



Education & Children's Services

HMI – Follow Through Procedures Progress Report to Parents

1 Introduction:

Portmoak Primary School was inspected in **September 2017**. The report on the inspection by her Majesty's Inspectorate of Education (HMI) was published in **November 2017**.

The school continued with existing plans for improvement, in line with the recommendations from the report, which has had a positive impact on a wide range of aspects within the school.

Both the headteacher and staff have worked co-operatively with authority staff to take forward the areas identified in the original HMI report as requiring development and the authority endorses the information within this report.

Further information about the broader achievements of the school is contained in the school's annual Standards & Quality report published in September.

2 Areas for Improvement – Evaluation of Progress:

The initial inspection report published in **November 2017** identified one main point for action. This section evaluates the progress made to date in addressing this action point and the resulting improvements for pupils and other stakeholders.

Area for improvement

As identified in the school improvement plan, continue with developments in the area of skills for learning, life and work including digital skills.

Evaluation of progress and impact:

The area of digital learning has been a key area of focus throughout last session. As a result of several years of development in this area, all children benefit from engaging experiences using iPads and other digital technology. Digital learning has been a key focus in planned learning and staff have engaged in a number of collegiate activities to enhance their professional learning in this area, including working towards badges on the Apple Teacher Programme, new technologies to share learning at home with parents and to create short movies.

Additional apps for the iPads have been purchased as well as the installation of promethean panels for every class. The Parent Council have been integral in fundraising for these panels over several years. They were installed in summer 2018 and they are already having a positive impact on the quality of children's learning experiences.

The Digital Leaders (pupil committee) continue to support digital learning across the school and have been successful in attaining the Digital Schools Award in April 2018. The award recognised, among other things, the presence of a whole school digital strategy, evidence of how digital technology is being used to improve learning, and a commitment to ongoing professional learning for teachers.

Children have informed the improvement journey through engaging in focus groups on the areas of skills for learning, life and work and digital learning. Pupil voice is an area of strength within the school. This was highlighted recently when the Pupil Council used the new document 'How good is OUR School?' to evaluate strengths and next steps. The process engaged children meaningfully in discussions about their learning and in the work of the school. Their findings were extremely positive and enabled pupils to contribute to school improvement through learner conversations.

For all children, planned learning includes skills development, in the area of skills for learning, life and work. Planned learning in skills is delivered through a whole school termly focus, which is co-constructed by staff to allow for progression and development through each of the skills, which form part of the Perth and Kinross Skills Framework. Staff have engaged in training on skills and are now using skills language more in their lessons. Children are now becoming more able to articulate their skills in the classroom and skills are now explicitly evaluated through quality assurance visits (learning chats).

Every child is responsible for an aspect of school improvement through our committees. Every committee prepares an action plan for improvement across the year. This learning is now linked to the skills focus for the term, so that children are able to apply taught skills within their committee time.

Children's contributions within the committees have led to a number of achievements at Portmoak, including gaining the Rights Respecting Schools Silver Award in May 2017, maintaining our Green Flag Eco status consistently since 2011 and most recently the Health and Sport Committee has achieved the Silver School Sport Award.

The whole school engaged in STEM (Science, Technologies, Engineering and Maths) and every child entered work into the Scottish Engineering Leaders Award, with nine children progressing to the national shortlist with their engineering ideas/entries.

The upper school used their literacy, leadership, working together and enterprise skills to write, edit and publish a book about the life and times of local poet Michael Bruce. The book contained art work from every class and was a

real community project. Their work resulted in our children receiving the Culture Perth and Kinross's Young Heritage Ambassadors Award in June 2018.

Next Steps:

The school improvement plan for session 2018-19 details further development in the area of skills for learning, life and work including digital skills. This includes enhancing children's ability to talk about their skills, the planning and assessment of skills and including a focus on skills within the learner's journey jotters. Plans are also in place to extend staff training on digital learning to enhance further the range of digital skills taught and experiences offered. The school has also just been successful in a bid for Living Communities funding to run an intergenerational film project which will involve pupils at our school working with a number of locals about their trades, hobbies, interests and life when they were young. This project will culminate in the creation of a film which we will then present at a community event. Children will develop skills through this project such as working together, communicating, problem solving and decision making, as well as literacy and digital skills, and further enhance our excellent community partnerships.

Practice worth sharing more widely

As part of the inspection process, there were three areas identified as practice worth sharing more widely which were:

Approaches taken to the promotion of health and wellbeing.

Children's ability to talk about themselves as learners.

The quality of ethos in supporting leadership of change.

Since the positive inspection in September 2017, staff and pupils have hosted a number of visitors from Perth and Kinross and other Local Authorities on good practice visits to Portmoak. Headteachers and inspectors from France; the Scottish Director of Inspection and Scrutiny and the Scottish Digital Strategy Board have all visited the school. The Headteacher has led sessions in Perth and Kinross and across Tayside on a number of topics including pupil voice, parental engagement and on children's ability to talk about themselves as learners.

At a national level the school has been asked to write several Case Studies for the National Improvement Hub. One of these (children's ability to talk about themselves as learners) was chosen to be used for a sharing highly effective practice pilot programme by Education Scotland and turned into a Sketchnote, which has been shared nationally on the Education Scotland website and Social Media and highlighted at various events.

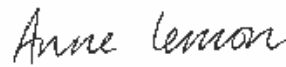
Next Steps:

The school is currently finalising another Case Study for Education Scotland on the effective partnerships with parents leading to high levels of parental engagement. The school is well placed to continue to improve and also to continue to support system wide improvement at Local Authority level and beyond.

Louise Gordon
Headteacher:

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Anne Lemon
Quality Improvement Officer

A handwritten signature in black ink that reads "Anne Lemon". The signature is written in a cursive style.