

PITREAVIE PRIMARY

SUMMARY SELF-EVALUATION



Pitreavie Primary				
How would you evaluate yourself using the six-point scale?		2023/24	2024/25	2025/26
		Good	Good	Good
Date last updated: 19/6/25	How well are we doing? What is working well for our learners?	How do you know? What evidence do you have?	What are you going to do now? What are your improvement priorities?	
Learning and engagement	<ul style="list-style-type: none"> • All staff, learners and families can confidently identify our shared school values and explain how they are integrated into the ethos of the school. Parents, learners, partners and staff were involved in the creation of our new school vision of Play Together, Learn Together, Achieve Together which signifies the aspirational learning journey we have for all learners. • The learning environment in school is nurturing with high expectations across almost all classes. The values of Ambition, Kindness, Respect and Responsibility are at the core of school life • Providing well-matched, enjoyable experiences from our learners comes from knowing the learners very well. This includes using non-verbal feedback and behavioral cues from learners within our ASC. • We are beginning to establish a framework for recognizing out of school and wider achievements relating to the skills for life, learning and work. • Learners in the upper years actively participate in the school and at times, the wider community, taking on leadership roles. 	<ul style="list-style-type: none"> • Partners, supply staff and visitors to the school comment positively on the relationships and interactions between learners and learners and learners and staff. • Parents report to us that learners will use the vision and values at home and can explain why they are important. • House points are awarded on the basis on displaying the school values. The weekly school vision award recognises those learners who play, learn and achieve well together. Learners are excited to receive these awards. • The annual school values awards are also well respected with staff, learners and parents. • Parents are encouraged to send out of school achievements into school to be celebrated at weekly assemblies. Learners are confident 	<ul style="list-style-type: none"> • Continue to develop pupil leadership opportunities within the class and across the school to engage learners in evaluating and improving learning and teaching experiences and the work of the school. • Develop a tracker for wider achievements that is equitable for all • Aim to achieve the Silver award in RRS • Aim to increase attendance in targeted family groups 	

Quality of teaching	<ul style="list-style-type: none"> • Leading learning is established in most classes. In the Early Years the introduction of play pedagogy facilitated this. • Learners' Rights are actively promoted, and Pupil voice is encouraged. Learners have a range of ways to provide their opinions and suggestions and know that these are considered carefully and responded to. • Through a range of processes all parents can be involved in supporting the school to evaluate what is going well, to support their learners in the learning and to identify future school improvements. • High quality learning experiences that are engaging, inclusive, and responsive to all learners are observed in most classes. • Learning Intentions and Success Criteria are shared along with the purpose of the learning in most classes. • Effective use of digital technologies to support and extend learning is seen in most classes. • Feedback has been a focus for school improvement in recent years, and most staff regularly assess learning through a mix of formative and summative approaches. Feedback is age appropriate, timely, and specific. Almost all learners can identify their strengths in learning and areas for development. • The majority of staff use a variety of questioning approaches to stimulate curiosity and to stimulate critical thinking. • Almost all staff seek out professional learning opportunities and engage in current professional 	<ul style="list-style-type: none"> • in bringing in their photographs, certificates, medals, and trophies. • We are working towards our Bronze Recognition for Rights Respecting Schools. Learners are more frequently using the language of rights with their peers and staff. • A calendar of quality assurance based on moderation opportunities and lesson observations by senior leaderships, Learning Partnerships and peers provide reliable evidence for assessing the quality of teaching. • A Pitreavie Lesson is the model used by all staff. It is displayed in all classrooms and is used as the focus for peer feedback. • Professional discussion with staff, following on from self-evaluation evidence identified key improvement priorities that would improve outcomes for learners. • The Learning Partnership identified: • Learners experience activities which are varied, differentiated and active. 	<ul style="list-style-type: none"> • Use self-evaluation process, PRD and collegiate time to develop consistency of teaching across all staff. • Use opportunity of new Learning partnership to provide clear, actionable feedback to move teaching from good to very good • Continue to use professional learning opportunities to strengthen pedagogy in all staff
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<p>Planning, tracking and monitoring</p>	<ul style="list-style-type: none"> • Planning is online to allow stage partners and senior leadership to moderate planning responsively • Planning is completed collaboratively within stages • Built in moderation opportunities across the year at class, stage and whole school level has led to greater consistency and an increased awareness of attainment over time. • School created and authority produced trackers allow senior management team to rigorously track attainment over time 	<ul style="list-style-type: none"> • Supportive but challenging professional dialogue is happening at stage planning and tracking meetings leading to consistent interrogation of the benchmarks 	<ul style="list-style-type: none"> • Continue to plan, moderate and track at stage level • Increase opportunities for learners to be involved in planning
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APPENDIX B - SQR TEMPLATE

<div> <div>INSERT SETTING NAME</div> <div>Context of the School</div> </div>				
Demographic	<p>Mainstream 297 ASC 37 Nursery 71 (Total) 405</p> <p>Pitreavie Primary School is situated in the east of Dunfermline within Pitcorthie housing estate. The school celebrated its 50th Anniversary in 2019. It offers a range of provisions, including nursery term time (3-5 years), primary and an additional support department for learners with additional support needs. The primary school roll is currently 303, and the learners are organised across 11 mainstream classes and 3 ASC classes. The nursery serves Pitreavie, Canmore and Masterton catchments with a capacity for 104 learners across 3 playrooms. The current roll is 71. The school F.M.E. is 17.3%. The Department of Additional Support accommodates up to 30 learners at one time across 3 classes, although there are 37 learners on the roll due to split placements. At Pitreavie Primary we have a clear vision for improvement and the leadership of change, and we use a range of tools to self-evaluate including the Quality Indicators in HGIO54/ HGIOELC and the Standard for Full Registration for staff. To develop a shared vision, we collate the views of parents, learners and stakeholders in the evaluation process and act upon any suggestions that will improve outcomes for our learners. We use qualitative data from observations of teaching and learning, pupil and stakeholders' views, and quantitative data to inform school priorities to implement improvement and change. We triangulate the data by looking outwards through learning partnerships and cluster links. Our staff are positive towards the change process and view everyone's input as imperative. A moderation calendar includes the opportunity to peer review and to seek ongoing views of all stakeholders. Pitreavie Primary has a strong emphasis on nurturing approaches and well-being. The four school values of respect, responsibility, kindness, and ambition are clearly evident in interactions with staff, learners, and parents. Our refreshed vision is "Play Together, Learn Together, Achieve Together". We have a strong focus on outdoor learning using our extensive grounds and outdoor classroom The Den to deliver a flexible curriculum and to support our implementation of the five ways to well-being</p>			
Vision, values and aims	<p>Values – Ambition, Kindness, Respect and Responsibility Vision – Play Together, Learn Together, Achieve Together</p>			
Attendance 93.01%	Authorised	4.2%	Unauthorised	2.5%
Exclusions	0.03%			
Summary of consultation with stakeholders	During Session 24-25, we sought the opinions of our stakeholders through formal and informal processes			

	<ul style="list-style-type: none"> • All parents/carers had the opportunity to feedback on improvement priority work through consultation at shared starts. • Parent questionnaire to school and nursery parents • Consultation with Parent Council • Parent Focus groups held • Learner Questionnaires • School Council • Discussion groups held with partners including Educational Psychology, Learning Partnership colleagues
Attainment Scotland Fund Allocation (PEF)	£57,575
Cost of the School Day statement	<p>At Pitreavie Primary, we know that living in poverty impacts negatively on learners' social, physical, emotional and cognitive outcomes and subjects families to increased levels of stress and worry. To minimise the cost of the school day we offer the following:</p> <ul style="list-style-type: none"> •Support for families to access financial entitlements and maximise their incomes •Basic school uniform available at any high street shop or supermarket •Breakfast and snack provision •School uniform and gym kit bank •Free sanitary and hygiene products •Access to funding for outdoor learning and residentials (facility to pay in instalments) •Fun events are free or capped at very low cost •All classroom resources provided •Free school transport •All sources of funding are found for school trips and capped at low cost •Extra-curricular clubs are provided free of cost

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

School Improvement Priority 1: **Develop pupil voice in all 4 arenas of participation – learning, teaching and assessment, opportunities for personal assessment, decision making groups, connection with the wider community**

HGIOS

1.2 Leadership of Learning

1.5 Management of resources to ensure equity

2.4 Personalised Support

2.7 Partnerships

3.1 Ensuring well-being, equality and inclusion

HGIOELC

1.2 Leadership of Learning

1.5 Management of resources to ensure equity

2.4 Personalised Support

2.7 Partnerships

3.1 Ensuring well-being, equality and inclusion

Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	
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Inset day session to re-introduce UNCRC articles and discuss RRS Award to staff.

Class charters were created once staff had spent time looking at articles. Referred to daily.

Posters in all classes to refer to throughout teaching and learning. Teaching and learning are linked to rights.

Staff led weekly committees focusing on aspects of CRC. Committee groups mixed across stages to extend collaboration. This has embedded understanding and language rights with learners. Developed a cumulative display to demonstrate articles covered in school. Whole school assemblies to introduce articles and discuss. Assembly topics linked explicitly to relevant articles. Rights embedded across all areas of the curriculum in termly/weekly planning. RRS steering group established P3-7.

ASC

Increased opportunities for choice and communication

Choice boards

Symbolised timetables

Symbols for lanyards

Increased use of photographs and visuals

Staff training around communication and AAC devices (pass and teaching)

Speech and Language assessment documents

ELC

Focus on building knowledge of Children's Rights tied into SIMOA. This is revisited often and emphasises in all learning contexts.

Display board created

Two of the UNCRC articles are shared on a rotating basis in child-friendly language. Supported by photographs and captions to explain play-based learning through rights. Also promoted through Seesaw

<p>Nursery charter revisited on a termly basis</p> <p>Emotional vocabulary provided to enable children to speak and be listened to</p>
<p>Impact to be detailed:</p> <p>High level of engagement with work on learners' rights. Parents report that the language is used at home.</p> <p>A majority of learners refer to rights not being respected due to others behaviour</p> <p>Almost all learners can link rights to their learning</p> <p>Overall increase in sense of identity (GMWP affiliation)</p> <p>Staff report that almost all learners show increased ability and motivation to share and collaboratively care for class environment</p> <p><u>ASC</u></p> <p>All staff know learners well and have developed strong relationships based on learners' needs</p> <p>Almost all learners able to communicate opinion and needs with support and without</p> <p>Almost all learners respond to photographs, show their wants and tolerate plan of the day</p> <p>All staff more able to engage with iPad and learners confidently.</p> <p>Increased use of access to responsive planning documents and knowledge of all next steps</p> <p>Almost all learners happy to come to school</p> <p>All staff skilled at supporting learners throughout the daily transitions</p> <p>Daily play sessions embedded in the timetable have developed meta skills in all learners</p> <p><u>ELC</u></p> <p>Almost all learners have a greater understanding of their rights as evidenced in floor books and some learning walls</p> <p>All children can explain the nursery charter in their own words</p> <p>Weekly Seesaw posts around children's rights are viewed by almost all parents</p>
<p>Next Steps (if appropriate) to be detailed:</p> <p>Apply for Bronze and Silver Awards</p>

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

School Improvement Priority 2: Staff to develop effective pedagogy to embed understanding and application of the learning, teaching and assessment cycle

HGIOS 4 Quality Indicators:

- 1.2 Leadership of Learning
- 1.5 Management of resources to ensure equity
- 2.3 Learning Teaching and Assessment
- 2.6 Transitions
- 3.2 Raising attainment and achievement

HGIOELC

- 1.2 Leadership of Learning
- 1.5 Management of resources to ensure equity
- 2.3 Learning Teaching and Assessment
- 3.2 Securing Learners' Progress

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

Feedback policy revisited

Learning conversations used to receive feedback from learners and to promote dialogue on strengths and development needs

Verbal feedback provided timeously providing challenge and next steps

Success Criteria used to scaffold self and peer assessment

Use of visualiser to provide peer feedback on work

Recording learning and playing back to learners

Use of Seesaw to develop weekly blogs to inform parents of current and future learning

Wrap Around Spelling approach embedded from P2-P7

Mental Maths progression updated

Benchmark only tracking

Robust tracking documents introduced with RAG rating

ASC

Improved communication with the mainstream to support learning across settings

Termly PLJs created and evaluated are available for all staff and those who are working with the learners.

Medium to long term targets are shared with parents termly

All staff track and evaluate learning daily. These inform next steps and staff plans (jotter, post it, notebook)

Clear next steps identified and revised daily targets sent to parents.

All staff have positive relationships with parents with effective two-way communication on seesaw to show learning in both settings

Parental engagement mornings introduced. Partner agencies attend and provide informal support

All staff have attended Augmented Alternative Communication professional learning

ELC

Numeracy lead identified. Audit undertaken and action plan created using ECER numeracy scale

Completed overview of learners' targets from tracking meetings. As a result, activities were planned to help identify next steps.

Staff attended a conceptual numeracy course.

Family learning day had the focus of numeracy, number songs/rhymes.

Floor book accessible for all learners who are encouraged to make their own marks.

Self-evaluation form promoted for learners at end of topic.

Impact to be detailed

This was the focus of our Learning Partnership. During this and using our own self-evaluation processes, the following impact was noted.

Almost all learners were able to reflect on their learning with increased participation, talking about next steps.

Almost all learners responded well to instant verbal feedback and were willing to revise and edit work.

Most learners can review their previous feedback and incorporate any missed SC in next piece.

GMWP shows increased motivation

Benchmark only tracking for targeted learners has led to a greater focus on assessment and targeted support resulting in attainment gains

All staff using RAG rated tracking documents which has targeted support, aided transition for learners and raised attainment

Shared planning has increased parity of experiences across composites and year groups

All staff using shared planning reports that it has reduced workload and increased moderation opportunities. This ensures greater accuracy in the declaration of levels.

ASC

Short-term targets give all staff confidence. Focus and observations are more specific

Most learners have demonstrated increased success at engaging in appropriate activities – evidenced with photographs and observation notes

Positive feedback from parents provided through Seesaw, questionnaires and focus groups

All staff now using Continuum of Engagement to track progression and improve engagement and achievement.

ELC

Through observations and responsive planning, the following impact was noted: _

Almost all learners now have a developed sense of size and amount. Overall, they can represent “big”, “biggest”, “small”, and “smallest”.

Almost all learners can now distinguish number names from other words and can form some numbers by using different materials e.g. writing materials, paint, sand, flour.

Most learners can now recite some number word sequences, forwards and backwards in song.

Most learners can order number sequences (0-5) (0-10) and match quantity to numeral.

There is an increased awareness of 2D shape and learners can sort, describe, and be creative with them.

Almost all learners can now describe and compare objects, using language of size, length, height, weight, capacity, and area. They can explore the use of tools to measure and share their findings with others.

A majority of learners can talk about important events in their life, developing their awareness of seasons and time.

Next Steps (if appropriate) to be detailed:

Consolidate mental agility in numeracy as part of cluster project

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

School Improvement Priority 3: Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Family learning is leading to stronger home-school links which are improving outcomes for learners. Staff have a greater understating of the wider barriers to learning

HGIOS 4 Quality Indicators: 1.3 Leadership of Change 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality and Inclusion	HGIOELC 1.3 Leadership of Change 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring Wellbeing, Equality and Inclusion
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Has this priority been: (please highlight)	Fully achieved		Partially achieved	x	Continued into next session	
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Progress

Weekly seesaw blogs introduced
 Sharing the learning – well attended by parents
 All staff undertook training in CIRCLE
 All staff completed the classroom audit using the CIRCLE resource
 Collaborative enquiry in P6-7 using Circle to build autonomy and increase GMWP score
 Individual action plans created for learners identified through GMWP
 CIRCLE used as an early/pre-level contextualized assessment tool. This has included individual audit audits to create individual action plans promoting inclusive practice
 Learner Conversations introduced
 Learning Journey format adjusted due to parental feedback making it easier to understand how to support their child with learning

ASC

Parental coffee mornings with relevant guest speakers.
 CIRCLE framework implemented in all classrooms and all staff completed audits for classroom and individual learners.
 CIRCLE audits used to create suitable environments for all learners.
 CIRCLE framework used to create overview for specific children
 Sensory bubble sessions shared with parents
 Bookbug style sensory story sessions offered in the afternoon for the children it is appropriate for (lycra songs, sharing stories and rhyming songs with singalong)

ELC

Up, Up and away introduced
 Audit undertaken in all playrooms
 PEEP, Bookbug and Tea and Toast sessions offered to all parents
 2 nursery staff attended Henry training

Impact to be detailed:

<p>Parental questionnaire indicated that almost all parents felt more informed about children's learning</p> <p>CIRCLE audits used in all classrooms has led to pupils reporting that they feel more support is in place</p> <p>Parental engagement with seesaw has increased. 332 families have logged in. 4448 pupil posts have had family visits. This is significantly higher than last year.</p> <p>GMWP scores</p> <p>Learners have more understanding of autonomy</p> <p>Almost all staff using autonomy practices in class to help learners lead the learning</p> <p>Parents scored Pitreavie an average of 4.23 stars out of 5 for school and home partnerships. The comments were overwhelmingly positive. There is attendance from parents across the three rooms. All parents who have attended have rated it excellent and requested more.</p> <p><u>ASC</u></p> <p>Almost all learners more settled following the CIRCLE audits</p> <p>All learners who have attended Sensory Bubble have become more settled after sessions</p> <p>Parents' coffee mornings are very well attended from across the three rooms, and commented positively on by parents. They report that this is strengthening relationships with class teachers and support staff. All parents who have attended have rated it excellent and requested more.</p> <p><u>ELC</u></p> <p>Use of Up, Up and Away audit tool has led to changes in the playroom involving all staff. This impacted on learners by tailoring the provocations more specifically leading to higher levels of engagement. Evidenced through observations, Planning folders, floor books and PLJs.</p> <p>Learning environments regularly across all three rooms, using best practice to make modifications</p> <p>A regular cohort of parents have attended Bookbag. A different cohort of parents attend tea and toast. This has led to increased parental attendance at stay and play and involvement in community events.</p> <p>In a recent questionnaire all parents were positive about their child's experience at Pitreavie Nursery.</p>
<p>Next Steps (if appropriate) to be detailed:</p> <p>Develop Cause for Concern forms based on Circle</p> <p>Introduce strategies to keep parents more fully informed of raising attainment groups</p> <p>Increase attendance for targeted family groups</p> <p>Increase staff knowledge of GMWP</p>

Attainment includes Mainstream and ASC

Improving Outcomes

Stage	Listening and Talking %	Reading %	Writing %	Numeracy %
	Actual	Actual	Actual	Actual
P1	89.3	85.1	76.6	80.8
P4	87.0	77.7	79.6	79.6
P7	73.4	71.4	73.4	71.4

Attainment

Overall Attainment for 2024 - 2025				
	Literacy %		Numeracy %	
	Stretch	Actual	Stretch	Actual
P1	72.3	78.7	83	80.4
P4	68.5	72.2	77.8	79.6
P7	69.2	67.3	75	71.4

All literacy stretch targets at secure stages were met. Numeracy stretch targets at P4 were met.

Most Primary 1s have achieved Early Level in both Literacy and Numeracy. This has been assisted by early, rigorous tracking and planned interventions that have been reviewed monthly.

Most Primary 4s have achieved First Level in both Literacy and Numeracy. Again, we have improved year on year attainment with rigorous tracking and early intervention.

The majority of Primary 7s have achieved Second Level and Second Level in Numeracy.

The data provided with NSA and BASE is corroborative with teacher declarations. We also use POLAAR, Single Word Reading Test, Single Word Spelling Test, Accelerated Reader Star Assessments as diagnostic assessments.

We have embedded robust tracking over time procedures for each cohort and are able to track year on year.

There has been a small dip in our attainment this year, due to the numbers of children with ASN at the secure stages.

PEF Evaluation

Targeted Interventions

Increased reports of anxiety and inability to regulate emotions. Parents also indicate increased difficulty in supporting children to come to school.

Progress:

Cosy and Cosy Too team have increased the number on initiatives on offer.

Cosy on Tour is increasing capacity with staff.

Gold Emotion Works accreditation applied for

All pupils in primary 7 have a leadership job contributing to the Give aspect of the Five Ways.

Bereavement Recognised School accreditation applied for

Cosy Team attended Inside Out training to support families dealing with parental imprisonment

Impact

Emotion works is now embedded. Gold Accreditation applied for

GMWP in September and a follow up in May. Primary one cohort in particular have benefited from input showing a clear increase across all 4 measures.

Peer Mediator programme embedded and used widely

Parents Coffee Mornings introduced in the ASC

3 staff within the ASC have been trained in sensory story telling

Sensory story sessions delivered to parents and children
Sensory bubble weekly inputs

	Affiliation	Agency	Autonomy	Healthy and Safe
P1 September	33.3	34.0	32.1	33.8
P1 May	34.2	34.4	33.5	33.8

Achievements

Our Primary 7 Rotary Quiz team won the area final, the Fife final and came third in the Scottish Final. This was from an entry of 500 teams across Scotland.

Our Primary 6 and 7 Hockey team continue to win silverware at the Fife Festivals

We were National Winners for the Plane thing

We recognise weekly achievements out of school at our assemblies

The introduction of masterclasses linked to meta skills has allowed pupils to display talents in additional extra curricular activities

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Very Good	Very good	Very Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Very Good	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	
3.2 Securing learners' progress	Good	Good	Good	
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?				
How good is our setting?				
How good is our leadership?				
How good is our staff team?				
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.				

Education Directorate Improvement Plan: Achievement				
Focused Priority: <ul style="list-style-type: none"> Support and enhance the delivery of high-quality learning, teaching and assessment through professional learning on for all staff on the use of digital technology. Support all staff through the use of digital technologies to create a more inclusive, engaging and personalised learning environment leading to improved outcomes for learners and increased family engagement 				
HGIOS4 Quality Indicators		HGIOELC		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Raising Attainment and achievement 3.3 Increasing creativity and employability		1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transition 3.2 Securing Children's Progress 3.3 Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All learners will experience improved engagement and motivation in learning through creative approaches to delivering learning and teaching using a wide range of digital tools.</p> <p>All staff will increase their knowledge of how to personalise learning using a wide range of software, digital skills, and accessibility tools to meet the needs of all children/young</p>	<ul style="list-style-type: none"> As part of the agreed WTA 5 collegiate sessions, teaching staff will engage in professional learning on the use of iPads and associated apps to enhance the quality of learning, teaching and assessment. All staff upskill their knowledge through the awareness of resources delivered in professional learning sessions Staff will embed their knowledge of existing software used to enhance learning such as Clicker, Nessy, Seesaw and Accelerated Reader. This will include accessibility features. 	<p>Nadia Reilly John Stewart Debbie Paxton</p> <p>Led by ESO's, Digital PT's</p> <p>All staff</p>	<p>Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data</p> <p>Learner's views gathered through class groups and focus groups on the learning experiences across the curriculum</p>	<p>June 2026. Cluster collegiate dates as per calendar</p>

<p>people at universal, additional and intensive levels</p> <p>P6/7 will become more proficient in using digital tools to support them in their learning, preparing them with skills for learning, life and work.</p> <p>Through planned opportunities with parents/carers, knowledge of the use of digital technology will be developed and this will ensure they can support children in their learning across the curriculum.</p> <p>Using digital technologies and cluster initiatives, mental maths knowledge will be more secure. Stretch targets at P1, P4 (81.1%) and P7 (73.5%) in numeracy will be met</p>	<ul style="list-style-type: none"> • Planning for key learning to be shared via digital platforms to support learners and to further develop parental engagement. • Staff will plan for differentiated learning by providing access to learning materials digitally allowing children to use the accessibility features and/or to access at their own pace. • Development of Digital Portfolios to showcase learning over time using Showbie. • Mental Maths cluster initiative will be supported by digital technologies and through professional learning sessions by cluster PT and Raising Attainment teacher • Use of updated Fife Numeracy Progressions • Introduction of Peer Assisted Learning (PALS) programme 	<p>Debbie Broadley Hannah Northfield Laura McKinley</p>	<p>Parents views gathered</p> <p>Observations linked to the use of digital technology to enhance learning, teaching and assessment.</p> <p>Focus for LP – analysis of learning experiences through the use of technology.</p> <p>Baseline data using Fife’s diagnostic assessments, BASE and NSA. Stretch targets met in numeracy</p>	<p>May 2026</p>
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Ongoing Evaluation				

Education Directorate Improvement Plan: Achievement				
Focused Priority: <ul style="list-style-type: none"> Plan a progressive curriculum for all children across 8 curriculum areas ensuring that all children receive their entitlement to a broad general education. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements. 				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
1.2 – Leadership of Learning 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 3.3 Increasing creativity and employability			1.2 – Leadership of Learning 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 3.3 Developing creativity and skills for life and learning	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All children will experience planned and tracked progressive learning experiences across the broad general education.	Embed online planning and tracking processes including Progress. Use findings from Education Scotland Curriculum Improvement Cycle to inform decisions.	John Stewart Clare Napier Charlotte Bell Nicole Gregor Sarah Mortimer Catherine Finnie	Analysis of attainment data in Literacy, Numeracy along with all/identified areas of the curriculum Analysis of CFE and BASE/NSA data Moderation of data tracked across Science benchmarks	March 2026
All staff will enhance their assessment skills through planned assessment and moderation activity, this will ensure all children are making progress across all areas of the curriculum	All staff within the nursery and mainstream primary will use CfE benchmarks for all curricular areas with a focus on Science and Social Subjects Become familiar with New Quality Improvement Framework for the Early Learning and Childcare sectors	Debbie Broadley Julian Holt	Develop appropriate evidence gathering for each stage to allow for robust assessment Implement recommendations from Education Endowment Foundation Improving Primary Science Revisit Social Subjects-principles and practice	March 2026

<p>Innovative curriculum created that delivers the BGE and life skills progression flexibly</p>	<p>The PEP will use the agreed Fife Planning Documents alongside the Foundation Milestones to focus on delivering an appropriate BGE Life Skills progression will be modified for our learners within the PEP</p> <p>.</p> <p>Our Curriculum Rationale will be further developed to ensure that this reflective of the experiences all learners are experiencing across the school in relation to the BGE and Life Skills Progression. This will be linked to our RRS work and ethos</p>	<p>Clare Napier Charlotte Bell Lindsay Roger</p> <p>All staff led by Clare Napier</p>	<p>Develop appropriate evidence gathering within the PEP to allow for robust assessment of small incremental steps</p> <p>Align school curriculum offering to ensure every child's right to a quality education (Article 28) and with a focus on Article 29, 12 and 13) to support delivery of the BGE</p>	<p>March 2026</p> <p>March 2026</p>
<p>Ongoing Evaluation</p>				

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APPENDIX D - Session 2025-2026 Improvement Plan – PEF Plan

Pupil Equity Fund allocation for session 2025/26	£ £57,575
School Context (copied from SIP)	
<p>Mainstream 297 ASC 37 Nursery 71 (Total) 405</p> <p>Pitreavie Primary School is situated in the east of Dunfermline within Pitcorthie housing estate. The school celebrated its 50th Anniversary in 2019. It offers a range of provisions, including nursery term time (3-5 years), primary and an additional support department for learners with additional support needs. The primary school roll is currently 303, and the learners are organised across 11 mainstream classes and 3 ASC classes. The nursery serves Pitreavie, Canmore and Masterton catchments with a capacity for 104 learners across 3 playrooms. The current roll is 71. The school F.M.E. is 17.3%. The Department of Additional Support accommodates up to 30 learners at one time across 3 classes, although there are 37 learners on the roll due to split placements</p>	
Cost of the School Day (In what key ways do you plan to mitigate against Costs within the School Day)	
<p>At Pitreavie Primary, we know that living in poverty impacts negatively on learners' social, physical, emotional and cognitive outcomes and subjects families to increased levels of stress and worry. To minimise the cost of the school day we offer the following:</p>	

<ul style="list-style-type: none"> •Support for families to access financial entitlements and maximise their incomes •Basic school uniform available at any high street shop or supermarket •Breakfast and snack provision •School uniform and gym kit bank •Free sanitary and hygiene products •Access to funding for outdoor learning and residentials (facility to pay in instalments) •Fun events are free or capped at very low cost •All classroom resources provided •Free school transport •All sources of funding are found for school trips and capped at low cost •Extra-curricular clubs are provided free of cost 	
Stakeholder engagement <ul style="list-style-type: none"> • All parents/carers had the opportunity to feedback on improvement priority work through consultation at shared starts. • Parent questionnaire to school and nursery parents • Consultation with Parent Council • Parent Focus groups held • Learner Questionnaires • School Council • Discussion groups held with partners including Educational Psychology, Learning Partnership colleagues 	Participatory Budgeting Not at present

Rationale Improve emotional resilience and engagement in learning	Amount of Fund allocated £ 34.750
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Increased reports of anxiety and inability to regulate emotions. Parents also indicate increased difficulty in supporting children to come to school.
Increased sensory needs

Expected Impact (What is the expected impact on outcomes for children and young people) If this links to a SIP priority, please reference	Interventions Planned (What is the intervention? How will it be delivered? Who is responsible?)	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June (What has been the actual impact/outcome, in particular for the targeted group of learners) (What data/evidence shows the impact of the project/intervention? Refer to outcome statement. Did you achieve what you set out?)
<p>By June 2026, all identified pupils for social and emotional intervention will have improved well-being and where additionally identified, their attendance will have increased.</p>	<p>Cosy and Cosy Too team to further develop the use of kitbag, Massage in Schools, Lego therapy and other interventions to support our most vulnerable learners</p> <p>Introduce Nurture Handbook for teachers</p> <p>Continue to develop our Emotion works programme to ensure a common language across the school. Aim for Gold accreditation</p> <p>Deliver parent workshops on how to support emotional regulation with reference to social media</p> <p>Further use of programme of Seasons for Growth. Identified staff will work collaboratively to support children affected by grief, loss or change.</p>	<p>GMWP (adapted for ASC)</p> <p>Gold Emotionworks Accreditation</p> <p>Parent Feedback and Questionnaires</p> <p>Bereavement School Accreditation</p>	

	<p>Become an accredited Child Bereavement School</p> <p>Increase use of sensory activities and Sensory Bubble sessions</p>		
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APPENDIX E – Pupil Equity Financial Plan Session 2025-2026 (to be completed with Business Manager)

2025-2026 Projected/Anticipated Spend

[illegible][illegible][illegible]

