

Pitlessie Primary School



Standards and Quality Report – 2025~2026

Demographic

SIMD Profile

	Roll	1	2	3	4	5	6	7	8	9	10
Mar 26	14	0	0	0	0	0	0	14	0	0	0
Sept 25	15	0	0	0	0	0	0	15	0	0	0

	SIMD Average
May 26	7
Sept 25	7

Vision, values and aims

Pitlessie Primary 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

Attendance	Total	96.81%	Authorised	1.9%	Unauthorised	1.29%
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Exclusions %	0%
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Summary of consultation 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.
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	• 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. All parents and carers knew about the school/nursery's priorities for improvement.
Attainment Scotland Fund Allocation (PEF)	£5,400
Cost of the School Day statement	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: • Uniform – uniform recycling service • Clubs and activities – all run at no cost. • School excursions (apart from P7 Residential) all run at no cost. • 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 shared in our monthly sway containing handy links and information for any family experiencing financial difficulties.



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

School Improvement Priority 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.

HGIOS4 Quality Indicators:

1.3 – Leadership of Change

2.2 – Curriculum

2.3 – Learning, Teaching and Assessment

3.1 – Ensuring wellbeing, equality and inclusion

• **3.2 – Raising attainment and achievement**

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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Progress

- In partnership with Ladybank PS, we have refreshed the school's Assessment Rationale to ensure it is rigorous and outlines a sustainable and useful range of assessment practices. This includes an assessment calendar and shared progressive AiFL assessment strategies suitable for use in a multi-composite setting.
- Planning and assessment supports learning that is effectively monitored and tracked across the curriculum. Effective use of the benchmarks for assessment has identified areas of the curriculum for intentional promotion to address learning gaps. As a result of this, focused intervention in French this session has addressed attainment gaps for learners in P5-7.
- We have had limited opportunities to engage in looking outwards for moderation this session. This is a focus for school improvement work next session.
- Staff and pupils are developing a shared understanding of meta-skills and their relevance across learning. Meta Skills has been a focus for teaching through assemblies and the children have been taught the three themes and the 12 skills within them. They have been displayed within the classroom.
- Learning experiences are being adapted to promote skills such as problem-solving, collaboration and self-regulation. This approach suits the unique learning environment of a P1-7 classroom.
- Opportunities for learners to reflect on and discuss their skills development are at the early stages.
- Achievements for pupils continued to be tracked and shared through Seesaw with a move to Showbie for P6 and P7. A pilot using World of Work was paused until decisions were made at a Fife level regarding use of Showbie's Portfolio.

Impact:

- Learners' attainment across the curriculum is effectively tracked and monitored on Progress. Next steps for cohorts and individuals for intervention are identified and actioned, proactively supporting learners' attainment.
- Learners in P5-7 are now on track for attainment within their L2, French after focused input this session from a native French speaker who is part of our school community. This followed clear assessment evidence that learners were not previously on track as per the benchmarks.
- *Literacy improvement work has strengthened a consistent approach to assessing, tracking and monitoring learning within reading and writing.*
- Learners have an awareness of the three Meta-skills themes and the 12 skills within them. They are beginning to be able to talk about them in reference to their learning. This will be supported by further opportunities to embed Meta-skills in the language of learning next session.
- Targeted pupils are demonstrating clear progress against identified next steps. Planned interventions are timely and well matched to learner needs.
- The attainment gap for identified groups is reducing and learners have an increasing understanding of their progress and next steps.

- Within our Pupilwise survey, all pupils report that staff talk to them about how to improve their learning, people in school help them with their learning when they need it and they can access support to make progress in their learning. As a result, all children believe they are making progress in their learning.
- All parents and carers report that their child is making progress in their learning.

Next Steps:

- Identify assessment weeks where agreed moderation activities take place with a focus across Literacy and Numeracy initially.
- Moderation opportunities planned with local schools and cluster High School resulting in greater consistency in assessment judgements made across the cluster primaries. Clear links made to Bell Baxter Cluster Improvement Plan 26/27.
- Involve teaching staff in Quality Assurance activities across Ladybank and Pitlessie such as jotter monitoring, ensuring next steps identified are shared and collectively agreed. Staff have a clear understanding of strengths and next steps within assessment and moderation themes in 2.3.
- Begin to explicitly plan for Meta-skills development across the curriculum and IDL contexts. Provide more consistent opportunities for learners to reflect on and discuss their skills development.

School Improvement Priority 2

By May 2026, the majority of children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

HGIOS4/ELC Quality Improvement Framework Quality Indicators:

1.1 – Leadership of Change

2.3 – Learning, teaching and assessment

2.4 – Personalised support

3.2 – Raising attainment and achievement

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
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Progress

- *Staff attended Stephen Graham's Guided Reading professional development sessions. Explicit teaching of comprehension strategies, vocabulary and text structure, alongside the development of metacognitive skills have been introduced for all learners. Learners are supported to become increasingly independent, reflective and critical readers through structured modelling, high-quality dialogue and gradual release of responsibility.*
- PM Literacy Assessment kit was used to identify specific next steps for all learners.
- Audits revealed a gap in levelled non-fiction reading resources. This reduced the opportunities for learners to be exposed to high-quality models of varying text types.
- *PM Guided Reading cards and Short Reads Non-Fiction were purchased alongside levelled non-fiction for reading ages 10-12 years. This provides more complex non-fiction texts across all levels and starts to deepen our resources for our more able readers.*
- We have continued to embed our approach to teaching the 9 text types in writing – followed the agreed rotational progression, the Stephen Graham pedagogical approach and using Fife's Writing Assessment pack to assess progress and identify next steps.
- Analysis of tracking and monitoring data identified learners for focused interventions in literacy this session. This included;
 - *Rapid Reading resources have been used to target gaps in reading fluency and comprehension.*
 - *Focused interventions on phonic knowledge, blending, common word recognition, comprehension strategies and fine motor skills.*
- Children in P5-7 received input on how to use accessibility features on Transforming Learning iPads. Staff have fully utilised iPads as part of learning and teaching in Literacy and across the curriculum.

Impact

- *Literacy improvement work has strengthened a consistent approach to assessing, tracking and monitoring learning across the P1-7 class.*
- Staff talk confidently about children's learning, abilities and themes across the school where children require additional time, providing strong building blocks for continued and further learning.
- Children talk confidently about how they use assistive technology to support learning. At this stage within the assistive features of Office 365.
- *Teachers speak confidently about their approaches to the teaching of reading. The development work the Stephen Graham approach to the teaching of Reading is proving to be highly impactful upon teaching for those involved.*
- *Teachers report that their confidence and ability to unpick and outline reading skills and progression within these has improved.*
- Most learners are beginning to be able talk about their reading skills and next steps and to have conversations with each other and their teacher about reading.
- *Target pupils achieved their individual targets in reading.*
- *Target pupils achieved their individual targets in writing.*
- There is a strong correlation between our NSA bands and our CfE declarations.

Next Steps:

- Staff to attend Stephen Graham spelling course. Review and amend phonics/formalised spelling programme as a result of learning.
- Run the final year of the 3-year rotational pathways for the 9 text types.
- Amend Curriculum Rationale to reflect pedagogical agreed approaches in Literacy.

Improving Outcomes

Attainment

Literacy and English

- Overall attainment in Literacy and English is good. All learners are making very good progress from prior levels of attainment. Our attainment gap is directly related to ASN.
- Most learners in P1-7 (85%) are on track to achieve national expectations in Literacy. Of these learners, 23% are predicted to achieve the next level early.
- *Read, Write, Ink and Rapid Reading resources have been used to target gaps in early reading.*
- *Focused interventions on phonic knowledge, blending, common word recognition, comprehension strategies and fine motor skills have supported the attainment of identified children.*

Numeracy and Mathematics

- Overall attainment in Numeracy and Mathematics is good. All learners are making good progress when compared to prior levels of attainment.
- Almost all learners (92%) are on track to achieve national expectations in Numeracy. Of these learners, 15% are predicted to achieve the next level early.
- *Focused interventions on number recognition, chunking down tasks to support independence and the use of concrete resources are being used to support identified learners.*

Attainment Over Time

- Overall, attainment over time in Literacy and Numeracy is good. There is evidence that learners are making very good progress from prior levels of attainment. Our attainment gap is directly linked to

identified additional support needs. All learners with an ASN have a Summary of Support which details what best meets their learning needs.

- As our cohort numbers are small, we have significant fluctuations in data depending on our cohorts. When you analyse individual learners' attainment over time, you can see the positive impact of interventions on learners' attainment.

Impact of PEF on outcomes for children and young people:

Pitlessie has a SIMD profile of 7 and we currently have an FME entitlement of 13.3. Our attainment gap is related to additional support needs. We will use baseline assessments within Literacy and Numeracy to both attempt to reduce the attainment gap but also to prevent attainment gaps widening. Most of our children from P1-P7 are attaining national expectations. NSA data is supporting us to identify gaps to address.

Taken from PEF Evaluation 25/26.

- *Target pupils achieved their individual targets in writing*
- *Most pupils attain national expectations in writing.*
- *There is a strong correlation between our NSA bands and our CfE declarations.*
- *Target pupils achieved their individual targets in reading.*
- *Learners can now access appropriately challenging texts from differing text types matched to reading level.*
- *All pupils now attain national expectations in attainment in reading and listening and talking.*
- *There is a strong correlation between our NSA bands and our CfE declarations.*
- *Styluses were purchased for use with iPads. These are available for all learners and used daily.*
- *Nessy was introduced alongside Sumdog for adaptive learning within Literacy. Whilst this has supported learning universally, it has provided specific tools for learning support for 3 identified learners.*
- *All pupils took part in extra-curricular physical activity in school.*
- *We have had no C&W forms for presentation.*
- *Our Cost of Living sway is shared termly on our Newsletter. Parent Council feedback that they felt the sway was informative about what support was available.*
- *Our School Uniform recycling service is not well used for families but available should this change.*

Please also see impact information from within our SQR SIP Impact statements. Those with associated PEF funding are italicised.

Achievements

There has been a wide variety of wider achievement opportunities across Pitlessie Primary School this session. All opportunities have developed a range of meta-skills linked to the 4 contexts for learning. These have been shared with home through our monthly Sway newsletters and Seesaw. We celebrate achievement in school and out at assembly with our Star and Sharing Wider Achievement awards. Pupils design their own certificates for these and wider achievements are displayed on our Wider Achievement wall.

Curricular Areas (Leading to Successful Learners and Confident Individuals. Developing Self-management and Innovation.)

- Continue to reinforce high expectations and be ambitious for our learners across the curriculum. Visitors to school comment consistently on the high expectations and standards of learning evident across the curriculum and across the stages.
- Digital technology is used extremely effectively to support learners. All learners can use assistive technologies following our ethos of useful for all and essential for some. Creative approaches to learning and teaching digital skills are evident in daily practice.
- Children participated in a Technologies learning focus through the national 'If you were an Engineer' STEM project. They welcomed an engineer into school to talk about his job and considered what they would do if they became engineers. All children's submissions were shortlisted with 2 children achieving Highly Commended and 3 children winning their age groups.

Inter-disciplinary Learning (Leading to Successful Learners and Confident Individuals. Developing Social Intelligence and Innovation.)

- The children were fully involved in production of a Pantomime which was performed for parents, carers and our local community. The children wrote the script, particularly enjoying creating puns and jokes for the audience. They chose the songs to perform, helped direct the movement and were involved in the

creation of all of the props and costumes. It was a rich and varied learning experience and one in which the children thrived.

- Growing Garden established to provide rich learning opportunities in Health and Wellbeing (Food and Health outcomes), Science and Learning for Sustainability. Support accessed through a Food for Thought grant, Community Food Grant and our community partners have brought this project to fruition. Our Growing Garden has been entered into the Cupar Flower Show.
- Highly engaging IDL around Queen Victoria and life during Victorian times captured the children's imagination. Collaborative learning creating black and white still images of life in Victorian times, expansion of the railways as well as learning about Victoria's life when she was a child were particular learner highlights. This culminated in a trip to Hopetoun House to experience life above and below stairs.

Ethos and Life of the School (Leading to Responsible Citizens and Effective Contributors. Developing Self-management and Innovation.)

- Pitlessie came 6th in Scotland within the Big Walk and Wheel this session which encourages children to travel actively to school. We came first within Fife within the Very Small school category and received a trophy from Fife Travel Plan coordinators.
- We continue to try to be a positive, visible presence in our community. We took part in the annual Flower Show and were placed within a number of categories. We held 2 community events through our Macmillan Coffee morning and Spring Coffee Morning. Our local community was invited to attend our Christmas Pantomime.
- We achieved the Digital Schools Award and have been nominated to become a Mentor school for other small rural schools. The Digital Leaders were commended for their leadership as was the innovative practice of our class teacher.

Opportunities for Personal Achievement (Leading to Responsible Citizens and Effective Contributors. Developing Social Intelligence and Innovation.)

- All pupils attended an extra-curricular club in school across the session. We attended the Netball and Football cluster Active Schools tournaments, Tennis Festival and welcomed Badminton Club and the Howe of Fife Rugby club to deliver taster sessions. Attendance at clubs out of school is tracked and used to plan opportunities for all.
- All P6 and P7 pupils achieved Level 1 and Level 2 Bikeability awards by attending sessions at our sister school, Ladybank Primary.
- Approaches to providing opportunities for leadership are well-established with sustainability a key next step. This session, the younger children led the Pupil Council achieving our Bronze RRSA Award. Our older children are Digital Leaders and led our successful application for our Digital Schools Award. P5,6 and 7 received training to become Active Schools Sports Ambassadors with an aim to children leading lunchtime sports clubs next session.

Evaluations (School)				
	2023-24	2024-25	2025-26	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	