

## **HMIE Parent/Carer Progress Report - Pitteuchar East Primary School – Jan 25**

*In September 2023, a team of Inspectors from Education Scotland visited Pitteuchar East Primary School. Areas of strength identified were:*

- Staff have established positive and caring relationships across the whole school community that support the wellbeing of children and families. Senior leaders and staff understand the challenges faced by the community as a result of the pandemic and the cost-of-living crisis.
- The headteacher and staff have established strong partnerships. These have helped to improve children's wellbeing, develop creativity in the curriculum and support professional learning.
- Staff make effective use of digital technology and science, technology, engineering and mathematics (STEM) to support children's learning experiences.

As requested in October 2024 a report was submitted to Education Scotland by Fife Council to provide an update on progress on agreed areas for improvement. A follow up meeting took place in January 25 with inspectors, Headteacher, Emily Tall and Education Manager, Mary McKay to discuss progress, impact and next steps.

A summary of the progress report submitted has been created for Parents/Carers and will be available on the school website. See below:

### **Parent/Carer: Summary of Progress Report - October 24**

The following is a progress report for parents/carers on areas for improvements identified from Education Scotland inspectors in September 23, the report includes details of progress on actions taken, impact and planned next steps.

**Area for Improvement 1:** *Senior leaders and staff should work together to improve outcomes for children by embedding the school's vision, values, and aims through improvement activities and by effectively engaging stakeholders.*

**Progress:**

- **Improvement Plan:** Staff, parents, pupils, and partners contributed to a detailed action plan addressing areas from the inspection, with clear actions to improve outcomes for children.
- **Senior leaders reviewed and improved processes** which included quality assurance, tracking, safeguarding, attendance, with coordinated support from the local authority.
- **Vision and Values Refresh:** Consultations with pupils, parents, and staff led to simplified, child-friendly values: Kindness, Respect, Ambition, which are being embedded into school culture.
- **Pupil Voice:** Leadership groups like peer mediators and focus groups ensure children's voices shape school improvements.
- **Leadership Transition:** A smooth transition for the new leadership team supported by the local authority has ensured continuity in improvement efforts.
- **Professional Learning:** Training focuses on inclusive learning environments and effective communication, supported by improved strategies for staff and parent engagement.
- **Improved staff communication** through digital platforms and consistent updates for parents, including newsletters and digital tools.

**Impact:**

- **Stronger Engagement:** Clear systems and collective understanding of strengths and areas for growth have improved learning experiences.
- **Stakeholder Ownership:** Collaborative development of the vision and values has fostered a positive school culture focused on respectful relationships and high expectations.
- **Clear Direction:** Improvements are well-supported by robust processes and professional learning, creating a foundation for future success.

**Next Steps:**

- Continue professional learning and collaboration to support innovative teaching practices.
- Promote visibility of the school's vision, values, and aims, embedding them in daily school life and revising the curriculum rationale.
- Use the values to inform policies, with training on de-escalation and trauma-informed practices to support positive relationships.

**Area for Improvement 2:** *Senior leaders and staff should review planning, teaching, and assessment approaches to ensure all children's needs are met, allowing them to make the best possible progress.*

**Progress:**

- **Professional Learning:** Teachers participated in coaching sessions focused on planning, differentiation, and personalised learning.
- **Consistent Planning:** A uniform planning folder and whole-school assessment overview were created to ensure consistency across classes.
- **Policy Development:** A new Learning, Teaching, and Assessment Policy is being developed with input from staff, parents, and pupils.
- **Tracking System:** A new system is helping staff monitor progress, identify barriers to learning, and implement targeted interventions.
- **Quality Assurance:** Classroom observations, work sampling, and self-evaluations are improving teaching practices and learning experiences.
- **Outward Learning:** Staff observed practices in other schools to explore play pedagogy and high-quality teaching.

**Impact:**

- Teachers have a clearer understanding of expectations for planning, teaching, and assessment, improving learning experiences.
- Moderation activities are helping staff align assessments with national standards, ensuring effective planning for next steps.
- Improved learning environments are enhancing children's engagement and development.
- The tracking system is supporting earlier identification of learning needs and timely interventions.
- Enhanced learning conversations are helping children understand and reflect on their progress.
- Professional learning is raising the quality of teaching and personalised support for almost all children.

**Next Steps:**

- Continue professional development on planning, teaching strategies, and differentiation.
- Strengthen moderation activities to ensure consistent and accurate assessment practices.
- Use tracking data to refine planning and provide appropriate pace and challenge for all learners, incorporating a new BGE-wide tracking platform.

**Area for Improvement 3:** *Senior leaders and staff should enhance record-keeping and planning to ensure all children, including those requiring additional support, are effectively supported in their learning.*

**Progress:**

- **Improved Planning:** Regular attainment meetings now track individual and group progress, with clear formats and expectations.
- **Support for Learning:** Coaching has improved child plans, behaviour management, and communication with parents/carers. A system ensures learners' needs are identified and addressed, with input from specialists and partner agencies.
- **Proactive Strategies:** Children displaying distressed behaviours are supported with tailored management plans, regular reviews, and collaboration with parents and agencies.
- **Inclusive Practices:** The Circle Framework is widely used to create calm, engaging learning environments, with safe and regulation spaces added across the school.
- **Restorative Approaches:** These are helping children manage emotions and resolve conflicts positively.
- **Attendance Monitoring:** Attendance strategies, including nurturing starts and support for families, have improved attendance to above the national average.

**Impact:**

- Children receiving additional support are effectively planned for, ensuring engagement in learning through universal and targeted interventions.
- Positive relationships across the school community support children's sense of safety and readiness to learn.
- Calmer and more inclusive learning environments are increasing engagement and fostering belonging.
- Systems to identify and address learning barriers ensure timely interventions for children requiring support.

**Next Steps:**

- Embed systems to help teachers identify barriers to learning and establish a referral process for additional support.
- Continue professional learning on inclusive practices using the CIRCLE Framework.
- Develop a whole-school Behaviour and Relationships Policy through community consultation to ensure consistent, nurturing approaches.

**Safeguarding**

- Procedures for safeguarding follow Fife Council guidance, with records kept using Seemis Wellbeing App and pastoral notes.
- All staff completed up-to-date safeguarding training in August 2024, including care and welfare protocols.

### *Improvements Impacting Outcomes for Children*

- **Breakout and Nurture Spaces:** Funded by Pupil Equity Funding (PEF), sensory-friendly spaces and sensory boxes have been created. These help children regulate emotions, resulting in fewer incidents and better engagement in learning.
- **Library Improvements:** The library has been updated with diverse books and is regularly used by all classes, enhancing literacy and inclusion.

### *Successes and Events*

- **Community Engagement:** Assemblies, care home visits, and resilience-building activities showcased student learning and promoted positive values.
- **Sports and Activities:** Partnerships with local sports centres, clubs, and universities have enriched experiences, including athletics, football, and music-math connections.
- **Educational Visitors:** Paralympian Ben Sandilands, SSPCA, and Fife Libraries brought engaging learning experiences.
- **Celebrating Achievements:** Individual and class achievements are recognized through assemblies and a celebration board.

### *Parent and Community Involvement*

- Communication with parents has improved through a clear strategy, with strong attendance at events, parent interviews, and learning engagements.
- Support from the Parent Council enabled successful events like the Christmas Fayre and discos.
- Winning second place in the Cash for Kids competition funded school trips and iPads, enhancing learning opportunities.

### *Challenges and Leadership Transition*

- Challenges included staff morale post-inspection and leadership transitions. However, strong local authority support and a committed staff team ensured progress.
- The new leadership team has built relationships and carried out quality assurance activities, focusing on embedding improvements in learning, teaching, and inclusive practices.

The school is committed to sustaining these improvements and ensuring a positive, inclusive learning environment for all.

