

Portlethen Primary School

Standards & Quality Report

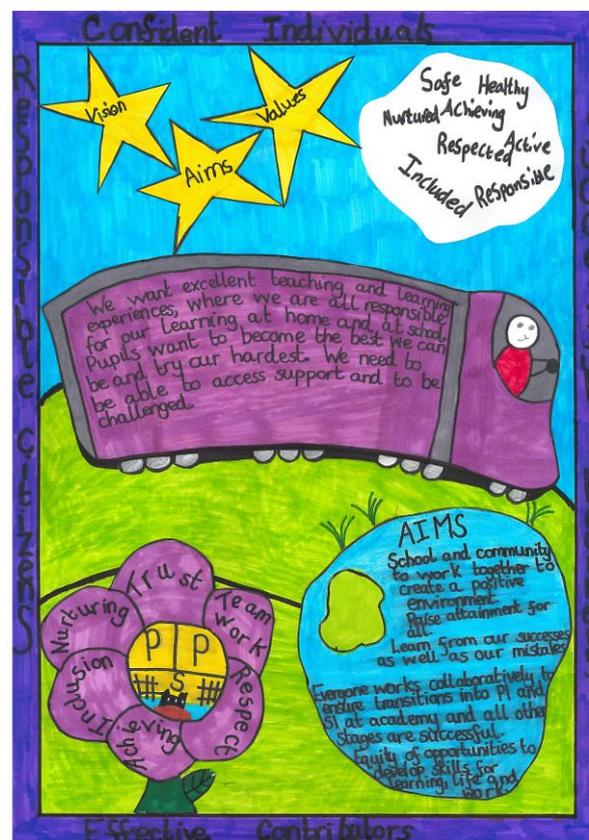
2022-23

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School Improvement Planning

2023-24

School Foreword



We are pleased to present both the Standards and Quality Report for Session 2022-23 and School Improvement Plan for the current session 2023-24. 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 embedded 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 that 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 continues to resonate post Covid-19 pandemic. We always strive to ensure that children meet their full academic potential whilst ensuring a great focus on 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 all that Team Porty stand for, the impact of our developments and successes as well as areas identified 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 aim 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 and we always take account of the protected characteristics.

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 the current cost of living challenges we all face, 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. 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 recently been limited due to low numbers of active membership. However, the group continues to work hard to support the school in every way it can and parents and children participate well in certain types of fundraising activities such as our sponsored Jazzercise event. Baker Hughes GE, an oil service

company is our business partner and, whilst joint activity has been limited, we look forward to further developing this partnership and developing others.

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. 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 Party 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. 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 2022/23 was targeted towards increasing attainment in Reading by facilitating Reading Wise staff training and by providing Comprehension Boxes for specific classes. PEF, along with funding via the Long Term Unemployed (LTU) Scheme was also directed to fund a Pupil Support Assistant to promote attainment in Reading. Further, additional admin hours were PEF funded to ensure equity of opportunity for all children to access digital devices to enhance learning at home and in school. We are proud that every pupil in our school has their own designated iPad, ensuring the option of technology tools throughout learning opportunities. 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 2022-23.

Priority 1: Achieve consistency in high quality learning, teaching and assessment leading to increased attainment	
Action Plan A: Learning, Teaching, Assessment and Reporting	
Progress	<p>Most teachers demonstrate the features of high-quality learning, teaching and assessment almost all of the time. Teachers have participated in formative assessment training led by Shirley Clarke.</p> <p>All children have an individual dedicated iPad to use as a learning tool. The majority of children demonstrate an understanding of where they are in their learning and their next steps. Almost all pupils know what they are learning and why. Almost all pupils are able to articulate how to keep safe online. All staff use Sumdog and most staff use Education City online resources to support effective learning and teaching. Let's Learn Together events and class led assemblies enable parents to share and join in their child(ren)'s learning. Annual reporting to parents for Primary 1 to 7 pupils has been reviewed and refreshed. Reports are now via Powerpoint. Following feedback from parents, parents' evenings have taken place both remotely and face-to-face this session. Moderation, including Cluster moderation led by QAMSOs during collegiate meetings and In-Sets have taken place, evaluated and next steps set. Children continue to build awareness of constructive peer and self-assessment. Profiling tool is still under investigation due to various issues with DPIA compliance. Online planning/assessment folder is utilised by almost all staff. This has reduced workload and enabled wider sharing across and between stages.</p>
Impact	<p>Critical analysis of attainment data indicates the following for 2022-23 Reading 71%, Writing 64%, Listening and Talking 87%, Numeracy 71%. In comparison to 2021-22 attainment levels this evidences a 2% decrease in Reading, a 3% increase in Listening and Talking and attainment levels in Writing and Numeracy equal to 2021-22. Levels of attainment in the current Primary 1 cohort are having a significant impact on the whole school overview.</p> <p>The October 2022 Raising Attainment Strategy set a target to increase attainment in Reading to 70% from 63% at that time and Writing to 64% (through targeted pupils and setting ourselves a stretch aim of an additional 4%). These targets have been exceeded.</p> <p>Most pupils have developed thinking routines which enables greater independence and resilience.</p>

	<p>“Making Thinking Visible” reflection has developed a culture of reflective practitioner practice.</p> <p>Almost all staff have a good understanding of a range of MTV approaches and have embedded these approaches into practice.</p> <p>Digital leaders display confidence and deliver high quality training to pupils and staff.</p> <p>The use of individual devices is embedded as an option of learning tool across the school.</p> <p>Almost all teachers are confident or very confident in using a range of technologies to support learning and teaching in Literacy and Numeracy.</p>
Next steps	<p>Making Thinking Visible pupil group to be implemented.</p> <p>Cluster and school moderation activity to be developed further with QAMSO leading.</p> <p>Skills for learning, life and work progression framework to be unpicked and embedded into practice.</p> <p>Profiling tool to be selected and used within Session 2023-24.</p>

<p>Priority 1: Achieve consistency in high quality learning, teaching and assessment leading to increased attainment</p> <p>Action Plan B: Reading</p>	
Progress	<p>Almost all children report that they have frequent opportunities to read for pleasure.</p> <p>Appealing reading areas are at the early stage of development within classrooms.</p> <p>Teaching staff have undertaken Reading Wise Training and have begun to use Reading Wise as a targeted resource.</p> <p>Staff have participated in Read Write and Immersive Reader in-house training delivered by ASL staff.</p> <p>Most teachers have demonstrated most of the agreed shared standards of an excellent reading comprehension lesson (learning visits). Further collegiate work is planned for Session 2022-23.</p> <p>Moderation of Writing has taken place across the Cluster led by PP QAMSO. Further Cluster work around moderation of reading will take place.</p> <p>The Book Trust Reading Schools Core Award actions have taken place.</p> <p>Collegiately agreed criteria on what makes a good reading comprehension lesson.</p> <p>Targeted support of all ASL staff focused on improvement in reading attainment.</p> <p>Digital Leaders provided training to staff on a range of apps.</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>
Impact	<p>Critical analysis of attainment and achievement data indicates a decrease on 2021-22 attainment levels in Reading of 2% at the end of session 2021-22 (73% to 71%). Whilst this demonstrates a slight decline in Reading</p>

	<p>attainment in comparison to Session 2021-22 it is largely, but not wholly, due to the levels of attainment in the current Primary 1 cohort.</p> <p>The October 2022 Raising Attainment Strategy set a target to increase attainment in Reading to 66% from 63% at that time. We challenged ourselves with an additional stretch aim of 4% so an overall target of 70%. This target has been exceeded by reaching 71% attainment in Reading. Critical analysis of Leuven Scales indicates that almost all children (94%) participate and engage well. This compares to 94% in May 2022 and to 91% in May 2021.</p> <p>Learning visits evidence a high level of engagement in reading. 85% of pupils enjoy reading for pleasure. 84% of pupils report improvement in their fluency and understanding when reading a range of texts.</p> <p>Most pupils feel confident in reading with their buddy (Pupil Friendly Improvement Plan feedback)</p> <p>Reading School Core Award has been achieved and celebrated.</p> <p>All teachers agree that ReadingWise has been a valuable addition to the classroom. Very early indications have evidenced significant increase in reading age of a few pupils.</p> <p>All relevant teachers agree that the introduction of Comprehension Boxes have been a valuable addition to the classroom.</p> <p>Equity of access to iPads for all children provides alternative tools to support reading.</p> <p>Children's learning is supported where appropriate via speech to text technology which has promoted independence across learning.</p> <p>Universal and targeted supports are in place for children with literacy difficulties, including digital solutions, following staff training on Read Write and Immersive Reader. Four pupils are currently being assessed through the dyslexia identification process and appropriate support in in place.</p>
Next steps	<p>Evaluate where we are now with regards to approaches to teaching reading.</p> <p>Review teaching approaches to comprehension, including Active Literacy strategies, share and embed very good practice, to ensure depth and breadth of approaches. Devise a framework for reading comprehension to ensure consistency.</p> <p>Embed Reading Wise targetted interventions and measure impact across the school within Session 2023-24.</p> <p>Improve the range of reading resources for pupils requiring targeted support.</p> <p>Transfer level of success in Listening and Talking attainment (87%):</p> <ul style="list-style-type: none"> - Introduce Talk for Writing approach - Consider options for assessment in Writing ie Big Writing Criterion Scale v's Education Scotland Writing Benchmarks

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

Action Plan C: Problem Solving

Progress	<p>Progress in further developing Problem Solving within the school has been limited this session due to several factors.</p> <p>Continued access to current Problem Solving teacher books and Numicon materials.</p> <p>School Problem Solving Policy update is in process.</p> <p>Considered progression against the School Problem Solving Policy and find it relates well.</p> <p>Audited current resources and investigated potential new resources.</p>
Impact	<p>Variable across the school</p> <p>89% of pupils feel they have improved their problem solving skills</p> <p>Most staff feel confident in planning and facilitating problem solving learning opportunities.</p>
Next steps	<p>Create framework for progression across the school including strategies to be used at each level.</p> <p>Purchase appropriate resources to ensure consistency of approach in line with the framework.</p> <p>Share draft Problem Solving Policy and act on feedback to compile final policy.</p>

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

Action Plan D: Communication Skills (Nursery Only)

Progress	<ul style="list-style-type: none"> • Speech and Language Therapist delivered training to staff for phonological awareness. Staff feedback reported this as very useful. • All practitioners are familiar with the Framework for complex needs Extended Early Level Curriculum. Some are using it for planning. • Weekly Literacy activity goes home to parents via FAMILY and this includes opportunities to develop early communication skills. • MTV training attended. Adapted strategies to suit nursery environment, using mind maps, floorbooks etc. to show the children's thinking. • Increased number of small group activities have been planned where there is a focus on social communication. • Role play areas in nursery set up to facilitate social communication. • All staff are now trained in Makaton. Environment has been re-symbolised and number of symbols increased. Agreed core vocabulary displayed in nursery and staff use has increased. Specific Makaton sessions are arranged for pupils. • Care Inspectorate feedback from February 2023: 'Makaton was effectively used across the whole nursery during interactions with children. This created an ethos of inclusion and valued children's individual communication styles. Children's developing language, literacy and numeracy skills were promoted across the nursery. Opportunities for emerging writing ... were available indoors and outdoors. This provided opportunities for children to learn key skills through play experiences.' • Some staff have completed Total Communication training on Aldo and engaged with Highland Literacy resources e.g. Words Up Early Level Training, Building Vocabulary for Better Literacy, Expressive Language
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	and Understanding Language Developmental Continuums, Oral Language Toolkit.
Impact	<ul style="list-style-type: none"> • Observable increase in widdits in the environment and use of Makaton within nursery setting. Pupils can be seen referring to symbols. Observations show pupils actively engage with and enjoy Makaton sessions. Some children use Makaton signing during snack and gather times independently. • Staff have included ideas from training into story sessions and when supporting pupils in focussed group activities. • 73% of children are on track in early communication skills (listening and attention, understanding and expression and speaking). The cohort has changed, but this is an increase of 10% from last year when 63% were on track. Since the start of this session, 18% of pupils have moved from requiring support to on-track in one or more areas of communication.
Next steps	<ul style="list-style-type: none"> • Maintain and promote the use of Makaton, extending core vocabulary. • Ensure all staff have engaged with documentation listed above from Highland Literacy. • Continue to use appropriate MTV strategies and record pupil thinking. • Continue to provide opportunities for parental engagement and upskilling e.g. Literacy workshops.
Priority 1: Achieve consistency in high quality learning, teaching and assessment leading to increased attainment Action Plan E: Family Learning (Nursery Only)	
Progress	<p>Workshops held for parents to support Literacy and Numeracy. Stay and Play has taken place termly with different focus areas – Literacy and Numeracy.</p> <p>Skill of the week posted on FAMLY.</p> <p>Display set up in Family Room of learning opportunities for children within the local community.</p> <p>Parents evening held for all children, twice for pre-school.</p> <p>Sing along, Sports Day and Family Fun Day held.</p>
Impact	<p>Parent feedback indicated that workshops had increased knowledge and understanding of how children develop Literacy skills. Verbal feedback from parent also indicated that knowledge of resources to help challenge pupil had increased.</p> <p>Parent engagement in some of the above aspects remains low.</p> <p>Attendance at sports and singalong was high.</p> <p>Increased attainment in early communication skills as detailed in the previous section.</p> <p>Percentage of children on track in Numeracy and Maths has increased from November 2022 to June 2023:</p> <p>Shape – 50% to 75%</p> <p>Position – 65% to 75%</p> <p>Measure – 54% to 65%</p> <p>Pattern – 47% to 54%</p> <p>Information Handling 54% - remained at 54%</p>

	Time – 63% to 84% Practitioners report lack of confidence in delivering some areas.
Next steps	Increased focus next year on health and wellbeing. Aim to increase level of parental engagement. Consult with parents about what they need to support children’s learning and what would help them to engage further. Investigate and adopt alternative platform for engaging and informing parents as FAMLly can no longer be used. Survey practitioners to identify focus areas for input to improve confidence in delivering learning opportunities.

Priority 2: Improvement in Pupils’ Health and Wellbeing	
Progress	<p>A low level of number of exclusions is maintained (2 in Session 2023-24)</p> <p>An increase in the use of restorative language is evident</p> <p>Transition events and practices have taken place at all stages, including into and exit from primary school.</p> <p>Enhanced transition is in place for targeted pupils.</p> <p>Targeted staff have completed CALM theory and holds training and regularly practice the holds.</p> <p>Significant progress towards LGBT+ Gold status has been made. Staff training by Four Pillars UK supported understanding of LGBT+ language and issues. School staff worked with Four Pillars who then developed awareness sessions for parents and P7 pupils.</p> <p>Pupil Equity Group surveys show that all classes have safe / quiet spaces which are well used by pupils.</p> <p>The Playground Improvement Project has made good progress.</p> <p>The school maintains a Promoting Positive Behaviour and an Anti-Bullying Policy.</p> <p>A one-year partnership with Aberdeen Football Club Community Trust has been undertaken with a focus on improving teamwork, team spirit and resilience.</p> <p>The school promotes healthy food choices.</p> <p>Positive mental health strategies form part of the Health and Wellbeing curriculum and the ethos of the school.</p>
Impact	<p>95% of Primary 7 pupils and 94% of whole school score 3 or above on the Leuven Scales for Health and Wellbeing.</p> <p>Attainment in line with targets set at October’s Raising Attainment Strategy, including stretch aims, has been achieved.</p> <p>Reduction in need for CALM holds to 0 in Session 2022-23.</p> <p>Number of incidents related to protected characteristics is reduced to one.</p> <p>Almost all parents agree that the school encourages the safe and responsible use of a range of digital technologies as part of everyday learning.</p> <p>92% of pupils and 71% of parents believe the school deals well with situations involving inappropriate behaviour and bullying.</p> <p>88% of parents feel the partnership with AFCCT has had a positive impact on their child(ren).</p> <p>Almost all children believe the school teaches them how to be healthy.</p> <p>Most children are aware of the NHS Snack Code and use this to make healthy snack choices.</p>

	<p>71% of parents acknowledge that the school teaches children about positive mental health strategies, 9% of parents disagree.</p> <p>There have been observed increases in attainment for pupils from November 2022 to June 2023:</p> <p>Imaginative play – 77% to 81% of children on track.</p> <p>Building relationships – 65% to 81%</p> <p>Understanding feelings and emotions – 56% to 59%</p> <p>Movement skills – 84% to 88%</p> <p>Co-ordination - 86% to 88%</p> <p>Health and self-care – 75% to 81%</p>
Next steps	<p>Implement the Circle Framework to further promote inclusion for all over 2023-2025.</p> <p>Continue to embed Kooth as a mental health support for P7 pupils.</p> <p>Continue to embed inclusive actions within school and the community and achieve LGBT+ Gold Status. Implement awareness sessions for parents and P7 pupils alongside Four Pillars UK. School staff to complete training for supporting transgender young people.</p> <p>Review adapted definitions for each of the points of the Leuven Scales, including that for wellbeing and involvement and moderate across levels.</p> <p>Address issue of only 37% of children always feeling safe at school (94% always/mostly)</p> <p>Participate in year 3 of the iBike project.</p> <p>RSHP progression to include a specific offer for children with ASN.</p> <p>Nursery to update planning processes and implementation of the Health and Wellbeing curriculum, including outdoor learning.</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 5 (Very good)

(HGIOS?4 1-6 scale)

Overview:

A clear and aspirational 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 last refreshed in Session 2019-20 and will be reviewed in Session 2023-24. It 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. There are clear methods for consulting stakeholders on continuous school improvement and the refresh took account of their views. 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.
- All 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.
- Almost all teaching and support staff and almost all parents agree that the school is well led and managed.
- All teaching and support staff feel valued members of the school's community.
- All teaching staff agree that they have regular leadership opportunities and most take advantage of these opportunities.
- All pupils have access to individually allocated iPads and are given choices in how to present their work.
- 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.
- Pupils regularly evaluate improvement priorities through the Pupil Friendly Improvement Plan.

- 85% of parents feel comfortable approaching the school with questions, suggestions or if they have a problem.
- All staff agree that the school's arrangements in engaging parents in their child(ren)'s learning is effective.
- 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 has embedded features of the Making Thinking Visible program led by specific staff whom have achieved professional recognition from GTCS for their work. Nursery has adapted MTV and records children's thinking using floorbooks.
- Senior Leadership Team (SLT) have clear remits and guide the strategic direction of the school with confidence and with high expectations of all.
- Almost all 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 Parent Friendly Improvement Plan, the Portlethen Primary Together (PPT) group and via a "You Said, We Did" display at the front of the school.
- Pupils have opportunities to develop leadership capacity through their involvement in pupil groups such as Pupil Council, Eco Committee, RRS group, Pupil Equity Group (PEG), Digital Leaders.
- 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.
- HT/SLT are skilled in gathering and analysing key data about pupils' progress and attainment. All teaching staff are involved in analysing performance information to identify areas for improvement.
- CLPL sessions directly link to school improvement priorities ensuring all have opportunities to engage and impact the school's direction of travel.
- Scheduled planning and learning conversations (4 times per year) and tracking of attainment meetings (3 times per year) 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 is adhered to and is an essential tool in securing continuous improvement.
- Teachers willingly and critically self-reflect on areas of strength and areas for development.
- Staff have engaged in moderation activities on a school and Cluster basis led by Portlethen School based QAMSO.
- PRDs and PPPs are conducted annually which feed into the school improvement plan.
- Nursery using new framework for inspection as part of self-evaluation process.
- Nursery developmental overviews have been moderated and areas for focussed observations are identified from this.
- Nursery engages in regular self-evaluation activities and peer observations as part of the continuous improvement agenda, as per their Quality Assurance calendar.

Identified priorities for improvement:

- Review and refresh the Curriculum Rationale during Session 2023-24.
- Staff will continue to develop skills in moderating high-quality assessments and embedding their use.
- Increase frequency of opportunities to use HGIOURS as a self-evaluation tool.

- Profiling tool to be selected and used across the school.
- Revisit Nursery planning processes to ensure balance between responsive and adult-led opportunities - how planning is structured, evidenced and recorded.

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 focus and determination 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 in meeting the needs of children and families who lack resilience and are experiencing social and emotional difficulties attributed to Covid-19 and the cost of living crisis. 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 most of the time. The quality of teaching is good. It is now the norm that every pupil has their own digital device to use across all curricular areas where appropriate and opted for by the children. Enhanced digital skills learnt by staff and pupils have continued to be built upon. The high standard of the school's work is recognised via the Digital Schools Scotland Award and we have been recognised as a mentor school to others who are working towards the 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.
- 95% of 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 believe that staff are good role models.
- 98% of parents agree that their child(ren) is(are) treated fairly and with respect.
- Learning and teaching across the school is underpinned by the schools Vision, Values and Aims.
- The wellbeing of pupils is a consistently high priority across all classes.
- Learning activity meets the developmental needs of all pupils.
- 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. An assessment calendar supports consistency of standards. AifL, including peer and self-assessment is embedded in practice across the school. Staff agreement on core AifL and assessment 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.

- Almost all pupils feel they have improved their problem solving skills and tackle problems with confidence.
- Almost all parents are satisfied with the quality of teaching at the school.
- Pupils have opportunities to take ownership and lead learning in a variety of ways.
- Digital technology is used effectively to support and enhance learning as well as offer personalisation and choice opportunities.
- Almost all pupils agree that their teachers explain what and why they are learning most or all of the time.
- Almost all pupils are engaged, confident and motivated.
- 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 across and between stages as appropriate 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. This ensures barriers to learning are addressed and minimised.
- 95% of parents agree that the school encourages a love of reading and their child(ren) experience a wide range of texts.
- 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, moss 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.
- Support plans are fully implemented in Nursery and are shared with all staff. These are reviewed quarterly with parents.
- Frameworks and benchmarks at Early Level have been re-shared with Nursery parents and these are used to share observations with families.

Identified priorities for improvement:

- Work on the teaching of comprehension as identified in evaluation of Priority 1B above.
- 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 Priority 1B above.
- Continue to develop the Making Visible Thinking Approach through collegiality as a school team.
- Continue with updated action plan to progress Reading School even further.
- Continue to explore ways to increase the level of parental engagement across Nursery.
- Investigate alternative methods to share information and observations with parents following removal of FAMLY.
- Re-visit the planning and implementation of the Health and Wellbeing Curriculum across Nursery.

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 and Mission Christmas. 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 on an on-going basis. 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:

- 98% of parents agree that their children feel safe at Portlethen School.
- 95% of parents feel that the school helps their child(ren) to feel confident.
- Most pupils feel that they have someone to talk to at school if they feel worried or upset.
- Most children feel that the playground is a happy and safe place.
- Almost all pupils agree that the school teaches them how to be healthy
- Most pupils are aware of the NHS Snack Code and use it to make healthy snack choices
- 98% of parents agree that pupils are treated fairly and with respect by staff.
- We place importance on fostering positive and supportive relationships based on trust.
- Most parents agree that the school teaches pupils about positive mental health.
- All staff report that they feel a valued member of the school community.
- All staff agree that children are encouraged and supported to treat others with respect.
- A whole school Promoting Positive Behaviour Policy encompasses the Restorative Approaches philosophy.
- Almost all parents feel the school encourages the safe and responsible use of a range of digital technologies as part of everyday learning and almost all pupils know how to keep themselves safe online.
- 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.
- Most pupils are aware of their rights and have a good understanding of the UNCRC.
- 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.
- 89% of teachers are confident in discussing matters about inclusion and LGBT awareness.
- The majority of parents are aware of the activities children have been engaging in to promote inclusion and LGBT awareness.
- Curricular work and assemblies encourage understanding, 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 local 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/Community Resource Hub Forum Referral process.

Identified priorities for improvement:

- Continue to promote 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 2023-24).
- Implementation of the Circle Framework for Inclusion over Sessions 2023-25 as part of Cluster Improvement Agenda.

- Make Promoting Positive Behaviour, Anti-Bullying Policy and SHANARRI health and wellbeing indicators more overt to children via assemblies and class/school ethos.

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:
 - The majority of pupils gained appropriate levels of attainment in Reading, Writing and Numeracy and most pupils gained appropriate levels of attainment in Listening and Talking in Session 2022-23.
 - October Raising Attainment Strategy targets, including stretch aims have been Achieved in Reading, Writing, Listening and Talking and Numeracy (May 23)
 - 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 2022-23 attainment in Reading declined by 2% to 71% in comparison to 73% in Session 2021-22, attainment in Writing and Numeracy remained static at 64% and 71% respectively and attainment in Listening and Talking rose by 3% to 87% in comparison to Session 2021-23.
 - 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 interrogated and analysed through collegiate activity and the Tracking and Attainment Conversations between SLT/ASL/CT, as well as SLT robust moderation 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.
- Implementation of the Reading Wise targeted approach to reading is showing early positive signs of success in individual cases.
- Staff support pupils who face barriers to learning to attain expected CfE levels and where they are not, they can demonstrate progress in learning via personal targets.
- 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 as well as significant investment in Aberdeen Football Club Community Trust to strengthen emotional wellbeing and resilience.
- Our pupils demonstrate confidence and embrace leadership opportunities and all contribute to the life of our school.
- 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. Opportunities for wider achievement for pupils at risk of missing out are increasing over time, following a complete cessation during lockdown and Covid mitigations.
- Successes and achievements are celebrated through social media daily and at weekly face-to-face assemblies.
- All staff know their children well and are aware of the changing and fragile social, economic and of the gradual change in 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".
- Percentage of pupils on track for early communication skills in Nursery increased from 63% in August 2022 to 73% in June 2023 following focus on this and family learning.

Identified priorities for improvement:

- Focus on school improvement priority in Literacy through specific pinpointed areas of Talk for Writing, teaching of comprehension and review the Writing Criterion Scale in Session 2023-24 in order to transfer the success in Listening and Talking to the strands of Reading and Writing. (target % to be set via Raising Attainment Strategy early in the new term)
- Embed ReadingWise as a targeted resource and collect and analyse data as it becomes available to ensure a data rich and data led approach to raising attainment.
- Continue to work on providing appropriate challenge across Literacy and Numeracy to ensure pupils meet their maximum potential.
- Pupil Profiling to be reviewed with an emphasis on the pupils' ownership of their learning. (planned 2021-23 but not achieved due to issues with DPIA)

- LGBT strategic group to work towards achieving Gold Charter status and to meet the requirements of training, policy, visibility and practice.
- Focus on improvement priority to embed further health and wellbeing opportunities across the nursery, including outdoor learning.

Pupil Equity Fund (PEF) 2023-24

Identified gap	<p>Gaps in attainment in Reading and Writing continue to exist and are most prevalent in the current Primary 1 cohort in Reading and Writing and in the current Primary 2- cohort in Writing. It is also notable that the current Primary 4 and 5 cohorts require to have attainment levels addressed.</p> <p>Building on the success of attainment in Listening and Talking (and moderation work has taken place in relation to this data) it is decided to introduce the Talk for Writing approach across the whole school. The success of this approach will be evident in attainment data.</p> <p>In addition, collegiate work around achieving consistency of standards in learning and teaching of comprehension, including ensuring depth within Active Literacy comprehension teaching, will take place.</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 as well as consideration of how the school is resourced. All teachers view the new Comprehension Boxes as a benefit to class resources.</p> <p>Whilst the current Primary 1 cohort, having made some gains after having entered primary education with very low percentage attainment, additional focused support is required.</p> <p>Review of the Writing Criterion Scale will take place and decisions in relation to using this scale vs Aberdeenshire benchmarks will be made and a consistent approach across the school agreed.</p> <p>ReadingWise targeted support will continue for identified P2-7 pupils. It was introduced in January following staff training in November and follow-up training took place in March. Very early indications of a few pupils have indicated a significant increase in reading age for decoding.</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 benefit from the one device to one child approach at Portlethen School. Admin</p>
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	<p>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. Staff and pupils will continue to 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, we will build on the success of becoming a Reading School by progressing towards the Silver Award.</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>PEF allocation 2023-24</td> <td style="text-align: right;">£23,275.00</td> </tr> <tr> <td>Pupil Support Assistant (27.5 hrs Aug 2023-June 2024 – 11 months)</td> <td style="text-align: right;">£15,873.00</td> </tr> <tr> <td>Admin Assistant (6 hrs Aug 2023-June 2024 – 11 months)</td> <td style="text-align: right;">£3,710.00</td> </tr> <tr> <td>iPads (to ensure every child, including those in receipt of FSM has individual iPad (£291.34 x 5)</td> <td style="text-align: right;">£1,456.60</td> </tr> <tr> <td>ReadingWise Subscription</td> <td style="text-align: right;">£1,916.00</td> </tr> <tr> <td>Total</td> <td style="text-align: right;">£22, 955.60 (£319.00 unspent)</td> </tr> </table>	PEF allocation 2023-24	£23,275.00	Pupil Support Assistant (27.5 hrs Aug 2023-June 2024 – 11 months)	£15,873.00	Admin Assistant (6 hrs Aug 2023-June 2024 – 11 months)	£3,710.00	iPads (to ensure every child, including those in receipt of FSM has individual iPad (£291.34 x 5)	£1,456.60	ReadingWise Subscription	£1,916.00	Total	£22, 955.60 (£319.00 unspent)
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Expected outcomes	<ul style="list-style-type: none"> • Improve consistency of approach to high quality learning, teaching and assessment • Improvement in Reading and Writing attainment • 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 • Increased confidence and self-esteem 												
Impact Measurements	<ul style="list-style-type: none"> • Baseline and subsequent Reading assessments • Teacher Evidence/Samples of work and moderation of reading and writing • Tracking progress of every child in Reading and Writing and through the Leuven Scales of Participation and Wellbeing • Analysis of Pupil Questionnaires • Analysis of Pupil Health and Wellbeing questionnaire • Analysis of Boxall Profiles • Feedback from Intervention and Prevention Teacher 												

Capacity for improvement

- School and Nursery staff are fully committed to continuous improvement.
- School and Nursery staff have positive relationships with pupils, colleagues and parents.
- 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. The improved authority offer over the last few years and on-going will be built in to CLPL planning.
- 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.
- Parents and pupils provide positive feedback demonstrating confidence and support for the work of the school.
- 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 23-24

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

- Plan A – Subject specific, Literacy
- Plan B – Subject specific, Problem Solving
- Plan C - General
- Plan D – Nursery only, Planning for Learning, Teaching and Assessment.
- Plan E – Nursery only, Family and Community Engagement

Priority 2 – Improvement in Pupils' Health and Wellbeing (inc. Nursery)

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

Action planning - Plan A – Literacy (across three organisers)

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				Complete
	Pupil Support Assistant 27.5 hrs August 2023 to June 2024	£15,873.00		Ongoing
	Reading Wise (decoding and phonics subscription)	£1916.00		No progress
	iPads x 5	£1456.60		

<p>Raising attainment and achievement HGIOS QIs 1.3 2.3 3.2</p>	<p>Reading Comp</p> <p>Evaluate where we are now regarding teaching approaches to comprehension, including Active Literacy strategies. Share and embed very good practice, to ensure depth and breadth of approaches.</p> <p>Devise a framework for reading comprehension to ensure consistency across and between levels.</p> <p>Continue to build the bank of comprehension questions related to the Big Cat reading scheme.</p> <p>Encourage the love of reading via: daily Everyone Reads in Class (ERIC) time, reading for pleasure homework.</p> <p>Continue with updated action plan to further develop aspects of the Reading School.</p>	<p>Consistent approach to teaching reading comprehension within the devised framework in order to raise attainment.</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 within the devised framework is experienced by all pupils.</p> <p>Staff will work collegiately to ensure shared standards of teaching using aspects of the moderation cycle.</p> <p>Staff will participate in collegiate training sessions in relation to reading comprehension (in-house) and Talk for Writing (authority offer).</p> <p>A bank of comprehension questions related to the Big Cat reading scheme will promote consistency of learning and teaching standards.</p> <p>Fulfil Action Plan based on criteria for Silver Level Reading School Accreditation</p> <p>Pupils will participate in daily ERIC using library books and will participate in reading for pleasure homework (reading passport)</p>	<p>Evidence of impact:</p> <p>Critical analysis of attainment and achievement data including vulnerable groups will indicate an increase on 2022-23 attainment levels in Reading. (target % increase to be set following October tracking via Raising Attainment Strategy)</p> <p>Learning visits will demonstrate use of the comprehension progression framework and a breadth of learning across all classes.</p> <p>Learning Visits will continue to evidence that in most cases (75% or above), the agreed shared standards of a comprehension lesson exist.</p> <p>Staff survey will evidence that most staff are confident in devising high quality assessments, incorporating a Literacy organiser, and evaluate outcomes to set next steps in learning.</p> <p>Pupil Friendly Improvement Plan will evidence that all children have frequent opportunities to read for pleasure</p> <p>Library membership pre and post librarian visit will increase. Librarian to provide data.</p>	
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<p>Embed ReadingWise targetted interventions begun mid session 2022-23.</p> <p>Improve the range of reading resources for pupils requiring targeted support.</p> <p>Continue to embed the Making Visible Thinking Approach in Reading and Writing as well as across the wider curriculum.</p> <p>Continue to deploy QAMSO for effective moderation, with a specific focus on Reading.</p> <p>Writing</p> <p>Transfer level of success in Listening and Talking attainment (87%) by introducing the Talk For Writing approach.</p> <p>Consider options for assessment in Writing ie Big Writing Criterion Scale v's Education Scotland</p>	<p>The librarian will facilitate a whole school session to discuss new books and promote use of the library.</p> <p>Class reading areas to be developed aligning with responses to teacher survey. Funding to be applied for early in the school session.</p> <p>Other Action Plan Criteria</p> <ul style="list-style-type: none"> • Pupil led Reading Club to be introduced • Outdoor reading sessions to take place • Engage in Book Week Scotland and World Book Day • "Speed Dating" book review sharing, incorporating MTV strategies • Participate in Authors Live sessions • Seize parental engagement opportunities <p>All pupils targetted for ReadingWise intervention will engage over the period of time required to complete the program.</p> <p>MTV pupil group to be set up.</p> <p>Teachers will participate in the Talk for Writing training provided by the authority (8 sessions), complete the gap tasks and implement elements agreed via school collegiate activity.</p> <p>Review, adapt, refresh or replace Writing Criterion Scale.</p>	<p>Pupil focus groups will evidence that appealing reading areas exist in every space.</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 2024)</p> <p>Feedback via the Pupil Friendly Improvement Plan will indicate that almost all pupils (90% or above) understand the activities associated with being a Reading School.</p> <p>Planning and Learning conversations with ASL staff will indicate the extent to which the range of reading resources for pupils requiring targeted support are positively impacting pupils.</p> <p>Pupils who participate in ReadingWise will achieve an increase in reading age greater than the number of months from start to finish of the program. (Class teachers – by May 2024)</p> <p>Emerging Literacy data in phonological awareness in Primary 1 pupils will demonstrate very good progress from the start to end of session 2023-24. (May 2024)</p>	
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Writing Benchmarks or alternative

MTV pupil group will evaluate pupils' understanding of a range of MTV strategies.

School tracking system will demonstrate an increase in Writing attainment (May 2024) in line with target set (including stretch aims) when Raising Attainment Strategy is set (Sep/Oct 2023).

Planning and Learning Conversations will evidence use of the agreed Criterion Scale (April 2024)

November 2023 Review (Action Plan 1A)

Progress to date - Action Plan 1A –
Impact
Next Steps

February 2024 Review (Action Plan 1A)

Progress to date -
Impact
Next Steps

May 2024 Review (Action Plan 1A)

Progress to date -
Impact
Next Steps:

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

Action planning - Plan B – 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
				<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	Share draft Problem Solving Policy and act on feedback to compile final policy.	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>Create new framework for progression across the school including strategies to be used at each level.</p> <p>Purchase appropriate resources to ensure consistency of approach in line with the framework.</p> <p>Create a resource bank of materials and websites to support problem solving approaches.</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>Learning visits will evidence consistency within the range of approach which align with the framework.</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 2023 Review (Action Plan 1B)

<p>Progress to date -</p>
<p>Impact</p>
<p>Next Steps</p>

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February 2024 Review (Action Plan 1B)

Further progress to date
Impact
Next Steps

May 2024 Review (Action Plan 1B)

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 C – Learning, Teaching and Assessment (General)

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	£3,710		<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>

<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>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>Review target setting/profiling within the school.</p> <p>Online profiling, monitoring and observation tool to be implemented in each class.</p> <p>Digital Leaders to develop a whole school program for Safer Internet use</p> <p>Curriculum Rationale to be refreshed</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • 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 safe online • Pupils will be aware of where they are in their learning and be involved in the setting of targets and next steps • Understand and embed use of the refreshed Vision, Values and Aims of the school <p>Staff will:</p> <ul style="list-style-type: none"> • Digital reporting to be issued annually through the application of Powerpoint. • Present opportunities to incorporate different Apps which pupils will use in their learning. • Support and encourage pupils to use technology safely by engaging with the Safer Internet activities provided by Digital Leaders. • Participate in training for teachers led by Digital Leaders • Set pupils meaningful targets and enable pupils to set next steps. • A profiling tool will be introduced across the school 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> • Sampling of pupils' work and pupil focus groups will successful demonstrate where they are in their learning and next steps (Term 2) • Pupils will be able to discuss their targets and how to achieve them. • Pupils will demonstrate using new Apps on Jamf following Digital Leader facilitated training. • Digital leaders will provide training to staff based on identified desired training. • Pupils will be able to share learning with parents via digital means. (By May 2024) • 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. • Almost all pupils and parents will have an awareness of the revised vision and agree it focuses on ambition to raise attainment across the school. 	
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		<ul style="list-style-type: none"> • Enable regular sharing of learning with parents ensuring up-to-date profiling • Shape the revised vision and ensure it is immersed in the day to day ethos of the school and through daily learning, teaching and assessment activity 		
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November 2023 Review (Action Plan 1C)

Progress to date
Impact
Next Steps

February 2024 Review (Action Plan 1C)

Further progress to date
Impact
Next Steps

May 2024 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: Planning for Learning, Teaching and Assessment

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. <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>HGIOS and ELCC</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	EYSP to survey practitioners to identify areas of lower confidence in delivering the curriculum and awareness of	<ul style="list-style-type: none"> Staff will have an increased knowledge of and confidence in how to recognise and promote child led 	Staff will report increased confidence in promoting learning and this will be	

<p>and achievement HGIOELC QIs 1.3 2.3 3.2</p>	<p>current documentation. Nursery staff to engage in input to support planning including training for child led learning.</p> <p>Increased number of focussed learning opportunities created linked to outcomes and non-negotiables. Duration will be over a fortnightly period (or longer if required), mainly focussing on HWB, NUM and LIT. This will be led by EYSP and EYLP's. Parents will be notified of these and home activities will link to them.</p> <p>Each area will have an individual floor book to record learning (both child led and adult led). A focussed concept floor book will also be introduced to record children's voice, thinking and learning.</p> <p>New planning sheets will be developed for staff to record, assess and evaluate learning opportunities within the nursery. These will link to relevant documents such as CfE, RTA, PBT3, Non-negotiables.</p> <p>Staff to engage in CPD related planning such as Realising the Ambition, Curriculum for Excellence, Aberdeenshire Progression</p>	<p>learning and how to deliver learning opportunities within nursery.</p> <ul style="list-style-type: none"> • Children's knowledge in HWB, Numeracy and Literacy will grow through exploring a breadth of focussed "concepts" in nursery and home. • Children's learning will be documented and reviewed to show understanding and further evidence of their learning. • Evaluations will reflect how successful area learning opportunities were to allow staff to reflect on their practice. Learning opportunities will link to a range of outcomes to evidence the breadth and depth of curriculum in the nursery. • Staff confidence in using these documents will be furthered. Staff knowledge of and confidence in 	<p>evidenced via observation of interactions.</p> <p>Breadth and depth in learning will be evident via pupil observations. Attainment in core areas will be increased. This will be reflected via tracking and developmental overviews.</p> <p>Increased evidence of pupil learning, attainment and achievement.</p> <p>Planning will reflect more closely the learning needs of the children and therefore promote increased attainment and achievement.</p> <p>Observations and discussions with staff will reflect increased confidence, knowledge and understanding.</p>	
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	<p>Frameworks – Early Level, Aberdeenshire Framework for Supporting Pupils with Significant and Complex Needs Extended Early Level Curriculum.</p> <p>Alternative to Famly will be resourced to record children’s learning, observations and next steps.</p> <p>Outdoor learning area to be re-developed to provide a wider range of learning opportunities linking to Literacy, Numeracy and Health and Wellbeing.</p>	<p>responsive and adult led learning will be developed further.</p> <ul style="list-style-type: none"> • Children’s learning, development, observations and next steps will continue to be successfully recorded in a way that can be easily shared with parents, as we can no longer use the Famly app. • Diverse and appealing range of learning opportunities encourage children to spend more time outside. 	<p>High quality feedback to and dialogue with parents and families will continue.</p> <p>Increased attainment and engagement with outdoor learning.</p>	
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November 2023 Review (Action Plan 1D)

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

February 2024 Review (Action Plan 1D)

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

Next Steps

May 2024 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 and community engagement

National Improvement Framework Priorities	HGIOS and ELCC
<ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy. • 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>

		Specific to HGIOELC 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>Consultation with parents regarding current and future opportunities to engage with Nursery. Stay and play sessions adapted and widened (e.g. afternoon tea, Grandparent story sessions), some linked to improvements in H&Wb curriculum.</p> <p>Nursery work alongside Health Professionals to provide information, resources and support to families and staff.</p> <p>Parent questionnaire sent out to source skills that could be shared in Nursery. Local community members contacted to provide learning opportunities for parents and children.</p> <p>Alternative to FAMLY will be sourced to continue to</p>	<ul style="list-style-type: none"> Activities, learning opportunities and timings better match parent needs and areas of required support. Opportunities for wider family involvement and increased range of activities available. Community room will be used to host opportunities for families and professionals (EYP's, Health Visitors, Childsmile etc.) to learn together. Parents and community engaging with Nursery to provide learning sessions for children related to their skills and professions. Where appropriate these are then incorporated into Nursery play areas. Parents remain informed and actively involved in their child's learning. 	<p>Increased level of family engagement in Nursery.</p> <p>Parent surveys report increased level of confidence in supporting learning and accessing resources to assist e.g. Henry Program, Fussy Eating Toolkit, Solihull Approach.</p> <p>Children have experienced a range of learning opportunities which they are then able to take into their own play. Adults are upskilled in supporting children at home.</p>	<div style="border: 1px solid black; padding: 2px;"> <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> </div>

	provide effective communication and family involvement in learning.		High quality feedback to and dialogue with parents and families will continue. Level of family engagement will remain high. Levels of attainment and achievement will increase.	
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November 2023 Review (Action Plan 1E)

Progress to date •
Impact
Next Steps

February 2024 Review (Action Plan 1E)

Further progress to date •
Impact
Next Steps •

May 2024 Review (Action Plan 1E)

Further progress to date:
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
				Complete
				Ongoing
				No progress
Improvement in Pupils’ Health and Wellbeing	Circle Framework DHT to engage with Train the Trainer resources and	-There is a strengthened ethos across the school to minimise the impact of potential barriers to learning.	Evidence of impact: <ul style="list-style-type: none"> Critical analysis of attainment and achievement data including 	

<p>HGIOS QIs 1.3 2.3 2.4 2.7 3.1 HGIOELC Qis 1.3 2.3 3.2</p>	<p>attend relevant Aberdeenshire Council training</p> <p>Develop a shared understanding of whole school approaches to inclusion through engagement with CICS (pupils and staff)</p> <p>Develop staff awareness of The Circle Framework through professional reading and collegiate discussion</p> <p>EYSP to become familiar with Up Up and Away resource and support staff in developing their awareness through professional reading and collegiate discussion</p> <p>Staff to familiarise self with the Circle Framework Participation Scale (CPS) and complete an individual case study using a pupil in their class. Action plans to be created and evaluated and pupil progress measured.</p>	<p>-Staff are aware of practical strategies to support the underlying skills that pupils require to enable them to participate fully in school.</p> <p>-Physical learning environments have improved and are more inclusive to a range of learner needs.</p> <p>-All children and young people are benefiting from high-quality universal support. These universal strategies are supporting participation and achievement of learners who have additional support needs.</p> <p>-Learners feel they have everything they need to learn and achieve their best.</p> <p>-Pupils will demonstrate increased participation and engagement.</p> <p>-Pupils benefit from an approach that places their strengths and needs at the heart of practice, allowing them to flourish and be the best they can be.</p> <p>-Staff and children will confidently demonstrate their understanding of equality and diversity.</p> <p>-Continue to promote inclusion and equity for all.</p> <p>-Increased staff confidence in meeting the needs of all children.</p> <p>-Enhanced collaboration between teaching staff and external agencies.</p> <p>-CICS from pupils and staff will evidence improvement in scores from baseline to follow up assessment. Clearly identified strengths and next steps will be evident which will</p>	<p>vulnerable groups to target resources appropriately. (May 2024)</p> <ul style="list-style-type: none"> • Analysis of Leuven Scales will show that most children score 3 or above (May 2024) • Analysis of Vulnerability Matrix (May 2024) • Maintain low level of exclusions. • Pupil need is supported appropriately and impact/evaluation of interventions takes place. (on-going, in line with assessment calendar) • Feedback from annual questionnaires • Feedback via the Pupil Friendly Improvement Plan • Achievement of LGBT Gold Charter Status. • Successful achievement of Whole School Nurture Award • Successful completion of Digital Wellbeing Award • Collegiate and Events Calendar will evidence pre-planned targeted assemblies focused on Nurture Principles and Wellbeing Indicators • Pupil Council Learning Walks • CICS assessments • CPS assessments • 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 	
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	<p>To refocus our whole school approach to nurture, gaining re-accreditation</p> <p>To develop pupil voice and learner participation in self-evaluation and school improvement, particularly with Pupil Council Group</p> <p>Embed a rights respecting culture across the school, gaining gold re-accreditation</p>	<p>contribute to whole school agreement of inclusive practice at Portlethen Primary</p> <p>-Staff have increased understanding of the nurture principles through attending relevant staff training led by nurture teacher (inset day) and ensure the 6 principles of nurture are embedded within their classroom.</p> <p>-Staff and pupils will engage appropriately with assemblies promoting the 6 nurture principles.</p> <p>-Family learning sessions/information sharing sessions will be planned within collegiate calendar and evidence increased knowledge and understanding</p> <p>-Pupils will have increased contribution to school improvement and self-evaluation through engagement with HGIOS.</p> <p>-Staff will promote pupil voice within their classrooms and daily practice</p> <p>- Pupils will feel listened to and valued in an environment where pupil voice is promoted and strong relationship built on mutual trust and respect are embedded</p> <p>-Demonstrate increased knowledge and understanding of the UNCRC and how the articles relate to not only their lives but the lives of others</p> <p>-Classroom displays will evidence clear links to UNCRC</p>	<p>more positive and inclusive school environment and will raise a healthy awareness of LGBT groups.</p> <ul style="list-style-type: none"> • 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. • Staff, parents and P7 pupils will report increased understanding of LGBT+ terminology, challenges faced in the community and sources of support. 	
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Further promote 'Talk, Listen, Calm' as a tool for pupil led resolution.

Promote and encourage healthy snack as a health promoting school.

- Whole school approach to classroom charters agreed and evident consistently within every classroom
- Pupils and Staff aware of Rights Respecting Mascot and referred to regularly within practice
- Pupils, staff and parents engage and promote right of the month

- Pupils will continue to articulate feelings in a positive manner, linking feelings to actions.
- Staff will display TLC poster within their classroom and contribute to the promotion of TLC developing knowledge and understanding within their class
- 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.
- Display and promote the NHS Healthy Snack Code and record pupil snacks at regular times throughout the year

	<p>Achieve Digital Wellbeing Award.</p> <p>Promotion of Wellbeing Indicators through whole school assemblies with a particular focus on 'safe' and the development of 'wellbeing champions'</p>	<ul style="list-style-type: none"> -Staff will have enhanced knowledge of internet safety and promote safe use of technology within their classroom. -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 <ul style="list-style-type: none"> -Pupils and staff will demonstrate an increased understanding of the SHANARRI indicators and how these are reflected and embedded throughout the whole school. -Clear links developed between SHANARRI indicators and UNCRC. -Pupils focus group will demonstrate increased feelings of being safe and respected at school. -Pupils will feel listened to and valued in an environment where pupil voice is promoted and strong relationship built on mutual trust and respect are embedded. -Staff demonstrate increased confidence in using the wellbeing indicators in interactions with children and parents/carers. -Wellbeing indicators/displays visible across the school. -Wellbeing champions provide a safe and supportive environment for their peers, offer advice and support and listen without judgement. They promote wellbeing strategies and positive relationships. 		
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Achieve LGBT Gold Charter status.

Pupils will be involved in the review and improvement stages of school developments in line with LGBT Gold Charter requirements.

- 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).
- Undertake activities/mark commemorative days/weeks/months relevant to LGBT people.
- Ensure reading materials incorporate diversity and LGBT.
- Ensure pupil/parent/staff surveys capture LGBT awareness and inclusion (for example experiences of bullying or prejudice)
- Staff have engaged in 'Supporting Transgender Young People' training via LGBT Youth Scotland
- Parents and P7 pupils have been offered / attended LGBT+ awareness raising sessions via Four Pillars UK.

	<p>Nursery: Ensure that opportunities relating to HWB CfE outcomes are available and reviewed in each relevant area of the nursery.</p> <p>HWB (alongside Numeracy and Literacy) workshops to be held throughout the year. Health colleagues assisting. Health and Wellbeing benchmarks and progressions will be shared with families.</p> <p>Health and wellbeing home activities will be shared with families. These will be linked to progressions and other relevant documentation.</p> <p>Staff, parents' and children's mental health will be supported through staff attending training / accessing resources to be able to support this. Termly wellbeing check ins will be held with staff.</p>	<ul style="list-style-type: none"> • Children's HWB development and knowledge will be improved. • Parents will report feeling confident in supporting their children's health and wellbeing development at home. • Families will gain confidence and ideas to support their children at home. • Individuals will know how to access support to promote positive mental health. 	<ul style="list-style-type: none"> • Analysis of Leuven Scales will show that most children score 3 or above (May 2024) • Staff will report feeling more confident in supporting child and family mental health as well as accessing help themselves. • Pupil observations will show improvement in ability to self-regulate and to articulate emotions. • Feedback from parent questionnaire and workshops indicates increased confidence in supporting children. • Feedback indicates families are engaging in home activities. 	
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	Shh room will be converted into a sensory and nurture room where children can explore emotions and have a safe space.	<ul style="list-style-type: none"> Children will be able to develop understanding of their emotions and have a quiet place to go if they are overwhelmed. 		
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November 2023 Review (Action Plan 2)

Progress to date
Impact
Next Steps

February 2024 Review (Action Plan 2)

Further progress to date
Impact
Next Steps

May 2024 Review (Action Plan 2)

Further progress to date
Impact
Next Steps

Wider Achievements

Portlethen School values pupil achievements and endeavours to create interesting and fun opportunities for pupils to achieve. Achievements are recognised and celebrated, both those gained through school activities and personal interests. We place high expectations to ensure that every child reaches their full potential. We always aim to provide a range of opportunities to achieve for all children, particularly those who could be 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 collective attitude. There has been an increased emphasis on the Global Goals and two classes now have established relationships with schools abroad, learning about different cultures, beliefs, values and lifestyles. 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 and we are proud of what we have achieved during such challenging economic times. 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

We welcome a wide variety of visitors to the school in order to enhance our experiences further. Rugby, basketball, badminton and athletics taster sessions have taken place and specialist music teachers have come into school to deliver brass and percussion lessons. The River Dee Trust has provided some very well received relevant, contextualised learning about ecology and conservation.

Our whole school Christmas Enterprise continues to culminate in a Christmas Fayre which is extremely well supported by families. Our valuable learning during the pandemic enabled us to hold both very successful online and face-to-face options this session.

The school choir is a valuable and well-established aspect of our school. Led by one of our talented parents, the choir participated in the P&J Christmas concert to rapturous applause.

Almost all Primary 6 pupils successfully completed Bikeability Training, led by teaching staff with generous support of parent volunteers. We are grateful to be able to continue to provide these valuable life skills lessons and we could not do so without the help of parent volunteers.

Our Primary 7 pupils enjoyed a residential trip to Active Outdoor Pursuits Centre in the Cairngorms. Portlethen's first visit to this centre, it certainly won't be the last! Fun and hilarity, as well as a little exhaustion, was had by all. The trip for next session's Primary 7 pupils has already been booked!

A group of pupils from P7 represented the school in the local Rotary Quiz and won the cluster heat! This took them through to the next round where they gained experience in competing against schools from Aberdeen City as well as Aberdeenshire.

The school is working towards the LGBT Gold Charter, having achieved the Silver Charter via LGBT Scotland during the pandemic. It is expected that we will be in a position to apply for the Gold Charter during Session 2023-24.

Portlethen Primary Together, our parent group, whilst depleted in numbers, have continued to organise fundraising activities including school discos, dress as you please events and a chocolate and bottle tombola stall. This group has continued to be invaluable in supporting the school to solve a range of issues as well as making fundraising progress. They have paid for the buses for the Primary 7 trip, subsidised all other trips and provided some much needed resources including paying for Sumdog, a games based adaptive learning numeracy and maths app. The children call it Fundog and they LOVE it! PPT make so many more contributions that make Portlethen School such a special place to learn.

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 partnership opportunities were limited, first as a result of restrictions then as a result of our time capacity, our business partners have still been involved in some ways, for example via our annual Dragons' Den activity and by facilitating 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 continues to support the local Santa run by volunteering to be part of the run and also benefits from the funds raised, a win, win situation! Forever Proud to be Porty!