



Portlethen Primary School IMPROVEMENT PLANNING SUMMARY 2019-20

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

Self-Evaluation of Core Quality Indicators:	
QI 1.3: Leadership of Change	Four (Good)
QI 2.3: Learning, Teaching and Assessment	Four (Good)
QI 3.1: Ensuring Wellbeing, Equity and Inclusion	Four (Good)
QI 3.2: Raising Attainment and Achievement	Four (Good)
Strengths of the School	Core QI Focus
Our school values are embedded across everything that we do within and beyond school and we demonstrate a supportive and nurturing ethos whilst empowering pupils to resolve issues in a restorative manner,	1.3
Pupils are becoming increasingly motivated and engaged. They can discuss what they are learning and why.	2.3
Staff demonstrate a high level of commitment and a proactive approach to inclusion, meeting the needs of all pupils. A whole school Promoting Positive Behaviour Policy encompasses the Restorative Approaches philosophy.	3.1
Children are developing very well as: successful learners, confident individuals, effective contributors and responsible citizens.	3.2
QI 1.3 Leadership of Change	
<p>We will:</p> <ul style="list-style-type: none"> Update the school's Curriculum Rationale to take account of the school's Enhanced Provision Pathway. (January 2020) Continue to develop skills in devising appropriate holistic assessments. Implement the Visible Thinking Approach via cascaded training by two staff members. work collegiately to interrogate a range of data, identify trends and patterns and set next steps. 	
QI 2.3: Improving Learning, Teaching and Assessment	
<p>We will:</p> <ul style="list-style-type: none"> Build on the success of the Emerging Literacy Developmental Approach by further developing phonics and reading skills. Extend the use of Sumdog online tool to improve mental agility. Continue to focus on quality feedback, ensuring in relates to progression in skills across the school. Continue to focus on appropriate pace of learning, ensuring challenge is integral to the learning process Continue to use of technology in supporting effective learning and teaching. Enhance and extend the range of digital technologies within the school. 	



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Communication
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Bronze Award



DIGITAL SCHOOLS
AWARDS SCOTLAND



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QI 3.1 Ensuring Equity, Wellbeing and Inclusion
We will: <ul style="list-style-type: none">• Evaluate, review and further develop the Mental Health aspect of the Core Curriculum in partnership with Pillar.• Further develop approaches to accommodate all aspects of equalities legislation with support of LGBT Youth Scotland, promoting inclusion and equity for all.• Await the outcome of Inspection Visit in relation to the Nurturing Schools Award and embrace any advice/net steps.
QI 3.2 Raising Attainment & Achievement For All
We will: <ul style="list-style-type: none">• Maintain an on-going focus on further improvement in attainment across Literacy and Numeracy as school improvement priorities via our Raising Attainment Strategy, with a specific focus on phonics and reading across the curriculum to ensure transference of skills.• Increase the pace and level of challenge across literacy and numeracy to ensure pupils meet their maximum potential.• Strengthen moderation within school, cluster and beyond, deploying QAMSO expertise.• Analyse impact of specific interventions, including Sumdog and PSA led Emerging Literacy supports.• Consolidate the mental health curricular programme for session 2019/20.• Progress the programme of LGBT inclusive practice over sessions 2019/20 and 2020/21 including work on training, policies and practice and resources.
Key Priorities For Session 2019-20
Priority 1 – Raising Attainment and Achievement <ul style="list-style-type: none">a) Literacy (Phonics and Reading)b) Numeracy (mental maths)
Priority 2 – Improvement in Pupils’ Health and Wellbeing
Priority 3 - Achieve consistency in high quality learning, teaching and assessment

