

## Evaluation of the impact of the school's actions to improve excellence and equity

This session we have allocated PEF funding to improve excellence and equity in Literacy and Health and Wellbeing.

Pupil Support Assistant time was purchased to support learners in P1/2. Big Writing training and materials for all teachers and classes supported literacy attainment. A variety of play equipment and resources was purchased for the infant classes to promote learning and literacy through play. To support children in developing their Health and Wellbeing, a range of resources was ordered, including emotions discussion cards, emotions cushions and the 'Mindful Kids' pack.

There have been a number of changes in staffing and management this session at Portmoak, however transitions have been smooth and we have continued to ensure progress towards National Improvement Framework Drivers and Local Priorities. Leadership at all levels exists with pupils, staff and parents taking forward school improvement in a range of areas. A wide range of opportunities and experiences are offered to pupils and we strive to include people and places from our local area to ensure Portmoak remains a school at the heart of its community.

Through self-evaluation we have graded ourselves:

Quality Indicators	Grade
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good
3.2 Raising attainment and achievement	Very Good

Through our robust self-evaluation process, regular data-analysis, clear team communication, committed professionalism and a shared understanding of our school journey, we have demonstrated our capacity for continuous improvement. We greatly value 'Friends of Portmoak School', our Parent Council, who continue to work hard to support our school.

### Improvement Priorities for session 2020-2021

- Creating and implementing a recovery curriculum which focuses on Literacy, Numeracy and Health and Wellbeing.
- Implement an approach to blended home and school learning that is equitable and supports all learners.
- Develop Health and Wellbeing pedagogy and toolkits to support children's resilience and emotional literacy after school closures and throughout the 'Blended Learning' model.

These improvement priorities will support our journey in pupils' return to school following the Covid-19 school closure period. Insight data demonstrated that 93% of our pupils engaged in online learning every week until the end of May, and these priorities will deliver consistent, whole-school approaches to a blended learning model with the aim of maintaining high engagement in both school and at home, while supporting children's progress in Literacy, Numeracy and Health and Wellbeing.

In reporting on the progress made by our school during last session we have been informed by staff meetings, by continued dialogue with parents/carers and learners and ongoing liaison with Parent Council.

Paula Woods, Acting Headteacher

# Standards & Quality Report 2019-20

## Portmoak Primary



### Our Vision, Values and Aims

We strive to ensure that pupils become successful learners who enjoy learning and realise their full potential; confident individuals who are able to live safe, healthy and fulfilling lives; effective contributors who achieve and are ambitious and responsible citizens who make a positive impact on society.

Our vision of 'Being the best I can be in Portmoak' focuses on **Learning, Inclusion, Friendship** and the **Environment** and our value statement poster was designed with our eco and outdoor learning credentials in mind. Staff, pupils and families worked collaboratively to produce **LIFE**, which encapsulates everything we are.



## ATTENDANCE, ATTAINMENT & ACHIEVEMENT

	2017/18	2018/19	2019/20
<b>Attendance</b>	95.7%	95.7%	94.2%

National Expectations	
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 19/20, up until March 2020 when schools closed due to the Coronavirus Pandemic, has highlighted the following key points:

- In **P1**, most pupils are on track to achieve First Level in Reading, the majority of pupils are on track to achieve Listening and Talking and Numeracy, and less than half were on track to achieve Writing. However, it is important to note that in our experience, the progress made in Term 4 in P1 can be exponential and had schools not closed, we would have expected this attainment to have been higher.
- Most **P4** pupils are on track to achieve First Level in Listening and Talking, Reading, Writing and Numeracy.
- All **P7** pupils are on track to achieve Second Level in Listening and Talking and most pupils are on track to achieve Second Level in Reading, Writing and Maths.

Across all stages, there are many pupils on track to achieve the appropriate level in their learning earlier than national expectations would indicate. Almost half of our P7 pupils were working within Third Level Numeracy and a quarter were working in Third Level Writing.

Achievements this year have included:

- Being awarded our Fourth Green Flag by Eco Schools.
- Our World Book Day featured a very successful 'Book Swap' event.
- Pupils performed songs and dances from the decades at our 60<sup>th</sup> Birthday Musical Extravaganza.
- Our P4-P7s began to learn Mandarin and made impressive progress very quickly!
- P5-7s designed and created theatre sets for this year's Perth pantomime – Sinbad.
- P5/6 ran a very successful Community Café.

## HIGHLIGHTS

Learning across the curriculum has been supported and enriched in a wide variety of ways. All pupils have participated in one of our successful committees. Out of school clubs offered this year were football, netball and running, with opportunities to take part in a range of tournaments and festivals. Other sporting activities across the school have included swimming for P4 and P5 and the annual Cross Country event. Our learners have

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enjoyed a range of trips including the Queensferry Crossing, Perth Theatre, Deep Sea World and Portmoak Moss. Other events that have taken place are MacMillan Coffee Morning/Open Afternoon, a well-attended Family Writing Session which received very positive feedback, World Book Day, 1960s School Day, a Dance Through the Decades family disco and Sharing the Learning Assemblies for every class.

## LEARNING

Across all aspects of school life, relationships between staff, pupils, parents and the local community are very strong, positively impacting on children's learning. This ensures a nurturing ethos is a key strength. Breadth and depth of learning experiences are provided by groups in the community, eg Kinnesswood in Bloom and Portmoak Festival.

The effective use of the rich local environment further enhances pupil's experiences, with learning taking place in Kilmagadwood and Portmoak Moss.

Portmoak Primary School celebrated its 60<sup>th</sup> Birthday in its current location and this provided a whole school context for learning, with each class learning about a particular decade in terms of news headlines and culture. This culminated in a whole school production spanning from 1960 to the current day which was performed to parents, community members and former pupils.

Digital learning has been greatly enhanced this session due to the necessity to deliver home learning from March to June. Although tentative steps had previously been taken in developing the use of Glow and Microsoft Teams in school, all staff, learners and families were immersed in these platforms. There were lots of initial teething problems but staff and learners are now able to navigate their way around Teams and Class Notebook.

Intergenerational links continue to be a powerful driver and our Community Café was attended by a number of community members. Art projects and gardening tasks have been led by retired people who live in the local villages.

## LEADERSHIP

At Portmoak we are focused on the pursuit of excellence and equity, and supporting our children to be the best that they can be. A new Acting Headteacher was appointed in January, with a new Acting Principal Teacher joining the school in March. This transition has been smooth due to the support and professionalism from all staff. Throughout the school closure period, the Senior Leadership Team and whole staff have strived to provide learning opportunities that engaged and motivated our learners and allowed them to apply their knowledge and skills. Communication has been a key strength and staff, pupils and families are well supported by a hands-on approach and as such enjoy the benefits of a supportive and inclusive learning environment. Pupil voice is a strong feature of our school and will continue to be a key driver in our future improvements. Sharing of learning has continued using our Portmoak LIFE Learning Plans, newsletters, and very successful pupil led Sharing the Learning Assemblies, shared learning events and workshops. Tracking and attainment meetings ensure a focus on raising attainment and support scrutiny of class data.