

Evidence of Significant Wider Achievement

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.

Curricular Areas – For example

- 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. All children's submissions were shortlisted with 2 children achieving Highly Commended and 3 children winning their age groups.

Inter-disciplinary Learning – For example

- 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.
- Growing Garden established to provide rich learning opportunities. Support accessed through a Food for Thought grant, Community Food Grant and our community partners have brought this project to fruition
- Highly engaging IDL around Queen Victoria and life during Victorian times captured the children's imagination. This culminated in a trip to Hopetoun House to experience life above and below stairs.

Ethos and Life of the School – For example

- Pitlessie came 6th in Scotland within the Big Walk and Wheel this session which encourages children to travel actively to school.
- 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 – For example

- 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.
- 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.

Our Improvement Plan 2026~2027

1. By June 2026 through looking outwards, strengthen the consistency and quality of moderation practices to ensure a shared understanding of standards in literacy and numeracy, resulting in more reliable and robust teacher judgements.
2. By May 2027, most children in P1, P4 and P7 will achieve national standards for attainment in Literacy.

Pitlessie Primary School

Standards and Quality Report Summary 2025~2026 and School Improvement Plan 2026~2027



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. 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.

What We Did

- 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.
- 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.
- 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.

What improvements were made?

- 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.

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

What we did:

- 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;
 - Identified 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.

What improvements were made?

- 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 to 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.

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