Aberdeenshire COUNCIL **Education and Children's Services**

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Portlethen Primary School

LAST UPDATED: September 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: **these should be reflected in all areas of this document and the actions that emerge from it**

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:
- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:
- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School 4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4- 870533.pdf

1. Context of the School

Portlethen Primary sits within a rapidly expanding town which has grown from a farming and fishing village. Many families work in oil related industries which are undergoing a period of change creating a climate of uncertainty in terms of employment. Families also work within the public sector and retail trade. Portlethen Parent Partnership is our parent body and Friends of Portlethen Primary is our fundraising group, both actively involved in the life of the school. McIntosh Donald, local butcher and meat processor has recently become our community/business partner.

Our curriculum offers a broad range of learning experiences, taking account of the needs and interests of our pupils. Literacy and english, numeracy and health and wellbeing are prioritised at Portlethen Primary as essential skills for life. We help our children to develop the attributes and capabilities of the 4 capacities of a Curriculum for Excellence to become successful learners, confident individuals, responsible citizens and effective contributors in order to encourage them to flourish in learning, life and work as they grow and mature The pupils' voice is central to all that we do and through the Pupil Council, RRS, JRSO, ECO, Fairtrade and Prefect and volunteering roles, children are encouraged to take the lead in developing the work of the school and thus having a positive impact on school improvements and a sense of pride, responsibility and belonging. There is a whole school strong nurturing and inclusive ethos which permeates the community.

Vision, Values and Aims

As a school community we ensure that our Vision, Values and Aims represent the spirit of who we are at Portlethen Primary and what we want to achieve together. We strive to provide excellent teaching and learning experiences, where expectations are high and children and families share ownership of learning so that everyone is motivated to achieve their full potential through appropriate support and challenge tailored to individual needs.
Pupils, staff, parents and the community agreed the school values of:

T rust   T eamwork   R espect   A chievement   I nclusion N urture

We aim to:

- Be at the hub of the community where there is mutual respect and support between the school and all stakeholders. We have a sense of community pride.
- Demonstrate a highly positive ethos, where inclusion is at the heart of all we do.
- Provide committed, aspirational and transparent leadership in order to continuously improve and raise attainment for all.
- Foster a safe, purposeful and nurturing environment where children learn from their successes as well as their mistakes and where there is no ceiling on learning.
- Ensure effective curricular and pastoral transitions on entry to P1 and from P7 to academy **and** between all stages through effective collaboration.

Provide equitable opportunities in a variety of settings, including the outdoors, so that our pupils leave Portlethen Primary with the relevant knowledge and skills for learning, life and work which provide a solid platform on which to embark on their academy careers and beyond.

SIMD and PEF

Analysis of the **SIMD data** indicates that one child at Primary Primary School lives in an area of deprivation (decile 2); almost all children are in decile 6 and above. Although we have only one pupil who is classed as living in an area of deprivation, we take account of other indicators of deprivation such as free school meals and our knowledge of our families. We also believe that all children are entitled to experience the highest quality education to enable them to reach their full potential.

The use of the **PEF** is targeted towards increasing the range of resources within the school that support emerging literacy at early level and reading throughout all stages of the school and to provide related staff training opportunities.   At cluster level, it is targetted towards providing whole staff training in Numicon and increasing resources to support mental maths. The school has a clear commitment to excellence and equity and values the learning of all children.

Strengths of the school:

Nurturing and inclusive ethos
A nurturing and inclusive approach is tangible within the school. A whole school restorative approach to resolving conflict exists and pupils benefit from being part of the resolution whilst learning from it. Children are supportive, tolerant, appreciate diversity, include each other and understand the concept of equity. Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. The school has a very inclusive culture where pupils learn in a range of settings and through a variety of support structures to ensure individual needs are catered for.

The quality of support provided
Staff know children very well and track progress across literacy, numeracy and health and wellbeing, providing appropriate support and challenge. Support for learning staff liaise closely with class teachers to provide appropriate support and challenge interventions, monitor progress and plan next steps. Support staff are effectively deployed to ensure the needs of all children are being met. Staff liaise with parents to ensure any barriers to learning are minimised. Enhanced provision and nurture interventions are targeted at relevant pupils in order to address individual needs.

Leadership of staff, pupils and partners to improve the school
Staff, pupils and parents demonstrate a commitment to continuous improvement. All teaching staff play a leadership role in school improvement and all staff and pupils are offered opportunities to take lead roles to drive forward school improvements. Staff are highly motivated and committed to providing excellent learning opportunities for pupils. They work collegiately to improve practice and ensure consistency of standards. The Parent Partnership works collaboratively with the school and plays a key role in driving forward school improvements

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Overview:
- Portlethen Primary has refreshed its vision, values and aims involving all stakeholders to ensure ownership (Jan-April 2017). They are evident in everyday classroom practice, through whole school assemblies and permeate all that we do to promote a whole school nurturing approach.
- A curriculum rationale has been developed in partnership with all stakeholders which takes account of the school's vision, values and aims, national design principles and approaches to develop the four capacities in learners through the four contexts for learning.
- Restorative approaches are being developed across the school.
- There is effective collegiate working and leadership is demonstrated at all levels. All staff embrace roles in implementing the school improvement plan and/or progressing an area of professional interest/expertise eg Dyslexia Friendly/Autism Friendly School.
- All stakeholders are involved in securing continuous improvement.
- Progressing from school improvement activities in session 2015-2016, teaching and assessment of mental maths and writing has been adapted following staff training in order to raise attainment and ensure there are shared standards across and between stages.
- Staff are consolidating their skills in applying standards in Literacy, Numeracy and Health and Wellbeing through embedding the benchmarks within Aberdeenshire curriculum Frameworks into planning and assessment.
- Opportunities for pupils to lead whole school development groups:
  Pupil Council; Eco; Rights Respecting Schools; Fair Trade; Languages Group **and** a strong pupil voice forms part of self-evaluation activities.
- Opportunities for P4-7 pupils to enhance the life of the school and the community through the Aberdeenshire Volunteer Awards
- Developing links between the school and community.
- An effective QA calendar is in action and there are effective strategies in place to monitor and evaluate learning and teaching across the school.
- Regular timetabled learning conversations informed by HGIOS4 take place between senior leadership team and staff about progress of learners in order to ensure needs are being met and resources are deployed appropriately.
- Regular timetabled learning visits/peer visits informed by HGIOS4 take place and individual reflection/individual and whole staff feedback is given to ensure continuous improvement for pupils. HGIOS4 challenge questions introduced as collegiate starter discussions.
- CLPL sessions directly link to school improvement priorities ensuring all have opportunities to engage in self-evaluation to continuously improve.
- PRDs and EARs are conducted annually with next steps identified for all staff.

- Parents are involved in school life including volunteering, engaging with focus groups and participating and giving feedback on curricular events related to school improvement priorities.
- Enhanced provision staffing/interventions are deployed effectively to support need.
- All stakeholders have the opportunity to review and evaluate the school improvement plan and a pupil friendly version exists
- On-going tracking of attainment through PIPS/INCAS and Curriculum for Excellence data allows the HT and staff to evaluate work carried out and identify priorities for future development.

Key strengths:
- Strong focus on the school's vision, values and aims by all stakeholders has led to positive and mutually respectful relationships across the school.

- Effective, rigorous, consistent self-evaluation activities of which HGIOS4 is integral and involve all in an open and positive way.

- On-going appropriate collegiate programmes that relate to the priorities of the school improvement plan.

- Leadership opportunities undertaken by all teaching staff/some non-teaching staff.

Identified priorities for improvement:
- Use Aberdeenshire frameworks and benchmarks in most curricular areas and Education Scotland frameworks and benchmarks in Technologies and PE to support effective learning and teaching.

- Further develop a range of assessments, including holistic assessment, and moderation techniques via QAMSO.

- Improve profiling and reporting pupils' progress to parents.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Use Aberdeenshire frameworks and benchmarks in most curricular areas and Education Scotland frameworks and benchmarks in Technologies and PE to support effective learning and teaching.	Use of frameworks and benchmarks to: - Inform planning and assessment - Further improve staff confidence/ professional judgements and ensure consistency of standards. - Ensure that pupils have a clear understanding of expectations - Enhance pupils' understanding and practice of the skills pertinent to learning, life and work	• School/cluster moderation activities within 2017/18 collegiate calendar • Learning conversations to evidence frameworks/benchmarks being used effectively in planning/assessment March 2018 • Learning visits to evidence frameworks/benchmarks being used for effective learning and teaching March 2018 • T-TRAIN31 activities to be linked to skills for learning, life and work December 2017
2. Further develop a range of assessments, including holistic assessment, and moderation techniques via QAMSO.	Assessments will take place as part of ongoing learning and during times of transition; they will form and inform the planning process ensuring that staff and pupils remain focussed on the key aspects of learning and how outcomes can be achieved. Assessments will be discussed and devised during collegiate planning sessions. Planning sessions will provide an opportunity to gather, reflect on and evaluate evidence of learning. Consequently, staff will have the confidence to describe learners' progress and identify next steps for raising their standards of achievement. Pupils will form an integral part of the assessment process; assessments will be shared with learners from the onset of each	• Key assessments will be evidenced in teacher's Planning and Assessment folders. On-going during 2017-18 session • Assessments will clearly identify whether; a pupil has achieved, requires a little support to achieve or has not yet achieved an outcome. On-going during 2017-18 session • Assessments will note the next steps in learning and provide evidence progress. • Pupils' will have a clear understanding of the key aspects of learning and will be able to demonstrate this knowledge during Focus Groups. March 2018

	block on learning and the outcomes and pupil feedback considered when assessments are devised/ adapted. Pupils will have ownership of the assessment process by identifying individual targets and be taught the skills to undertake a range of self-assessment strategies. Staff will be encouraged to take a holistic approach to assessment. A series of holistic assessments throughout the year will ensure that pupils' have the opportunity to demonstrate breadth, challenge and application in their learning and that they are motivated to achieve their full potential across all aspects of the curriculum. Staff will discuss expectations of learners, in line with the Benchmarks and Milestones at regular planning and collegiate meetings in order to ensure a consistent and cohesive interpretation of pupils' progress. Staff will have the opportunity of analysing pupils' work within and beyond a level ensuring that an appropriate level of progression is maintained. In addition to collegiate meetings staff will also attend Cluster meetings. Cluster meetings will provide an opportunity to share practice, assessment format/s and achievement of pupils from a different setting. Staff will also be encouraged to draw on guidance, exemplification and support from the National Assessment Resource. This resource will help inform their decisions about the quality and sufficiency of evidence required to achieve a level.	• A dedicated collegiate planning session will be scheduled at the start of each term. September 2017 • Pupils will select termly targets which they will share at home. The targets will be selected independently in a stage appropriate manor. Pupils, during Focus Groups will be able to discuss how these targets can be achieved. March 2018 • During Learning Walks, pupils will demonstrate a comprehensive knowledge and understanding of AIFL strategies. March 2018 • Teachers will evidence at least two pieces holistic assessment pieces each term. March 2018 • Dedicated collegiate moderation sessions will be scheduled at the mid-point of each term. Within 2017/18 collegiate calendar • Working collaboratively, staff will select a curricular area and corresponding, stage appropriate, activity which will form the basis of moderation. Dedicated collegiate moderation sessions, scheduled at the mid-point of each term, will then provide opportunity for staff to reflect upon the progress of pupils. Within 2017/18 collegiate calendar • Cluster moderation activities Within 2017/18 collegiate calendar • Collegiate sessions, focussing on the NAR. Within 2017/18 collegiate calendar

3. Improve profiling and reporting pupils' progress to parents.	Improved, regular, meaningful and clear reporting that will be specific in the next steps identified, needed to improve learning. To engage the pupils in the reporting process of their learning journey in order for them to reflect upon their learning. To involve parents and carers in a more robust reporting programme that gives them the opportunity to make a significant impact on pupil progress. Pupils will receive high-quality feedback specific to their learning that will allow them to succeed. Parents and carers will have a clear understanding of their child's progress. Improved attainment for all pupils through a transparent reporting system that will have deliver clear and concise picture of pupil attainment.	Staff/parent focus group will determine appropriate and preferred reporting communication methods. January 2018 – re-draft of school policy on reporting to parents involving all stakeholders. Analysis and response to the implementation of the reporting tool (surveys, focus group, pupil council) through regular feedback from pupils/parents and staff ongoing throughout the year. Staff to use most recent assessments information (SSNA, professional judgement of teachers on reporting of levels) when identifying next steps within the reports. Staff to report clearly on CfE levels that children are working on, personalising the reports for each pupil. Regular and clear moderation strategies in place to ensure consistency and quality of reporting. Parent/stakeholder engagement to be monitored by CTs through parents evenings and other reporting opportunities.
4. Promote the new vision, values and aims of the school/nursery and maximise opportunities for staff and pupils to reflect upon the vision values and aims and how they are being incorporated into the nursery setting.	Everyone in school/nursery to be aware of and able to articulate the Vision, Values and Aims. Pupils will be able to articulate and explain the relevance of the Vision, Values and Aims towards their learning.	The new Vision, Values and Aims will be visible throughout the school/nursery as well as shared via various formats amongst the wider school community. Staff and pupils will be able to explain the Vision, Values and Aims. Evidence of the Vision, Values and Aims will be visible throughout the nursery through displays, pupil voice, observations made by key workers and through planning.

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:
- Self-evaluation using HGIOS4 Qis
- Learning conversations
- Learning visits by SLT, peer visits, modelled lessons
- Pupil voice through focus groups, pupil council and sampling children's work.
- Learning walks by teaching staff and SLT.
- Tracking conversations.
- Support for learning team support and challenge conversations.
- Parent/community views via questionnaires/flash mob in refreshing vision, values and aims
- Parental evaluations of open sessions
- Opportunities for parental feedback linking to school improvement
- Opportunities for pupil feedback via pupil friendly school improvement plan
- PRD records

Overall evaluation of level of quality:
- School improvement priorities are selected taking into account progress to date and the capacity to successfully achieve change.
- School improvement planning is linked to improving pupil attainment/experiences.
- Staff are involved in regular evaluation of progress of the priorities of the school improvement plan through open dialogue. Leadership roles are undertaken by staff at all levels.
- Staff are involved in learning walks in order to self-evaluate with a view to continuous improvement.
- Quality assurance calendar has a direct impact on continuous improvement in learning and teaching. Staff planning ensures learning needs are met and pupils are challenged to achieve their potential.
- Learning visits show that a positive and nurturing ethos and good relationships exist in all classes.
- Staff moderation of planned learning and outcome aids a shared understanding of levels within literacy and numeracy.
- Tracking meetings have a clear focus on pupil progress and identification of support and challenge.
- Staff have a clear focus on improving outcomes for pupils and take responsibility for the pastoral care of all.
- Pupils and staff are able to discuss the T-TRAIN values.
- RRSA Level 2 achieved June 2017.
- Active involvement of community partners in the life of the school – CLD, McIntosh Donald, Asda, Healthy Living Network.
- Volunteers' involvement widens opportunities for individuals at school and community level.
- Pupils are targeted appropriately with enhanced provision interventions.
- ASL staff are deployed to directly support where required.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

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

Overview:
- Enhanced staffing is being deployed effectively to meet the needs of pupils.
- Pupils' needs are assessed on enrolment and continue to review and target support to meet needs.
- Staff read professional literature to support their understanding of the key principles underpinning effective learning and teaching and continuously strive to improve their practice.
- Agreement of what makes excellent learning and teaching at Portlethen Primary is integral to the quality assurance process.
- Aberdeenshire/Education Scotland Frameworks are used to inform planning and assessment and identify next steps to ensure progression and met needs.
- Experiences and outcomes are bundled to ensure coverage of the curriculum over a 3 year period.
- The "Big Writing" philosophy is embedded across all stages of the school and has increased attainment across most stages. There continues to be a need to further improve attainment in writing as well as in reading.
- Daily mental maths practice occurs throughout the school. There is however an identified need across the cluster to improve mental agility.
- Ongoing formative assessment is evident in all classes.
- Differentiation through using mild, spicy and hot exists across all stages.
- Moderation is integral to the school's quality assurance system.
- There are many opportunities for pupils to develop the four capacities.
- Learning and teaching in all classes, and through assemblies, links to the school's vision, values and aims.
- Everyday language used throughout the school reflects the school's values, a Rights Respecting School ethos and SHANARRI wellbeing indicators.
- Most pupils feel that they are treated fairly and with respect and there are positive, respectful relationships in evidence across all areas of the school.
- The majority of pupils can discuss their learning during learning visits, and how they know if they have been successful.
- Most pupils enjoy learning at school.
- Pupils set short and long term targets. Long term targets are shared with parents.
- Digital technology is used across the school in all classes on a frequent basis to enhance learning opportunities. Digital leaders have recently been appointed.

- Homework tasks support learning in classes. All pupils have home/school contact books to enable effective two-way communication between school and parents. Homework has been revised to ensure consistency and progression across the school.
- Pupils contribute to the wider life of the school and its community.
- There are opportunities for all pupils to make choices in how they carry out their learning.
- Participation in Rights Respecting Schools, Eco Schools and Aberdeenshire Volunteering Awards as well as a range of global citizenship focussed activities ensures that pupils are developing skills for learning life and work.
- An effective system for tracking attainment in Literacy, Numeracy and Health and Wellbeing is in place.
- An effective system for tracking of wider achievement is in place.
- Total communication is being introduced across the school through the use of widget symbols as a visual communication tool.
- Makaton signing is beginning to be developed as a communication tool.

Key strengths:
- Enhanced staffing provides high quality personalised support based on sharing of clear information about pupils and their needs and matching staff expertise to interventions.

- The "Big Writing" philosophy is embedded across all stages of the school and has raised attainment in writing across most stages.

- The positive impact of implementing a total communication approach to promote inclusion of all.

Identified priorities for improvement:
- Improve literacy, language and communication thus increasing attainment in reading.

  a) Introduce the Emerging Literacy developmental approach at early level of a CFE to ensure foundation skills are secure.

  b) Focus on improving attainment in reading across all curricular levels.

Identified priorities for improvement within nursery:
- Improve literacy, language and communication skills thus developing skills in pre-reading, pre-handwriting including fine motor skills, concepts of print, phonological awareness and oral language.

  a) Introduce the Emerging Literacy developmental approach within early level CfE – to build on and advance developmental skills from pre early level (CfE).

  b) To focus on developing early level literacy skills with ante-pre and pre-school pupils.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?

1. Improve literacy, language and communication thus increasing attainment in reading.
 	
  a) Introduce the Emerging Literacy developmental approach at early level of a CFE to ensure foundation skills are secure ie pre-reading, pre-handwriting including fine motor skills, concepts of print, phonological awareness and oral language.
 	
  b) Focus on improving attainment in reading across all curricular levels.
	a) Pupils will:
	- experience a developmentally appropriate curriculum using the developmental continua to support the current Active Literacy/Big Writing programmes
	- be tracked using the developmental continua whilst working within early level of a CFE to ensure that individual needs are met.
	- make appropriate progress in reading and writing at Early Level
	
	Staff will:
	- understand the developmental approach to Emerging Literacy at the Early Level
	- be able to articulate the progress of each learner, based on robust evidence.
	
	b) Pupils will:
	- report increased confidence in and enjoyment of reading following exposure to Big Cat and/or Dandelion phonics approach readers.
	
	  Staff will:
	- engage confidently with the school's agreed approaches to Active Literacy.
		P1 teaching staff/HT to attend 1 day training Emerging Literacy Training. June 2017
		
		Nursery lead practitioner to attend 1 day Emerging Literacy training. June 2017.
		
		EYLP will work collaboratively with Speech & Language Therapist. (June- September 2017). HT to compile core Emerging Literacy teaching resources. August 2017
		
		HT/P1 teachers to cascade learning to P2 teachers. August 2017
		
		Class teachers/HT to complete initial Emerging Literacy Assessments with P1/P2 children. August 2017
		
		HT/P1 teachers/EYLP to facilitate collegiate sessions for all teaching staff/EYPs on Emerging Literacy to enhance understanding of pre-reading skills development and Emerging Literacy dovetails with the Active Literacy program. Refresh and reinforce current active literacy strategies and school's Literacy and English policy. September 2017

Nursery:	Nursery:	HT/P1 teachers/EYLP to deliver/facilitate introductory family learning workshop on Emerging Literacy. Term 2 2017
c) Introduce the Emerging Literacy developmental approach within early level CfE – to build on and advance developmental skills from pre early level (CfE).	c) Pupils will: - experience a developmentally appropriate curriculum using the approaches within Emerging Literacy. - be tracked using the developmental continua whilst working within early level of a CFE to ensure that individual needs are met. - make appropriate progress in pre-reading, pre-handwriting and oral language at Early Level.	P1 teachers/HT/EYLP to participate in 4 local network Emerging Literacy sessions during session 2017/18 (dates tbc). June 2018
d) To focus on developing early level literacy skills with ante-pre and pre-school pupils.		HT/DHT (early years) /P1 teachers/EYLP to liaise and plan interventions for nursery pupils to develop skills. March 2018
	Staff will: - understand the developmental approach to Emerging Literacy at the Early Level be able to articulate the progress of each learner, based on robust evidence.	P1-2 teachers to engage with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, deploying PSAs effectively and tracking progress Ongoing session 2017-18.
	d) Pupils will: - demonstrate improved confidence when communicating with others, show greater capacity to communicate in various forms and to understand communication including print and digital print.	EYLP/DHT (early years) to deliver training on Emerging Literacy to EYPs. Ongoing session 2017-2018.
	Staff will: - engage confidently with the Emerging Literacy approach.	P1 teachers (2017/2018) to pass information to Primary 2 teachers (2018/2019) on learners' progress within the four key skill areas of Emerging Literacy. June 2018
		Pupil focus groups will report on confidence and enjoyment of reading following exposure to Big Cat and/or Dandelion phonics approach readers. Terms 2 and 3

	Overall: - Levels of attainment in reading across the school will increase. - As a consequence of improvements in phonics, spelling and reading as well as continued use of the Big Writing philosophy, levels of attainment in writing across the school will increase.	All pupils from P1-P7 will participate in the First Minister's Reading Challenge. June 2018 Observations of nursery children by EYLP/EYP key workers will report on confidence and development of communication through oral language, pre-reading and pre-handwriting skills and phonological awareness. Pupil focus groups from P1 and P2 reading buddies will report on confidence and enjoyment of reading following training and implementation of reading buddy scheme. March 2018 P7 book group led by the Library Service (reluctant readers and those with reading difficulties) will report on impact on confidence of discussing texts. March 2018 Reading and writing attainment will be measured through the current tracking and monitoring system at three tracking periods of the session (whole school, LAC pupils and those in receipt of free school meals).

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- Whole staff agreement of what excellent learning and teaching looks like.
- Learning conversations
- Learning visits by SLT, peer visits, modelled and observed lessons to share good practice
- Pupil voice through focus groups, pupil council and sampling children's work.
- Learning walks by teaching staff and SLT.
- Tracking conversations.
- Collegiate professional dialogue focussed on literacy and numeracy.
- Support for learning team support and challenge conversations.
- Parent/pupil questionnaire feedback
- Parental evaluations of open sessions
- Opportunities for parental feedback linking to school improvement
- Opportunities for pupil feedback via pupil friendly school improvement plan
- Cluster/school moderation.

Overall evaluation of level of quality:
- Whole school nurturing ethos, displays and everyday class interactions evidence positive, respectful relationships.
- Pupils' achievements within and out with school are celebrated at weekly assemblies and are shared widely via Twitter. Plans to share further via e-certificates are underway.
- A system to record wider achievement is in place. Vulnerable/at risk pupils and those who lack wider achievement are targeted for opportunities within school and beyond.
- Pupils play an active role in the school and wider community and regularly take on leadership roles. Pupils should be encouraged to take more opportunities to lead learning. Plans to apply skills for learning, life and work through T-TRAIN31 time are in process.
- Focus groups during learning visits and when sampling pupils' work show that pupils can discuss learning intentions and success criteria. Co-construction of success criteria could be more widespread across the school. Focus on why pupils are learning should be more consistent across the school.
- Learning visits indicate that almost all pupils are appropriately engaged and motivated to learn.
- Learning and teaching grids used for learning visits and learning walks. Feedback is shared with individuals and as a whole staff.
- Learning walks and classroom displays demonstrate that the purpose of learning is shared.
- Pupil voice is apparent through interactive displays and, through focus groups, learning walks and everyday dialogue, children talk about what they have learnt.

- Ten teachers have been trained in the Big Writing philosophy. It is embedded across the school and has had a positive impact on attainment. Further improvement in attainment is required.
- Five teachers have been trained in the use of Numicon. Training for all staff has been organised as part of cluster improvement.
- Pupils can articulate mental strategies used and were able to share with parents at an open session.
- Tracking and monitoring systems are in place and teachers track pupils' progress in literacy, numeracy and health and wellbeing, continuously assessing to ensure that appropriate support and challenge is in place. Tracking across other curricular areas needs to be implemented.
- 2Simple electronic profiles record learning across the experiences and outcomes. These are shared with parents and feedback sought. Revised reporting and profiling is an improvement priority for session 2017/18.
- Staff planning demonstrates how the needs of learners will be met through using the benchmarks in Aberdeenshire Progression Frameworks. Further work related to assessment is required and is an improvement priority for session 2017/18.
- Bundled outcomes in all curricular areas except literacy and numeracy aim to tackle bureaucracy and ensure depth of learning of the experiences and outcomes over a three year period.
- Moderation is outlined within the QA process through regular collegiate work, is built in to whole school topics and occurs at the planning as well as post assessment stages.

Level of quality for this QI: 4 Good

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

Relevant NIF priority: All

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

Overview:
- Pupils at Portlethen Primary School are included and happy at school. Most children report feeling safe and cared for in school.
- Staff demonstrate a high level of commitment to meet the needs of all pupils.
- The school is applying its PEF to support equity of reading outcomes for pupils within the early years and to improve literacy outcomes across the school.
- The GIRFEC agenda is at the heart of the school's ethos and includes a shared understanding of the SHANARRI Wellbeing Indicators.
- All staff have completed annual update of Child Protection training and GIRFEC principles ensuring a clear protocol is in place to protect pupils.
- A whole school positive behaviour approach has been introduced which encompasses the Restorative Approaches philosophy.
- The Pupil Voice is expressed through Pupil Council, RRS, Fairtrade and Eco groups.
- The School has an ASN analysis of needs and pupils' needs are discussed as part of regular planning and learning conversations and during tracking dialogue.
- The school has adopted a "Get it right for dyslexia, get it right for all" approach and Ways of Working (WOW) boxes to promote a level of independence to meet individual needs are available in every classroom.
- Where staff identify pupils who require support the school responds by accessing appropriate support. Partner agencies are involved where appropriate.
- Support is in place to enhance social skills of identified pupils within the Nurture Hub but it is acknowledged that whole school nurturing approaches should be developed.
- Enhanced provision is in place to develop the potential of pupils with identified needs.
- Vulnerable pupils are supported by the Intervention and Prevention teacher.
- The school actively utilises opportunities to promote diversity and engage in global citizenship by supporting various charities locally and internationally
- Almost all children are motivated and engaged in their learning. Active and cooperative learning opportunities are deployed alongside other methods to enthusem support and challenge pupils.
- During session 2016-17 standardised assessments show that pupils enter P1 at Portlethen with attainment below local and national average in Reading and Maths. They make satisfactory progress in reading, finishing closer to the local average and good progress in maths finishing above local average and closer to national average. The school has to take steps to improve literacy outcomes at an early level and across the school, particularly at P4 and P5 (2016-17 cohorts) and numeracy outcomes across the school.

- School data demonstrates that the majority of children are attaining expected curricular levels in literacy and numeracy.
- Staff use ePIPS and InCAS Data and their professional judgement to consider pupil progress and identify next steps in learning.
- Aberdeenshire frameworks and benchmarks are being used to make increasingly confident professional judgements about pupils' attainment in Literacy and Numeracy and set next steps.
- School tracking system allows identification of current levels of attainment at three points in the session and projected timescales for achieving next level.
- Moderation activities support consistency of standards.
- Wider achievement is celebrated and opportunities are targeted towards appropriate pupils via a specific audit of those at risk/vulnerable pupils.
- Through regular professional discussion barriers to learning are identified and pupils are supported appropriately.

Key strengths:

- Pupils feel valued and cared for supported by the school's rights respecting and values based culture which permeates all aspects of school life.
- Positive behaviour of pupils throughout the school through adopting restorative approaches.
- Enhanced provision interventions make use of staff skills to meet the needs of vulnerable pupils.

Identified priorities for improvement:

- Further develop whole school nurturing approaches.

- GIRFEC –Further promote inclusion and equity for all.

- To raise further levels of attainment in numeracy, particularly mental agility, across the school.

- To further develop the role of Outdoor Learning in nursery to promote curiosity, inquiry and creativity.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
1. Whole school nurture – include growth mindset at end. Ed psych by end Feb (this will give us a starter for next year's improvement plan – growth mindset --- visible learning)	All pupils will access teaching and learning specific to their needs. Pupils will have an increased understanding of their emotional and academic needs and how they can be supported and achieved. Staff will have a comprehensive knowledge and understanding of the six principles of nurture. Staff will gain a greater understanding of how to teach according to the developmental needs of pupils, ensuring a child centred approach across the school. Staff will promote the pupil voice by creating a positive and supportive learning environment helping to build pupil confidence and resilience. Communication will be improved and resources/literature made more available to parents regarding the focussed intervention provided by nurture groups and how the National Nurturing Schools Programme complements this existing provision. Links with the community will be strengthened; the school will be viewed as having a central role in the lives of pupils.	• Termly Planning and Learning conversations with class teachers. Within 2017/18 collegiate calendar • Termly meetings with ASL staff members. On-going during 2017-18 session • Pupil Questionnaires. April 2018 • Parent Questionnaires. March 2018 • Enhanced Provision Timetable On-going during 2017-18 session • Comparative based analysis of Boxhall Profiles On-going during 2017-18 session. • Dedicated collegiate sessions focussing the six principles of nurture and the steps required to achieve Nurturing School status. June 2018 • Pupil Groups; Eco Group, Rights Respecting Group, Pupil Council, Fair Trade, Junior Road Safety Officers, Prefects. On-going during 2017-18 session • Pupil led assemblies. On-going during 2017-18 session • Family learning opportunities. On-going during 2017-18 session • Scheduled activities with our business partner, McIntosh Donald.

		On-going during 2017-18 session • Involvement in community based events and initiatives. On-going during 2017-18 session
2. GIRFEC - Promote inclusion and equity for all.	Increased staff awareness of autism and confidence in using strategies to support individual needs. Self-evaluation of impact of TEACCH twilights and in-house autism training. IEPs to focus more clearly of target areas to improve learning/wellbeing of individuals. Greater understanding of what enhanced provision looks like at Portlethen Primary. Pupils have planned intervention that develop skills for learning, life and work. Total Communication: Pupils confidently use widget symbols to aid communication. Pupils and staff confidently sign in Makaton for some daily routines, during class assemblies and at whole school events. PECS system used to promote communication to develop communication in pre-verbal pupils. Pupils take responsibility for their own learning through accessing dyslexia friendly/ASC friendly resources relevant to their own need. As a result of the above, all pupils to participate in learning and meet their full potential.	TEACCH Autism Training offered to all staff. 4 x 3 hour twilight sessions. November 2017 Autism Training to include PSAs – led by the autism working group. December 2017 IEPs to be co-constructed by teacher/ASL staff and used consistently by all to inform next steps Ongoing Enhanced provision open session for parents Enhanced provision interventions linked to skills for learning, life and work and evaluations of interventions inform next steps. On-going Total Communication – widgets/Makaton/visual timetables will be utilised effectively to support communication and learning. Total Communication bronze award. October 2017 Two day PECS course for relevant staff WOW (ways of working) boxes accessible to all as part of our "Getting it Right for Dyslexia Getting it Right For All" philosophy. September 2017 Sensory Profiles for children with ASC Sensory support toolkits accessible to all June 2018 Autism friendly school award June 2018

3. To raise further, levels of attainment in numeracy, particularly mental agility, across the school	Improved mathematical mental agility, pupils able to transfer knowledge to unfamiliar applications. Increased pace of learning within numeracy due to improvements and focus on mental agility. Overall levels of attainment will improve in comparison to previous year's data on attainment.	Promotion of daily mental maths activities Assessment procedures in place to capture data from children ranging from P2-P7 (P1 to be assessed within the 3rd term of P1) throughout the academic year, this will be compared year-on-year to last year's cohort. Whole staff training in Numicon to develop teaching strategies. Numeracy assessment data to be reviewed and teacher professional judgement of pupil levels to be moderated to ensure coherence, consistency and progression. Increased focus on mental agility assessment data when transition processes in place between classes at end of year.
4. To further develop the role of Outdoor Learning in nursery to promote curiosity, inquiry and creativity.	Pupils will: - Develop problem solving skills by linking past learning to new challenges, - Will develop questioning skills and will consider possibilities. - Develop knowledge and understanding of living things and the local and natural environment. Staff will: - Encourage children's learning by promoting curiosity through effective questioning and developing an understanding that this is essential to how children learn.	EYP/EYLP to identify nurseries within the authority that are centres of excellence for outdoor learning and to arrange information gathering visits. Term 1 & 2 2017. Staff training to be undertaken to develop the staff skills and knowledge of outdoor learning. By Term 2 2017. EYP involvement in working party objectives for the session 2017-2018. Outdoor space (outwith nursery space) within school setting for outdoor learning opportunities to be identified and developed. Term 3 2017-18

		- To take the lead from children and to allow for plans to change in order to develop knowledge and understanding. - Collaboratively inquire in order to further and deepen learning.	2Simple profiling to make observations and photographic records of learning. Observations of nursery children by EYLP/EYP key workers will report on pupil engagement in outdoor activities. Staff to regularly reflect upon effective outdoor learning opportunities through planning and collegiate meetings. To identify a member of staff who will take on the role of outdoor learning 'champion' who will ensure outdoor learning is embedded into the early learning curriculum. Regular self-evaluation collegiate meetings that will identify areas for improvement through the use of HGIOEL&C and Building the Ambition documents.

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

<u>Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:</u>

Sources of evidence/evaluation activities undertaken:
- RRSA level 2 Award
- Fair Achiever Award
- Eco Schools Status
- T-TRAIN values evident across the school
- Positive pupil behaviour evident within and out with school
- Low level of exclusions and incidents of bullying
- Feedback from pupils and parents via online questionnaires and informal surveys
- Positive views reflected by pupils and parents on pupils' learning, behaviour and support
- Absence and lateness management procedures
- Child Protection training and protocols
- School/cluster moderation activities
- Pupil support records

Overall evaluation of level of quality:
- Daily classroom practice demonstrates that school T-TRAIN values are embedded and children can relate these to their learning.
- Everyone in our learning community is treated fairly and with respect and most children report feeling safe and secure in school.
- Absence and lateness management has led to improvement in attendance and punctuality.
- Staff are committed to GIRFEC, use the SHANARRI Wellbeing Indicators and embed the school values within day to day class work and assemblies and through the ethos of the school. However, there is a need to conduct a wellbeing audit on an individual basis, evaluate the findings and plan next steps.
- Staff take seriously the obligations of being a Level 2 Rights Respecting School and understand the United Nations Convention on the Rights of the Child.
- Staff and pupils take seriously the obligations of being an Eco School and respect and take care of their environment. Pupils contribute to improving the area at the local train station by planting with the Healthy Living Network.
- Planning and learning conversations include dialogue around addressing individual needs.
- Timetabled consultations with ASL staff as well as daily opportunities for dialogue ensures identified needs are addressed promptly
- Staff are able to access information about how to support learners through liaison with ASL staff, IEPS and MAAPMs. To improve consistency of application across all classes a support strategies guide is being developed as a staff resource.
- A draft core curriculum for literacy, numeracy and health and wellbeing identifies ASL resources. This requires further development.
- Tracking and monitoring indicates pupils who require support. This is regularly reviewed for impact/ identification of next steps.

- Pupils learn about wellbeing and child protection issues as well as their rights, through assemblies, aspects of the curriculum and awareness days eg Safer Internet Day.
- Pupil led groups provide opportunities for all to engage eg Pupil Council, Eco, RRS, Fairtrade.
- Each pupil is unique with individual needs and aspirations. Pupils have many opportunities to participate in discussions around decisions that may impact on their learning and lives. This takes place through such forums as pupil led groups, focus groups, IEPs, MAAPMs.
- A whole school positive behaviour approach has been introduced which encompasses the Restorative Approaches philosophy.
- WOW (ways of working) boxes provide universal support across the school, promoting a level of independence tailored to individual needs.
- Enhanced provision interventions match staff skills to pupil need, are related to skills for learning life and work and are evaluated to plan appropriate next steps.
- Support is in place to enhance social skills of identified pupils within the Nurture Hub. A need to develop whole school nurturing approaches has been identified.
- Vulnerable pupils are supported by the Intervention and Prevention teacher.
- A languages club promotes and celebrates diversity. However, a more focussed approach is required to encourage pupil involvement.
- We endeavour to comply with our statutory requirements. However there is a need to further develop approaches to ensure equity of outcome for all learners and accommodate all aspects of equalities legislation.
- Community Café supports local charities, Macmillan Coffee morning supports national charity and Red Nose Day supports national and international charities.

Level of quality for this QI: 5/4   Very Good/Good

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:
- Analysis of standardised assessments to ascertain progress in literacy and numeracy and inform next steps
- Analysis of tracking of attainment in literacy, numeracy and health and wellbeing across the school
- Analysis of opportunities for wider achievements for pupils
- ASL/SLT joint dialogue
- Feedback from parents regarding progress of individual children and whole school approaches

Overall evaluation of level of quality:
- Attainment during session 2016-17 has gradually improved. Historical comparisons show a significant reduction in attainment. However, the school roll was reduced by one third at the start of 2016-17 so there is a need to build data over time to gain reliable comparisons.
- During session 2016-17 standardised assessments show that pupils enter P1 at Portlethen with attainment below the local and national average in reading and maths. They make satisfactory progress and finish closer to the local average in reading and above the local average in maths. Further improvement is required.
- School data demonstrates that the majority of pupils are attaining expected curricular levels in literacy and most pupils are attaining expected curricular levels in numeracy. Improvement in attainment across literacy and numeracy is required.
- School tracking system allows identification of current levels of attainment at three points in the session and projected timescales for achieving the next level.
- Through regular professional discussion barriers to learning are identified and pupils are supported appropriately to ensure equity.
- Aberdeenshire frameworks and benchmarks are being used to make increasingly confident professional judgements about pupils' attainment in Literacy and Numeracy and set next steps.
- Wider achievement is celebrated at weekly assemblies and opportunities are targeted towards appropriate pupils via a specific audit of those at risk/vulnerable pupils. These are shared via the school Twitter page and local newspapers. They could be shared with the wider public more frequently.
- Opportunities for wider achievement are offered through the Aberdeenshire Volunteering Award.
- Moderation of literacy and numeracy as well as whole school topics at the planning and assessment stages promotes consistency of standards.
- The local Cluster is progressing with staff training around mental maths, specifically in the use of Numicon and moderation activities around professional judgements of achievement of a level.
- The school works within Aberdeenshire GIRFEC structures to remove barriers to learning and a number of pupils have appropriate plans in place to address these.
- Pupils have opportunities for leadership across the school. Plans to develop further opportunities related to skills for learning, life and work are being formulated. **Level of quality for this QI: 4 Good**

5. What is our capacity for improvement?

- **The overall capacity for improvement at Portlethen Primary School is very good.** This is based on the following aspects within the school:
- A highly motivated, enthusiastic staff who embrace leadership roles to drive school improvement priorities.
- Pupils and staff who are mutually respectful and are committed to improving outcomes.
- The positive, nurturing ethos in the school where everyone has a sense of pride and belonging, underpinned by a shared vision, values and aims.
- A high quality collegiate programme of professional learning that supports all staff and leads to improvements for pupils. Investment in CLPL to match the unique needs of our school.
- Productive partnerships with parents, other schools and services as well as a range of contacts in the local community, including our new business partner, McIntosh Donald.
- Positive feedback about the school from parents and pupils that demonstrates confidence and support for the work that we do.
- Increased and renewed support from parents to become involved in the life and work of the school.

- **Aspects that could impact adversely on the capacity for further improvement include:**
- - Inherited poor budgetary capacity has accentuated the effect of normal budgetary constraints so limiting acquisition of appropriate resources/financing of staff training needs.
- Lack of availability of quality teaching/ASL staffing to fill vacancies and provide cover to accommodate staff training.

6. Record of updating

Date	Amendment made	By whom	Comment