherent.
- Staff know and understand the needs of learners and planning includes the appropriate use of digital technology to ensure curriculum accessibility.
- All children report that they use technology such as iPads and netbooks to help them with their learning. Almost all children say that technology helps them to make progress in their learning.
- All children are able to identify ways technology supports their learning. Examples offered included; Lexia giving them additional practice when they made a mistake, using Teams to do homework, coding, spelling and maths on Sumdog, Clicker helps me spell words and Sumdog is fun but it also makes you learn.
- Most pupils (88.89%) report that school teaches them how to stay safe when using technology online to communicate with others. 11% answered neutrally.
- Most children reported that they had the opportunity to choose which technology to use in their learning. When asked to report how much they enjoyed using technology in their learning on average they gave it a rating of 4.54 out of 5.

- *Effective use is made of adaptive Literacy and Numeracy software such as Lexia and Sumdog to provide targeted, progressive learning consolidation on identified next steps.*
- All learners have the opportunity to use their digital skills across the four contexts of learning (Opportunities for Personal Achievement, Interdisciplinary Learning, Ethos and Life of the School as a community and Curricular areas and subjects). All learners state that they have the chance to share their ideas and choose to do things they like to do.
- *Learners make effective use of the assistive technologies to support learning across the stages. For example, pupils in P1 will use the reader function within the iPads to read a story to them in the story corner. All learners in P4-6 are confident in using Immersive Reader, the assistive reader function on the iPad camera and Talk to Text function.*
- All learners with an additional support need have assistive technology identified within their Learner Profiles/Summary of Supports.
- Staff feel that our Learner Profiles are an effective way of capturing the needs of learners and sharing these with parents, pupils, and another staff members.
- Staff feel that their confidence in leading digital literacy has improved significantly since the beginning of our Digital journey. This confidence is reflected in their teaching of digital literacy in the classroom which was identified as a strength in last session's Learning Partnership visit.

**Next Steps:**

- We will look to expand our use of technology into our outdoor learning progression through an outdoor weather station, digital microscopes and a Wildlife webcam.
- We will continue to collate evidence of our Digital Literacy journey to support an application for the Digital Schools award. Whilst we will continue our work to weave digital literacy and into learning and teaching, next session this will no longer be a school improvement focus.

**Priority 2** – By May 2024, pupils in a multi-composite P1-6 have learning experiences, particularly in the Broad General Education, that are effectively differentiated to meet learner needs. Staff are using data effectively to track and monitor progress.

Directorate Improvement Plan

Equality & Equity  
Achievement  
Health & Wellbeing

HGIOS 4 Quality Indicators

**1.1 Self-evaluation for self-improvement**  
1.3 – Leadership of change  
**2.2 – The Curriculum**  
**2.3 – Learning, teaching and assessment**  
3.2 – Raising attainment and achievement

Has this priority been:  
(please highlight)

Fully  
Achieved

Yes

Partially  
achieved

Continued into  
next session

## Progress:

- We have helped to build a new tracking and monitoring system for Fife called Progress. It is being piloted in ten schools across Fife. School has shared the development of the system at the LIF and liaised closely with partner schools in the pilot. Staff feedback has been used to improve the system.
- Following a transfer of data from TRAMS, all of our school pupils have their learning tracked and monitored using Progress in Literacy, Numeracy and Health and Wellbeing. We have begun to track and monitor attainment across the Broad General Education since January.
- Staff have engaged in professional dialogue and learning regarding both the operational use of the system and the assessment and tracking of attainment across curricular areas. Having the benchmarks as part of the system allows staff and HT to check quickly against the benchmarks when discussing tracking and attainment.
- There is recognition that an opportunity to focus in on specific curricular areas, our planning pathways and subsequent assessment and moderation of the benchmarks will continue to increase staff confidence in tracking and monitoring attainment across the BGE.
- Staff have engaged in professional dialogue and learning regarding the operational use of the new reporting system for parents and carers within Progress. Staff have provided feedback on the construction of the report as well as feedback on its operational use.
- Pitlessie joined the SEIC small schools' network. The SEIC lead identified a school in the Borders that had received a recent positive Education Scotland inspection. The class teacher and I visited the school in the last week of June. The focus of our visit was around curriculum design.
- We audited our current rolling BGE programme and identified contexts which could be more effectively differentiated for multi-level multi-composite classes.
- The areas identified for amending were within Social Subjects in particular, where certain themes for History were more accessible for children in the early stages of Primary. We have amended these in ways that allow us to retain a focus on a historical timeline and a focus within Scotland.
- Further audits of curricular planning identified the planning for experiences within Health and Wellbeing as problematic. Our H&W pathways planned approaches for the teaching of health and wellbeing with different experiences and outcomes identified for the early, first and second level. This necessitated a separate lesson approach rather than a core context which could then be differentiated within a lesson.
- Work was undertaken to reorganise the pathway into a similar structure as that used to plan for the broad general education. This linked planning for Es and Os and benchmarks to one context for learning and streamlined these into year A, year B and year C. This allows for a coherent progression through the levels.
- Our new H&W planning has been piloted since Term 3. Initial feedback from staff states that this has streamlined the planning processes leaving additional time to plan the delivery of learning and teaching.

- The planning formats were shared with Ladybank and adopted by them. Since that point a number of other schools currently using our BGE planning have also expressed an interest in piloting the approach.
- We audited our provision for outdoor education and identified gaps. We applied for Food for Thought funding from Education Scotland and were successful in receiving a grant for £3000 to allow us to create a larger growing garden in our rear playground.
- Consent has been received for us to have raised beds installed in our rear playground and a greenhouse cited in our garden. Our greenhouse has been built and we are awaiting the construction of the raised beds in Term 1 of next session.
- We have worked with Tony Credland from Lochore Outdoor Education Centre to introduce the Natural Connections award with all pupils. Our P6s have recently completed a hike up West Lomond as part of their adventuring element.
- Regular outdoor learning sessions have been delivered across the session.
- Opportunities to work collaboratively this session with Largoward have been explored with an existing job-share partnership from Largoward visiting Pitlessie to observe learning and teaching and discuss classroom organisation
- Largoward has a newly appointed full-time member of teaching staff also in a one-class school. Partnership working with Largoward has been identified as a priority for next session. This will allow us to work collaboratively on the unique challenges a single class school faces in terms of curriculum design, differentiation and meeting pupil needs.

**Impact:**

- All staff are tracking and monitoring pupil progress across the broad general education, using assessment evidence to support professional judgements. This is being recorded on Progress for each individual pupil.
- All staff have engaged in professional dialogue on tracking and monitoring attainment across the broad general education since January although this remains in its early stages. We will look to build staff confidence ongoingly as we focus on assessment and moderation within individual aspects of the curriculum. Staff have prioritised the order in which we will focus professional learning and dialogue.
- Staff confidence in tracking and monitoring across the Broad General Education has somewhat improved with the opportunity to focus assessment and moderation in P.E. and Health and Wellbeing as identified next steps in continuing to support this.
- All pupils have received an end of session report generated through Progress. This is a consistent format for all Primary Schools across Fife. This report shares their attainment tracking across the broad general education with their families for the first time. Feedback will be sought on the new format centrally and amendments made as necessary.

- Staff confidence in meeting the broad range of needs in a multi-composite P1-6 class has somewhat improved with changes to curriculum design (BGE and Health and Wellbeing pathways) cited as having had positive impact on streamlining planning.
- Pupils' experiences, particularly in the Broad General Education, are more relevant and coherent within our P1-6 composite this session. Changes made to the BGE have supported richer shared experiences for pupils.
- All parents and carers identified that school provides opportunities for their child to progress and achieve through outdoor learning experiences.
- All children reported that school helped them to become more resilient and to be able to cope with challenges. Almost all children felt that school encouraged them to be healthy and take part in physical activity (for example; physical education, outdoor learning, extra curricular, taster sessions/events etc.) with 6.25% neutral.

**Next Steps:**

- Create a rotational progressive framework in partnership with Largoward Primary School for identified priority areas of the broad general education (initial focus – Physical Education, Physical Activity and Sport followed by Expressive Arts).
- Staff have identified two focus areas of the broad general education to focus on assessment and moderation within next session. These will be Physical Activity, Physical Education and Sport and Health and Wellbeing. This will support staff confidence in tracking and monitoring in the broad general education.
- An agreed approach to teacher feedback within writing and the explicit teaching of the skills required for effective self and peer-assessment would support our learners' ability to understand and action their next steps in their learning.
- We will continue to be involved in the roll out of Progress as Fife's new tracking and monitoring system for attainment.

**Attainment of Children and Young People**

\*\*As the data could identify individual pupils – only headline school level data will be included in the SQR we publish on our website and share with our parents. \*\*

As a small school, our attainment data is subject to fluctuations due to cohort specific factors such as additional support needs.

Table 1 – Overall Attainment in 2023~2024

Stage	Listening and Talking	Reading	Writing	Numeracy
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	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	100%	100%	100%	100%
P7	N.A.	N.A.	N.A.	N.A.

Table 2 – Overall Attainment compared to Stretch Targets

Overall Attainment for 2023 - 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	100%	100%	100%	100%
P4	67%	100%	100%	100%
P7	N.A.	N.A.	N.A.	N.A.

Table 3 – % of pupils on track to attain national expectations of attainment 23/24

Stage	Reading	Writing	Listening and Talking	Numeracy
School	86%	86%	93%	86%

Evaluative statement of attainment over time.

#### Literacy and English

- Overall attainment in Literacy and English is good. All learners are making good progress from prior levels of attainment. Our attainment gap is directly related to ASN.
- *All pupils in P1 and P4 are on track with national expectations in reading, writing and listening & talking.*
- Most learners in P1-6 (86%) are on track to achieve national expectations in Literacy. Of these learners, 36% are predicted to achieve the next level early.
- *Read, Write, Ink resources have been used to target gaps in early reading.*
- *Focussed interventions on phonic knowledge, blending and fine motor skills have supported the attainment of identified children within our P1 and P2s.*

#### Numeracy and Mathematics

- Overall attainment in Numeracy and Mathematics is good. All learners are making good progress when compared to prior levels of attainment.
- *All learners in P1 and P4 are achieving national expectations for attainment in Numeracy and Mathematics.*
- Most learners (86%) are on track to achieve national expectations in Numeracy. Of these learners, 36% are predicted to achieve the next level early.

- *SEAL resources are being used to support learners at the first level and have been used to successfully target gaps in conceptual understanding.*

### **Evidence of significant wider 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 Contributor, Successful Learner, Responsible Citizens and Confident Individuals. Children are encouraged to bring in their achievements from out of school to share with the class. These are displayed on our Pitlessie Achievement Wall as you come in the front door.

These have been shared throughout the session through Seesaw and monthly newsletters.

Please see below particular high points from our School Year.

#### Term One

- Held a McMillan Coffee morning and invited the community. We raised £500 for McMillan.
- Were successful in being awarded £3000 from Education Scotland's Food for Thought grants to create a growing garden in our rear playground.
- We participated in the Pitlessie Flower Show. The children won a number of entries from Best set of Courgettes to being placed in the Miniature Garden competition. This is an important part of our calendar as it allows us to engage with our local community.

#### Term Two

- P1-6 wrote and performed a Nativity. They invited the community to join them and served tea and mince pies after the performance.

#### Term Three

- P5 and P6 took part in a Scottish Opera performance of Vikings! with Ladybank Primary School.
- We have continued to work in partnership with the Eden Angling Society and the River Fly project to tackle Invasive species in the River Eden. This cements our role as official Guardians of the River.

#### Term Four

- We received our Bronze Fresh Air Frankie award for creating and sharing our School Travel Plan with our community. Our JRSO officers will continue our work towards our Silver Award by encouraging active and safe travel.
- Pitlessie Primary's Scarecrow came second in the Fife Show on 18<sup>th</sup> May 2024.

### **Feedback from External Scrutiny**

#### **Learning Partnership - Strengths and Areas for Improvement**

##### Strengths

- The physical space available within school was used well to provide a variety of learning opportunities across the curriculum. This supports differentiation and provides effective play opportunities for learning.

- A high level of engagement in learning was observed across the two groups of learners. One group was working with their class teacher and the other was working with the Support for Learning teacher. Children were motivated and engaged in their learning.
- The school has made progress in identifying barriers to effective planning of learning within the unusual context of the single class school and has begun to identify solutions to these.
- The school has created a new approach to planning learning within health and wellbeing which will support a shared context approach to planning. This will allow staff to differentiate by outcome or resource.

#### Areas for Improvement:

- It would be beneficial to look at the curriculum as a whole and identify ways to simplify the planning in a similar manner to that used to adapt the health and wellbeing curriculum. Progression pathways or agreed rotational approaches to themes within areas such as the Expressive Arts may simplify the level of documentation used to support planning.
- Further exploration and learning around effective differentiation through scaffolds as well as utilising effective self and peer-assessment strategies will continue to support development work undertaken within 2.3.

#### **Consultation with Stakeholders**

- All parents/carers had the opportunity to feedback on improvement priority work through our questionnaire
- Pupils on-going feedback gathered through pupil focus groups, pupil leadership groups and questionnaires
- Pupil wise and parent wise
- Parent council discussion at each Parent Council meeting

#### **How is SQR, IP and PEF Plan shared with stakeholders?**

- In September IP and SQR are shared with all parents/carers through a parental summary leaflet. Our full community version is saved to our Website so that all stakeholders can access the full document.
- Monthly newsletters share progress with Parents and Carers throughout session.
- Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes.
- In our Parent wise Survey, all parents and carers said that the school provides regular information about the life of the school e.g. information letters, newsletters, emails, school/nursery websites etc. The majority (71%) of parents and carers knew about the school/nursery's priorities for improvement with 29% answering neutrally.
- Parents and Carers views around school priorities are sought ahead of SIP priorities being finalised. This allows us to take parental and carer views into account when planning for improvement.

## PEF Evaluation/Impact

### Targeted Interventions

- Introduce 9 text types within writing to effectively differentiate learning across P1-6.
- Improve transcription skills for identified individuals improving efficiency and legibility.
- Decrease the attainment gap for identified learners in reading and writing by 6 months.
- Decrease the attainment gap by 6 months for identified learners within numeracy outcomes.
- All children and young people are participating in a range of progressive and creative outdoor learning experiences which are a core part of our curriculum.
- Pitlessie is providing regular, frequent, enjoyable and challenging opportunities for all children and young people to learn outdoors.
- All pupils are able to access all aspects of the life of the school regardless of financial circumstances.
- Families are aware of the support that school can provide.

### Progress:

- Teaching staff attended Stephen Graham training on teaching the 9 Text-types and also observed him teaching writing at Early, First and Second Level. Partnership planning and assessment of writing was a focus within Pitlessie and Ladybank collegiate time.
- Teaching staff worked in partnership with Ladybank PS to introduce the 9 text types and the PM writing approach to all children in P1-6.
- Additional PSA time has been used to target reading and writing through small-scale short-term focussed work on identified targets for individuals.
  - Phonic recovery
  - Common word practice
  - Comprehension activities
  - Read, Write, Ink
  - Sentence building using clicker
  - Support to use assistive technology in Literacy
- Target groups of pupils have received additional fine motor skills practice and additional handwriting practice to improve legibility and fluency of transcription skills.
- Targeted work has been undertaken to improve conceptual understanding for an individual. This has focussed on the use of concrete resources to support understanding (e.g. tens frames, numicon, counters).
- Outdoor learning sessions have been timetabled regularly for Terms 1 and 4 and as frequently as the weather allowed during the winter months.
- Feedback was gathered from our families on the main financial pressures they faced and we focussed our interventions around supporting within school uniform, clubs, trips and information sharing. Some of this work was done in partnership with our sister school, Ladybank.

- School has continued to provide extracurricular football sessions at no cost to families. In partnership with Fife Active Schools, we also delivered a Primary Physical Literacy programme to our P1-3 children.

**Impact:**

- *Please refer to the progress and impact information throughout our Standards and Quality report. The progress and impact information which was directly linked to PEF funding is italicised.*
- As a result of the Literacy interventions, targeted pupils in P1 and P4 attained national standards of attainment in reading and writing.
- As a result of the Literacy interventions, all targeted pupils met their individual identified targets (within for example: phonic recall, blending, common word recognition and basic comprehension).
- All pupils have improved their transcription skills with some pupils making significant improvements in the legibility and fluency of their written style and technique.
- Most (88%) of pupils in P4-6 have transferred cursive handwriting across their learning.
- Staff reported that they were somewhat confident in teaching writing at the start of the session but that their confidence has increased significantly this session.
- Learning and teaching of writing has moved to a text type focussed model for all learners at the first and second level. Learning at the early level remains focussed on description and sentence building.
- As a result of the use of SEAL resources to support conceptual understanding, the attainment gap for one pupil has not widened. They met their individual targets set and confidence in using concrete resources to support understanding has increased and been observed. The interventions are now supporting this learner in their move to abstract understanding.
- All pupils have experienced regular outdoor learning sessions. All pupils reported that the school was helping them to become more resilient and able to cope with challenges.
- All families commented that school provides opportunities for their child to progress and achieve from outdoor learning experiences.
- All children participated in extra-curricular activity at Pitlessie over the course of the session. This has ensured that all children have had the opportunity to participate in physical activity or sport either in or out of school.
- All families report that their child can participate in all school activities and that the school has measures in place to minimise the cost of the school day.
- Most parents and carers (85.71%) reported that the school had clear guidance and supports in place to ensure that no child is disadvantaged by personal circumstances with 14.29% answering neutrally.

**School/Setting Name – Pitlessie Primary School**

<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Good	
<b>3.3 Increasing creativity and employability</b>		Good	Good	

**Headteacher** – Lesley O'Brien