



Portlethen Primary School

Standards & Quality Report 2021-22

&

School Improvement Planning 2022-23



School Foreword

We are pleased to present both the Standards and Quality Report for Session 2021-22 and School Improvement Plan for the current session 2022-23. This report is an integral element of our quality improvement framework. It provides important information regarding the school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is central to the practice in Portlethen School. During the Covid-19 pandemic we continued to self-evaluate, albeit in adapted formats and to meet the changing needs of our pupils and school. Whilst there has been a return to normality, we have taken what we learned from the remote experiences and how we worked around mitigations and integrated the best practice using a range of methods to self-evaluate. We continue to make robust use of evidence as a basis for judgements regarding the impact of our work on our pupils. At the heart of self-evaluation, the school and our partners ask ourselves the following key questions:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

We take a looking inwards, outwards and forwards approach to self-improvement:

- **Looking inwards** to analyse 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 Portlethen School we continue to be committed to working closely with our community and other stakeholders who support the education we provide. Together we work hard to ensure all of our pupils have the best possible start in life and are empowered and encouraged to reach their full potential.

Within education things never stand still or stay the same and this resonates more than ever as we have emerged from the Covid-19 pandemic. We always strive to ensure that children meet their full academic potential whilst looking after their health and wellbeing. Through reading this document we trust that you will see that the children are at the centre of all that the team does as well as gain a sense of our developments, successes and areas for further growth.

Sandra McKechnie

Head Teacher

The School and its context

Vision, Values and Aims

As a school community we ensure that our Vision, Values and Aims represent the ethos of our unique Portlethen School and what we want to achieve together. We strive to provide excellent learning and teaching 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. As an Enhanced Provision School, we are proud to cater for children with a wide spectrum of need including those with complex additional support needs. Inclusion is at the core of our school ethos.

Pupils, staff, parents and the community agreed the school values of:

Trust **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. We celebrate diversity and promote equity for all.
- 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 Nursery, 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 School with the relevant skills for learning, life and work which provide a solid platform on which to embark on their academy careers and beyond.

Context

Portlethen School sits within a rapidly expanding town which has grown from a farming and fishing village. Many families work in oil related industries which, prior to the Covid-19 pandemic, was undergoing a period of change creating a climate of uncertainty in terms of employment. Families also work within the public sector and retail trade. The economic and health and wellbeing of many of our families are disrupted to varying degrees since the pandemic began and, on emergence from the pandemic, the cost of living challenges facing all of us, has seen another increase in families who have to resort to support of food banks and other local donations including The Larder. Portlethen Primary Together (PPT) is our single parent body. The group is actively involved in the life and ethos of the school with the aim of improving outcomes for our children. The group's contribution to securing much needed technology solutions and health and wellbeing interventions, specifically to support the change in circumstances during Covid-19 has been immense. The

fundraising activities of the group have been curtailed somewhat but, at time of writing, a number of new and exciting fundraising and socialising activities have begun. The enthusiasm of families to participate in recent events such as the whole school sponsored walk and Fun Fridays is palpable. We have exciting times ahead! Baker Hughes GE, an oil service company is our business partner and, whilst joint activity has been curtailed, we look forward to reverting to and further developing our pre-pandemic partnership working.

Our curriculum offers a broad range of learning experiences, taking account of the needs and interests of our pupils. Developing literacy and numeracy of our pupils as essential skills for life is an absolute priority alongside sustaining their health and wellbeing as we emerge from the pandemic and return to normality. Our pupils are helped to develop the attributes and capabilities of the four capacities of a Curriculum for Excellence to become successful learners, confident individuals, responsible citizens and effective contributors in order to enable them to flourish in learning, life and work as they grow and mature. The pupils' voice is central to all that we do. All pupils are involved in leading pupil groups through the Pupil Council, RRS, ECO, Fairtrade, Sporty Porty and the Pupil Equity Group (PEG) as well as volunteering roles to develop the work of the school thus positively impacting on school improvements and instilling a sense of pride, responsibility and belonging. Prior to the pandemic, Portlethen pupils were involved in the Young Leaders of Learning pilot program where they self-evaluate with partner schools to continuously improve. This program has been introduced across Aberdeenshire and we look forward to participating from August 2022. Portlethen School has been designated an Enhanced Provision school since August 2017 and we aim to meet the needs of all pupils through a curriculum appropriate to individual needs. There is a whole school strong nurturing and inclusive ethos which permeates the community.

Scottish Index of Multiple Deprivation (SIMD) and Pupil Equity Fund (PEF)

Analysis of the **SIMD data** indicates that almost all children at Portlethen Primary live in deciles 6 and above. 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 Pupil Equity Fund (PEF) in session 2021/22 was targetted towards increasing attainment in Writing by providing staff Big Writing training. PEF was also directed to complete the creation of the new school library by purchasing the final set of books. It was also used to fund a Pupil Support Assistant to promote attainment in Writing and health and wellbeing of children and additional admin hours to ensure equity of opportunity for all children to access digital devices to enhance learning at home and in school. The school has a clear commitment to excellence and equity and values the learning of all children.

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 2021-22.

Priority 1: Raising Attainment and Achievement Plan A: Literacy - Writing	
Progress	<p>New library has been in use for this whole school session 2021-22 and is used to further promote the love of reading and writing.</p> <p>Teachers have undertaken Big Writing additional training.</p> <p>Teachers have explored a range of approaches to teaching writing and have shared the pros and cons of each via collegiate staff sessions.</p> <p>Free Writing Friday has been introduced into all classes.</p> <p>A whole school overview to ensure breadth of learning across genres is consistent across the school.</p> <p>Moderation of Writing has taken place across the Cluster at Primary 6 to Secondary level, led by PP QAMSO.</p> <p>Collegiately agreed criteria on what makes a good writing lesson.</p> <p>Targeted support of all ASL staff focused on improvement in writing attainment.</p> <p>Weekly Emerging Literacy approaches used (phonological awareness, pre-handwriting, oral language) to support literacy development across Primary one and targeted Primary two pupils.</p> <p>Nessy digital literacy support targeted to specific children.</p> <p>Dyslexia identification process in place for specific children.</p> <p>All nursery areas have been audited with the PT Early Years and now show increased evidence of environmental print, access to mark making and Literacy opportunities. This incorporates structured and open-ended activities.</p> <p>Variety of experiences on offer has increased and children are motivated by these e.g. 'dough disco', messy play.</p> <p>Nursery planning boards evidence the increased focus on Literacy opportunities and practitioners actively consider opportunities for children when setting up areas.</p> <p>Practitioners have engaged with Emerging Literacy resources and used ideas from this in Nursery areas.</p> <p>Intentional planning in Nursery reflects the non-negotiables at Early Level Literacy. Practitioners are all aware of and using the non-negotiables for planning and observations.</p> <p>EYSP and practitioners have monitored some observations via FAMLY app to ensure appropriate coverage of Literacy outcomes.</p> <p>Makaton songs are being used daily at gather times.</p> <p>Pupils moving to P1 have had a number of opportunities to visit the P1 area to carry out Literacy based activities.</p>
Impact	<p>Critical analysis of attainment and achievement data indicates an increase on 2020-21 attainment levels in writing of 2% at the end of session 2021-22 (59% to 61%). Whilst this demonstrates an improvement on writing attainment, it falls short of the 63% target set in the October 2021 Raising Attainment Strategy.</p>

	<p>Critical analysis of Leuven Scales indicates an increase in participation and engagement in Literacy. Almost all children (94%) participate and engage well, in comparison to 91% in May 2021. These figures correlate with the increase in attainment levels.</p> <p>66% of pupils report improvement in the quality of their writing pieces over the session whilst less than 0.06% feel they have not improved.</p> <p>Most pupils (82%) enjoy opportunities for weekly free writing sessions. 81% of pupils sampled (sample size – 54) report that they have regular opportunities to engage in free writing.</p> <p>Most teachers (78%) are confident in using a range of digital technologies to support children during writing lessons.</p> <p>Shared staff understanding of what a good writing lesson looks like has led to further improved consistency of standards across the school, most teachers demonstrating all agreed features.</p> <p>Equity of access to iPads for all children both at home during remote learning and at school daily.</p> <p>Children’s learning is supported where appropriate via speech to text technology which has promoted independence in writing.</p> <p>Children’s skill level in using Book Creator has improved, further increasing independence in writing.</p> <p>Nursery children are showing increased levels of participation in mark making activities and fine motor skills activities.</p> <p>An increased number (the majority) of Nursery children are choosing to attend gather times for Literacy based activities such as story time.</p> <p>Nursery children are making requests for particular mark making materials as part of their learning.</p> <p>Percentage of Nursery pupils on track in Literacy has increased by 10% between August (56%) and May (66%). Engagement as recorded via Leuven scale scores has increased across the session for 9.5% of pupils.</p> <p>Attainment in Reading, Writing, Listening and Talking has been tracked at 73%, 61%, 84% and 71%- respectively in May 2022, an increase of 5%, 2%, 3% and 3% respectively in comparison to May 2021.</p> <p>Emerging Literacy data demonstrates very good progress in developing pre-phonological and pre-handwriting skills from the start to the end of Session 2021-22.</p> <p>Most pupils use a variety of technology to help them improve their Writing. Universal and targeted supports are in place for children with literacy difficulties, including digital solutions. Dyslexia identification and support of five pupils has taken place in 2021-22 and the identification process is currently underway for nine pupils.</p>
Next steps	<p>Literacy focus will change to improvement in Reading attainment. Refresher Active Literacy training for all teaching staff. Refresh Literacy and English Policy following consultation with staff. Implement reading comprehension resources for pupils at Second Level of a Curriculum for Excellence to supplement current Active Literacy reading strategies.</p>

	<p>Improve the range of reading resources for pupils requiring targeted support and provide associated staff training.</p> <p>Re-introduce Adult Reading Buddies scheme for targeted pupils as well as Peer Reading Buddies through buddy class system.</p> <p>Write up additional novel studies using Active Literacy reading strategies and incorporate Making Thinking Visible strategies into existing and new studies.</p> <p>Staff to make use of different elements of Library Reading Cloud system, including book review facility, to further promote the love of reading and writing. A lending library, within the newly developed library, will be created to support staff professional learning and development.</p> <p>Staff training on literacy supports via ASL Team:</p> <ul style="list-style-type: none"> - Read Write - Immersive Reader - Reader Pens <p>Staff training on appropriate Literacy Apps via JAMF for Second Level pupils via the Digital Leaders.</p> <p>Increase attainment in Reading, particularly across Second Level, in line with targets which will be set in Raising Attainment Strategy 2022-23.</p> <p>Nursery continue to work with P1 Class Teachers in order to develop Emerging Literacy skills.</p> <p>Re-establish Literacy workshops with parents with the support of the Speech and Language Therapist and links with Portlethen Academy for Bookbug visits and story sessions.</p> <p>Continue to build on Literacy activities posted on FAMLY, encouraging and supporting parents and carers to engage with learning.</p> <p>Promote high quality staff / pupil interactions and work to maintain a Literacy rich Nursery environment.</p> <p>Target improvement in pupil communication skills.</p>
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Priority 1: Raising Attainment and Achievement

Plan B: Numeracy – Nursery only

Progress	<p>Nursery planning has begun to reflect guidance from Realising the Ambition. Non-negotiables are being used to inform intentional and responsive planning.</p> <p>Audit of all learning areas has been undertaken with the PT. Specific 'Maths area' was dismantled and resources distributed within the learning areas of the Nursery. A wider range of activities is now on offer to promote Maths, numeracy and problem-solving skills. Numicon and associated activities are now in evidence around the Nursery environment. Loose parts play opportunities have been increased. Daily baking opportunities incorporate Maths.</p> <p>Termly development tracker is being used to record progress; this is linked to observations within the Nursery and those posted on FAMLY.</p> <p>Pupils moving to P1 have had the opportunity to visit the P1 area to carry out Maths and Numeracy based activities.</p>
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Impact	<p>Use of non-negotiables, frameworks and benchmarks is beginning to ensure a breadth of coverage in the early years' curriculum. There is an increase in shared understanding of progress allowing next steps to be planned in a more meaningful way.</p> <p>Pupils have access to a wider range of contexts and opportunities to support development of early maths and numeracy skills.</p> <p>Percentage of pupils on track in Maths and Numeracy has increased by 7.5% between August 2021 (51%) and May 2022 (58%).</p>
Next steps	<p>Continue to build on planning for breadth and depth in the curriculum.</p> <p>Embed the use of non-negotiables into intentional planning.</p> <p>Increase the use of FAMLY as a tool for recording observations, informing planning and tracking and engaging families in learning. Re-share information about benchmarks with parents.</p> <p>Provide opportunities for EYPs to work alongside Early Years teaching colleagues to see how they plan for Maths.</p>
Priority 2: Improvement in Pupils' Health and Wellbeing	
Progress	<p>The John Muir Award is embedded into the school's core curriculum for all Primary 7 children.</p> <p>Inclusion, equality and equity are promoted via the school values and actions of staff and pupils.</p> <p>A progressive program of learning for P1-7 using RHSP resources has now been developed in collaboration with all staff.</p> <p>We have resprayed the route for daily mile and P3 held an assembly in term 4 to highlight the expectations and benefits of participating in the daily mile. Almost all classes have participated in the Daily Mile in Term 4. This practice has to be embedded across all classes each term.</p> <p>Transition booklet for P1 pupils, parental consent booklet and intimate care guidelines have been revised to incorporate inclusive language in line with the Equalities Act (2010). A range of other policies have been checked to ensure compliance e.g. Sexting, Care and Welfare, Safeguarding and Child Protection.</p> <p>Pupils' involvement in the development of whole school policies.</p> <p>Inclusion strategic working group teaching colleagues work together to deliver outcomes to maintain the LGBT Silver Charter Award and work towards the Gold Charter.</p> <p>Pupil Equality Group continue to promote inclusion of all protected characteristics and LGBT awareness with all pupils.</p> <p>Pupil Equity Group have worked to develop a 'Safe Space Garden' as part of our inclusion and LGBT work. They secured two grants to support their work from the 'We Decide' project and Greenspace Aberdeenshire. They have delivered two assemblies to the school to share information and raise awareness.</p> <p>A number of assemblies have been held to promote inclusion and raise awareness of the protected characteristics, e.g. P1/2 Class, SLT assemblies. An inclusion day was held in March where the whole school was involved in activities to celebrate diversity.</p>

Learning via RSHP programme supports increased pupil understanding of inclusion, diversity, gender, gender bias and LGBT.

Collegiate sessions were held to refresh Restorative Approaches and to introduce the PACE approach as a means to support pupils.

Nursery have embedded nurturing approaches to support pupils, particularly around transition. Quiet area has been created alongside a 'den' to support vulnerable pupils.

Format for personal plans has been changed. This gives more detailed information, including for the Wellbeing Indicators, to give a better understanding of pupil need to all practitioners.

New Support Plan documentation in place for pupils with additional support needs. This outlines individual needs, requirements and strategies used to support, including at home. This incorporates child's voice where appropriate.

Pupils transitioning to P1 have enjoyed increased opportunities to visit and 'work' in the P1 area over a longer period of time before their move into school.

All practitioners assessing children through Boxall profiling.

All practitioners assessing engagement through the use of the Leuven Scale in the nursery tracker.

Practitioners working collegiately to address low engagement levels of children identified through the Leuven Scale.

Support and guidance established from Nurture teachers in addressing areas of concern flagged in Boxall profiling.

Practitioners aware of adverse childhood experiences and how to apply the principles of nurture to support these children.

Strong transitional arrangements between nursery and Primary one in place to support children's progression to Primary one.

All practitioners engaged with *Realising the Ambition* and are observing and using information gained from children's schematic play.

Wider achievements celebrated through FAMLY nursery app.

All nursery colleagues have responsibility for key children – this involves having responsibility for updating progress in Child Plan meetings, updating, reviewing and evaluating IEPs, communicating clearly with families physically and through FAMLY and involved fully in transitional arrangements.

An eight-week program of Outdoor Learning has been embedded into the school's Core Curriculum.

Pupil views are central to the planning of the playground area.

Developments to the playground have begun and will continue into next session.

All staff engaged in facilitating the Outdoor Learning curriculum.

We have celebrated a range of awareness days such as inclusion day and autism awareness day.

Successful face-to-face transition to Academy carried out with small groups of children as part of an enhanced transition.

Several upper stage pupils have been supported via the Liam project and one pupil has received support from a Pupil Support Worker.

	<p>CLAN and the Archie Foundation have supported 3 families during parental bereavement.</p> <p>Pupil Council led a Talk, Listen, Calm assembly in Term 4 and posters, created by the Pupil Council, are now displayed in each classroom as a reminder. Following feedback via the pupil questionnaire, TLC will continue to be embedded in school practice next session.</p> <p>All P6 pupils engaged in Bikeability and a few pupils who were at risk of missing out were supported via Sustrans to be included in this training. A Bike Crew of P6 pupils have been created who have led playground sessions to develop road safety and safe travel.</p> <p>Daily health and wellbeing check-ins and brain breaks continue within P1-7.</p> <p>All Nursery to P3 pupils and identified P4 to P7 pupils are Boxall profiled Leuven Scales used to determine levels of participation and engagement within school and nursery.</p> <p>Almost all children in Primary 1 to 7 demonstrate high levels of participation and engagement in Literacy, Numeracy and Health and Wellbeing.</p> <p>Widgets and technology used to support communication.</p> <p>Key workers identified and Care Plans in place for all nursery pupils.</p> <p>Nurture support given from teachers to support the Principles of Nurture in nursery.</p>																
Impact	<p>Tracking of Leuven scales and daily check-ins enabled targeted support for pupils most in need.</p> <p>Children have demonstrated increased respect, pride and ownership of the school playground as a result of being involved in Outdoor Learning experiences within the school grounds and being central to planning playground improvements.</p> <p>All classes are now engaged in a program of Outdoor Learning.</p> <p>Outdoor Learning experiences have promoted wider achievements and skills for Learning, Life and Work.</p> <p>Most children (86%) enjoy learning outdoors.</p> <p>96% of children regularly participate in a range of outdoor learning experiences.</p> <p>66% of staff report that their class enjoy regular opportunities to engage with the Daily Mile.</p> <p>100% of staff agree that the Daily Mile has a positive impact on the learning and health of the pupils within their class.</p> <p>Use of Thinglink and Vimeo to share learning as an alternative to face-to-face Let's Learn Together and class assemblies.</p> <p>Increased levels of Participation and Engagement in Literacy and Health and Wellbeing to pre-lockdown levels and in Numeracy by 1% as measured via Leuven Scales.</p> <table border="1" data-bbox="411 1771 1481 1921"> <thead> <tr> <th>Session</th> <th>Literacy</th> <th>Numeracy</th> <th>Health&Wellbeing</th> </tr> </thead> <tbody> <tr> <td>2018-19 (May 2019)</td> <td>95%</td> <td>95%</td> <td>98%</td> </tr> <tr> <td>2020-21 (May 2021)</td> <td>91%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>2021-22 (May 2022)</td> <td>94%</td> <td>93%</td> <td>98%</td> </tr> </tbody> </table> <p>Practitioners have increased awareness of all children's needs in the nursery by reviewing personal and support plans.</p>	Session	Literacy	Numeracy	Health&Wellbeing	2018-19 (May 2019)	95%	95%	98%	2020-21 (May 2021)	91%	92%	92%	2021-22 (May 2022)	94%	93%	98%
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	<p>Profiling and tracking of all children in nursery through Boxall Profiling and the Leuven Scale is leading to the early identification and intervention of children with social and emotional need.</p> <p>All children including partner provider nurseries are involved in transition arrangements between nursery and primary one allowing for a smooth process between nursery and school.</p> <p>Face-to-face parents evening held to support <i>new to p1</i> parents and the updated <i>new to p1</i> information on the school website is central point of contact for parents, allowing for clearer communication between school and parents/carers.</p> <p>Most staff are confident in planning discrete teaching and learning experiences relating to inclusion and LGBT awareness.</p> <p>Most staff are confident when discussing matters relating to inclusion and LGBT awareness.</p> <p>Most staff believe that pupils have a good understanding of matters relating to inclusion and LGBT awareness.</p> <p>Staff identify children who require targeted Nurture interventions via Boxall profiling from Nursery to P3 and identified pupils in P4 to P7.</p> <p>Vertical transition handover is now comprehensive; All Class Teachers and Nursery Practitioners base their engagement and wellbeing dialogue around the Leuven Scales during handover discussions.</p> <p>Policies have been updated to incorporate LGBT and Inclusive Practice. Use of inclusive language is promoted throughout the school.</p> <p>The use of exclusive language is challenged by all. Incidents of bullying, racist and prejudice incidents are very low.</p>
Next steps	<p>Continue to promote Daily Mile with each class across all terms.</p> <p>Pupil Council will continue to share TLC as a whole school approach and will update the 'expected behaviours' posters throughout the school.</p> <p>To promote Health Snack using the NHS Snack Code.</p> <p>Continue to develop the playground in consultation with pupils and parents. Embed the newly devised program of learning linked to the benchmarks for living and growing (P1-7) using RSHP resources and create a specific programme for children with additional support needs in collaboration with ASL Team and EP teacher.</p> <p>Aim to achieve accreditation for Digital Wellbeing Award alongside Digital Leaders.</p> <p>Embed the Outdoor Learning programme introduced following lockdown and built upon during session 2021-22.</p> <p>LGBT Silver Award Charter profile to be maintained. Action Plan for 2022-23 to be devised and subsequent application for the Gold Charter Award to be made.</p> <p>To promote and develop awareness of Kooth to support mental health of our P7 pupils.</p> <p>Re-engage with P1-3 Inside Out programme.</p> <p>To engage with the Aberdeen Football Club Community Trust to develop resilience, respect and tolerance within the playground.</p> <p>To create a whole school bereavement policy, taking a proactive approach to bereavement.</p> <p>To review and develop the loose parts equipment to ensure purposeful play for all children.</p>

	<p>To review and renew our Whole School Nurture Award. Promoting the use of Nurturing approaches within each classroom.</p> <p>To promote pupil voice and pupil participation in self-evaluation and school improvement by engaging with HGIOS.</p> <p>Pupil working groups to be re-established fully in the 2022-23 session.</p> <p>The RRS group will create an action plan to achieve re-accreditation at Gold Level.</p> <p>Specific, targeted staff within the school will engage with CALM training.</p>
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Priority 3: Achieve consistency in high quality learning, teaching and assessment

Progress	<p>Continued progress on teacher development in use of technology. Most homework is now shared and handed in via TEAMS. Most children agree that they have access to a range of modern technology to use in their learning, a few children state that they don't know and no children disagree. Almost all children feel technology helps them when they are writing. Most staff use Education City to support effective learning and teaching. Let's Learn Together videos shared with parents via ThingLink/Vimeo. Vimeo used to share class assemblies whilst restrictions prohibit parents in school. Parents' Evenings and Portlethen Primary Together meetings taking place remotely. Christmas Fayre through an online platform was further developed. Consultation with parents and other professionals via Skype and Teams. Moderation, including Cluster moderation during collegiate meetings and In-Sets conducted remotely FAMILY app being used successfully by all parents/carers – skills development being nurtured between home and nursery. Making Thinking Visible (MTV) training has been completed by key staff and professional recognition awarded. Cascaded training to teaching staff has now been completed, having been interrupted in previous school sessions by the impact of Covid. One collegiate session on MTV was facilitated on return from lockdown. Staff creating and sharing holistic assessments Children continue to build awareness of constructive peer and self-assessment. All pupils from Primary 1 to 7 now have an individually allocated iPad. Annual reporting for Primary 1 to 7 pupils is completed via Book Creator. Profiling tool was explored but GDPR issues have prevented it from being introduced so other options will be considered in session 2022-23. Moderation of Achievement of a Level in Listening and Talking took place. Online planning/assessment folder is preferred by most staff and has reduced workload and increased ease of access and sharing of resources. Nursery has developed a skills list, incorporating schema, which supports observations. Numeracy and mathematics embedded into all learning environments within nursery. Progress in core areas tracked three times per year for all Nursery children. Developmental Overviews completed for all pre-school children.</p>
Impact	<p>Use of Making Thinking Visible (MTV) thinking routines have been evidenced in almost all classes. Improved home school links and consistency due to use of TEAMS to share homework. 97% of parents agree that the focus on developing technology has had a positive impact on children's learning.</p>

	<p>Some teachers feel they have a good understanding of MTV approaches. The majority feel they could make improvements to embed the approach into their practice.</p> <p>Almost all teachers report increased knowledge and skill in using technology to support high quality teaching and learning.</p> <p>Almost all teachers reported that they can confidently use Education City and TEAMS to support effective learning and teaching. Almost all pupils reported that they have learned new technology skills that will help them in the future.</p> <p>Improved outcomes for nursery children due to focus on promoting curiosity, engagement and inquiry in numeracy and mathematics.</p> <p>All practitioners have a sound understanding of national benchmarks and have supported parents and carers in their understanding of their child's progress and development in relation to numeracy and mathematics.</p> <p>Transition approaches strengthened with new to p1 pupils regularly accessing their new learning environment.</p> <p>Improved practitioner awareness of early level skills and how to progress them.</p> <p>Minimum one observation per week per child posted to FAMLY. All observations now contain appropriate next steps. EYSP working to ensure breadth and depth.</p> <p>Termly tracking and observations recorded through developmental overviews have supported the early intervention and targeted support of nursery children.</p>
Next steps	<p>MTV consolidation sessions for school staff to embed the approach and increase confidence and consistency. A P1-7 progression for MTV Strategies to be agreed and implemented.</p> <p>Nursery staff to trial key MTV strategies and agree those to be used consistently across Nursery.</p> <p>Profiling tool to be selected and used across the school.</p> <p>Continue to develop digital expertise to support universal and targeted interventions to further improve high quality learning and teaching.</p> <p>Digital leaders to facilitate staff training in Coding, Presentation software and compile a list on Apps on Jamf and their uses.</p> <p>Digital leaders to develop a whole school programme for safer internet use which will be embedded throughout the school.</p> <p>Cross-Cluster moderation led by QAMSO.</p> <p>Moderation of developmental overviews to ensure consistency and coherence in assessments.</p>

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

Relevant NIF priority: All

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

Level of quality for core QI: 1.3 4 (Good)

(HGIOS?4 1-6 scale)p

Overview:

A clear vision, values and aims, created in consultation with stakeholders, promotes collaborative working, high expectations and equity of opportunity to learn from our successes as well as our mistakes within the school and nursery settings. The Curriculum Rationale was refreshed in Session 2019-20 and takes account of the school's vision, values and aims, national design principles and approaches to developing the four capacities of A Curriculum for Excellence through the four contexts for learning: the ethos and life of the school; curricular areas; interdisciplinary learning and opportunities for personal achievement. Stakeholders were consulted on the refresh of the Curriculum Rationale and there are clear methods for consulting stakeholders on continuous school improvement. The need to gather data in different ways during lockdown has enabled us to expand the range of ways we now gather data.

Leadership at all levels, both staff and pupils' effect school improvement and there is an ethos of collective and shared responsibility within Portlethen Primary. Effective collegiate working is demonstrated at all levels across the staff team, strengthened by the outstanding staff response to providing effective learning and teaching in different ways during lockdown. The extended digital skill set gained by staff and pupils has enabled learning opportunities to take a wider range of formats, supported by the successful school drive to have access to individual devices for each pupil. This drive began before Covid but was certainly escalated by the motivation that no child should miss out due to digital exclusion. Teaching and non-teaching staff take leadership roles and the strengths of individuals has positively impacted the team's collective strengths.

1.3 Key strengths:

- School values permeate all that we do including day to day activity within and outwith school, through embedded whole school nurturing approaches which have been acknowledged through achievement of the Nurture Schools UK Award.
- Most staff reference the school values throughout their practice and SLT ensure the values form part of whole school weekly assemblies.
- Staff know families very well and have taken sensitive account of rapid and on-going changes in socio-economic circumstances of some families.
- All teaching and support staff and almost all parents agree that the school is well led and managed.
- All teaching and support staff feel a valued member of the school's community.
- All pupils have access to individually allocated iPads within the school setting.
- Almost all staff are actively involved in improvement planning and school development work. Staff and pupil groups audit the school to inform next steps for improvement. All staff are involved in the evaluation of progress and the identification of future priorities.
- All teaching staff have taken advantage of opportunities to undertake leadership roles.
- Pupils regularly evaluate improvement priorities through the Pupil Friendly Improvement Plan. Under Covid restrictions, pupil evaluation comprised a lesser sample than in pre-Covid. Lifting of bubbling within the school has ensured a return to a high level of sampling. .

- Most parents agree that their opinion is sought regarding decisions about school improvements.
- Effective collegiate working is a key feature of the school. Almost all staff enthusiastically embrace roles in driving forward the priorities of the School Improvement Plan and/or progressing an area of professional interest/expertise. Collegiality provides a focus for regular reflection and discussion on progress made.
- The school is re-engaging with the Making Thinking Visible program led by specific staff whom have now achieved professional recognition from GTCS for their work.
- Senior Leadership Team (SLT) have clear remits and guide the strategic direction of the school with confidence and with high expectations of all.
- Most staff confidently apply the standards in Literacy, Numeracy and Health and Wellbeing.
- All stakeholders are involved in securing continuous improvement and views are gathered through a range of approaches and acted upon. Actions are highlighted via the Portlethen Primary Together (PPT) group and via a “You Said, We Did” display at the front of the school.
- A culture which promotes a collective vision for change and improvement which is meaningful and relevant to the context of the school within our community is embedded.
- CLPL sessions directly link to school improvement priorities ensuring all have opportunities to engage and impact the school’s direction of travel.
- Regular planning and learning conversations and tracking of attainment meetings informed by HGIOS4? take place to present opportunities for dialogue between SLT/teaching staff regarding improvements/next steps to ensure pupils’ needs are being met.
- The school’s robust Quality Assurance calendar has been re-set following lockdown.
- Teachers are encouraged to reflect on areas of strength and areas for development.
- Staff have engaged in moderation activities on a school and Cluster basis.
- PRDs and PPPs are conducted annually which feed into the school improvement plan.

Identified priorities for improvement:

- Return the Towards a Self-Improving School System to face-to-face engagement and include a wider range of stakeholders in the process.
- Staff will continue to develop skills in using aspects of the moderation cycle, specifically but not exclusively, increasing Cluster opportunities for Session 2022-23. (45% of staff disagree that they have opportunities to share practice with colleagues from other schools)
- Profiling tool to be selected and used across the school.
- Nursery self-evaluation against new framework for inspection.
- Moderation of developmental overviews.
- Develop the culture of Making Thinking Visible in the nursery setting.
- Consolidation of use of Makaton in the nursery setting.

2. 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

Level of quality for core QI: 2.3 4 (Good)

(HGIOS?4 1-6 scale)

Overview: Key strengths

Portlethen School continues to work with purpose and fortitude to maintain the nurturing ethos which exists across the school, confirmed via the Nurture Schools UK Award in session 2019-20. This ethos permeates throughout the school and is particularly evident during this period where there is an increase in the number of children experiencing social and emotional difficulties following lockdown and the gradual return to normality. Our approaches to remote learning and transition to pre-Covid normality ensures that all children are supported to best meet their needs. The school promotes a healthy respect of all and strives to achieve equity of opportunity for all pupils. Most pupils are engaged and motivated to learn. The quality of teaching is good. The school has continued to improve its digital solutions to the point where every child has access to their own device. Digital skills learnt by staff and pupils have and will continue to be built upon as we emerge from the pandemic. The high standard of the school's work is recognised via the Digital Schools Scotland Award. Staff plan collegiately and they use a range of assessment information in order to track progress and identify next steps in learning.

2.3 Key strengths:

- The school has a welcoming ethos, and a nurturing culture with positive, mutually respectful relationships between children and staff and a clear rights agenda. 85% of parents feel comfortable approaching the school.
- All parents report that their child(ren) like attending Portlethen School. Almost all pupils report having someone to talk to if they feel worried or upset. Almost all pupils feel they are treated fairly and with respect by staff.
- Learning and teaching across the school is underpinned by the schools Vision, Values and Aims.
- Staff work very well as a team, are supportive of each other and all teaching staff agree that they have opportunities to share ideas for the priorities of the school.
- Teachers plan assessment as part of learning and teaching using a range of approaches. AifL, including peer and self-assessment is embedded in practice across the school. Staff agreement on core strategies ensures consistency across the school. This is further supporting pupils' ownership of the learning process.
- Teachers use a range of evidence to validate progress and attainment of pupils. Standardised data also contributes to informing professional judgements.
- Almost all teachers share clear Learning Intentions and Success Criteria and there is evidence of co-construction in almost all classes.
- Almost all teachers cater for a range of learning styles during lessons.
- Almost all pupils find the majority of their learning challenging and enjoyable.
- Pupils have opportunities to take ownership and lead learning in a variety of ways.
- Digital technology is used effectively to support and enhance learning, both during periods of remote learning and across the school.
- Almost all pupils agree that their teachers explain why they are learning.

- Almost all pupils are engaged, confident, motivated and resilient.
- Aberdeenshire/Education Scotland Progression Frameworks and National Benchmarks are consistently used to inform planning and assessment and identify next steps to ensure progression of skills, knowledge and understanding. There is an expectation that staff plan collegiately supporting moderation practices.
- Experiences and Outcomes are bundled over a three-year period for curricular areas allowing for inter disciplinary learning as well as discreet areas of Literacy, Numeracy and Health and Wellbeing.
- A robust tracking system is in place allowing the school to plan a range of effective interventions to ensure continuous progress for pupils across the curriculum, including at points of transition.
- 85% of parents are satisfied with the quality of learning and teaching at Portlethen School,
- Professional dialogue between class teachers, SLT and ASL staff ensures that children with additional support needs are monitored closely to ensure all needs are addressed and appropriate interventions applied.
- Staff are strengthening a shared understanding of standards through moderation across and between stage levels and the whole school.
- Staff and pupils use a range of learning environments, including the outdoors, the local woodland areas and shore to engage and motivate pupils as well as providing opportunities to develop skills for learning, life and work.
- The school continues to work within the Cluster to identify common areas for improvement activities.

Identified priorities for improvement:

- Review the school's position on what constitutes high quality learning, teaching and assessment following the launch of the Local Authority support documentation in August 2022.
- Continue to deploy QAMSO for effective moderation, more fully engaging via Cluster activity.
- Focus on improving learning, teaching and assessment of reading as outlined in next steps of School Improvement Priorities above.
- Continue to develop the Making Visible Thinking Approach through collegiality as a school team.
- Re-focus on moderation approaches via the moderation cycle, including agreeing a range of ACL evidence.
- Embed increased use and broaden staff and pupils' skills in the use of digital technologies within the school. Seize on authority CLPL offer, specific offers by in-house ASL team and Digital Leaders.
- To refresh the whole school understanding of Loose parts, updating the resources and supporting training for pupils and staff.
- Embed use of support plans in Nursery to ensure all practitioners are aware of individual support needs.
- Ensure Nursery observations link directly to frameworks, benchmarks and identified next steps and re-promote these with parents.
- Work on achieving breadth and depth in the Nursery curriculum.
- To promote the acquisition of early communication skills by working in partnership with families and the Speech and Language Therapist.

- Nursery practitioners to develop a culture of Making Thinking Visible within the nursery setting and to work in conjunction with early years teaching colleagues to ensure that Making Thinking Visible routines are used consistently.

3. 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

Level of quality for core QI: 4 (Good)

(HGIOS?4 1-6 scale)

Overview:

Staff at Portlethen School know our pupils, families and the local community very well. They have remained acutely attuned to the rapidly changing socio-economic and health circumstances of our families and have taken steps to highlight families who might benefit from local support including those offered by the Community Larder. The school has been actively supporting the Larder throughout this school session. There are clear procedures in place to support pupils and these procedures have been responsive to the changing health and wellbeing situations of our pupils throughout the pandemic and as we emerge from it. Pupils access universal supports within and beyond their classrooms and a clear staged procedure in line with Aberdeenshire policy is in place in relation to targeted support. We are an Enhanced Provision school who meets the needs of individual pupils through a range of supports and strategies, including multi-agency approaches.

3.1 Key strengths:

- All pupils and parents agree that the pupils feel safe at Portlethen School.
- 85% of parents feel the focus on developing technology at Portlethen has had a positive impact on their child(ren)'s learning.
- Almost all pupils either always or mostly enjoyed learning tasks set by their teacher during remote learning.
- Almost all pupils and parents agree that pupils are treated fairly and with respect by staff.
- We place importance on fostering positive, open and supportive working relationships based on trust.
- Almost all parents and most pupils agree that the school teaches them about how to be healthy and most agree that the school teaches pupils about positive mental health.
- All staff report that they feel a valued member of the school community.
- 99% of pupils believe that staff are good role models.
- 99% of pupils agree that the school teaches them how to be healthy.
- All staff, almost all pupils and most parents agree that the school deals well with situations involving inappropriate behaviour and bullying.
- A whole school Promoting Positive Behaviour Policy encompasses the Restorative Approaches philosophy.
- United Nation Convention on the Rights of the Child underpins the work of the school and The GIRFEC agenda is at the core of the school's ethos, including a shared understanding of the Wellbeing Indicators.
- The School has an ASN audit of need which is used in regular tracking discussions with staff. Where staff identify pupils who require support the school responds quickly accessing available resources to support. Where appropriate, partner agencies are integral to the process in order to get it right for every child.

- PSA and ASL staffing allocation is weighted accordingly. Planned opportunities for SLT/CT/Nursery practitioners/ASN staff to support pupils' needs following identification.
- The school has embedded the use of universal "Get it right for dyslexia, get it right for all", "Total Communication" and "Whole School Nurturing" approaches. The Nurture Schools UK Award was achieved during session 2019-20, commending the work across the school.
- Effective transition arrangements are in place for pupils. Enhanced transitions between stages occur for identified pupils and Communication Passports have been shared with home for identified pupils. Enhanced transitions between P7 and S1 as well as Nursery to P1 have occurred, the format has returned to face-to-face experiences.
- The school's Promoting Positive Behaviour Policy and Anti-Bullying Policy have been revised to ensure that all protected characteristics have been included.
- School Uniform Policy has been revised to address gender neutrality and equality.
- A whole school pledge has been created to align all stakeholders of the school to the values of the LGBT Silver Charter of Equality and Inclusion.
- Pupil Equality Group (PEG) supports revising school policy, school curriculum to include LGBT awareness and to support gender equality. The PEG leads communication of equality messages regarding all protected characteristics.
- Curricular work and assemblies encourage discussion, reflection, respect and appreciation around all protected characteristics as well as wellbeing.
- The Pupil Voice is expressed through Pupil Council, PEG, RRS, Fairtrade and Eco Groups. The format of every pupil being a representative in a group to ensure every pupil is included has been re-introduced following the lifting of restrictions.
- The school actively utilises opportunities to promote diversity and engage in global citizenship through curriculum and whole school activities including pupil led charity work.
- The school supports local charities with a focus on the Community Larder, Macmillan Coffee morning supports the national charity and we respond to individual requirements to ensure equity for all.
- The school applies Pupil Equity Funding to support equity, improve Writing outcomes, promote Mental and Social Wellbeing and enhance digital opportunities across the school.
- All staff have completed annual update of Child protection training and GIRFEC principles ensuring a clear protocol is in place in order to protect pupils and meet individual needs.
- Staff are vigilant and are prompt to raise concerns around pupil achievement and well-being. Particular attention has been paid during Lockdown as staff acknowledge the difficulties for some families.
- IEPs are in existence for pupils ensuring SMART targets are set in conjunction with pupils, parents and school. These are reviewed regularly and action plans devised.
- A number of pupils are supported via the MAAP process involving appropriate agencies eg Social Work, Speech and Language Therapy, Health Professionals.
- Enhanced Provision supports pupils who are identified through MAAP/EP Referral process.

Identified priorities for improvement:

- Evaluate further changes made to the Health and Wellbeing recovery curriculum in relation to Outdoor Learning and further develop the school's Outdoor Learning program including Loose Parts.
- LGBT Awareness as well as understanding of diversity and protected characteristics to remain visible through discreet teaching and planned inclusion work.

- Work towards LGBT Gold Charter ensuring requirements in leadership, training, policy, practice, visibility, monitoring and evaluation are adhered to. (End of session 2022-23).
- Rebuild partnership working with PILLAR and SAMH in order to enhance experiences and outcomes related to mental health.

Evaluation of QI [3.2 Raising attainment and achievement](#)

Level of quality for core QI: 4 (Good)

(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:

As per QA calendar

Tracking and Monitoring System

3.2: Key strengths:

- Attainment in Literacy and Numeracy for all pupils is central to the work of our school.
- Rigorous tracking and monitoring of attainment highlights:
 - Due to Lockdown, attainment in Reading, Writing, Listening and Talking and Numeracy in session 2019-20 was not reported to Scottish Government.
 - Most pupils gained appropriate levels of attainment in Reading, Listening and Talking and Numeracy in Session 2021-22.
 - The majority of pupils gained appropriate levels of attainment in Writing in Session 2021-22.
 - Prior to lockdown the school demonstrated a year-on-year improvement across Reading, Writing, Listening and Talking and Numeracy for a three year period from 2016-17 to 2019-20.
 - In Session 2020-21 attainment in Reading and Writing declined by 8% across the school, in Listening and Talking by 3% and in Numeracy by 6%, all in comparison to attainment in 2018-19.
 - In Session 2021-22 attainment in Reading, Writing, Listening and Talking and Numeracy increased by 5%, 2%, 3% and 3% respectively in comparison to attainment levels in 2020-21.
 - Prior to lockdown, attainment results over time were showing a more consistent pattern. Factors contributing to previous inconsistency include: a reduction in roll by 33% in August 2016/17 with a significant shift in demographic profile of the school;
- Attainment data is discussed and analysed through collegiate activity and the Tracking and Attainment Conversations between SLT/ASL/CT as per the Quality Assurance Calendar.
- Effective universal supports and targeted interventions for pupils and groups are identified through tracking and monitoring to ensure progress across the curriculum, including points of transition. Many of these supports have been inconsistent due to mitigating measures as well as high staff absence levels.
- A Developmental Approach to Literacy (Emerging Literacy) is embedded at P1 and, where appropriate, beyond and has proven to increase pre-literacy skills of pupils.

- There is confidence around teacher judgements through previous engagement in moderation activities at stage, school and Cluster levels, being particularly robust in moderation in relation to achievement of a level in line with National Benchmarks.
- Standardised data contributes to the evidence gathered to support teacher professional judgement.
- Aberdeenshire Frameworks and National Benchmarks are being used consistently to make increasingly confident professional judgements about pupils' attainment in Literacy, Numeracy and Health and Wellbeing.
- PEF has been used to address our identified attainment gap, supporting the development of Reading and Writing, investment in digital technologies to ensure equity and strengthening emotional wellbeing and resilience.
- Our pupils demonstrate confidence, are successful and responsible, embrace leadership opportunities and all contribute to the life of our school. 96% of pupils agree that they are given regular opportunities to share their ideas and views. A strong pupil voice forms part of self-evaluation activities.
- All pupils engage with opportunities for personalisation and choice across curricular areas.
- Wider achievements are tracked and discussed with SLT/ASL/CT in Planning and Learning Conversations. Opportunities for wider achievement for pupils at risk of missing out have been re-established following relaxation of mitigations.
- Successes and achievements are celebrated through social media daily and at weekly assemblies. Whole school face-to-face assemblies have been reintroduced.
- All staff know their children well and are aware of the changing and fragile social, economic and cultural context of our school helping staff to be supportive to pupils and families and implement appropriate interventions.
- Where pupils are identified as requiring support the school responds through single and multi-agency processes, working in partnership with parents and partners.
- Effective transition arrangements are in place for all pupils.
- Attendance levels are high, exclusion rates are low and inclusion is successful for almost all pupils.
- Pupils are "Proud to be Porty".

Identified priorities for improvement:

- Focus on school improvement priority in Reading beginning Session 2022-23 in order to raise attainment in Reading. (target % to be set via Raising Attainment Strategy early in the new term)
- Continue to work on providing appropriate challenge across Literacy and Numeracy to ensure pupils meet their maximum potential.
- Re-engage pupil participation in the wider community through key partnerships, including for vulnerable children and those at risk of missing out and re-focus on providing creative and innovative opportunities targeted towards pupils who are identified as at risk of missing out (planned 2021-22 but not achieved)
- Pupil Profiling to be reviewed with an emphasis on the pupils' ownership of their learning. (planned 2021-22 but not achieved due to GDPR issues)
- LGBT strategic group to work towards achieving Gold Charter status and to meet the requirements of training, policy, visibility and practice.

- Focus on Nursery improvement priorities in family learning and early communication to raise attainment in Early Literacy.

Pupil Equity Fund (PEF) 2021-22

<p>Identified gap</p>	<p>Whilst attainment in Writing must continue to rise, having made a gain of only 2% in Session 2021-22 when Writing is a School Improvement Priority, attainment in Reading also needs to be addressed. We know that improvements in Reading attainment can continue to positively impact on Writing attainment as it exposes children to a variety of writing styles; promotes critical thinking; develops vocabulary and exposes children to a range of correct grammar and punctuation within texts and staff believe it is time to take this route to improving attainment across Reading and Writing, which in general declines as pupils progress through the school. The exception to this is the low attainment in Writing for the current P1 cohort. Again, the link between actions in Reading and Writing is expected to impact attainment.</p> <p>The school has embedded Emerging Literacy practices at early/first level. Consistency in Active Literacy practices across the school has declined and this has to be addressed through staff training and moderation. Improvements in Reading and Writing attainment have occurred year on year since 2017 until lockdown. Following lockdown, attainment across all four organisers of Reading, Writing, Listening and Talking and Numeracy declined significantly in 2020-21, with attainment in 2021-22 indicating gains across all organisers. It is important to further raise attainment to, at least, pre-Covid levels, particularly in Reading and Writing. Reading will form part of the School Improvement Priority to Achieve Consistency in High Quality Learning, Teaching, Assessment and Reporting and it is expected that Writing attainment will improve as a result of actions around this priority. It is intended to achieve improvement through staff training, resourcing, targeted support and robust moderation of practises.</p> <p>Staff collegiate work will take place around increasing attainment in Reading. This will include reviewing the school position in what constitutes high quality learning, teaching and assessment following the authority's latest guidance, refreshing Active Literacy approaches, Reading Wise external training and in-house Read Write training. Adult Reading Buddies will be re-introduced, with the expectation that attainment in Reading, as it was proven previously with this intervention, will increase as a result (more than 9 months growth in reading age for 9 months</p>
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	<p>input). Targeted Primary 2 pupils will be prioritised to participate in this intervention.</p> <p>Following significant investment in digital solutions, the school continues to ensure an option of using digital platforms for learning across the curriculum. All children in receipt of Free School Meals benefit from the one device to one child approach at Portlethen School. Admin support to manage this investment has been and continues to be vital in order to catalogue, distribute and maintain devices, update Apps, maintain accounts and troubleshoot where necessary. Next session, staff and pupils will enjoy a greater breadth of learning in digital technologies by capitalising on the recently published authority CLPL offer, in-house cascading of training as well as training by our Digital Leaders.</p> <p>To promote the love of reading and writing and to positively impact on attainment, the new school library is now in full usage.</p> <p>Identified targeted pupils across cohorts Primary 2 to 7 will be supported via Reading Wise by Pupil Support Assistants (PSA)s. The school has been successful in recruiting an additional PSA via the Long Term Unemployed scheme at little cost to the school. However, this is a six month placement so PEF investment in a PSA to ensure additional resource for the whole school year is made.</p> <p>To build on the safe and successful return school, PEF is being allocated to support the entire school participate in the Aberdeen Football Club Community Trust intervention. All classes will experience football sessions aimed to impact positively on the mental and emotional health and wellbeing of all, specifically with the outcome of children being able to deal with playground related conflict with increased resilience and success. All children in receipt of free school meals and who require support have on-going targeted interventions.</p>														
Expenditure	<table border="0"> <tr> <td>Pupil Support Assistant (27.5 hrs 19.2.23-7.7.23)</td> <td style="text-align: right;">£6,750.00</td> </tr> <tr> <td>Admin Assistant (6 hrs Aug 2022-June 2023)</td> <td style="text-align: right;">£3,320.00</td> </tr> <tr> <td>Literacy Box x 5 (Prim Ed)</td> <td style="text-align: right;">£1,125.00</td> </tr> <tr> <td>Reading Wise (de-coding and phonics package)</td> <td style="text-align: right;">£2,400.00</td> </tr> <tr> <td>Reading Comp Support Pack (Dyslexia Shop) x 6</td> <td style="text-align: right;">£120.00</td> </tr> <tr> <td>Aberdeen Football Club Community Trust (1 school session x 1 day)</td> <td style="text-align: right;">£9,300.00</td> </tr> <tr> <td style="text-align: right;">Total:</td> <td style="text-align: right;">£23,015.00</td> </tr> </table>	Pupil Support Assistant (27.5 hrs 19.2.23-7.7.23)	£6,750.00	Admin Assistant (6 hrs Aug 2022-June 2023)	£3,320.00	Literacy Box x 5 (Prim Ed)	£1,125.00	Reading Wise (de-coding and phonics package)	£2,400.00	Reading Comp Support Pack (Dyslexia Shop) x 6	£120.00	Aberdeen Football Club Community Trust (1 school session x 1 day)	£9,300.00	Total:	£23,015.00
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Total:	£23,015.00														
Expected outcomes	<ul style="list-style-type: none"> • Improve consistency of approach to high quality learning, teaching and assessment • Improvement in Reading attainment 														

	<ul style="list-style-type: none"> • Targeted pupils will increase reading age in excess of nine months growth for nine months of input (Reading Wise) • Pupils and staff will continue to build their skills in using a range of Apps via school laptops and individual pupil iPads • Pupils will demonstrate increased resilience, respect and tolerance and be better able to avoid and resolve playground conflict. • Increased physical and mental wellbeing, participation and engagement.
Impact Measurements	<ul style="list-style-type: none"> • Baseline and subsequent Reading assessments • Teacher Evidence/Samples of work and moderation of reading • Tracking progress for every child in Reading and through the Leuven Scales of Participation and Wellbeing • Analysis of Pupil Questionnaires • Analysis of Pupil Health and Wellbeing questionnaire • Analysis of Boxall Profiles • Impact measurement summary conducted by AFCCT • Feedback from Intervention and Prevention Teacher

Capacity for improvement

- School and Nursery staff are fully committed to continuous improvement.
- Staff are highly motivated and all teaching staff embrace leadership roles to drive school improvement priorities.
- A range of data supports teacher judgement. Attainment data is utilised so that we are clear on what we need to improve on and can focus our targets.
- We strive for every child to reach their full potential.
- We engage in a high quality collegiate program of professional learning and moderation activities that support all staff and will lead to improvements for pupils. We invest in CLPL, including school, authority and beyond to support our improvement priorities and to match the unique needs of our school.
- There are productive partnerships with parents, other schools and services as well as community contacts including our business partners. Through Portlethen Primary Together, parents are involved in reviewing school priorities and contribute to setting future priorities.
- More in-depth re-engagement with business partnerships in Session 2022-23 will broaden opportunities in relation to skills for learning, life and work.
- Parents and pupils provide positive feedback demonstrating confidence and support for the work of the school.
- More in-depth engagement with Towards a Self-Improving School System will enable a wider range of self-evaluation activity and therefore evidence with partner schools in Aberdeenshire. Staff continue to look inwards, outwards and forwards to prepare and equip our pupils for their future. We will continue to work in partnership with all stakeholders to 'get it right' for every child.

Key priorities for session 22-23

Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

- Plan A – General
- Plan B – Subject specific, Reading
- Plan C – Subject specific, Problem Solving
- Plan D – Nursery only, Communication Skills
- Plan E – Nursery only, Family Learning

Priority 2 – Improvement in Pupils' Health and Wellbeing

Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

Action planning - Plan A – Learning, Teaching, Assessment and Reporting

National Improvement Framework Priorities		HGIOS and ELCC		
<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</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/ practitioner</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>		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress

PEF Admin Assistant additional 6 hours Aug-June	£3,320	Complete
		Ongoing
		No progress

<p>Achieving consistency in high quality learning, teaching and assessment leading to increased attainment HGIOS QIs 1.3 2.3 2.4 2.7 3.2 3.3</p> <p>HGIOELC QIs 1.3 2.3 3.2</p>	<p>Review current position around what constitutes high quality learning, teaching and assessment in line with new local authority documentation.</p> <p>Continue to embed and review the impact of MTV strategies.</p> <p>Staff to attend Making Thinking Visible collegiates to share practice</p> <p>Nursery colleagues to take forward agreed Making Thinking Visible strategies.</p> <p>MTV culture to permeate practice across the school and at an age and stage appropriate level in the nursery setting.</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • Increase their exposure to even more quality learning experiences. • Develop a culture of ‘visible thinking’ routines to deepen understanding of curriculum-led and pastoral teaching opportunities. • Thinking routines will provide learners with a structure of close observation and interpretation of their learning. • Take in new information through careful observation and to think about and synthesise this information. • Identify wonderings to open up new areas of thinking initiated by the learners themselves. • Lead learning. • Safely and responsibly use a range of digital technologies for different purposes as an integral part of everyday learning, lead learning in digital technologies and use it in purposeful and innovative ways. • Embed a range of skills for learning, life and work • Be appropriately challenged • Be safe online 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> • Learning Visits will evidence that almost all teachers demonstrate the features of high quality learning, teaching and assessment all of the time. • Almost all pupils will be able to develop thinking routines which will enable greater independence and resilience amongst learners (May 2023). • ‘Visible Thinking’ reflection will develop a culture of reflective practitioner practice (On-going) • Critical analysis of attainment and achievement data including vulnerable groups. (November, February, May) • Learning conversations with pupils around their understanding of where they are in their learning and their next steps. (Term 2) • Pupils will discuss, with confidence, the purpose of assessment. • Pupils will be able to discuss their targets and how to achieve them. 	
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<p>Allocation of school and Connecting Scotland iPads to new pupils and support/upkeep on an on-going basis. Carry out biannual audit.</p> <p>Further develop professional practice in the use of technology to support effective learning and teaching.</p> <p>Focussed collegiate sessions on assessment and moderation; national advice and guidelines and shared practice.</p> <p>Review target setting/profiling within the school.</p> <p>Online profiling, monitoring and observation tool to be implemented in each class. (Possible use of See-Saw)</p> <p>Online observation tool to be fully implemented into nursery (FAMILY).</p>	<ul style="list-style-type: none"> • Pupils will be aware of where they are in their learning and be involved in the setting of targets and next steps <p>Staff will:</p> <ul style="list-style-type: none"> • Agree the features of high quality learning, teaching and assessment and use these consistently in practice across the school. • Attend local authority training in Learning, Teaching and Assessment by Shirley Clarke and Mark Burns and transfer learning to everyday practice. • Collaborate with colleagues through collegiate activity to embed MTV fully within their practice. • Digital reporting to be issued annually through the use of (Book Creator) • Develop a detailed and critical knowledge of visible thinking routines and their use in the classroom to promote thinking dispositions and deepen understanding. • Reflect on their practice and engage in professional dialogue. • Nursery staff will begin to incorporate agreed MTV strategies into planning to establish a culture of thinking routines. • Nursery staff will continue to record observations on FAMILY, ensuring that these evidence progress in learning and identify appropriate next 	<ul style="list-style-type: none"> • Pupils will be able to articulate how to use the internet safely (questionnaire following Safer Internet Day) • Pupils will demonstrate using new Apps on Jamf following Digital Leader facilitated training. • Pupils will be able to share learning with parents via digital means. (By May 2023) • Pupil annual questionnaire will reflect that almost all pupils benefit from accessible individual devices. • Staff will engage with the digital profiling tool and ensure learning is shared with pupils. • Almost all parents will engage with the digital profiling tool. 	
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Digital Reporting to be continued annually.

Digital Leaders to develop a whole school program for Safer Internet use

steps which are linked to the frameworks and benchmarks.

- Nursery will continue to support parents to engage with their children's learning via FAMLY and face to face workshops promoting Literacy and Numeracy skills.
- Nursery staff will continue to audit the learning opportunities available to ensure breadth, depth and challenge in the curriculum.
- Present opportunities to incorporate different Apps which pupils will use in their learning.
- Provide feedback which clearly identifies where a child is in their learning and what they need to do next to achieve.
- Set pupils meaningful targets and enable pupils to set next steps.
- Enable regular sharing of learning with parents ensuring up-to-date profile of learning.
- Engage in regular and purposeful assessment, including holistic assessments to assess breadth, challenge and application, the results of which inform identification of next steps and planning. Staff will ensure holistic assessments are constructed appropriately.
- Attend relevant training and engage in regular professional dialogue to develop knowledge and skills in the

		<p>use of technology to support high quality learning and teaching.</p> <ul style="list-style-type: none"> • Enhance the quality of learning and teaching by sharing good practice • A profiling tool will be adopted throughout the school • Support and encourage pupils to use technology safely by engaging with the Safer Internet activities provided by Digital Leaders. 		
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Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

Action planning - Plan B - Reading

<u>National Improvement Framework Priorities</u>	<u>HGIOS and ELCC</u>
<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>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/ practitioner</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>

Performance		3.2 Securing children's progress 3.3 Developing creativity and skills for life		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress
PEF				Complete
Pupil Support Assistant 27.5 hrs 20.2.23 - 7.7.23		£6750		
Reading Wise (decoding and phonics package)		£2400		Ongoing
Literacy Box x 5 (Prim-Ed)		£1125		
Reading Comp Support Pack x 6 (Dyslexia Shop)		£120		No progress
Raising attainment and achievement HGIOS QIs 1.3 2.3 3.2	<p>Revise school Literacy Policy. Review balance of the curriculum and update Curriculum Overview.</p> <p>Participate in a refresher of the Reading aspect of Active Literacy training.</p> <p>Become a Reading School and achieve accreditation.</p> <p>Purchase Literacy Comprehension Boxes - Prim-Ed and Comprehension Support Boxes – Dyslexia Shop</p> <p>Broaden the range of reading books to support readers who require support.</p>	<p>Increased staff confidence in teaching Reading via Active Literacy approaches and a consistent approach to learning and teaching of Reading leading to raised attainment.</p> <p>Increased staff confidence in teaching comprehension via a variety of means.</p> <p>Create and fulfil Action Plan based on criteria for Core Level Accreditation</p> <p>Increased pupil engagement in and enjoyment of all reading genre and greater understanding via different approaches to reading comprehension.</p> <p>Breadth of learning across genres is experienced by all pupils.</p> <p>Staff will work collegiately to ensure shared standards using aspects of the moderation cycle.</p>	<p>Evidence of impact:</p> <p>Critical analysis of attainment and achievement data including vulnerable groups will indicate an increase on 2021-22 attainment levels in Reading. (target % increase to be set following October tracking via Raising Attainment Strategy)</p> <p>Pupil Friendly Improvement Plan will evidence that all children have frequent opportunities to read for pleasure.</p> <p>Pupil focus groups will evidence that appealing reading areas exist in every classroom and in school spaces.</p> <p>School tracking system will demonstrate that most children are on track/achieved levels in Reading and almost all children are recorded at 3 or above for participation and engagement (Leuven's Scale). (May 2023)</p>	

<p>Purchase the Reading Wise decoding and phonics packages and related staff training.</p> <p>Re-introduce Adult Reading Buddies for identified pupils.</p> <p>Buddy classes to include paired reading.</p> <p>Expand the range of class novels that are written up using Active Literacy Strategies.</p> <p>Devise and share sets of comprehension questions related to the Big Cat reading scheme.</p> <p>Promote reading for pleasure via timetabled use of the new school library and as an option during T-TRAIN time.</p> <p>Encourage the love of reading via daily Everyone Reads in Class (ERIC) time, including staff.</p>	<p>Staff will participate in In-Service training in the use of Reading Wise in order to raise attainment in Reading.</p> <p>Targeted pupils will use Nessy as a literacy support tool in order to raise attainment in Reading.</p> <p>Staff will be trained in Read Write and Immersive Reader and will cascade training to targeted pupil who will use as a literacy support tool.</p> <p>Adult Reading Buddies will be trained by ASL staff and partnered with targeted pupils.</p> <p>Buddy classes will embed paired reading as part of their learning during two terms of the session. (May be alternate weeks).</p> <p>A bank of comprehension questions related to the Big Cat reading scheme will promote consistency of learning and teaching standards.</p> <p>Pupils will engage with digital learning solutions such as: Education City.</p> <p>Pupils will participate in daily ERIC using library books, author visits and a programme of Authors Live programs to promote the love of reading.</p>	<p>Learning Visits will evidence that in most cases (75% or above), the agreed shared standards of a comprehension writing lesson are reached by May 2023.</p> <p>Pupil focus groups will evidence engagement in and enjoyment of reading and most pupils at second level will be able to articulate the six Active Reading strategies.</p> <p>Pupil focus groups will evidence an understanding of how to use and learning through the Literacy Comprehension Box.</p> <p>Feedback via the Pupil Friendly Improvement Plan will indicate that in most cases (75% or above) there is an enthusiasm for reading (by the end of Term 3)</p> <p>Feedback via the Pupil Friendly Improvement Plan will indicate the extent to which children feel confident in reading with their buddy.(RAG)</p> <p>Emerging Literacy data in phonological awareness in Primary 1 pupils will demonstrate very good progress from the start to end of session 2022-23. (May)</p> <p>Nursery observations will show that pupils have increasing levels of engagement with reading activities on offer.</p>	
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	<p>Organise author visits by different authors to promote a love of reading.</p> <p>Devise a schedule of Authors Live events across the school.</p> <p>Engage in World Book Day. Nursery to re-establish Bookbug sessions and partnership with Portlethen Academy where pupils come and read with the children.</p> <p>Daily story sessions held for Nursery children to incorporate Helicopter Story sessions and pupil book shares. Further use of the school library.</p> <p>Library area in Nursery to be refreshed regularly to capture children's interest, incorporating books which link to their interests and Nursery planning.</p> <p>Termly audit and refresh of environmental print in the</p>	<p>Nursery staff will promote interesting opportunities and provide interesting resources for developing learning in reading in the nursery setting.</p> <p>Nursery staff will support parents/carers in delivering high quality adult/child interactions.</p>	<p>Feedback from parents will indicate increased levels of confidence in supporting reading at home and increased levels of engagement with reading at home.</p> <p>Most Nursery pupils will be attaining at an appropriate level in relation to the frameworks for early level reading.</p>	
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	<p>Nursery setting, and as new areas are created.</p> <p>Literacy focussed workshops and Stay and Play sessions held with parents.</p>			
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November 2022 Review (Action Plan 1B)

<p>Progress to date - Nursery Practitioners have ensured the majority of children’s observations created on FAMLY document learning well and clearly show links to developmental overviews and non-negotiables. Practitioners are developing their understanding of how to create appropriate next steps by using the progression frameworks to support this.</p> <p>Nursery have held a literacy workshop for parents, the parental engagement for this was low however 100% of parents who attended this stated that they felt this was useful and would like further workshops to occur.</p> <p>Nursery staff have all attended love learning in early years training which discussed how learning through technology can be beneficial to children.</p> <p>Nursery staff have visited other setting in Portlethen in order to view good practice and have opportunities to share ideas and in turn promote a shared understanding of quality environments.</p>
<p>Impact The addition of clear links in observations has resulted in parents/carers developing a further understanding of the experiences children have at nursery and how they can support this within home environments also. This is having a beneficial impact on children and practitioners have identified an increase in the amount of at home observations which is supporting children to achieve their next steps.</p>

The nursery literacy workshop has supported parents to develop an understand of how literacy develops in early years, this has allowed parents to

Next Steps

February 2023 Review (Action Plan 1B)

Further progress to date

Impact

Next Steps

May 2023 Review (Action Plan 1B)

Further Progress to Date:

Next Steps

Priority 1 – Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

Action planning - Plan C – Problem Solving

National Improvement Framework Priorities		HGIOS and ELCC		
<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</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/ practitioner</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>		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress
				Complete
				Ongoing
				No progress
Raising attainment and achievement	Working Group to be established.	Pupils will have access to a variety of learning opportunities which allow them to develop a wider range of skills and strategies for problem solving.	There will be a more consistent approach to teaching problem solving skills across the school.	

<p>HGIOELC QIs 1.3 2.2 2.3 3.2</p>	<p>Audit of current practice in the school to establish level of teacher confidence, current methods and frequency of teaching problem solving skills, resources used and pupil perceptions.</p> <p>Create a resource bank of materials and websites to support problem solving approaches.</p> <p>Update the school policy.</p> <p>Update the school problem solving skills progression and re-share via collegiate session.</p> <p>Stage partners to plan opportunities for problem solving during collegiate planning times. SLT to evidence in planning and classroom observations.</p> <p>Plan whole school problem solving focus activities.</p>	<p>There will be a clear, shared progression of skills across the school and this will be evident in teachers' planning and pupil learning.</p> <p>Teaching staff will have access to an increased range of resources and ideas to support problem solving skills.</p> <p>Pupils will experience a balance between teaching of problem solving within a context and teaching of specific strategies.</p>	<p>Staff will employ an increased range of resources to deliver the curriculum and will report increased confidence in teaching problem solving.</p> <p>Pupils will be familiar with and able to apply an increased range of strategies for problem solving. Pupils will report increased confidence in tackling problems via feedback in the Pupil Friendly Improvement Plan (RAG).</p> <p>Teachers will observe a greater level of pupil independence in approaching problem solving tasks and an increase in pupil ability to talk through strategies they have used.</p>	
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November 2022 Review (Action Plan 1C)

Progress to date <ul style="list-style-type: none">•
Impact
Next Steps

February 2023 Review (Action Plan 1C)

Further progress to date <ul style="list-style-type: none">•
Impact
Next Steps <ul style="list-style-type: none">•

May 2023 Review (Action Plan 1C)

Further progress to date:
Impact
Next Steps

Priority 1 – Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

Action planning - Plan –D Communication Skills (Nursery Only)

<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. <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</p>		<p><u>HGIOS and 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/ practitioner</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>		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress
				<div style="background-color: green; color: white; padding: 2px;">Complete</div> <div style="background-color: yellow; color: black; padding: 2px;">Ongoing</div> <div style="background-color: red; color: white; padding: 2px;">No progress</div>
Raising attainment and achievement	Nursery staff to engage in CPD related to early communication skills - Highland Literacy	All practitioners have an increased understanding of the development of early communication skills and how they can interact with children and create learning	Practitioners and parents spend an increased amount of time involved in quality interactions with children.	

<p>HGIOELC QIs 1.3 2.3 3.2</p>	<p>resources e.g. Words Up Early Level Training, Building Vocabulary for Better Literacy, Expressive Language and Understanding Language Developmental Continuums, Oral Language Toolkit. Total Communication training on ALDO.</p> <p>All Nursery Staff to become familiar with the communication aspects of the Aberdeenshire Framework for Supporting Pupils with Significant and Complex Needs Extended Early Level Curriculum.</p> <p>Nursery to increase the available opportunities for small group activities to facilitate communication opportunities between children and between staff and children.</p> <p>Speech and Language Therapist to work alongside Nursery staff to run workshops for families which build understanding</p>	<p>opportunities which support this. This is reflected in Nursery planning.</p> <p>Practitioners are using the Aberdeenshire Framework for Supporting Pupils with Significant and Complex Needs Extended Early Level Curriculum to support planning where appropriate, including IEPs.</p> <p>Families report increased confidence in supporting communication skills and their posts via FAMLY reflect an increase in related activities at home.</p> <p>Regular, planned use of MTV thinking routines will support pupils by giving a framework for their communication.</p> <p>Pupils will benefit from a wider range of opportunities to participate in activities where social communication is a focus.</p> <p>Makaton is increasingly used with all pupils in the Nursery to support communication. Widgits are widely used to symbolise the environment and to provide visual timetables for those pupils who require them. Symbolised environment and use of Makaton supports inclusion of all pupils.</p>	<p>Pupils show increased competence across a range of communication skills as indicated by observations and developmental overviews.</p> <p>Increased percentage of pupils on track within Early Level for listening and talking skills.</p> <p>There is an observable increase in pupils and staff using Widgits and Makaton within the environment.</p>	
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	<p>of skills and strategies to support children's early communication skills. Parents invited into Nursery thereafter to participate in related activities.</p> <p>Nursery to identify MTV routines to incorporate into planning – one strategy per term.</p> <p>Further Makaton training for Nursery staff to be accessed.</p>			
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November 2022 Review (Action Plan 1D)

<p>Progress to date</p> <ul style="list-style-type: none"> •
<p>Impact</p>
<p>Next Steps</p>

February 2023 Review (Action Plan 1D)

<p>Further progress to date</p> <ul style="list-style-type: none"> •
<p>Impact</p>
<p>Next Steps</p>

May 2023 Review (Action Plan 1D)

Further progress to date:
Impact
Next Steps

Priority 1 – Priority 1 – Achieve consistency in high quality learning, teaching and assessment leading to increased attainment

Action planning - Plan E – Family learning (Nursery Only)

National Improvement Framework Priorities	HGIOS and ELCC
<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>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/ practitioner</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>

School improvement		3.3 Increasing creativity and employability Specific to HGIOELC		
Performance		3.2 Securing children's progress 3.3 Developing creativity and skills for life		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress
Raising attainment and achievement HGIOELC QIs 1.3 2.3 2.5 3.2	<p>Survey Parents to establish current levels of confidence in supporting their children in key curricular areas.</p> <p>Thereafter engage families in creating a programme of relevant workshops to support family learning.</p> <p>Re-establish Stay and Play opportunities.</p> <p>Provide activities via FAMLY to support learning at home – skill / activity of the week for Literacy / Numeracy and Maths / Health and Wellbeing on a rotating basis.</p> <p>Nursery to signpost relevant learning opportunities within the community e.g. Bookbug sessions.</p>	<p>Confident parents who feel well equipped to support their child's learning.</p> <p>Nursery and families working together more effectively to support pupils.</p> <p>Workshops for families which meet the needs of parents and children.</p> <p>Increased opportunities for families to participate directly in their child's learning.</p> <p>Increasing level of parental participation in activities offered.</p>	<p>Parents report an increased level of confidence in supporting learning as evidenced through parent questionnaire.</p> <p>Families showing an increased level of engagement with children's learning and development, evidenced via attendance at workshops, Stay and Play and levels of interaction with skill / activity of the week.</p> <p>Increase in percentage of pupils on track across key areas of the curriculum as per tracking data and developmental overviews.</p>	<div style="background-color: green; text-align: center; padding: 2px;">Complete</div> <div style="background-color: yellow; text-align: center; padding: 2px;">Ongoing</div> <div style="background-color: red; text-align: center; padding: 2px;">No progress</div>

	<p>Provide opportunities for parents to meet key workers face to face to discuss their child's learning needs.</p> <p>Record and celebrate successes with shared posts on FAMILY, Nursery noticeboard etc.</p> <p>Evaluate impact of interventions with follow-up questionnaire to parents.</p>			
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November 2022 Review (Action Plan 1E)

<p>Progress to date</p> <ul style="list-style-type: none"> •
<p>Impact</p>
<p>Next Steps</p>

February 2023 Review (Action Plan 1E)

<p>Further progress to date</p> <ul style="list-style-type: none"> •
<p>Impact</p>
<p>Next Steps</p> <ul style="list-style-type: none"> •

May 2023 Review (Action Plan 1E)

<p>Further progress to date:</p>

Impact
Next Steps

Priority 2 – Improvement in Pupils’ Health and Wellbeing

National Improvement Framework Priorities		HGIOS and ELCC		
<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</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/ practitioner</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>		
Improvement Priority	Actions/Roles	Outcomes	Impact	Progress
PEF	Aberdeen Football Club Community Trust, 1 day session for all pupils plus intervention group - £9,300			Complete
				Ongoing
				No progress
Improvement in Pupils’ Health and Wellbeing HGIOS QIs	To promote and develop awareness of Kooth to	Pupils will:	Evidence of impact: <ul style="list-style-type: none"> Critical analysis of attainment and achievement data including 	

<p>1.3 2.3 2.4 2.7 3.1 HGIOELC Qis 1.3 2.3 3.2</p>	<p>support mental health of P7 pupils.</p> <p>Engage with AFCCT</p> <p>To refocus our whole school approach to nurture, gaining re-accreditation.</p> <p>To develop loose parts play experiences from P1-7.</p> <p>To develop pupil voice and learner participation in self-evaluation and school improvement.</p> <p>Refocus Rights Respecting approaches and pupil knowledge and understanding of UNCRC, gaining gold re-accreditation.</p> <p>Engage in year 2 of a 4 year I-Bike project.</p> <p>Engage with Archie Foundation to create a Bereavement Policy</p>	<ul style="list-style-type: none"> • Demonstrate increased awareness of their own mental health and the online support available to them (P7). • Demonstrate increased confidence, self-esteem as well as increased participation and engagement. • Develop and agree to a whole school charter for the MUGA. • Continue to develop resilience, respect and tolerance within the playground setting. • Benefit from an approach that that places their strengths and needs at the heart of practice, allowing them to flourish and be the best they can be. • Continue to develop creative skills by being encouraged to use imagination and experiment with new ideas freely • Demonstrate increased risk awareness, taking calculated risks • Have increased contribution to school improvement and self-evaluation through engagement with HGIOS. • Demonstrate increased knowledge and understanding of the UNCRC and how the articles relate to not only their lives but the lives of others • Be encouraged to cycle safely to and from school whilst developing their knowledge of road safety and bike maintenance • Be supported effectively based on their individual need during times of trauma and grief. 	<p>vulnerable groups to target resources appropriately. (May 2023)</p> <ul style="list-style-type: none"> • Analysis of Leuven Scales will show that most children score 3 or above (May 2023) • Analysis of Vulnerability Matrix (May 2023) • Pupils will be able to identify and discuss their physical, mental and emotional wellbeing with confidence and P7 will know how to access support via Kooth. • Pupils will be able to discuss the benefits of outdoor learning and share a range of creative skills pertinent to outdoor learning. • Maintain low level of exclusions. • Pupil need is supported appropriately and impact/evaluation of interventions takes place. (on-going, in line with assessment calendar) • Reduction in number and frequency of incidents recorded, particularly on the MUGA. (end of Term 3) • Raised attainment for pupils. (as per Raising Attainment Strategy targets set Oct – by May 2023) • Feedback from annual questionnaires • Feedback from Pupil Health and Wellbeing Questionnaire. • Increased use of restorative language. • Feedback via the Pupil Friendly Improvement Plan 	
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	<p>Continue to engage with and promote the Daily Mile initiative across all 4 terms.</p> <p>Maintain and develop links with wider community.</p> <p>Re-establish collaborative working with PILLAR, SAMH.</p> <p>Continue to take a whole school approach to Restorative Practice.</p> <p>Further promote 'Talk, Listen, Calm' as a tool for pupil led resolution.</p> <p>Promote and encourage healthy snack as a health promoting school.</p> <p>Achieve Digital Wellbeing Award.</p> <p>Embed the RSHP Progression and develop the progression for living and growing to include a specific offer for children with ASN.</p>	<ul style="list-style-type: none"> • Regularly participate in the Daily Mile and be able to articulate its benefits in relation to physical and mental health. • Gain increased awareness of the work of SAMH and PILLAR. • Continue to articulate feelings in a positive manner, linking feelings to actions. • Demonstrate increasingly positive peer to peer relationships and increased accountability for their actions. • Engage with the school's strategy of 'Talk, Listen, Calm' (TLC) in order to resolve minor conflict independently. • Demonstrate increased awareness of the NHS Traffic Light Snack Code and the benefits of healthy eating. • Be encouraged to make healthy snack choices and follow a balanced diet. • Demonstrate increased knowledge of cyber resilience and internet safety, use digital technology responsibly. • Children will articulate and demonstrate safer, smarter and kinder ways of socialising online • Engage in appropriate, tailored and up-to-date program of learning for living and growing which is age and stage appropriate • Demonstrate less incidents of escalated behaviour and will de-escalate quicker as a result of successful and timely interventions from targeted staff. 	<ul style="list-style-type: none"> • Achievement of LGBT Gold Charter Status. • Successful completion of year 2 of the I-Bike project • Ongoing, regular transitional events will give children greater confidence and more secure attachment to their learning environment in the next stage of their education. • Challenging the use of exclusive language by all will reduce bullying, racist and prejudice incidents. • LGBT inclusion awareness in the school curriculum will help create a more positive and inclusive school environment and will raise a healthy awareness of LGBT groups. • Visibility of the plans to achieve LGBT Gold Charter will continue to raise the profile of the school values of inclusion and respect, for all stakeholders. • Practitioners will have an increased understanding of highly effective practice through the use of Quality Indicators and Challenge Questions in HGIOELC? and the new framework for inspection. 	
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<p>Targeted staff to complete CALM theory and CALM holds training.</p> <p>Refresh staff knowledge and understanding of Leuven Scales for wellbeing and involvement.</p> <p>Refresh PACE approach with teaching staff and introduce to support staff.</p> <p>To continue with Food for Thought topic, developing resources and staff confidence in engaging children in cooking sessions as part of outdoor learning.</p> <p>To work alongside the PPT as part of the playground improvement project. Continue to develop the 'Safe Space' garden.</p> <p>Continue to promote inclusion and equity for all.</p> <p>Achieve LGBT Gold Charter status.</p>	<ul style="list-style-type: none"> • Continue to feel safe and happy at school • Be able to discuss, with confidence, ways they can ensure their own positive mental health (behaviours/ activities/ strategies) • Vulnerable pupils will be supported to develop positive, trusting relationships with supporting adults via PACE approaches and will experience nurturing approaches across all stages. • Experience an increased number of outdoor learning sessions, developing knowledge and understanding of the world around them and the benefits the outdoors can have upon mental health. • Confidently demonstrate their understanding of equality and diversity. • Children will benefit from a secure understanding of the next stage in their education through robust, regular transitional events. • Pupils will be involved in the review and improvement stages of school developments in line with LGBT Gold Charter requirements. <p>Staff will:</p> <ul style="list-style-type: none"> • Engage in relevant training from AFCCT, promoting the MUGA Charter • Develop their knowledge and understanding of the nurture principles by attending relevant staff training led 			
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	<p>Six principles of Nurture continue to be embedded into nursery ethos.</p> <p>Transitional arrangements to be continuous.</p> <p>Practitioners to engage in pedagogical theory to support learners.</p>	<p>by nurture teacher and ensure the 6 principles of nurture are embedded within their classroom</p> <ul style="list-style-type: none">• Develop confidence in promoting imagination and creativity during weekly loose parts sessions through engaging in relevant training• Engage positively and support pupils to become more involved in self-evaluation and school improvement• Seek pupil voice regularly within their daily practice• Continue to develop a Rights Respecting Culture within their classroom, linking displays to the UNCRC• Engage positively with year 2 of the I-bike project, contributing to the year 2 action plan• Attend relevant training provided by the Archie Foundation and contribute to the creation of a Whole School Bereavement Policy• Utilise the staff lending library to engage in meaningful and relevant professional learning• Understand the rationale of being restorative, follow restorative approaches and use restorative language in their practice• Ensure their class regularly engage with the daily mile and promote understanding of its benefits		
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		<ul style="list-style-type: none">• Ensure their class engages with a range of outdoor learning opportunities throughout the year which explore the local area, drawing on expertise from members of the local community where necessary• Share knowledge and understanding of the work undertaken by SAMH and PILLAR• Contribute to the promotion of TLC developing knowledge and understanding within their class• Display and promote the NHS Healthy Snack Code and record pupil snacks at regular times throughout the year• Complete relevant CALM training and successfully and confidently contribute to the de-escalation of situations when necessary• Have an enhanced understanding of Leuven Scales and identify and discuss pupil Leuven Scales with confidence during Tracking Meetings• Staff will have enhanced knowledge of internet safety and promote safe use of technology within their classroom.• Be familiar with and implement strategies from the PACE approach to support vulnerable pupils where appropriate.• Work alongside PPT as necessary to support with the playground development project		
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		<ul style="list-style-type: none">• Continue to promote inclusion and equity for all.• Consolidation of Makaton use in nursery. Embed use of Makaton in all learning areas and social times in nursery.• Practitioners will communicate effectively with families to create a holistic approach to developing next steps for children and supporting learning at home.• Practitioners have responsibility for all aspects of children's wellbeing: FAMILY communication, IEPs, Child Plans, Transitions & soft starts and ends to the nursery day.• Practitioners engaging all children with Boxall Profiling and are tracking each child through levels of engagement through the Leuven Scale.• Organise transition-based events throughout the academic year to support children.• Challenge and redefine exclusive language used.• Challenge gender stereotypes through the use of inclusive language.• Ensure LGBT awareness and inclusion in the development of the school curriculum.• Ensure that LGBT Awareness continues to be visible in and around the school and on social media and online platforms (school website).		
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		<ul style="list-style-type: none"> • Undertake activities/mark commemorative days/weeks/months relevant to LGBT people. • Ensure classes have a safe / quiet zone. • Ensure reading materials incorporate diversity and LGBT. • Ensure pupil/parent/staff surveys capture LGBT awareness and inclusion (for example experiences of bullying or prejudice) 		
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November 2022 Review (Action Plan 2)

Progress to date
Impact
Next Steps

February 2023 Review (Action Plan 2)

Further progress to date
Impact
Next Steps

May 2023 Review (Action Plan 2)

Further progress to date

Impact
Next Steps

Wider Achievements

Portlethen Primary places great value on pupil achievements and strive to create opportunities for pupils to achieve and recognise and celebrate achievements gained both through school activities and personal pursuits. We place high expectations to ensure that every child reaches their full potential. As restrictions have lifted, opportunities for wider achievement both inside and outside school have increased and it is expected that a full return to pre-Covid opportunities will exist from the beginning of Session 2021-22 in school. We always endeavour to provide a range of opportunities to achieve for all children, particularly those who are at risk of missing out.

Pupils, staff and parents of Portlethen School are acutely aware of the needs and plights of others and Global Citizenship reflects their sensitive and caring attitude. There has been an increased emphasis on the Global Goals and two classes have developed relationships with schools abroad, learning about different cultures, lifestyles and education. In the same way that we put no ceiling on children's learning, our school itself is not restricted to the four walls and a roof. The school has extended their sense of community to incorporate and assist with Global issues.

Charities have continued to be supported, even during lockdown and when there were high levels of restrictions. Those supported in the last session include:

- The Community Larder (through the Harvest food collection and staff fundraising)
- The Poppy Appeal
- Children in Need
- Comic Relief

A range of visitors and helpers are now allowed into school. Rugby taster sessions, music through technology lessons and specialist music teachers have come into school. The River Dee Trust has provided some fantastic relevant, contextualised learning about ecology and conservation in our outside space around the school. A new relationship with the newly opened Farm Stop resulted in the school being the first school pilot visit followed by many classes choosing it as their class trip, supporting local business within walking distance of the school. The River Dee Trust have facilitated learning about ecology and conservation in our outside space around the school.

Our whole school Christmas Enterprise usually culminates in a Christmas Fayre which is extremely well supported by families. The pandemic did not stop the enthusiasm of the children as we created our second online Christmas Fayre, the success of which far exceeded all of our expectations.

The school choir has recently been re-established, it is amazing to hear this talented bunch of singers led by one of our many enthusiastic parents.

Almost all Primary 6 pupils successfully completed Bikeability Training, courtesy of our amazing parent helpers. The staff could not do this on their own!

Our Primary 7 pupils enjoyed a residential trip to Abernethy, the first in three years! Big fun was had by all!

The school is working towards the LGBT Gold Charter, having achieved the Silver Charter via LGBT Scotland during the pandemic.

Portlethen Primary Together, our parent group have been able to begin fundraising events and the children look forward to each Fun Friday where a different range of items are sold each week. This group has continued to be invaluable in supporting the school to solve a range of issues as well as making fundraising strides. They have paid for the buses for the Primary 7 trip, subsidised all other trips and provided some much needed resources including digital technologies and books for our Primary 1 children. They make so many more contributions that make Portlethen the special place for us all to be. The parent voice is incredibly important and helps to shape our school's journey. We look forward to the new playground equipment that has been paid for the the PPT.

Wider Community Links

Portlethen School enjoys very good relationships with our business partners. Baker Hughes GE has provided many opportunities for our pupils, developing valuable skills for learning, life and work. Whilst in last two school sessions opportunities were limited as a result of restrictions, our business partners were still involved via virtual means, for example via Dragons' Den activity and by facilitating remote presentations to children on business acumen.

The school continues to work alongside the community and regularly provides news for the local Clochandichter magazine. The school supported the local Santa run by volunteering to be part of the run. Proud to be Party!

And finally ... a few words about recovery ...

At the end of the first full session of school openings in three years, the school is very proud of the “can do” attitudes of our pupils, staff and parents through the sizeable challenges of living with mitigations and restriction in ever changing and challenging circumstances.

The health and wellbeing of our pupils, families and staff remains the key driver of all that we do at Portlethen Primary. Digital solutions which have enabled engagement with the school curriculum during remote learning have greatly benefitted the children’s use of digital technologies as a learning tool during day to day in-school learning.

The school is emerging from the pandemic, continuously adapting our Recovery Curriculum to ensure a greater emphasis on the subjects of Literacy and Numeracy whilst remaining focussed on the Health and Wellbeing Curriculum. We are absolutely delighted to recently have been enabled to again have whole school indoor assemblies and enjoy parental engagement within the school building.

Throughout this period the pace of change has been rapid but the response has been positive and robust. The staff, parents and pupils of Portlethen continue to be supportive and proactive and we are now back in business as a face-to-face community who work together to do our best so that our children reach their full potential. **Proud to be Porty!**