

Evidence of Significant Wider Achievement

There has been a wide variety of wider achievement opportunities across Pitlessie this session. These have been shared with home through our monthly Sway newsletters and Seesaw. We celebrate achievement in school. Pupils design their own certificates for these and wider achievements are displayed on our Wider Achievement wall. Please see below particular high points from our School Year.

Successful Learners

- As part of our role as Guardians of the River Eden – we had the amazing opportunity to take part in the Salmon in the Classroom project. We raised salmon eggs into Alevin then released them into the Eden in Pitlessie. We visited the hatchery and learned about the conservation project before taking part in some electrofishing to track salmon and identify them at different stages of development.
- 3 of our P6 and P7s attended the Enterprise Maths Challenge at BBHS. This year's theme was Coding and Cyphers. Pitlessie came 2nd in the Poster Competition.

Confident Individuals

- We provide opportunities for all pupils to perform in front of an audience annually through our P1-7 Nativity, Summer Celebration and P5-7 Scottish Opera performances with Ladybank.
- Our P7s attended their P7 residential at Lagganlia. They attended with Ladybank and Freuchie Primary Schools. P6 climbed West Lomond with P4/5 and P6 from Ladybank to raise funds for their residential.

Effective Contributors

- All pupils attended an extra-curricular club in school across the session. We attended the Netball and Basketball cluster Active Schools tournaments, Tennis Festival and welcomed Ladybank Golf Club and the Howe of Fife Rugby club to deliver taster sessions.
- We raised money to renovate our school shelter by attending our local Community Council to ask for funds. A member of our school community ran a Bingo tea for us and we held a Soup and a Scone event.
- We chose to have a view from Pitlessie painted. We took photos and then worked with our local community to choose our favourite view to be used as inspiration.

Responsible Citizens

- We continue to try to be a positive, visible presence in our community. We took part in the annual Flower Show and were placed for our courgettes from the garden. We held 2 community events in our Soup and a Scone and Macmillan Coffee morning and attended our community organised Bingo Tea to raise funds for our shelter renovation. The community council has asked us to design poo bag holders for the park.

Our Improvement Plan 2025~2026

This session our priorities are:

1. Planning, assessment and moderation of the benchmarks across Literacy, Numeracy and the Broad General Education ensure that learning in our multi-composite P1-7 is effectively monitored and tracked. Achievements for a target group of pupils are tracked, monitored and used to plan next steps through the World of Work profile.
2. By May 2026, the majority of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

A full copy of our School Improvement Plan and our Standards and Quality report are available on our School Website. Many thanks, Lesley O'Brien, Headteacher

Pitlessie Primary School

Standards and Quality Report Summary 2024~2025 and School Improvement Plan 2025~2026



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



What has been the outcome and impact of our 2024~2025 Improvement Priorities?

1. By May 2025, pupils in a multi-composite P1-7 have learning experiences, particularly in the Broad General Education, that are effectively differentiated to meet learner needs. Data is used effectively to track and monitor progress and identify next steps for learning and teaching.

What We Did

- Staff undertook additional professional learning on understanding and analysing standardised assessment data including BASE and NSA data.
- Staff worked with our cluster PT to use NSA data to identify gaps in learning and plan next steps. Historical data was used to identify trends at a school and cluster level and this information was used to inform planning to best meet cohort needs.
- Staff are in the early stages of working with Largoward Primary School to create a rotational 3-year pathway to support planning within Physical Education, Physical Activity and Sport.
- Further steps have been taken to create a draft rotational plan for planning learning and teaching in Expressive Arts. Advice will be awaited regarding new curricular framework documents before we proceed in trialling these in planning.
- Group and personal target setting and sharing have been established. Seesaw is used to share these with home.
- Staff have piloted a format for planning high-quality assessments. This approach will be broadened out next session to involve staff from Ladybank and then the outcome be embedded within our assessment framework next session.

What improvements were made?

- All pupils experience a curriculum that is effectively differentiated to meet their individual needs. All pupils are able to work independently and access what they need to help them with their learning. This was also observed in our youngest learners beyond what would be expected for their age and stage. Learners display a high level of engagement in learning activities and this was observed during our LP visit.
- All children have their attainment tracked across the Broad General Education. Available standardised data, including historical data, is interrogated alongside CFE predictions. This session, there is greater parity between our data and our predictions.
- Pupils have opportunities to share their learning through planned high-quality assessments which allow them to demonstrate application of knowledge and skills learned.
- Assessment evidence is used to support professional judgements to ensure pupils experience their entitlement to a broad general education.
- Learning Partnership feedback from our teacher focus group found that staff were increasingly confident in the use of a range of data to inform planning for learning, teaching and assessment.

- Staff ability and confidence to analyse, interpret and plan next steps using the data from NSAs and BASE has improved. Staff strongly agree that moderation activities are helping them make sound professional judgements.

2. By May 2025, 67% of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

What we did:

- This is the second year of implementing the Stephen Graham approach to the teaching of writing and embedding use of Fife's Assessment and Moderation of Writing pack.
- Staff worked in partnership with Ladybank staff and our Cluster Literacy PT to assess and moderate judgements within writing to ensure consistency.
- Staff worked in partnership with staff from the High School to set consistent layout standards and marking codes for transition jotters. Staff worked with other P7 teachers and High School staff to moderate assessment judgements in writing across first, second and third level.
- Feedback within Writing was audited and self and peer-assessment sheets introduced across the school to support consistency of approach.
- A rotational approach to the teaching of the text types was created and piloted. This will be reviewed for Session 25/26.
- Our class teacher attended Stephen Graham sessions on the teaching of reading. An audit of levelled reading resources has identified a gap in the variety of text types children are reading. Almost all our levelled texts for teaching reading are currently narrative.

What improvements were made?

- In May 2025, pupils in P1, P4 and P7 achieved national standards for attainment in Literacy. This met our identified stretch target.
- Focused skills interventions within reading and writing from our support staff has supported the learning of identified individuals in reading and writing specifically.
- We have closed the attainment gap for an identified pupil.
- Our Learning Partnership visit observed that the Stephen Graham approach to teaching writing was evident, well-embedded and having a positive impact on learning within writing.
- Assessment for Learning approaches are evident with learning intentions shared and success criteria co-created and differentiated where appropriate. Literacy learning is appropriately challenging for learners and well differentiated for learners with additional support needs. This is supporting high levels of attainment across the cohorts.
- Staff confidence in assessing and declaring levels in writing using the Fife Assessment and Moderation in Writing pack has increased. Working in partnership with Ladybank and other P7/BBHS staff was cited as key to this.

This is a summary of our Standards and Quality report. You can find a full version on our website.