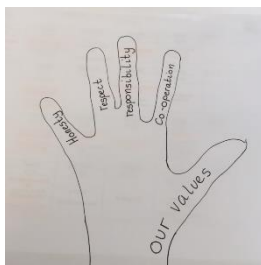# STANDARDS AND QUALITY REPORT

2022-23

**Pitcairn Primary School
VISION, VALUES & AIMS**

Our Vision is to create a safe and caring school community where our children are happy, confident and learn to be the best they can.

Our Values

- Co-operation
- Responsibility
- Respect
- Honesty

Our Aims

- To engage in high quality learning and teaching
- To ensure everyone is safe, valued and included
- To help everyone do their best
- To develop respect, good behaviour and tolerance
- To encourage all to take responsibility in school and beyond
- To promote hope and a "can do" attitude

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Evaluative Terminology	
All	*100%*
Almost All	91 – 99%
Most	76 – 90%
Majority	51 – 75%
Less (or fewer) than half	16 - 50%
Few	Up to 15%

These statistics are recorded in terms of the average attendance for each pupil.

	2020-21	2021-22	2022-23
Attendance	97%	92%	93%

The attainment data from June 2023 shows that in P1 most learners are meeting or exceeding national expectations for Listening & Talking, Reading, Writing and Numeracy. In P4 the majority of learners are meeting or exceeding national expectations for Reading, Writing and Numeracy with most meeting or exceeding national expectations in Listening and Talking. In P7 all learners are meeting or exceeding national expectations in Listening and Talking and almost all learners are doing the same in Numeracy. Most learners are meeting or exceeding national expectations in Reading and Writing. Across the whole school most learners are meeting or exceeding national expectations for Listening & Talking, Reading and Numeracy, and the majority are doing the same for Writing. For children in the Acorn 4 and 5 categories, attainment has been raised or maintained in P1 and P7. Our P4 learners in the Acorn 4 and 5 categories are experiencing an attainment gap in Writing and Numeracy.

- Almost all parents completing the Parental Questionnaire 2023 (52% of families) said their child is making good progress at school.
- Pupil Equity Funding has been used to support Literacy, Numeracy and Emotional Regulation Interventions.
- New assessment systems have been introduced to allow for a more robust and accurate use of class specific data which has informed planning and targeted interventions to allow all children to make good or better progress.
- All learners in our school have had opportunities to achieve outwith the classroom. The majority of learners attended at least one extra-curricular club and all learners have taken part in a class trip.

LEARNING

- We have developed how we teach Writing this year and as a result are observing raised attainment in the majority of classes with the majority of learners becoming more confident, motivated and independent writers.
- The majority of teachers have engaged with a programme of Education Scotland learning designed to enhance the quality of Numeracy teaching.

- PKC Progression Pathways have been introduced for Literacy and Numeracy and are supporting all teachers to make better judgements around pupil progress and for planning next steps in learning.
- An Annual Plan format has been introduced across the school to provide a clear overview across all areas of the curriculum.
- Pupil Personal Targets have been streamlined to be more responsive to individual learners' needs. Almost all learners engage in weekly learning conversations.
- Laptops and ipads have been redistributed across classrooms to ensure equitable digital technology availability for all learners when required.

ENSURING WELL-BEING, EQUITY AND INCLUSION

- Almost all parents completing the Parental Questionnaire 2023 (52% of families) said staff treat their child fairly, with respect, help them to feel confident and encourage them to treat others with respect. Almost all report the school encourage learners to be healthy and take regular exercise. Most said the school supports their child's emotional wellbeing.
- Whole school self-regulation scripting, routines and visual supports have been introduced along with the Pitcairn Promise to focus our rules on wellbeing – be safe, be kind, be ready. This is beginning to create a shared understanding and language of wellbeing.
- Staff and pupils are developing a deeper understanding of emotional literacy through the launch of 'Emotion Works' across all classes and weekly assemblies. Almost all learners can talk about the 'Cogs' learned so far.
- Hot Chocolate with the Head Teacher and a refreshed House Points system have been introduced to promote the application of our school values.

LEADERSHIP

- We have re-established our four core values and as a result almost all pupils and staff are able to confidently identify, evidence and reflect on these during our day-to-day practices.

- Almost all staff have undertaken a leadership role across the school e.g. Rights Respecting R Schools Award, Fair Trade Fortnight, Extra-Curricular clubs, whole school performance and extra-curricular events.
- All P7 pupils and some P6 pupils have either House leadership or Prefect roles. House Captains/Vice Captains have supported the development of a new House system and Prefects now lead weekly Assemblies. P6/7 are

Quality indicator	School Self-Evaluation
1.3 Leadership of change	Level 4- Good
2.3 Learning, teaching & assessment	Level 3- Satisfactory
3.1 Ensuring wellbeing, equity & inclusion	Level 4- Good
3.2 Raising attainment and achievement	Level 4- Good

leading our whole school Emotion Works launch and all learners take part in
- weekly Leadership Groups

IMPROVEMENT PRIORITIES for 2023-24

- Raise attainment in Reading, Writing and Numeracy through improved teaching and learning and targeted interventions
- Ensuring positive relationships and behaviours are founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
- Building teacher community and capacity as a professional learning network.

CONSULTATION PROCESS
To compile this report, we consulted staff, parents and pupils through a variety of questionnaires, focus group opportunities and discussion.