

Pittencrieff Primary School and Nursery

‘Learning Together’

Standards and Quality Report (2024-25)

Achieving Excellence and Equity



Pittencrieff

Context of the School

Pittencrieff Primary School and Nursery is located in the city of Dunfermline, close to Pittencrieff Park. We provide a broad general education for children in the local community and the 48% 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 170 in 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 in total (16 within the outdoor nursery setting). Our nursery children have the opportunity to have a blended placement with part of the week learning in our outdoors nursery based in Pittencrieff Park.

Demographic		School Roll including ELC	215			
		FME	21%			
		SIMD Profile	two thirds of our pupils live in SIMD 5 and below			
		EAL	16%			
		ASN	31%			
Vision, values and aims		Our vision is “Learning Together” Our values are Care, Respect, Responsibility and Kindness. 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.				
Attendance	95.14%	Authorised Absence	3.19%	Unauthorised Absence	1.67%	
Exclusions		1				
Summary of consultation with stakeholders		A range of stakeholders were actively involved in the review of the 2024-2025 school year and in shaping priorities for 2025-2026. Our approach ensured that the voices of pupils, parents, and staff were heard and valued in our self-evaluation process. Pupil voice was central to our review. We engaged with our House Captains and Pupil Council, who gathered feedback from their peers and contributed thoughtful reflections on their experiences throughout the year. In addition, a group of pupils selected through our “lucky numbers” routine provided a wider perspective on school life, enabling us to include views from across all stages. Parental feedback was gathered through both informal and formal means. Members of the Parent Council took part in reflective discussions on school priorities and progress. To ensure we captured a broad range of parental views, a Microsoft Form was issued to the entire parent body. This survey invited feedback on key areas of school improvement and suggestions for future focus. The insights gathered from these stakeholder groups were analysed and discussed by the Senior Leadership Team and staff. Their contributions played a				

	key role in identifying priorities for Session 2025-2026, particularly in the areas of learning and teaching, wellbeing, and parental engagement.
Attainment Scotland Fund Allocation (PEF)	£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, toiletries from "The Big Hoose" and ensuring 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.

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

School Improvement Priority 1: Conceptual Numeracy

To increase attainment of all classes in numeracy by 5% in number, money and measurement by April 2025.

HGIOS 4 Quality Indicators: 1.1 Self-evaluation for self-improvement, 1.2 Leadership of learning, 1.3 Leadership of change, 2.5 Family Learning, 2.7 Partnerships, 3.2 Raising attainment and achievement.

HGIOELC Quality Indicators: 1.1, 1.2, 1.3, 2.5, 2.7, 3.2

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

During the session, a thorough audit of existing numeracy resources was carried out, resulting in the purchase and distribution of new conceptual numeracy materials. These resources have been actively integrated into classroom teaching and learning in our nursery provision. These have enhanced hands-on learning experiences for children across all stages.

Staff engaged in targeted professional learning, including CPD sessions focused on improving numeracy teaching approaches aligned with quality improvement principles. Collaborative working trios were established, allowing teachers to observe peers, provide constructive feedback, and embed new strategies effectively. Additionally, staff participated in peer-led 'speed dating' style sessions to share best practice and deepen their understanding.

Parental engagement was strengthened through workshops designed to demonstrate numeracy teaching methods used in school and nursery, empowering parents to support their children's learning at home.

Further professional input was provided by the cluster principal teacher and the Fife Council Professional Learning Team, enriching staff knowledge of conceptual numeracy approaches and resources.

Impact

The introduction of new conceptual numeracy resources, combined with targeted professional learning and collaborative teaching practices, has enhanced the quality of numeracy lessons. Children across school and nursery are experiencing more engaging and hands-on learning in number, money, and measurement, leading to

increased confidence and improved skills. Parental workshops have further supported learning beyond the classroom. Data and feedback demonstrate positive progress towards the 5% attainment increase, indicating a clear impact on student numeracy outcomes.

Next Steps

Moving forward, our cluster of primary schools will maintain a strong focus on numeracy development, continuing to work closely with the Cluster Principal Teacher to enhance teaching practices. The cluster improvement plan will prioritise numeracy, with staff participating in training on numeracy diagnostic tools and progression phases. Collaborative moderation of teaching approaches will support consistency and quality across schools. At the end of the next academic year, cluster headteachers will convene to agree on a shared strategy to further improve numeracy outcomes for all learners.

School Improvement Priority 2: Digital Culture

All children to experience planned progressive, skills-based learning experiences in technologies with a range of assessment evidence to inform achievement of a level.

HGIOS 4 Quality Indicators: 1.1 Self-evaluation for Self-improvement, 1.2 Leadership of Learning, 1.3 Leadership of Change, 2.5 Family Learning, 2.7 Partnerships, 3.3 Creativity and Employability
HGIOELC Quality Indicators: 1.1, 1.2, 1.3, 2.5, 2.7, 3.3

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

Over the session, significant steps have been taken to embed a digital culture that supports planned, progressive, skills-based learning in technologies for all pupils. Staff engaged in professional learning opportunities to build confidence and expertise in digital teaching. Investment in digital resources included increasing the number of devices available and installing an additional smart TV to enhance interactive learning.

A digital charter was co-created with input from pupils and parents, establishing shared expectations and promoting responsible technology use. The introduction of the PEPSI digital mascot helped engage pupils across classes and foster enthusiasm for digital learning. The formation of an ICT Crew empowered pupils to take an active role in supporting technology use within the school.

ICT was formally integrated into the school curriculum rationale, ensuring digital skills development is clearly linked to learning across subjects. The new online PROGRESS reporting system was launched to provide parents with clear, accessible evidence of their child's achievements at the end of the year.

Impact

These initiatives have enhanced student progress by making technology learning more purposeful and skills-based. Increased engagement and active pupil participation, supported by improved digital resources and assessment tools, have enabled more accurate tracking of achievement and clearer evidence of progress towards Curriculum for Excellence levels in technologies.

Next Steps

Next session, the whole council will focus on the Transforming Learning initiative, providing all pupils from Primary 6 to Secondary Year 6 with iPads to enhance their learning experiences. All teaching staff will receive training on effectively integrating these devices into their teaching and will be equipped with their own iPad to support digital learning across the curriculum.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1	100%	100%	100%	100%
P4	100%	75%	83.3%	90.2%
P7	89.3%	85.7%	85.7%	95.2%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1	72.2%	100%	83.3%	100%
P4	75%	86.1%	83.3%	90.2%
P7	78.6%	86.9%	82.1%	95.2%

The attainment data for session 2024–2025 shows strong overall achievement across all stages and curricular areas, reflecting the positive impact of targeted improvement work and strategic use of resources, including Pupil Equity Funding (PEF).

At Primary 1, we are pleased to report 100% attainment in Listening and Talking, Reading, Writing, and Numeracy, with stretch targets fully met and exceeded. This outstanding result demonstrates the effectiveness of early intervention strategies and high-quality teaching practices established in the early years.

By Primary 4, attainment remains high with Listening and Talking at 100%, Numeracy at 90.2%, and Reading and Writing at 75% and 83.3%, respectively. While the Reading percentage reflects a slight gap against the Listening and Talking attainment, ongoing literacy interventions, including targeted reading support and professional learning for staff, have contributed to steady improvements.

At Primary 7, attainment shows consistent strengths in Numeracy (95.2%) and solid achievement in Literacy areas (approximately 85-89%). Stretch targets were fully met. Our improvement focus on conceptual numeracy resources and peer observation for teaching practice has had a positive effect, evident in the high numeracy attainment. This remains a focus for next session, with planned use of diagnostic tools and moderation activities across the cluster to raise standards further.

Overall, the progress seen this session aligns with our School Improvement Plan priorities and demonstrates the positive impact of PEF-funded staffing and targeted interventions. Continued investment in professional development and resources, alongside collaborative cluster initiatives, will be essential to sustain and build on these gains.

In summary, attainment levels across literacy and numeracy show encouraging progress. The data confirms that targeted support and enhancement of teaching quality are having a tangible impact on learner outcomes. Next steps include deepening diagnostic assessment and implementing universal supports to ensure all learners reach their full potential.

Achievements

At Pittencrieff Primary and Nursery, we value the whole child by celebrating wider achievements across all stages, reflecting the four contexts of learning and supporting the Curriculum for Excellence's four capacities: Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens.

Weekly assemblies and "Fantastic Fridays" recognise school pupils and nursery children who demonstrate our school values and skills, fostering a positive ethos. Monthly Achievement Assemblies focus on progress linked to our School and Nursery Improvement Priorities, while parental engagement through the Headteacher's Sway and class/nursery Seesaw posts allows children to share achievements from home.

Our house system—Abbey, Linen, Malcolm, and Peacock—encourages leadership through House and Vice Captains, primarily Primary 7 pupils. All pupils earn house points by showing core values, this promotes teamwork, respect, and responsibility. School events offer opportunities for individual and collaborative successes, celebrated weekly and termly to motivate pupils.

We plan and celebrate wider achievements creatively throughout the year, focusing on building life and work skills such as resilience, communication, and problem-solving. This approach ensures all pupils develop key attributes and meta-skills, preparing them to be confident, capable learners and responsible citizens. Our celebrations recognise effort and progress, inspiring pupils to continue growing in all areas of learning and life.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	N/A
2.3 Learning, teaching and assessment	Good	Good	Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Good	Good	N/A
3.2 Raising attainment and achievement	Satisfactory	Good	Good	N/A
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	Good	Very Good	Very Good	N/A
2.3 Learning, teaching and assessment	Good	Very Good	Very Good	N/A
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good	Very Good	N/A
3.2 Securing children's progress	Good	Very Good	Very Good	N/A
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?	N/A	Very Good	N/A	
How good is our setting?	N/A	Very Good	N/A	
How good is our leadership?	N/A	Very Good	N/A	
How good is our staff team?	N/A	Very Good	N/A	

