



STANDARDS AND QUALITY REPORT

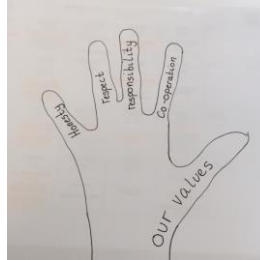
2019-20

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 behavior and tolerance
- To encourage all to take responsibility in school and beyond
- To promote hope and a “can do” attitude

ATTENDANCE, ATTAINMENT AND ACHIEVEMENT

Progress in this area has been satisfactory

- Across the whole school most children are meeting or exceeding national expectations for Reading, Writing and Numeracy. Percentages of children meeting or exceeding national expectations remain consistent over time, despite changes in cohorts.
- Individual learners make good progress from their prior levels of attainment in literacy and numeracy.
- Additional funding allocated to the school through the Pupil Equity Fund is being used to provide a range of support to pupils in the areas of Literacy, Numeracy and Health & Wellbeing
- Robust tracking of attainment for individual pupils has been put in place and informs universal classroom support.

Attendance percentages

Attendance	2017-18	2018-19	2019-20
	95.7%	96.2%	96.2%

ENSURING WELL-BEING, EQUITY AND INCLUSION

Progress in this area has been good.

- We have a clearly developed approach to ensuring the wellbeing of all children and their families. Staff are following this to improve outcomes for all children.
- The life and work of our school is clearly based on the principles of our logo – all include, leaning and creating.
- There are very positive relationships between almost all staff, pupils and parents.
- We ensure inclusion and equality leads to improved outcomes for all learners.
- We have very effective strategies in place which are improving attainment and achievement for children and young people facing challenges.
- Children are actively involved in discussions and decisions which may affect them.
- Staff work effectively with a range of agencies to provide enhanced support for pupils.

LEARNING

Progress in this area has been satisfactory

- The learning environment is built on positive, nurturing and relationships.
- Learners play an active role in the school and regularly take on leadership roles, including leading learning.
- All learners receive feedback and most understand what they need to do to improve. Learners are able to give feedback to peers on their learning and suggest ways in which they can improve.
- Most learning experiences are of good quality, some are very good.
- Creativity is a key feature of learning in the school and has allowed pupils greater opportunities to be involved in the planning of their learning.
- Staff have developed key skills in IT and delivery of differentiated online learning.
- Pupils are articulate and confident. They are positive about school experiences and relationships.
- Pupils are involved in planning their learning and increasingly take responsibility for their learning.

LEADERSHIP

Progress in this area has been satisfactory

- Pupils, parents, partners and staff are all involved in the creation and ongoing review of the vision, aims and values of the school.
- All staff demonstrate a commitment to improvement and take on leadership roles within the school improvement planning process or the life and work of the school
- There were many opportunities for pupils to develop leaderships skills.
- All staff regularly reflect on, and show commitment to, the shared values.
- There is a supportive parent council which is consulted and updated on the school improvement priorities regularly.
- There has been work undertaken to increase opportunities for pupil leadership and responsibility. Pupils enjoy making full use of these opportunities, which include house groups, house captains, line leaders, games' leaders, committees and buddies.

National Improvement Framework Indicators	
<i>Quality indicator</i>	<i>School Self-Evaluation</i>
1.3 Leadership of change	Level 3- Satisfactory

2.3 Learning, teaching & assessment	Level 3- Satisfactory
3.1 Ensuring wellbeing, equity & inclusion	Level 4- Good
3.2 Raising attainment and achievement	Level 3- Satisfactory

IMPROVEMENT PRIORITIES for 2020-21

- *Approaches to blended learning*
- *Building resilience and a nurturing environment to support health & well-being*
- *Creative approaches to learning & teaching including a focus on outdoor learning*



CONSULTATION PROCESS

To compile this report, we consulted all staff and where possible, due to the current situation, parents and pupils.