

At Portsoy Primary School this session...

- First Aid Training Qualification for P5/6/7 children.
- Parent Curricular Afternoons
- Active Schools – Rugby Festival, Basketball, Ballroom Dancing, Junior Joggers, Street Dance, Cross Country
- Jodie Rhodes (Forest Ranger) – Outdoor learning activities
- Parent Support Group events
- Christmas card Enterprise project
- Boat Building Project
- Class visits to McRae Court and Durnhythe Nursing Home
- Road Safety Magic Show
- Visits from the Fire Service, Lifeboat, Coastguard and Police
- Children in Need fundraising
- Christmas Fayre - Whole school enterprise activity
- Theatre performance – Elves and the Shoe Maker
- Police Liaison Officer visits to all classes
- Christmas performances – Nursery and whole school
- Youth Music Initiative Performance from Banff Academy pupils
- Step Up With Enterprise – P7 transition
- Road Safety Officer visits
- Totally Tatties Project and links with local farmers
- ALEC caravan – Health & Wellbeing
- Library visits
- Tennis Taster Sessions
- Class enterprise projects linked with the local community groups – Thrift Shop, Library, Salmon Bothy, local farmer, local fisherman
- Rotary Quiz – P7
- Bikeability training - P5 and P6
- Egg Hatching Project
- Dalguise Residential School trip
- Potted sports/sports Day events
- Big Music Day
- School Summer Fete
- Farmers Market Logo competition winners
- 'Animates'- Hands on animal experience
- Folk Festival Musicians in school
- Boat Festival – Family concert performance

Standards & Quality Report

2014/2015



Portsoy School

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COUNCIL



The School in Context

The school serves the town of Portsoy, local rural areas and the village of Sandend approximately 3 miles away. The main part of the school dates from the 1800s, but it has been added to and modernised in recent years.

Over the last five years the learning environment has been refurbished and resources updated.

In addition to teaching areas, the school has a large hall, library, resource room, computer room, general purpose room, music/cooking room, main office, medical room, staff room, janitor's office, cloakrooms, toilets and community area.

The school roll (2014/2015) is 130 pupils and 46 pupils in the Nursery which has a morning and afternoon session.

The school is staffed with a dedicated, hardworking team. The Head Teacher has been in post since February 2011. The teaching staff comprises of 6 class teachers and visiting specialist teachers of Modern Languages, Physical Education and Music. The school team also includes 2 nursery nurses, 5 pupil support assistants, school administrator, clerical assistant, janitor, catering assistants and cleaners, all of whom contribute to the friendly, ethos of Portsoy Primary.

The school has very strong links with groups and organisations within the community, including Active Schools clubs. This includes Junior Joggers, Street Dance, and Basketball.

The school has an active Parent Council group who are very supportive of the school, staff and pupils.

Key Development	Progress during year/year
Improve the pace of curriculum development, ensuring that children receive a breadth of experiences, developing their skills as they move from Nursery to P7	Programmes of work have been further developed for Numeracy, Literacy, Health & Wellbeing and some aspects of the Broad General Education.
Improve the Systems to review children's progress through having a clear overview of children's performance.	Progress through the levels are tracked for individual children using SEEMIS and school systems. Termly meetings are held with the class teachers to discuss each child's progress in Numeracy, Literacy and Health & Wellbeing.
Improve arrangements for self-evaluation to ensure continuous school improvement.	Children are more genuinely involved in decision making relating to school improvements. Staff are more reflective and there is improved professional dialogue relating to effective learning and teaching practices and school improvements.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR YEAR / YEAR

Implementation of Curriculum Frameworks (Numeracy, Literacy, Health & Wellbeing and the Broad General Education)

- To ensure all children have consistent and appropriate progression of learning and teaching in the Broad General Education and specifically in Numeracy, Literacy and Health & Wellbeing.

Developing Numeracy Strategies to Raise Attainment

- Raise attainment in numeracy for all children from Nursery to P7.
- Raising Attainment For for All Initiative (RAFA)

1 + 2 Modern Languages

- All children from P1 – 7 will develop knowledge and skills in French (chosen Cluster language) through listening, talking, reading and writing.
- All children will have experience of a second language (doric/additional language) through a Broad General Education

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Integrated Assessment Framework Process (IAF).
- Individual Education Plans (IEP) and Care Plans.
- Pupil voice and representation on school groups.
- Celebration of diversity (Assemblies, school vision, values and aims)

Our key strengths in this area are

- Rights Respecting Schools ethos and practice is evident consistently from Nursery to P7.
- Across the school, positive relationships are evident between all stakeholders.
- Restorative approaches are used more consistently across the school.
- Staff have further developed their knowledge and expertise in dyslexia and literacy difficulties to best support children in class.

We have identified the following as priorities for improvement in this area

- Enhancement of staff knowledge and development of expertise in inclusion strategies, including Dyslexia toolkit and Autism awareness.
- Continued development of pupil voice, learning conversations and Learning Journey profiles.
- Information sharing with parents about Dyslexia, Autism awareness and Restorative Approaches.

Key

Evaluation – Excellent -outstanding, sector-leading **very good** - major strengths **Good** - important strengths with some areas for improvement **Satisfactory** - strengths just outweigh weaknesses **Weak** - important weaknesses **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

Satisfactory

QI 1.1 ~ Improvements in Performance

QI 2.1 ~ Learners' Experiences

Good

In arriving at these evaluations, we considered the following evidence.

- INCAS/PIPS/Class teacher assessments
- Learning conversations between children and staff.
- Classroom monitoring
- Parent feedback
- Learning Journeys
- Teacher/pupil evaluations
- Authority Quality Improvement visits.

Our key strengths in this area are

- Children are more confident and articulate in talking about their learning.
- Planning for children's learning is more robust.
- Children are more involved in designing and evaluating their own learning.
- Pace and challenge of learning has increased through focus on children's ownership of their learning. This includes children contributing to their Learning Journey Files and representation on school groups.

We have identified the following as priorities for improvement in this area

- Review of whole school policy and practice of Learning and Teaching.
- Ensure consistency and continuity in learning and teaching with a focus on curriculum progressions.
- Further develop children's ability to evaluate and identify next steps in their learning.
- Continue to develop children's voice through learning conversations, Learning Journey files and presentation, assemblies and school groups.

2. How well does our school support children to develop and learn?

QI 5.1 ~ The Curriculum

Evaluation

Satisfactory

QI 5.3 ~ Meeting Learning Needs

Satisfactory

In arriving at these evaluations, we considered the following evidence.

- Teacher's plans, records, timetables and evaluations.
- Children's Learning Journey's, jotters, displays and presentations.
- Feedback from stakeholders.
- Education Scotland advice notes and CfE documents.
- Staff professional update and impact on learning.

Our key strengths in this area are

- Involving stakeholders, the school has developed its vision, values and curriculum rationale which underpins the aims of the school community.
- The school has further developed some programmes of study to meet children's needs and current educational priorities.
- School groups have a greater impact on learning and teaching and decision making in the school.
- Nursery and P1 are working more coherently at early level to ensure consistent approaches to learning and teaching and transition.

We have identified the following as priorities for improvement in this area

- New systems have been developed to ensure children receive all their entitlements of the Broad General Education.
- There is a greater focus on Learning Intentions and Success Criteria when planning and evaluating learning and teaching experiences.
- Teacher's planning formats clearly identify assessment and evaluations which inform next steps in learning.

3. How does our school improve the quality of its work?

QI 5.9 ~ Improvement Through Self Evaluation

Evaluation

Satisfactory

In arriving at these evaluations, we considered the following evidence.

- Teacher evaluations of weekly and termly plans, including professional dialogue during planning meetings with Head Teacher.
- Tracking and monitoring of pupil attainment, including standardised assessments.
- Stakeholders' involvement and views.
- Engagement with self-evaluation processes and materials.

Our key strengths in this area are

- School improvement planning is more focussed and having a positive impact in classes and on children's learning
- Staff are more reflective and meet on a regular basis to discuss effective learning and teaching practices.
- There are improved arrangements in place to assess, analyse and track children's progress.
- Moderation activities feature more consistently through the school particularly in Numeracy, Literacy and Restorative approaches.

We have identified the following as priorities for improvement in this area

- Staff to engage in peer observation sessions and professional learning conversations to share effective learning and teaching strategies.
- Staff to collaborate with teachers from other schools around moderation, sharing effective practice and benchmarking.
- Further develop in the tracking of children's progress and how the information is used to ensure children are making appropriate progress through the Curriculum for Excellence Levels.
- Staff engagement in How Good is Our School 4.