



**Port Elphinstone School
Standards & Quality Report
2020 - 2021
&
School Improvement Planning
2021 – 2022**

We are pleased to present both our Standards and Quality Report for Session 2020-2021 and our School Improvement plan for the current session 2021 -2022. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice at Port Elphinstone school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

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 Port Elphinstone, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

The School and its context

Vision for the school

“Working together to achieve the best for each child and equip them for lifelong learning in a safe and nurturing environment.”

Values that underpin our work

- **RESPECT**
- **TEAMWORK**
- **HONESTY**
- **RESPONSIBILITY**
- **FAIRNESS**
- **INCLUSION**

What do we aim to achieve for our children/pupils?

At Port Elphinstone School our aim is to provide our learners with opportunities to become responsible, respectful and independent young people.

Context

Port Elphinstone School is situated in the community of Port Elphinstone which is adjacent to the town of Inverurie.

The main school building dates back to 1870 and along with a portakabin extension, this accommodates primaries 1 to 7 and a separate building which caters for the nursery. There are currently 4 primary classes and morning and afternoon nursery groups.

Pupils usually transfer to Inverurie Academy at the end of Primary 7.

All staff at the school are committed to providing a caring and supportive environment for pupils to learn and thrive.

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 2020-2021.

Key priority 2020-2021	Key actions undertaken	Impact (achieved throughout 2020-2021)
Planning and assessment strategies to ensure that they are workable, progressive and coherent.	<ul style="list-style-type: none">• New literacy progression, planning and assessment in place.• New whole school holistic approach to literacy• New whole school approach to IDL and relevant planning	<ul style="list-style-type: none">• Progression in literacy is much clearer across the school• Learners are developing complimentary skills across all the strands of literacy.• Contexts for learning are planned for as a whole school to ensure contexts are relevant and there are opportunities for collaboration across the stages.
Reporting and parental engagement through the use of profiling to increase parental engagement and pupil ownership of their learning.	<ul style="list-style-type: none">• All staff attended introductory training in the use of Seesaw• Pupils and staff familiarised in the use of Seesaw• Parents signed up to seesaw	<ul style="list-style-type: none">• Disrupted due to Covid 19 but parents are now ready for next steps in journey

<p>Assessment Strategies to ensure that these are planned for and embedded in the learning process.</p>	<ul style="list-style-type: none">• New assessment calendar in place which provides regular focussed assessment to support professional judgement.• Tracking discussions based on robust data	<ul style="list-style-type: none">• A much clearer understanding of where children are in their learning, leading to better planning of next steps.• Teaching and learning planned as a result of robust tracking discussions.
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community
Strategic planning for continuous improvement
Implementing improvement and change

Relevant NIF priority: All

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

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff know the children and their families very well and have a good understanding of the social, economic and cultural context of the local community.
- Staff understand the strengths and areas of development through our ongoing self-evaluation processes.
- Port Elphinstone works with their cluster schools on common themes for improvement.
- All staff take part in annual performance and development reviews, where they reflect on their practice.
- Head Teacher is continuing to support staff to feel confident to initiate change collectively and to evaluate the impact of change.
- Head teacher is effectively guiding and managing the strategic direction and pace of change.
- Ongoing self-evaluation informs the direction and pace of change ensuring that time is given for improvements to be embedded.
- A clear self-evaluation calendar ensures a continued focus on improvement in outcomes for all learners.
- All staff are involved in the process of change and in evaluating the impact of improvements.
- Practitioner enquiry in maths recovery is contributing to overall improvement in outcomes for children.

How do you know?

What evidence do you have of positive impact on learners?

- Pupils, staff and families talk about the school in a positive way.
- Surveys show that most children enjoy being at school.
- Staff are now engaging more in dialogue around self-evaluation and improvement.

What are you going to do now?

What are your improvement priorities in this area?

- All stakeholders will be involved in the process of reviewing and refreshing the vision, values and aims of the school
- All stakeholders will work together on beginning to embed the vision, values and aims in the everyday life of the school.
- All staff will begin to reflect on a wider range of data and evidence to enhance their understanding of our collective strengths and areas for development.

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

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

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
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- In most classes the learning environment is built on positive and nurturing relationships where children are comfortable to make mistakes and learn from them.
- At some stages, outdoor learning is used to motivate learners and to support Health and wellbeing.
- At some stages digital technology is used well to enhance the curriculum and learners' experiences.
- Attainment in literacy and numeracy for all learners is central to the school's improvement priorities and literacy is a key theme on this session's improvement plan.
- In some areas of the curriculum, learners receive feedback and understand their next steps.
- Pupil achievements are celebrated in school through assemblies and wall displays.
- A clear assessment calendar ensures that teachers have a wide range of data to inform their professional judgement on children's progress and attainment.
- Staff are becoming increasingly confident in scrutinising and analysing attainment data and using it to inform professional judgement on pupil progress.
- There is an effective tracking and monitoring system in place and regular tracking meetings take place with all staff to analyse data and identify next steps in learning and support required.

How do you know?

What evidence do you have of positive impact on learners?

- Staff genuinely care for our pupils and their wellbeing; this is evident in the daily workings and life of the school.
- Comments from school staff, parents, pupils and visitors.
- Evidence of collaboration between all stakeholders to develop our vision, values and aims.
- Homework support advice for parents.
- The pupils share good relationships with the staff in school and therefore present as relaxed, happy and safe.
- Assessment data and pupil tracking. Individual pupil programmes. Tracking and monitoring procedures provide meaningful data to enable discussion to support individual pupils effectively.
- A variety of assessment data is used to inform teacher judgements about learning, achievement & attainment. This has resulted in more accurate attainment being recorded. Standardised assessment data backs up our teacher judgements.
- Tracking Conversations are more reflective and robust.

What are you going to do now?

What are your improvement priorities in this area?

- **Good practice in some classes around outdoor learning will be used as an example to build teacher confidence in using this approach frequently across the curriculum.**
- **Pupil leaders will begin to collect data on wider achievement of pupils in order to track pupils' development of skills.**
- **Pupils' learning environment will provide increasing challenge to ensure progress for all.**
- **Teaching staff will develop their understanding and skills around giving high quality feedback and facilitating learning conversations.**

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

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

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

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Staff have a shared understanding of GIRFEC and the wellbeing indicators.
- All stakeholders work to ensure that learners feel safe and secure in school.
- All staff and pupils know and understand the wellbeing indicators.
- Most children feel comfortable in approaching staff to discuss personal and sensitive issues and feel listened to and cared for.
- All staff attend regular professional learning on legislative and statutory aspects of wellbeing and inclusion.
- As a multi-cultural school community, equality and diversity is promoted, respected and celebrated and this extends to other differences.
- In some classes, outdoor spaces are used effectively to promote positive relationships, Health & Wellbeing and learning for sustainability.

How do you know?

What evidence do you have of positive impact on learners?

- Comments from pupils, staff, parents and visitors.
- HWB Questionnaires.

What are you going to do now?

What are your improvement priorities in this area?

- Through school assemblies, refresh school community understanding of UNCRC and develop class charters.
- Wellbeing indicators will be integral to the development of a refreshed vision, values and aims for the school.
- Cultural equality and diversity will be embedded in the curriculum rationale.

- Good practice in some classes around outdoor learning will be used as an example to build teacher confidence in using this approach frequently across the curriculum.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

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

Level of quality for core QI: 3

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Attainment in literacy and numeracy for all learners is central to the school's improvement priorities and literacy and numeracy are key themes on this session's improvement plan.
- A clear assessment calendar ensures that teachers have a wide range of data to inform their professional judgement on children's progress and attainment.
- Staff are becoming increasingly confident in scrutinising and analysing attainment data and using it to inform professional judgement on pupil progress.
- There is an effective tracking and monitoring system in place and regular tracking meetings take place with all staff to discuss children's progress and identify areas for improvement.
- Progress for learners with additional support needs is reviewed regularly with involvement of partners. The positive relationships with partners such as Educational Psychology, Social Work and Intervention and Prevention Teachers ensures a continual strive towards improving outcomes for learners.
- Additional 0.4FTE support for learning/nurture teacher funded by PEF is allowing a better understanding of the needs of learners who are at risk of lower attainment due to family circumstances and targeting support to meet those needs.
- Our approach to the Accelerated Reader programme ensures progression for all learners in P4 to P7 and achievements are regularly celebrated at assemblies. This programme is highly motivating for most learners.
- The use of Seesaw allows regular sharing of learning with parents and is motivating for learners.
- Learners' achievements both in and out of school are regularly celebrated at assemblies and on wall displays. Learners are encouraged to talk about their achievements in terms of how they relate to our core skills for learning, life and work.

How do you know?

What evidence do you have of positive impact on learners?

- Most learners make progress from their prior levels of attainment in literacy & numeracy.
- Robust programmes, formative and summative assessment, tracking and monitoring aid us in ensuring all pupils make progress in literacy & numeracy.
- Staff use Aberdeenshire Frameworks and Education Scotland Benchmarks to inform assessment.

- Pupils have regular opportunities to participate in a range of activities within and out with school that demonstrate their confidence and successes. (Scots poetry, sporting events, trips, quizzes, science and engineering events, shows, charity work etc.).
- Children feel they can approach staff.

What are you going to do now?

What are your improvement priorities in this area?

- Pupil leaders will begin to collect data on wider achievement of pupils in order to track pupils' development of skills.

PEF 2020-2021

Identified gap	Understanding of where children are in their learning is narrow and robust data is lacking for literacy and numeracy for children who would fall into the groups supported by PEF. Targeted intervention is not always planned around solid data, therefore outcomes could be improved.
Expenditure	PEF Teacher 0.3fte PSA 5hrs per week <ul style="list-style-type: none">• responsible for assessment and tracking of identified pupils• Targeted interventions for literacy, numeracy and HWB
Expected outcomes	<ul style="list-style-type: none">• More robust data on where children are at, therefore allowing more targeted learning.• Improvement in outcomes for children in literacy, numeracy and HWB
Impact Measurements	<ul style="list-style-type: none">• Evidence of children's progress will be robust• Interventions will be more targeted• Data will demonstrate improved attainment for children identified.

Capacity for improvement

School and Nursery staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</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>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : To improve learning, teaching and assessment in literacy, leading to increased attainment in Reading, Writing and Listening and Talking.</p>		<p>Data/evidence informing priority: Evaluation of QIs, attainment data, tracking discussions</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
<ul style="list-style-type: none"> Introduction and roll out of Accelerated Reader Revamp and Launch of new school library Family Learning events for reading New planning for learning, teaching and assessment to support teaching staff to include approaches such as outdoor learning and digital technology Staff training on Big Writing Family workshop on Literacy Staff training on visible learning 	<p>NM/EA/KG</p> <p>NM/LM</p> <p>NM/LM</p> <p>All teaching Staff</p>	<p>Aug 21</p> <p>Dec 21</p> <p>Jan 22</p> <p>Aug 22</p> <p>Nov 21</p>	<p>Star Reader Data will show improvement in reading.</p> <p>Increased use of library for different purposes. Children choosing to visit library and spend time reading.</p> <p>Increased parental engagement.</p>	

			Increased attainment in literacy across school.	
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Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</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>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
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<p>1. Priority 2 : Vision, Values & Aims Refresh – Embedding the vision, values and aims into everyday school life.</p>	<p>Data/evidence informing priority: Evaluation of QI 1.3, Stakeholder feedback.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Survey all stakeholders to identify the values we believe best represent our school Parent Council self-evaluation activities Launch the refreshed V,V & As 	NM	Feb 22	<p>Evaluation of QI will evidence improvement.</p> <p>Conversations with pupils and other</p>	

<ul style="list-style-type: none">• Identify ways to make these visible and part of everyday conversation			stakeholders will reflect the VVAs. Reduction in behaviour issues. Improved relationships between stakeholders will be evidenced through surveys.	
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Action plan 3

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<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 Information</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/ practitioners</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>		<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
<p>1. Priority 1 : To improve attainment in Maths by using the Maths recovery approach in learning, teaching and assessment.</p>		<p>Data/evidence informing priority: Attainment data, Evaluation of Qis.</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
<ul style="list-style-type: none"> Carry out practitioner Enquiry with Education Scotland on Maths Recovery SEAL assessments (Stages of Early Arithmetical Learning) introduced to assessment calendar. Responsive teaching to ensure children are challenged and making progress in the foundations of numeracy. Sharing information with parents for home learning. 	<p>All teaching staff</p>	<p>On going</p>	<p>Attainment data will show an increase in attainment in maths.</p> <p>Improvement in evaluation of core Qis.</p> <p>Tracking meetings will show a more in-depth understanding of where learners are in their maths.</p>	<p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>

			Parent surveys will show that children have a better understanding of their child's learning in maths.	
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Wider Community Links

Port Elphinstone School continues to work with PEC House in providing food boxes for the community to access.