

## Standards and Quality Report for Pitreavie Primary 2024-2025

<div>Pitreavie Primary</div> <div>Context of the School</div>				
<b>Demographic</b>	<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 HGIOS4/ 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>			
<b>Vision, values and aims</b>	<p>Values – Ambition, Kindness, Respect and Responsibility Vision – Play Together, Learn Together, Achieve Together</p>			
<b>Attendance 93.01%</b>	<b>Authorised</b>	<b>4.2%</b>	<b>Unauthorised</b>	<b>2.5%</b>
<b>Exclusions</b>	0.03%			
<b>Summary of consultation with stakeholders</b>	During Session 24-25, we sought the opinions of our stakeholders through formal and informal processes			

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

## 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

Nursery charter revisited on a termly basis

Emotional vocabulary provided to enable children to speak and be listened to

**Impact** to be detailed:

High level of engagement with work on learners' rights. Parents report that the language is used at home.

A majority of learners refer to rights not being respected due to others behaviour

Almost all learners can link rights to their learning

Overall increase in sense of identity in most learners(GMWP affiliation)

Staff report that almost all learners show increased ability and motivation to share and collaboratively care for class environment

ASC

All staff know learners well and have developed strong relationships based on learners' needs

Almost all learners able to communicate opinion and needs with support and without

Almost all learners respond to photographs, show their wants and tolerate plan of the day

All staff more able to engage with iPad and learners confidently.

Increased use of access to responsive planning documents and knowledge of all next steps

Almost all learners happy to come to school

All staff skilled at supporting learners throughout the daily transitions

Daily play sessions embedded in the timetable have developed meta skills in all learners

ELC

Almost all learners have a greater understanding of their rights as evidenced in floor books and some learning walls

All children can explain the nursery charter in their own words

Weekly Seesaw posts around children's rights are viewed by almost all parents

## 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:

Parental questionnaire indicated that almost all parents felt more informed about children's learning

CIRCLE audits used in all classrooms has led to pupils reporting that they feel more support is in place

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.

GMWP scores

Learners have more understanding of autonomy

Almost all staff using autonomy practices in class to help learners lead the learning

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.

ASC

Almost all learners more settled following the CIRCLE audits

All learners who have attended Sensory Bubble have become more settled after sessions

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.

ELC

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.

Learning environments regularly across all three rooms, using best practice to make modifications

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.

In a recent questionnaire all parents were positive about their child's experience at Pitreavie Nursery.

**Next Steps** (if appropriate) to be detailed:

Develop Cause for Concern forms based on Circle

Introduce strategies to keep parents more fully informed of raising attainment groups

Increase attendance for targeted family groups

Increase staff knowledge of GMWP

## Attainment includes Mainstream and ASC

### Improving Outcomes

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

### Attainment

Overall Attainment for 2024 - 2025				
	Literacy %		Numeracy %	
	Stretch	Actual	Stretch	Actual
<b>P1</b>	72.3	78.7	83	80.4
<b>P4</b>	68.5	72.2	77.8	79.6
<b>P7</b>	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.				

