

Pittencrieff Primary School and Nursery



'Learning Together'

Standards and Quality Report

Achieving Excellence and Equity

Context

Setting/School Roll (including ELC/ASC)	174			
FME	18%			
Attendance	Authorised	4.11%	Unauthorised	2.28%
Exclusion	0.01			
Attainment Scotland Fund Allocation (PEF and SAC)	Allocation for Session 2023-24 £31,205			

Cost of the school day statement.

At Pittencrieff Primary School we recognise the need to reduce the Cost of the School Day for all of our young people and particularly for our young people experiencing poverty. We support the cost of the school day through a uniform swap shop, a breakfast opportunity for all children and ensure the costs of trips are supported through the local Carnegie Trust and Pupil Equity Funding. We encourage the uptake of free school meals, technology to support learning and home and signpost parents who need financial support and advice. Our Parent Council are supportive in fundraising and donations ensuring minimal cost to families, subsidising this as appropriate.

Our values at Pittencrieff are Care, Respect, Responsibility and Kindness and our vision is 'Learning Together'.

Pittencrieff Primary School and Nursery is in the centre of Dunfermline close to Pittencrieff Park. It provides a broad general education for children in the local community and the 54% of children who are out with catchment. Outdoor learning is a key element of our curriculum and we take advantage of our central location. We have a school roll of 174 and 7 classes from P1 to P7. The senior leadership team consists of a Headteacher and Principal Teacher. Pittencrieff Nursery is a term-time, 9am-3pm nursery provision and has capacity for 45 children within the indoor provision and 16 within the outdoor nursery setting. We have undertaken a pilot for the outdoor nursery provision in Pittencrieff Park and this service will continue for our nursery children next year, allowing our nursery children the opportunity to have a blended placement with part of the week outdoors.

At Pittencrieff we aim to provide:

- A nurturing environment where children have a voice in the life of the school and can develop resilience, leadership, co-operation and a growth mindset.*
- Challenging and stimulating learning and teaching that is real, relevant and specific to the needs of individuals.*

Our curriculum evaluation in 2019 identified 6 essential skills for learning, life, and work: Creativity, Organisation, Responsibility, Communication, Resilience and Leadership.

Key themes that make our curriculum unique at Pittencrieff:

- Outdoor Learning is an integral part of our curriculum.*
- The Accelerated Reading programme provides a clear progression framework.*
- Our location and the opportunities it affords us, enrich the learning experiences of our children.*
- STEM curriculum is vital as 70% of jobs in Fife are related to Science, Technology, Engineering and Maths.*
- Our diverse community and partnership working.*

**Improvement Priority
Session 2023-24**

Focused Priority: To build strong home-school relationships through development of a ‘Parental Engagement Strategy’.

Directorate Improvement Plan Equality and Equity Achievement Health and Wellbeing Positive Destinations Attendance and Engagement		<u>HGIOS 4 Quality Indicators</u> 1.1 Self-evaluation for Self-improvement, 1.2 Leadership of Learning, 2.5 Family Learning, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.2 Raising Attainment and Achievement <u>HGIOELC Quality Indicators</u> 1.1, 1.2, 2.5, 2.6, 2.7, 3.1, 3.2			
Priority 1	Fully Achieved		Partially Achieved		Continued next session

Progress:

- A whole school consultation and data around historic successful engagement informed our Parental Engagement Strategy. All colleagues planned and led events to share learning across the year, with weekly and termly opportunities for engagement in learning as well as whole school fun events.
- A shared Communication Policy for our school community was developed from parental feedback and engagement data and is supporting the effective communication between school and home.
- Our Relationships and Behaviour Charter was launched by our Primary 7 leaders. This outlined our shared values and expectations for our Pittencrieff Community and was attended by parents from all stages within the school. All stakeholders were involved in the consultation stages, supporting an understanding of our nurture, de-escalation, positive relationships, and inclusive approaches.
- The weekly Headteacher Sway’s and weekly Assembly continually reinforces our core values, positive ethos and allows for the celebration of achievements linked to our core values, learning and wider achievements.
- The Parent Council was reset at the beginning of the school year with new office bearers. This has given us the opportunity to embed the core values within the parent group and ensure representation from all classes and nursery.
- Parents have supported all classes to have the opportunity to engage in Outdoor Learning in Pittencrieff Park, enabling all children to develop a sense of belonging and strengthen skills in resilience, creativity, and teamwork.
- Feedback from almost all parents identified that the Calendar of Events shared on the Headteacher SWAY at the start of each term was helpful to engage with events in school and attendance at events has remained steady although patchy at some stages.
- Tracking attendance at all school events identified trends and gave us the opportunity to identify further barriers to engagement and inform future planning.
- 96% of parents engaged in Parents’ Evenings with feedback from them suggesting that they were motivated and could see progress in the learning in jotters.
- All staff engaged and were motivated to support fun, whole school events such as Big Breakfast, Discos and different Fairs over the year. The events were well attended and almost all parents engaged, giving us the opportunity to further develop relationships with our families.
- Primary 1 induction information for parents was attended by the majority of new parents giving us the opportunity to share our values, expectations, and welcome new families to our Pittencrieff community.
- Big Bedtime Story was attended by the majority of families in P1-P3, giving children and families the opportunity to experience fun activities, further develop relationships and learning experiences with children and develop colleagues’ leadership skills.
- Community litter picks undertaken by the majority of classes gave the children an opportunity to demonstrate our core values beyond our school and a sense of responsibility for the local community.
- Bookbug and Peep opportunities run by the nursery identified families and children that would benefit from experiences. Regular attendance and feedback from parents suggest a key strength in this approach, giving families an opportunity to meaningfully engage in learning.
- Celebrating reading through a Sponsored Read, Read Write Count and Developing Peer Reading through different stages motivated parents to become involved in reading at home and for parts of the year increased engagement in learning.

- Feedback and level of feedback from parents/carers around our Relationship and Behaviour Charter, Communication, Parental Engagement, Trips, and our School Improvement Plan suggest that face-to-face feedback is more effective.

Impact

- All parents can access information about learning on Seesaw and all feedback received about the application is positive, giving parents opportunity to engage with learning and access to school information.
- Almost all parents have attended a school event across the year, strengthening the sense of community and supported engagement in learning.
- Targeted interventions for a minority of families to support engagement and, where necessary, wellbeing, has strengthened home/school relationships for all families however engagement has fluctuated.
- Fun events have brought the school community together, motivating colleagues and families and have encouraged almost all of our families into the school, reducing the physical barriers to engagement.
- The majority of families attended planned events in the local community, strengthening and building a sense of responsibility and belonging. Feedback from children engaging in the local community enjoyed the experiences and were proud of their achievements.
- Since launching our Relationships and Behaviour Charter within the school community there has been a reduction in the number of parents displaying dysregulated and inappropriate behaviour within the school towards colleagues and children. Complaints have reduced on last year with more parents engaging with the school appropriately.
- Parent Council meetings are held regularly and have a steady attendance. The meetings have good representation of the school and nursery, and parents/carers are motivated. Meetings are effective, support a positive community ethos and are supportive of the school.
- An increase in involvement from the Parent Council in school events and fundraising has enabled the school to purchase reading, P.E., and technology, impacting positively on children’s learning experiences.

Next Steps:

- Embed our Parental Engagement Strategy into next year, continuing to adapt and identify barriers to engagement as they arise.
- Continue to engage the school community in learning and life of the school.
- Continue to support and celebrate wider achievements.
- Further engage parents through ongoing events in our community and share these achievements and experiences in class and at Assembly.

Improvement Priority Session 2023 – 2024

Focused Priority: To increase attainment of all classes in numeracy by 5% in number, money and measurement by March 2024.

<u>Directorate Improvement Plan</u> Achievement	<u>HGIOS 4 Quality Indicators</u> 1.1 Self-evaluation for Self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.2 Curriculum, 2.3 Learning, teaching and Assessment. 3.2 Raising Attainment and Achievement <u>HGIOELC Quality Indicators</u> 1.1, 1.2, 1.3, 2.2, 2.3, 3.2,
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Priority 2	Fully Achieved		Partially Achieved		Continued next session
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Progress

- Tracking of numeracy attainment across Primary 1-7 with all colleagues across the year ensured this was an ongoing focus.
- Analysing attendance data has identified clear links with children's attendance and attainment in numeracy with 70% of children who are not on track with numeracy having attendance concerns identified.
- Ongoing analysis of attainment data and Pace and Progress meetings through the year identified that numeracy is behind literacy in attainment and identified areas and children requiring support.

- A review of colleagues' confidence around conceptual numeracy identified areas of professional development and opportunities were undertaken to access the Fife learning offer on conceptual numeracy.
- Colleagues with a strength and passion for teaching numeracy have engaged in leadership opportunities in identifying continuing professional development opportunities for colleagues in our team.
- An audit of numeracy resources identified gaps in resources and fundraising throughout the year gave us the opportunity to purchase these, impacting positively on learners' experiences in the classroom.
- All colleagues worked with trios within the team and engaged in a lesson study approach, planning, and observing numeracy lessons across the school. Trios were formed across the school and feedback suggested this was positive in supporting planning, understanding of conceptual numeracy approaches and experiences of learners in the classroom.
- The Learning Partnership identified good teaching and learning experiences across the school with technology supporting numeracy in Primary 7. Pace of learning was appropriate in most classes.
- All colleagues engaged in What is in a Level and conceptual numeracy resources on Glow at In-Service days.
- The Primary 7 and Principal teacher engaged in the QAHS cluster learning offer on QI methodology, giving colleagues the knowledge and opportunity to apply this to the class. Impacting positively on attainment in P7 and giving opportunities for leadership and sharing of practice into next year.

Impact

- Across the stages P1-P7 there has been an average increase of 5% in attainment in number, money and measurement.
- A minority of colleagues have undertaken opportunities to develop their leadership skills and confidence in leading change and professional development.
- All colleagues undertaking a lesson plan study in trios linked to numeracy, enjoyed the experience and feel it helped to support planning, confidence and further develop a sense of team.
- Conceptual numeracy resources are available for children and are used in all classrooms to support learning.
- Children taking part in a test of change were able to share a strength in understanding of numeracy and demonstrated and explained different methods of finding answers to number problems.
- Children can confidently share appropriate strategies when solving addition calculations (17+3, 299+299): 'I start at the biggest number at count on' Logan P3, 'I did 17 add 3 because that makes 20 and then I added 1' Jack P3, 'I made them 300 then though 3 add 3 is 6 so 300 + 300 is 600 then I took off the 2 so 598' Emily P4.

Next Steps

- Continue to focus on numeracy attainment into next year.
- Further develop leadership opportunities by sharing the QI approach with colleagues.
- Further embed conceptual numeracy within classroom practices with input for colleagues and parents/carers.

Improvement Priority Session 2023 – 2024

Focused Priority: Children, staff and the school community feel empowered to learn and share learning experiences on digital platform(s).

Directorate Improvement Plan		<u>HGIOS 4 Quality Indicators</u>	
Equality and Equity		1.1 Self-evaluation for Self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.5 Family Learning, 2.7 Partnerships, 3.1 Ensuring Wellbeing, Equality and Inclusion, 3.3 Creativity and Employability	
Achievement		<u>HGIOELC Quality Indicators</u>	
Health and Wellbeing		1.1, 1.2, 1.3, 2.5, 2.7, 3.1, 3.3	
Positive Destinations			
Attendance and Engagement			
Priority 3	Fully Achieved	Partially Achieved	Continued next session

Progress:

- Links with our Digital Culture priority and Parental Engagement priority has given us the opportunity to develop a clear Communication Policy for our Community, utilising the use of technology.
- The school and nursery have fully embedded the use of digital communication with the use of Seesaw and Headteacher Sway as a means of communicating, sharing learning and the life of the school with parents.

- Consultation has been completed with parents formally and informally around technology. Feedback from the Parent Council identified that communication through Seesaw is easy to use, effective, with almost all Parent Council members relying on this to support learning conversations.
- Engagement through technology is high with all parents/carers accessing Seesaw and most accessing the Headteacher Sway.
- Parent Council meetings held online are attended regularly with representation across the school and nursery.
- All children share learning on Seesaw with the majority of children being able to do this independently, giving all parents the opportunity to comment and engage with this at home.
- Microsoft Forms is being used to share the wider achievements across the school with a minority of parents beginning to engage in this. A minority of children have taken opportunities to share wider achievements with their class and school.
- All staff have developed a knowledge of the experiences and outcomes within the PICT and have undertaken In-Service day training experiences to support the planning of technologies. There is a clear progression within the planning for children ensuring that a breadth of outcomes are planned for and covered, ensuring a curriculum that supports skills development for children.
- All teaching colleagues have undertaken training on MyOn which is a digital support for reading at home.
- Identified children have engaged with MyOn well, supporting reading and learning at home. This has supported children to access reading who were previously not able to and children with English as an additional language to develop language skills with increasing independence at school and home. In the majority of classes MyOn is being used to support and motivate children to read.
- The Pupil Council and identified colleagues have led the set up and use of the ICT Suite. This has been timetabled to ensure effective use and children enjoy using the space.
- The Pupil Council have developed an ICT charter and posters to support the safe use of the ICT Suite and equipment. The Pupil Council are keen to have all classes sign up to this charter and develop this further within the community.
- An audit of resources identified equipment needed for the ICT Suite and plans are in place to ensure that there is a sustainable approach to acquiring and maintaining the equipment.
- P4 children have been involved in learning about coding with Microbits and a colleagues practice shared at a National level, building confidence in the experiences planned for children. Children talk animatedly about using technology and are keen to apply creativity in sharing their learning experiences online with home.

Impact:

- Children are motivated to learn and use technology and enjoy experiences in the ICT Suite. Children share that they can access the equipment easily and there is reduced downtime. 'I like computers and learning about how to control them, I like the ICT suite, we are great at learning Microbits'.
- Leadership opportunities have been undertaken by colleagues that have skill and knowledge in technologies, supporting leadership within the team and opportunities for high quality continuing professional development for all colleagues.

Next Steps:

- Further develop and embrace a Digital Charter with the school community.
- Utilise knowledge of the Digital Cultures Programme and explore Digital Schools Award.
- Develop the recording and reporting of technologies in Progress.
- Further develop the planning and reporting using the PICT to support this.

Attainment of Children and Younger People

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	77.3%	77.3%	72.7%	77.3%

P4	76.7%	93%	80%	66.7%
P7	85.2%	88.9%	59.3%	70.4%

Overall Attainment for 2023 - 2024

	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	75%	75.8%	85%	77.3%
P4	70%	83.2%	78%	66.7%
P7	71%	77.8%	75%	70.4%

By the end of Primary 1, the majority of children are making good progress in literacy and most in numeracy.

By the end of Primary 4, most children are making good progress in literacy with strength in reading. The majority of children in Primary 4 are making steady progress in numeracy.

By the end of Primary 7 most children are achieving appropriate levels in literacy with a noted lower attainment in writing. The majority of children in Primary 7 are achieving an appropriate level in numeracy.

Across the school on average there has been a 5% increase in children achieving an appropriate level in numeracy.

Across the school on average there has been a 6% increase in children achieving an appropriate level in literacy with all classes reaching average stretch targets.

The average SIMD quintile for learners is 2.9 and most children in SIMD 1 and 2 are achieving appropriate levels for literacy and numeracy.

The Learning Partnership identified a need to ensure appropriate pace of learning in all classes and further develop moderation across the school to support colleague's confidence in declaring a level. Continued use of analysed data, development of the QI approach, collaborative working and targeted intervention will support improvements in attainment.

There is a direct correlation with children's' attendance and attainment and in P1, P4 and P7,

Interventions planned such as attendance leaflets had some impact but there is not enough robust evidence to suggest that this impact is sustained.

Evidence of significant wider achievements

At Pittencrieff we value the whole child and plan for and celebrate wider achievements across all stages. Weekly Assemblies and Fantastic Friday's are focused on achieving our school values and skills. Monthly Achievement Assemblies reinforce our School and Nursery Improvement Priorities in numeracy, digital and parental engagement and what we are striving to improve as a school community. Parental engagement in the Headteacher Sway and Seesaw allow opportunities for children to share their own wider achievements from home.

Within our Pittencrieff community we have Abbey, Linen, Malcolm and Peacock houses and opportunities for House/Vice Captaincy for our Primary 7 leaders. House points gained for displaying our core values in our school, contribute to a positive ethos. Planned school events have opportunity for individual and collaborative successes, and we have weekly and termly celebrations to share these achievements.

Throughout the year we creatively plan for and celebrate individual and collective wider achievements in learning and beyond. These opportunities are focused on the opportunity to build skills for life and work and promote a positive outlook for all children. Achievements are appropriately planned across the curriculum, giving all the opportunity to achieve and strive towards being Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.



Learning Partnership - Strengths and Areas for Improvement

- All children feel safe, enjoy learning experiences at Pittencrieff and talk warmly and confidently about their experiences and colleagues in school.
- The school values are evident in all classrooms and the nursery and positive relationships with children and staff with children feeling valued.
- Almost all classroom environments are engaging and supportive and make good use of the Hall and ICT Suite.
- In all observed lessons, learning was linked to prior learning and almost all children are engaged in their learning activities.
- The majority of children were appropriately challenged with colleagues providing appropriately differentiated learning for the children with questioning scaffolded/differentiated in most lessons.
- Good peer and teacher interactions supported learning in the majority of classes and feedback is good in the majority of observed lessons.
- Support for children is good as the teachers 'know you'.

Areas for Improvement

- Continue to develop consistency in the language of learning and consider pupil voice.
- Focus on pace of learning (identified as a development area by colleagues and during observations).
- Consider the recognition of achievements.
- Continue to build on parental engagement in learning

Care Inspectorate – Strengths and Areas for Improvement

The Care Inspectorate completed an unannounced inspection which took place on 23 April 2024. All areas inspected were graded Very Good and key strengths were identified:

- Children were cared for by staff who were warm, compassionate and nurturing supporting their wellbeing, play and learning.
- Children experienced challenging and fun play experiences that promoted opportunities for creativity, curiosity, problem solving and risk assessing.

<ul style="list-style-type: none"> • High quality care and support was achieved by quality assurance systems and processes including self-evaluation and an improvement plan. • Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently, throughout the day.
<p>Consultation with Stakeholders</p>
<ul style="list-style-type: none"> • Consultation with children during learning conversations in class, Fantastic Friday and Assembly. • Consultation with children during our Learning Partnership focused on Learning, Teaching and Assessment. • Consultation through the Parent Council around all issues which may involve and impact parents and planning for future school improvement. • Consultation through questionnaires on our Relationships and Behaviour Charter, communication, trips, school improvement planning, opportunities for wider achievements and community opportunities. • Informal consultation in discussions with parents in the playground, telephone or when meeting in person. • Consultation during key planned learning events in school.
<p>How is SQR, IP and PEF Plan Shared with stakeholders?</p>
<ul style="list-style-type: none"> • Shared with children during Assembly and through class teachers. • Shared with the Parent Council. • Shared on the School Website.
<p>PEF Evaluation/Impact</p>
<ul style="list-style-type: none"> • By June 2024 all identified children have improved wellbeing, their barriers to learning have been reduced. <p>Progress</p> <ul style="list-style-type: none"> • All identified children had been supported in wellbeing with the further development of de-escalation and nurture approaches within the school. • All stakeholders are involved in the development of proactive management plans to support identified children during the school day. • All support colleagues meet regularly to share strategies, resources and supports for identified children. • All teaching colleagues engaged in Circles Framework activities during In-Service days. • All identified children have access to Zen Den areas, resources and supports when needed. • All identified children can access a snack/breakfast during the day. <p>Impact</p> <ul style="list-style-type: none"> • All identified children have made progress in developing nurturing relationships with colleagues. • All identified children have made progress in learning. • All colleagues can identify elements of an inclusive classroom. • All children within identified cohorts have benefited from focused, uninterrupted teaching time allowing for progression across the curriculum.
<ul style="list-style-type: none"> • By June 2024 all identified children undertaking Kitbag/Emotion Works/Zen Den activities have built strategies in sharing emotions. <p>Progress</p> <ul style="list-style-type: none"> • Zen Den areas have been identified and developed for use with identified children. • Kitbag resources are available and used when appropriate. • Emotion Works resources are available and are used when appropriate. <p>Impact</p> <ul style="list-style-type: none"> • All identified children are beginning to develop emotional literacy.
<ul style="list-style-type: none"> • By January 2024 all colleagues and parents supporting children know and contribute to the Proactive Management Planning.

Progress

- All support colleagues and teaching colleagues contribute to a shared drive.
- All support colleagues have the time to meet regularly, share strategies, resources and supports for identified children.
- Regular review meetings to engage and support all stakeholders are undertaken.

Impact

- Children are supported by colleagues who have ownership of support plans.

- **By November 2024 parents can understand and access Kitbag, Emotion Works and Zen Den activities.**

Progress

- All parents/carers attending the launch of the Relationships and Behaviour Charter had the opportunity to explore resources and understand how we use different approaches.
- All Pupil Council members have started training on Kitbag to share this with their class.
- All classes have undertaken activities linked to Emotion Works through the year.
- All children have had the opportunity to share parts of Kitbag during Assembly activities.
- Due to lack of colleague time and identified support needed across the school, the further role out of activities to identified cohorts of children has not been achieved.

Impact

- All parents have an awareness of Kitbag, Emotion Works and our Zen Den activities.
- All children have experienced some Kitbag, Emotion Works, and Zen Den activities.
- Pupil Council members are motivated and keen to lead activities within school.

School

NIF Quality Indicators (HGIOS 4) School Self- Evaluation				
Quality Indicator	2021 - 2022	2022 - 2023	2023 - 2024	Inspection Evaluation (within last 3 years)
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 Raising attainment and achievement	Good	Satisfactory	Good	

NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)				
Quality Indicator	2021 - 2022	2022-2023	2023-24	Inspection Evaluation (within last 3 years)
1.3 Leadership of change	Good	Good	Very Good	
2.3 Learning, teaching and assessment	Satisfactory	Good	Very Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Very Good	
3.2 Securing children's progress	Good	Good	Very Good	

Care Inspectorate (within last 3 years)	Grade (if applicable)		
	2022 - 2023	2023 - 2024	
Quality of care and support	N/A	Very Good	
Quality of environment	N/A	Very Good	
Quality of staffing	N/A	Very Good	
Quality of leadership and management	N/A	Very Good	