



Pitfour School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022

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School Forward

We are pleased to present both our Standards and Quality Report for Session 2020–2021 and our School Improvement plan for the current session 2021-2022. This report forms part of our quality improvement framework and provides important information regarding our school’s progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Pitfour School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyze our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Pitfour Primary School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Andrew Boulind

Head Teacher

The School and its context

Vision for the school

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning. We promote Respect.

Respect

Encouragement

Success

Pride

Enthusiasm

Community

Trust

Pitfour School prides itself on having a positive ethos as the foundation on which to build our learning and teaching. Our curriculum offers a broad range of learning experiences, ensuring that the needs and interests of our pupils come first. Pupils can contribute to school improvement through our Pupil Council, Rights Respecting School and ECO groups where they are encouraged to share ideas and plan changes which have a positive impact. At all times we emphasise the importance of looking out for each other, taking responsibility and being good citizens and we stress the sense of mutual trust, respect and shared values and aims.

Values that underpin our work

At Pitfour, children will see our values of honesty, respect, consistency, responsibility, achievement, inclusion, and trust being modelled, to support their development as they progress through the school. Through our ethos and context, we will create children who meet the challenge of the four capacities of the Curriculum for Excellence.

What do we aim to achieve for our children/pupils?

At Pitfour School our main aims are to create confident children who are equipped with skills for learning, life, and work. Children are encouraged to become independent learners who are motivated to reach their full potential. We celebrate and take pride in what each individual achieves.

The whole school community works hard to create a welcoming, happy, and positive environment where children can develop as people and as learners and where the well-being of the child matters as much as their attainment. Children are at the centre of all we do.

Context

Pitfour School lies in the heart of Mintlaw village. Mintlaw lies at a crossroads of Fraserburgh to the North, Peterhead to the East, New Pitsligo to the West and Ellon to the South. Mintlaw is a very popular village with a constantly growing population. It hosts two primary schools, a secondary school, a large community facility, a health centre, a dentist and numerous retail outlets.

Owing to our proximity to the local Secondary school and the community facility, we work closely with them to provide enhanced facilities for our pupils and we have an all weather pitch at our disposal.

Pitfour has an enviable reputation amongst parents who choose to send their children to our care and it is very well supported by them in all our ventures and fund raising activities.

Our Parent Council is very supportive and eager to help in any way they can. School staff are keen to become involved with the Parent Council as it is a way of reciprocating the support.

Our teaching and PSA team work exceptionally well together and are keen to interact with any parents who may have any questions about their child's progress or problems.

Analysis of the SIMD data shows that no child at Pitfour Primary School lives in an area of deprivation (deciles 1 and 2). On the SIMD Decile Scale, pupils range mostly from D4 to D7, with only 2 FSM pupils on D8.

Although Pitfour School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be. Within school we identify and support those families who will benefit from additional nurture, educational input or links with partner agencies.

Pitfour School PEF (Pupil Equity Funding) allocation will be targetted towards Covid recovery and Cluster improvement plans for Health and Wellbeing, Literacy, Numeracy and STEM. Within school the remaining funding is being used to target children with specific learning challenges in literacy and numeracy. We are funding a full time and a part time PSA to work with pupils identified as requiring that support. We will run a breakfast club five mornings a week where children can spend time in a setting that offers a healthy breakfast and encourages communication and enjoyment. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school include:

- **High quality, active learning experiences**

At Pitfour School most children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer.

- **Improving levels of performance and behaviour**
 Children are making positive progress in their learning across all curricular areas. Most children are adhering to school and class expectations resulting in a more positive learning environment and improved attitudes to their education.
- **The inclusive and nurturing ethos**
 Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Most children are kind, caring and thoughtful, reflecting the nurturing approach of all adults in the school. The school has an inclusive culture and celebrates diversity. It is clearly understood that it is everyone's right to feel safe, valued and included. We have recently adopted positive behaviour management schemes which reflect this.
- **The quality of support provided**
 Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. New methods of communication using technology are effectively being used. Staff track children's learning carefully across all areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met as fully as possible.
- **The engagement of all staff, pupils and partners in improving the school.**
 Staff, pupils and parents at Pitfour School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. Regular school and cluster collegiate meetings support professional learning and professional dialogue.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
Covid Recovery	<ul style="list-style-type: none">• GL Pass assessments.• Whole school focus on mental health and resilience.• Setting outdoor learning tasks. • Setting family activities as a part of online learning (outdoor learning).	<ul style="list-style-type: none">• The data collected by the GL assessments was utilised to build a health and wellbeing programme.• We focused on skills relating to: Seeing one another as resources for learning; resilience; mental wellbeing; accepting difference; growth mindset.• All classes have been encouraged to utilise more outdoor learning as part of our improvement plan. Before the lockdown, we began to extend our understanding of outdoor learning through collegiate discussion.• Classes have participated in the John Muir Challenge.• All classes including Nursery utilise our local outdoor spaces, with regular classroom activities taking place in Aden Country Park. This has continued since the return to school, and practitioners have tried to incorporate an increase in outdoor learning in line with national priorities.• Outdoor learning enabled children to feel happier and enjoy their learning.• During remote learning, our classes had regular learning activities that were set for the outdoors, and pupils engaged regularly in these. Pupils even commented that they enjoyed these sessions, another reason why more outdoor learning has been utilised since the return to school.

	<ul style="list-style-type: none"> • Emotions check ins. • Class involved with Roots of Empathy with IPT. • IPT work with identified individuals. • Use of SCARF. • Agreed house points system. • Use of GL results and boxall profiling to recognise children needing support and nominating them for Seasons for Growth programme and other support. • Use of resources supplied by Educational Psychology Dept through online learning – resilience alphabet, Worry Monster story, Being Brave Story, family learning activities. • Wellbeing Wednesday (Setting variety of fun exercise activities online). • Supporting parents with worries. • Recognising family commitment to learning and recognising children’s efforts and achievements (term 3 awards assembly). • The Big Life Journal began to be utilised but was not in line with COVID recovery • During lockdown, daily live lessons were used to catch up with students. Additional drop-in sessions for those struggling. 	<ul style="list-style-type: none"> • We also managed to identify why children might be showing more challenging or withdrawn behaviour on specific days. • Pupils were more willing to talk about their concerns. • Pupils began to develop strategies to help themselves deal with situations they found difficult. • Used SCARF planning tool across the school. • Online class session with SCARF. • Increases children’s confidence and gives them a sense of achievement. • Children were given the appropriate support based on the results. • Children felt able to talk about their worries and these activities increased resilience. Activities made the return to school easier for these pupils. • Supported teachers, children and parents as it took pressure off of them. The activities were designed to have quality family time. PE teacher sent lessons home allowing pupils to exercise. Drama teacher utilised wellbeing topics encouraging children to build confidence. • Parents were able to contact teachers and know they were supported. • Children felt proud of the work they had completed during lockdown. • Teachers were able to give children 1-1 support ensuring children knew they were valued and included in their learning. • Teachers have been able to utilise the strategies taught at these sessions.
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	<ul style="list-style-type: none"> • Emotion coaching training and techniques used where appropriate. • Outside agencies used to support parents when necessary. 	<ul style="list-style-type: none"> • Parents felt supported and knew they had someone to go to when struggling with their child/ren.
<p>Literacy</p>	<ul style="list-style-type: none"> • Second level use of Prim-Ed spelling workbooks as an approach to spelling. • Active literacy activities based on learning through play through an active table and weekly stations. • Sumdog used for spelling activities. • Use of ASL resources e.g., “Nessy” reading and spelling. • Pupils researched, prepared, and delivered talks individually, in pairs and in small groups on topics of their own interest and/or linked to theme. • Whole school tracking and assessment scheme with use of Big Writing criteria. • Wide use of AiFL, assistive technology and differentiation throughout the school to build a community of learners in the classroom and increase learner participation, with the view of developing co-agency for all pupils. • Tracking and monitoring, including the use of Seesaw. • Active literacy used across the school. • Active literacy assessments used for tracking and to inform next steps also SWST was completed at the beginning of term 1. • GL and SNSA was completed at the beginning of term 1. • GL was completed at the end of term 4. 	<ul style="list-style-type: none"> • Prim-Ed has provided a clear pathway of progression for pupils, parents and teachers. The activities within these ensures that there is consistency in the delivery of supporting spelling materials. This is used every day in class and has resulted in increased pupil engagement in spelling and an increase in achievement as a result for all pupils. • Active Literacy allowed a consistent approach in school, teachers knew exactly what phonemes and sounds children had covered and needed to revise. However practical activities were limited due to COVID restrictions. Outdoor learning was increased and this improved motivation in learners. • Highland Literacy phonological awareness assessment clearly identified specific areas children needed to work on for phonics. • Consistency with cold piece marking, making it easy to inform teachers on handover of the levels in writing. • Tracking and increased assessment informed planning and next steps for individual pupils. • Children saw their progression through using Active Literacy (i.e. learning phonemes and then learning phonemes with same letters). • Seesaw and Teams allowed children to continue with their learning online. • We saw an increase in pupil’s confidence, with pupils becoming more supportive of others. • Pupils became more proficient in the use of technology.

	<ul style="list-style-type: none"> • Highland Literacy phonological awareness assessment at beginning of year. Extended from P1 to P2 and P3. • Tracking spelling scores and phonics assessments. • Groupings for pupils to ensure appropriate challenge and pace. • Big Writing uses the Oxford Writing Criterion Scale for assessment. • Self and peer evaluation of writing. • Clear writing criteria based on the level pupils were working at. • Writing targets on a weekly basis were identified by teacher and pupils through evaluation of writing and achievable next steps were given. • Increased ASL and PSA support for pupils who had low attainment. • Regular conversations with ASL teacher and PSAs to ensure pupils learning needs were being met. • Pupils were encouraged to use the school library or take in an appropriate book from home to read. • Use of technology to support pupils with additional needs. • Read Write • Immersive readers • Use of remote learning platforms; Teams, Seesaw and Education City. 	<ul style="list-style-type: none"> • Those pupils who needed additional support received it in a more timely fashion • The use of Big Writing criteria provides a clear progression in the scheme, with a child friendly version being available for pupils to assess themselves against, forming part of their own SMART writing targets. • Increased independence and engagement. • Our remote learning platform, Seesaw, allowed us as practitioners to provide timely, individualised feedback for every pupil. This feedback is shared with parents for them to also be partners in learning. • School reports and tracking rubrics are utilised to share data with HT and parents accordingly. In classes, pupils had access to tracking data for spelling, writing, speaking and listening and numeracy which was discussed on a termly basis. This tracking meeting did not take place during lockdown however, as reports were shared with parents and pupils.
<p>Maths/ STEM</p>	<ul style="list-style-type: none"> • Staff CPD • Maths Mastery cluster sessions. • Northern Alliance Numeracy Sessions • Active maths activities set up in class. • Use of Maths Talks and discussions where children can give their reasoning and use the language of mathematics. 	<ul style="list-style-type: none"> • In continuation of the cluster improvement initiative, staff participated in Cluster Maths Mastery events and accessed resources to provide a shared understanding of the teaching and learning of numeracy in the classroom.

	<ul style="list-style-type: none"> • Frequent use of outdoor learning to enhance numeracy understanding in context. • Whole Class Learning with differentiated work (Chilli challenges). Extension work provided for pupils who were able to work at a higher level. • Consolidation through regular reinforcement e.g. Morning Challenges. • Use of online learning platforms. • Use of Sumdog, Education City, My maths, Number stacks, cbbc bitesize. • Use of seesaw, TEAMS and youtube to provide online learning, including staff-generated learning videos, interactive discussions and support sessions, and activities for learning in context and for learning through play. • GL PTM assessments at the start and end of 2020-2021 session to inform next steps. • Regular topic assessments to evaluate understanding and retention of processes to plan next steps. • Increased ASL and PSA support for pupils who had low attainment or additional needs. • Use of technology to support pupils with additional needs. • STEM in-service training, both as cluster meetings as well as SSERC Meets. • Pupils participated in Science activities through community partnerships (Aberdeen Science Centre). • A whole-school STEM planner has begun to be constructed for progression and to ensure of no gaps. • All classes have access to STEM kit boxes which are age and stage appropriate and support key STEM skills. 	<ul style="list-style-type: none"> • Increased motivation and challenge as children can choose more advanced activities when they feel confident. • Also provides reinforcement to ensure concepts are embedded. • Increased engagement and enthusiasm for NMM activities. • There was a high level of engagement of learners and their families with NMM activities online. • Increased understanding for parents and carers in the way concepts and strategies are taught and how algorithms are used, enabling them to support their children's learning. • Learners enjoyed using games the variety and choice of online resources to learn concepts, skills, strategies and facts and to practise mental calculations. • The GL and in-school assessments enabled teachers to identify the learners' strengths and next steps. They also identified learners who required support with concepts or with 'catching-up.' Allowing effective allocation of ASL teacher time and PSA time. • This enabled children to catch-up or to receive the support they required to ensure they achieved their potential • One member of staff took on the role as SSERC mentor and was tasked with the organising of the delivery of SSERC science sessions in our school. These sessions have already provided a wide range of benefits to our school: • Increased confidence of teachers in the delivery of STEM. • A shared understanding of what STEM education is and how it can be adapted for different ages, needs and stages. • A whole-school delivery of STEM
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	<ul style="list-style-type: none"> • Attendance of P7 pupils at S1 transition day (STEM). • Teachers utilised SSERC resources and lessons within their classrooms 	<ul style="list-style-type: none"> • Increased delivery of STEM lessons integrated throughout the curriculum, not simply as 'science only' lessons. • Improved knowledge and understanding of pupils (observations; predictions; language use in discussions) • Pupil enthusiasm and engagement has improved. • Our school also invested in STEM packs which provide learning activities displayed in a child-friendly manner. These activities encourage co-agency and participation in the learning, where pupils take responsibility for their shared roles. • During our remote learning period, pupils regularly participated in STEM activities with resources that could be easily found in the home. These activities had high levels of engagement and pupils discussed these activities together in live-teaching sessions. • Pupils began to demonstrate their use of STEM in the home environment. These were adapted from the online learning materials, and some pupils even searched for other related activities. • Children are now experiencing a broader curriculum. • Children are now better able to explore the links between science, technology and engineering.
<p>Parental Engagement</p>	<p>Meet the Teacher</p> <ul style="list-style-type: none"> • Utilise online learning platforms such as Seesaw/ MarvellousMe, where a short video clip with teacher introduction could be added, along with tailored clips from children/photos of the classroom/examples of some completed work. • Website "Meet the Team" section, photos and link to staff videos. Pupils could also take photos/videos for tour of the school • Involve parents regularly (termly) through the use of an online survey or questionnaire using MS Forms. Clear questions asked with room for parent suggestions. 	<ul style="list-style-type: none"> • Feedback from parents and children based on videos. • Number of parents responding and engaging in school community. • Parents will have a deeper understanding of their child's learning and this should be evident during parent-teacher discussions. • Pupils will take a more active role in their learning and generate work that they feel proud of and want to publish for their parents to see. • Communication with parents is clear, specific, targeted and consistent across the school.

- Feedback from meet the teacher or questions relayed back from the event, should be within a timeframe and this should be indicated to parents.
- Use feedback to decide next steps for future parent evenings
- Agree on an action plan for the next “meet the teacher” and put any changes into place.
- Option to have open afternoon as part of the moving up days. Parents meet new Teacher and see new classroom

Sharing the Learning

- Using online platforms, add to stream/ upload and update over the terms to show progression. Prioritise Health & Wellbeing, Literacy and Numeracy as the main focus for sharing the learning. Notify parents once this is live – parents should access the online platforms with their child and discuss, as would happen in a face to face meeting within the school building.
- Interim and Annual Progress Reports.
- GL and SNSA assessment results and next steps shared and discussed with parents privately.
- A workshop/ parents evening should be held to explain what GL and SNSA is/ means.
- Children videoing themselves sharing the learning in the classroom and sending home to parents.
- School website should also provide a platform for sharing whole-school learning; sharing success in school and local community on a monthly basis.
- Continue to share via Community Claik and local publications
- QR codes can be used to access online work and displays
- Teachers send online learning codes home in jotters to ensure all children and families have access to online

- Parents have a clearer understanding of how they can support their child/children in the home environment in conjunction with the support received in school.
- More positive relationships from the parent community and a greater desire to be involved in school life – i.e. parent councils, fundraisers etc.

- Number of parent comments and content of parent responses
- Parents and pupils knowing information is always available in a place they can easily refer back to
- Increased interest from pupils knowing families can see and share in their work at any time, and that they will have the opportunity to make a video of their work
- Feedback from parents on receiving videos from their child
- Parental comment section on Progress and Interim reports
- Increase in parents accessing the school website
- Uptake of parents viewing online work and displays, comments section for parents to contribute, post positive messages.
- Digital responses of parents on this work shared.
- Increased confidence, knowledge and understanding of parents engaging in this way.
- Increased parental ICT confidence and ability to engage
- No digital exclusion amongst parents
- Numbers of parent accessing information using links.
- Parents feel informed and knowledgeable about the learning taking place in the classroom and events happening in school

platforms (this could form part of a class induction for each new year)

- Training opportunities/videos provided for parents to be confident to engage in this manner when appropriate. Parents should be consulted as to whether this method of engagement is beneficial to them. (Session 21/22)
- Learning Newsletters could be issued to show across the curriculum learning. Links could be embedded that the parents could use to access digital clips, these could be linked to sharepoint.
- Newsletters to be shared digitally using an agreed platform that is easiest for parents to access. (Email / Groupcall / Facebook)
- Ask parents for feedback, evaluate and make agreed changes. Move forward as necessary
- Facebook Group for Parents/Carers – more emphasis to be placed on using Facebook
- Open visits (Session 21/22)
- Feedback which would follow from events could be collected through Microsoft Forms, ensuring current data is being collected and used for reference and continued improvement.
- Keep a record of feedback that has been given – traffic lights can be used to see feedback at a glance.
- Corridor displays could become online galleries making them more accessible to parents. Could we then have open galleries instead of open afternoons? These would be less intrusive so could be more often?
- Whole school themes could be agreed for the celebration/focus of certain events, so it is not solely artwork on display
- Continue to put learning online. Publishing homework. All of these allowing parents to see what should have

- Parents report feeling that their views have been taken on board and help given or changes made accordingly
- Parents feel that they have more avenues to enable them to participate and find information easily
- Number of Parents attending open class sessions
- An ethos of parental engagement and participation that is inclusive and respectful is fostered.
- Communication with parents is two-way, voluntary, sustained, authentic and transparent
- Pupils would become more involved in the planning and creation of displays.
- Parents could have positive conversations with their children about their work. This would have a positive impact on the child's learning and effort put into tasks.
- Pupils take pride in their work knowing that it will be displayed for people to see.
- An understanding by all stakeholders of the impact of pupil/parent/school on local community initiatives
- All pupils have a chance to experience and celebrate success in different forms.
- Parents are given opportunities to celebrate this success
- Parents feel that they have shared ownership and an impact on their child's learning community
- Parents and children accessing recorded lessons
- Celebrating wider achievements at home and in school. An increase in parents informing the school of wider achievements
- Resources shared online
- Parents would then have a clearer understanding of their child's learning. Include a comments section for parents to complete regarding their child's learning and a comments section for the child to complete.

happened in the class, giving them a starting point with the child.

- Sharing art displays and work that children feel proud about – this can be done from both home and school
- Feasible to do this once per month on an agreed day (eg last Friday of the month) in place of open afternoons.
- Snap shot jotters being sent home regularly throughout the term as long as 72 hour time limit protocols were in place
- Staff would need to be clear about what to include and not “do their own thing” following staff discussion/agreement.

Assembly/Christmas/Easter/Summer Shows

- Filming in-school events could be presented through digital means/ streamed. Such shows can be a fundraiser for schools – investigate a means such as selling codes could be undertaken. (Session 21/22)
- Videos can be pre-recorded and made up by children then collated and made into one file to be shared
- A file of clips could be started for each child showing their progression from Nursery/P1-P7. Would only need to be done once each year but a fantastic P7 Leaving Gift for pupils and parents.

Meetings

- Parental Support Meetings could take place on online platforms as well as MAAPMs and SAAPMs.
- Utilising Skype and Teams for parents’ evenings and CPD sessions for parents (e.g. technology support, activity suggestions).

- Children’s enjoyment and talking about in school events engages those at home
- Positive feedback from parents (and by any money raised).
- Providing an open outlet for pupils to demonstrate their skills and learning to their family
- Pupils could undertake course in staged-production and use ICT to support this.
- Parents would still feel involved in fundraising and would contribute to this.
- Pupils excited have the opportunity to share school life with, and involve, wider family, grandparents, aunts/uncles etc

- May result in an increase of uptake from parents who otherwise could not attend face to face meetings. (May also have the opposite result as not everyone is comfortable/confident in using this method.)
- Parents will continue to feel involved in the learning process.
- Parents are given a choice on *how* they engage, and these choices are respected.

	<ul style="list-style-type: none"> • This process will be easier to implement with pupils and parents now being familiar with the online learning process through Teams. <p>Applicable to every Key Action, implementation of the points in this document will result in the following outcomes across the board:</p> <ul style="list-style-type: none"> ✓ Improved relationships between staff and parents ✓ A clearer understanding of, and increased engagement by parents in their child's learning taking place in school and their general school life ✓ Parents are further able to support their child's learning at home, and children feel supported both in school and at home ✓ Increase motivation and attainment from learners as a result of observing increased parental engagement 	
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Self-Evaluation for Self-Improvement

Overall levels of quality of the 3 core QI questions

The scoring for each of the core questions have come from the overall reflection of the self-evaluation exercises as well as from the Data Evidence.

The QIs considered have come from each of the self-evaluation exercises

How good is our leadership and approach to improvement?

Level of quality overall: 4

Level of quality 1.3: 4

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

QIs considered: 1.1, 1.2, 1.3

(HGIOS?4/HGIOELC? 1-6 scale)

Key messages

How good is the quality of care and education we offer?

Level of quality: 4

Level of quality Core QI 2.3: 4

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

QIs Considered: 2.2, 2.3, 2.4

(HGIOS?4/HGIOELC? 1-6 scale)

Key messages

How good are we at improving outcomes for all our learners?

Level of quality overall: 4

Level of quality Core QI 3.1:4

Level of quality Core QI 3.2: 4

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

QIs Considered: 3.1, 3.2, 3.3

(HGIOS?4/HGIOELC? 1-6 scale)

Key messages

QI Review – 3 Year Cycle

In relation to our self-evaluation a tool we use is How Good is our School 4 which outlines particular Quality indicators we focus on. In order to ensure we engage with them all, we ensure a specific focus is made on particular QIs over a three year period. That does not mean we do not work on them within other years but we will give a particular focus to them on the given year.

Core QIs: 1.3, 2.3, 3.1 3.2		
Year 1	Year 2	Year 3
<p>1.1 – Self-evaluation for self-improvement</p> <p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>2.2 – Curriculum</p> <p><u>2.3 – Learning, teaching and assessment.</u></p> <p>2.4 – Personalised support</p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p> <p>3.2 – Raising attainment and achievement</p> <p>3.3 – Increasing creativity and employability</p>	<p>1.2 – Leadership of learning</p> <p>1.3 – Leadership of change</p> <p>1.5 – Management of resources to promote equity</p> <p>2.1 – Safeguarding and child protection</p> <p><u>2.3 – Learning, teaching and assessment.</u></p> <p>2.4 – Personalised support</p> <p><u>2.5 – Family learning</u></p> <p><u>2.6 - Transitions</u></p> <p><u>2.7 – Partnership</u></p> <p>3.1 – Ensuring wellbeing, equality and inclusion</p>	

Self-evaluation across QIs and themes allows a broader understanding and reflection of where your school is at. All evaluation exercises focus on the 3 key questions:

- How good is our leadership and approach to improvement?
- How good is the quality of care and education we offer?
- How good are we at improving outcomes for all our learners?

Over the course of the 3 year cycle all QIs will have been evaluated. From the tables you can see where each of the questions are answered.

The underlined focus QI was chosen and aspects of other themes drawn upon from other QIs.

Pitfour School Data evidence – key messages

Pupil attainment across the whole school	
SNSA at P1, P4 and P7	
SIMD	SIMD – On the SIMD decile scale, pupils range from D34 to D8, with the majority of pupils in D4 and D6 Housing is a mixture of temporary accommodation, council houses and private houses Children come from a variety of backgrounds
FSM	All of our of P1-3 pupils received Free School Meals under the universal allocation. A further 19 pupils from P4-P7 receive Free School Meals. These 19 pupils make up 28% of Primary 4 to Primary 7.
Needs Analysis	60.4% of the school received additional support
PEF	All pupils benefit from and have been impacted by the use of Pupil Equity Funding. Covid recovery has seen extra money spent on assessing where children are in their learning and focussing on their emotional and mental wellbeing. Additional Support for Learners has been targeted as an area requiring additional resources and expenditure.
Attendance	Pitfour School has a high level of attendance with over 83% being in the 90-100% attendance bracket. The pupils who fall below this attendance rate are subject to local authority protocols within school.

PEF 2021-2022

Identified gap	<ul style="list-style-type: none"> • Closing the attainment gap with targeted pupils • Continue to support Reading, Writing and Numeracy for pupils with support needs • Continue to use PEF to provide additional resources to support all pupils, including online resources – MyMaths, Education City, Sumdog • Concentrate on Health and Wellbeing, specifically mental and emotional wellbeing • Outdoor time and Outdoor learning 	
Expenditure	<p>Total</p> <p>PSA Staffing - 1 x 27.5 hrs p/w and Ad-Hoc requirements</p> <p>Classroom and Art Resources</p> <p>Workbooks, Textbooks, Novels</p> <p>ICT, Headphones, Lapcabby, Smartboard</p> <p>Classroom Furniture, Postura Chairs</p> <p>Subscriptions - MyMaths, Marvellous Me</p> <p>Assessments - GL</p> <p>Nessy Licences</p> <p>Dining Room Tables/Chairs</p> <p>Rewards for Pupils</p> <p>Contingency</p>	<p>£42,294</p> <p>£19,454</p> <p>£962</p> <p>£1,532</p> <p>£2,396</p> <p>£1,120</p> <p>£513</p> <p>£2,540</p> <p>£240</p> <p>£3,696</p> <p>£429</p> <p>£9,400</p>
Expected outcomes	<ul style="list-style-type: none"> • Closing the attainment gap for all pupils • Support pupil needs in the curriculum and out with the curriculum • Covid recovery for all pupils, general and targeted • Continuation of additional PSA support staffing • Additional resources to use with individuals and groups • Improvements and additions to ICT equipment and digital learning for all – reducing digital exclusion. 	
Impact Measurements	<ul style="list-style-type: none"> • Attainment levels, tracking and monitoring • Baseline and follow up testing – GL Numeracy and Literacy Assessments • Baseline and follow up testing – SNSA Assessments • Impact demonstrated through progress made in the months between assessments • Pupil attendance and absence monitoring • Pupil emotional and mental wellbeing and behaviour • ASL Interventions, increase or decrease in number of pupils and levels • Single Word Spelling Test • Mental Maths Programme: Plus 1 / Power of 2 / Times Table 	

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action Plan 1

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
<p>Notes/Information</p>		

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive destinations.

Key drivers of improvement

School leadership

Teacher professionalism

Parental engagement

Assessment of children's progress

School improvement

Performance Information

Priority 1 The highest quality learning and teaching. Ensuring consistency in approach across the stages and classes leading to improved attainment and achievement in literacy and numeracy		Data/evidence informing priority: From our SNSA results, CSN attainment trends and staff discussions. HGIOS Qis 1.1, 1.2, 1.3, 2.2., 2.3, 3.2		Progress	
Key actions		By whom	When?	How will we evaluate impact? (Measurements of success)	On Track
					Behind Schedule
					Not Achieved
<ul style="list-style-type: none"> • TRACKING AND MONITORING Additional office hours used to ensure Tracking and Monitoring is always up to date. • All staff are committed to the development and wellbeing of learners as individuals. • Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies. • A school-wide understanding of the key features of effective learning and teaching to be created in conjunction between staff and the Pupil Council and these will be visible throughout the school. • Focus on Children having positive relationships with both teaching and non-teaching staff and all children have someone they can speak to if they require help or 	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All staff and School Community</p> <p>All Staff, Pupil Council and Parent council</p> <p>All Staff</p>	<p>4 tracking Periods</p>	<ul style="list-style-type: none"> • Comparison of tracking data and processes that are in place for tracking progress evidences our robust system for monitoring the progress of groups of learners, including children with additional support needs. • Children to have a good understanding of children's rights and the wellbeing indicators, evidenced through class charters, wall displays and learning conversations. Most P1-P7 children will be able to name and discuss the wellbeing indicators and discuss their school and home experiences in relation to these. • Strategies will be put in place for individual pupils who require additional support with behaviour and all staff to use these strategies; evidenced through observations and professional dialogue. Pupils benefit from this level of consistency. • Positive relationships will be evident throughout the school which has a positive impact on time spent learning. • Interventions to be put in place for children who access Free School Meals provision and PEF data evidence the positive impact of these. • GIRFEC and Child Protection training to undertake every year by all staff. A quiz to be used at the end of training to ascertain understanding and identify any areas that need to be re-covered. A record of staff who have undertaken the training is kept. 		

<ul style="list-style-type: none"> • Literacy: Developing comprehension and writing strategies and embedding emergent literacy into the school where relevant. • Numeracy: Training/discussions required on maths in order to ensure consistency throughout the school based on CSN and school SNSA results with a concentration on worded problems and a balanced maths curriculum • Training /Up-skilling of staff in order to move from away from traditional groupings (in line with research) to ensure challenge for all. 	<p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>By June 2022</p>	<p>Planning folders should evidence. Feedback from HT Informal staff discussions Tracking data and SNSA data</p> <p>Detailed progressions in place. Collegiate working and tracking discussions. Planning folders – documents</p>	
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Action Plan 2

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u></p>	
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 2: To improve attainment in Literacy and Numeracy, with a specific focus on reading and writing		Data/evidence informing priority: Writing Attainment Data		Progress
				On Track
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Key features and principles of effective practice, to be decided between pupils and staff, and to be implemented throughout the school. 	Staff and Pupils	June 2022	Using key features of effective practice to ensure learners experience a more consistent and coherent, improved Education at Pitfour School; evidenced through learning observations and conversations with pupils.	
<ul style="list-style-type: none"> Family engagement reading nights, to be supported by the local library, to be arranged to promote Literacy within the school community, supported by the local library. 	Staff, Pupils, Parents and Carers	June 2022	Organise family engagement reading nights, 'Read Around the Campfire' if Covid rules allow – if not online. Provide a bit of free food to families using part of our PEF budget (read around the Campfire) as well as reading materials. The impact of this will be seen by the fact that we will be able to engage a different demographic of parents/carers than usually attend events out with school.	
<ul style="list-style-type: none"> Parent/carer workshops on reading to be delivered to P1/2 parents/carers to introduce them to the structure of Read, Write, Inc 	Staff, Pupils, Parents and Carers	June 2022 /2023	The impact of running P1 parent/carer workshops on Read, Write, Inc. will be that parents will be more confident and competent in supporting reading at home. This will impact positively on reading attainment for P1s with most pupils being expected to achieve the expected level of attainment or above by the end of next session.	
<ul style="list-style-type: none"> Moderation and development activities focused on reading and improving strategies for teaching reading. 	All Staff	June 2022 /2023	Use of learning, teaching and assessment cycles to improve the range and quality of evidence that is gathered about pupil's learning and progress. This will result in more effective feedback being given; evidenced through learning observations, jotter monitoring and learning walks. This will also improve the standard and accuracy of information shared with parents through reporting processes in this and following sessions	
<ul style="list-style-type: none"> Improved differentiation to be delivered through use of agreed Literacy and Numeracy strategy. 	All Staff	June 2022	Use differentiation and ASL planning formats to result in learners being supported and challenged at more effective and appropriate levels; evidenced through tracking of pupils' progress, learning observations, conversations	
<ul style="list-style-type: none"> Improved reporting procedures focusing on Literacy and Numeracy 	All Staff	June 2022	Use of learning, teaching and assessment cycles to improve the range and quality of evidence that is gathered about	

<p>to be used to regularly update parents/carers on their child's latest and best progress and next steps for improvement.</p>			<p>pupil's learning and progress. This will result in more effective feedback being given; evidenced through learning observations, jotter monitoring and learning walks.</p>	
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Action Plan 3

<p><u>National Improvement Framework Priorities</u></p>		
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. Improvement in STEM awareness and knowledge amongst staff. Improvement in engagement of STEM activities within classes. Improvement is CfE benchmarks for STEM being planned for in learning and teaching. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation.
<p>Notes/Information</p>		

Priority 3: To build teacher and pupil confidence and attainment in STEM subjects		Data/evidence informing priority: Ongoing development building on cluster STEM work		Progress
<ul style="list-style-type: none"> Key actions 		By whom	When?	How will we evaluate impact? (Measurements of success)
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> School engage in SSERC meets: <ol style="list-style-type: none"> Further Fun with Forensics 15th/23rd/28th September 2021 Marvellous Magnets 4th/7th/27th/28th October 2021 Microbes for Minors 15th/18th/23rd November 2021 training. <p>Two sessions per term – Box of equipment sent to each school</p>	Online SSERC team. Sign up online.	Term 1 & Term 2	All schools signed up and attending meets. Sign in sheets collated and sent to SSERC Awareness of STEM/ SSERC increased and reviewed. Meeting with mentors . Developments reviewed and updated to reflect where we are.	
External provider input from SSERC approved site for schools (if appropriate to curriculum development)	To be Discussed with SSERC	Sep 2021- Jun2 2022	Survey of parents/pupil engagement in home learning tasks	
STEM, Numeracy and Literacy Working Parties evaluate progress and identify next steps <ul style="list-style-type: none"> Allocate staff to new or continued working parties in STEM, Numeracy and Literacy Working Parties meet to produce new action plan Working Parties implement action plans 	Budget allocated to each working party by HT -All staff	Term 3 & 4	3 x 2hr working party sessions	
Family learning – support parents with information on strategies and techniques to support and engage their children in their maths and Science learning	Staff, Pupils and school Community	Term 3 & 4	Workshops for parents in term 3 and 4	
Further development of approaches to maths across the cluster – link with Ed Scot maths advisor within Northern Alliance	Staff, Pupils and school Community	Term 3 & 4	Looking at assessment data over this and next session.	
Numbers: Recognising, creating and describing patterns with numbers	All Staff	Terms 3 and 4	Improving outcomes on Numeracy as well as Looking at Learners experiences of numeracy through learning conversations and questionnaire.	

Wider Achievements

This year has been more difficult to take part in, and celebrate, the wider achievements of our pupils. We hope that as Covid restrictions ease, we can return to recognising the great work that pupils do inside and outside of school, in the following ways:

- Further develop our achievement wall where personal, school-based and wider achievements were shared.
- Teachers utilised our new home-school link, MarvellousMe, to communicate pupils' personal achievements and successes with parents and with one another.
- Encourage children to share achievements in class news times.
- Celebrate achievements by sharing photos with class.
- Encourage children to take part in after school clubs – netball, science, football, drama, STEM.
- Community clubs attended: Football, Dancing, Gymnastics, Athletics, Basketball, Boxing, Ice Hockey and Trampolining
- Badges and achievements at Rainbows and Brownies
- Outdoor Learning and John Muir activities
- Provide opportunities to take responsibility – litter picking, bench buddies, class jobs.
- Provide golf coaching from local golf club volunteers.
- Provide swimming lessons for P4.
- Set tasks and activities that contribute to family life and develop life skills.
- Children bringing in certificates, trophies etc to class.
- Class Assemblies
- Pupil Voice Groups
- Taking part in a National stamp design competition
- P7-P1 Buddies
- House Captains
- House points

Memories are made of this:

Although restricted somewhat by Covid-19 restrictions, pupils have participated in many memorable activities over 2020-2021 session. Amongst those were:

- Virtual and Bubble assemblies.
- Online Burns Supper
- World book day, and book token design competition
- Children in Need day
- Odd Sock Day
- Comic Relief Red Nose day
- Walks to Aden to spend time together outdoors

- Bubble Sports Day
- Involvement in creating the P7 Leavers' Book.
- Outdoor Learning activities.
- Virtual Aquarium visit
- ALEC/SCARF online sessions
- Bikeability
- Involvement in Academy/S1 Transition events and "Moving Up" days
- P7 Enterprise: Scooby crafts sales for Leaver's hoodies
- P7 Leavers trip to Trampoline Park
- P7 Leavers Assembly – starring and recorded by Primary 7

Wider Community Links

Our school makes a concerted effort to incorporate learning experiences that involve the community. Whilst these have been prohibited due to Covid-19, we regularly involve the school pupils and staff in the wider community. Some examples are below.

- Class and Nursery articles submissions and photo's to Community Claik
- Mintlaw Matters – Meal bags for families – Donations of Hampers
- Opening up our school on a monthly basis to families in a variety of ways (sharing our learning, school performances, assemblies, fairs).
- We planted 100 trees donated by Woodland Trust
- We achieved our 3rd Eco Schools Green Flag
- Pupils regularly make cards and draw pictures for residents in a local care home who could not have visitors
- ASDA donated food for Christmas parties, hampers and snacks for pupils
- Coffee mornings to raise funds for Macmillan Cancer Support
- Visit to school from the Police Scotland School Liaison Officer – Internet Safety, Online Bullying etc
- Taking part in our local Co-op "happiness" drawing competition
- Using technology, we had virtual assemblies as well as small bubble assemblies in person when allowed.

We hope to be able to open our school to parents, carers and the wider community soon.

Pitfour School Data Evidence:

Pitfour School Data evidence – this sheet is being amended! Please

The following data has been used to support the narrative in the “How good is our...,” narrative.

Progress in attainment across the whole school

	Reading				Writing				L+T				Numeracy				HWB / physical				HWB/ overall wellbeing			
	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE	AP	RS	OT	EE
P1																								
P2																								
P3																								
P4																								
P5																								
P6																								
P7																								
Total																								
% diff from prev yr																								

SNSA – data overview.

	Writing		Reading (Literacy as a whole P1)		Numeracy	
P1	% above national average band		% above national average band		% above national average band	
	% working at national average band		% working at national average band		% working at national average band	
	% below national average band expect		% below national average band expect		% below national average band expect	
P4	Writing		Reading		Numeracy	
	% above national average band		% above national average band		% above national average band	
	% working at national average band		% working at national average band		% working at national average band	
P7	Writing		Reading		Numeracy	
	% above national average band		% above national average band		% above national average band	
	% working at national average band		% working at national average band		% working at national average band	
	% below national average band expect		% below national average band expect		% below national average band expect	

SIMD overview (decile) – can be extracted from School SIMD analysis

School	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	NF	Total
			1	37	1	35	23	3			1	101
School	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	NF	Total
%			0.99	36.63	0.99	34.65	22.77	2.97			0.99	100%

FSM allocation

	P1	P2	P3	P4	P5	P6	P7
Number/ % FSM	Universal	Universal	Universal	4/17.39%	5/21.74%	7/30.43%	3/13.04%

NEEDS ANALYSIS overview – as of March 2021

Staged Intervention level	percentage of school roll - 101
1-0	0.99%
2-1	41.58%
3-2	15.84%
4-3	1.98%
Overall Total/ %	60.40% need across the school

PEF – number of pupils benefitting from actions (see PEF plan)

	Action 1 Covid recovery	Action 2 Outdoor	Action 3 Closing the Att gap.	Action 4	Action 5
Total % of the school overall					

School Attendance overview

Possible openings -	100%	90 – 99%	80 – 89%	Below 80%
Total % of the school overall	8.91%	74.26%	12.87%	3.96%

