

Standards & Quality Report

2013 / 2014



Portsoy Primary School

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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.

The school was rewired throughout in 2010. The pupils' toilets were refurbished in 2012. Shortly afterwards the blackboards in all classrooms were replaced with whiteboards and the Smartboards were repositioned to allow appropriate and improved access for children and adults. The corridors have been repainted, new blinds fitted in most rooms and some classrooms have benefitted from new carpets. Over the last two years, all classrooms have had their tables and chairs replaced with appropriately sized furniture for age and stage of pupils.

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

School meals are made on the premises and served in the canteen. Packed lunches are eaten in the canteen and Rm 10, next to the canteen.

The school roll (2013/14) is 132 pupils and 38 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 staff comprises of eight teachers in the following classes. Nursery (morning and afternoon sessions), P1, P2, P3/4, P4/5, P5/6, P7 and SFL.

The school team also includes 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. The school is also heavily involved in the annual Traditional Boat Festival, Folk Festival, Boat Building Project and Salmon Bothy events.

The school has an active Parent Council group who are very supportive of the school.

Key Development	Progress during 2013/2014
Active Literacy – Continued implementation of active literacy approaches to support the learning and teaching of language skills.	-Improved learning experiences for children. -More cohesive and progressive active learning and teaching approaches across stages. -Staff training - Big Write approach.
Active Numeracy - Continued implementation of active learning approaches to support the learning and teaching of Numeracy.	-Improved learning experiences for children. -More cohesive and progressive active learning and teaching approaches across stages. Staff training - Hienneman Active Maths Big Maths approach.
Co-operative Learning – Provide opportunities for learners to apply a range of skills in collaborative, interdisciplinary contexts.	-Co-operative Learning strategies have been introduced at middle stages. - Staff training – Co operative Learning Academy days. - Authority training currently postponed for future training of staff.
Learning for Sustainability – Provide opportunities for learners to engage in Global citizenship through all areas of the curriculum and in the ethos and the life of the school.	-Rights Respecting Schools has been introduced from Nursery to P7. -School working towards achieving ROC. - Identified school groups with pupil and staff representatives.

1. How well do our children learn and achieve?

QI 1.1 ~ Improvements in Performance

Evaluation

satisfactory

QI 2.1 ~ Learners' Experiences

good

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

- INCAS/PIPS/Class teacher assessments.
- Tracking and monitoring of attainment (school documentation).
- Classroom Monitoring.
- Pupil voice (Individual pupil profiles.)
- Parent feedback.

Our key strengths in this area are

- Celebration of pupil achievement in a wide range of contexts.
- Positive pupil relationships.
- Children are taking increasing responsibility for their learning. At some stages teachers work with the children to identify strengths and set learning targets.
- Children achieve well in various community initiatives.
- Most children make very good progress in Mathematics, particularly in mental calculations.
- Most children can use numeracy and literacy skills in a variety of contexts and developing an understanding of Health & Wellbeing.

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

- Across the school, children need to learn to identify their strengths and next steps in learning.
- Development of effective systems to track and monitor children's progress and attainment to ensure progress.
- Children should continue to develop and apply literacy and numeracy skills in real-life contexts.

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

	Evaluation
QI 5.1 ~ The Curriculum	weak
QI 5.3 ~ Meeting Learning Needs	weak

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

- Teachers' plans, records, timetables and evaluations.
- Children's profiles jotters displays and presentations.
- Feedback from stakeholders.
- Education Scotland advice notes and CfE documentation.
- Staff continuous professional development and impact on learning.

Our key strengths in this area are

- Staff are beginning to plan experiences which are more responsive to children's needs and interests through motivating learning activities.
- Partnerships within the community and local environment enhance children's learning including skills for life and the world of work.
- Across the school, staff are caring and take account of various factors which can affect children's learning.

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

- Provide more focused support and challenge for children in their learning, to ensure they make better progress.
- Further whole school development to ensure children experience a broad general education to support their progress.
- Develop a whole school approach to learning and teaching to ensure all children progress well in all curricular areas across all stages.
- Improve learning experiences which will develop children's knowledge, understanding and skills by providing more exciting experiences through active discovery, investigation, experimentation and exploration.
- Continue to develop and improve programmes of work across all curricular areas.

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

Evaluation

QI 5.9 ~ Improvement Through Self Evaluation

weak

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

- Teacher evaluations of weekly, termly and yearly plans
- Tracking and monitoring of pupil attainment (including standardised assessments and professional judgement).
- Stakeholder's involvement and views.
- Engagement with local authority and national self-evaluation processes and materials.

Our key strengths in this area are

- A clear knowledge and understanding of the school's strengths and areas to improve.
- Staff are becoming more reflective in how to improve further children's experiences and achievements.

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

- Establish more formal mechanisms for children and parents to contribute to school improvements.
- Self-evaluation systems need to have a greater improvement on improving the school's work.
- Regular tracking and monitoring to inform self-evaluation.
- Staff to engage in sharing of good practice with colleagues in their own and other schools.

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.
- Individual Education Plans and Care Plans.
- Equity of learning for all children.
- Pupil voice and representation on school groups.
- Celebration of diversity (Assemblies, school ethos and aims).

Our key strengths in this area are

- Development of Rights Respecting Schools ethos and practice from Nursery - P7.
- Across the school, positive relationships marked by mutual respect are evident between children and adults.
- Celebration of children's school and wider achievements at assemblies and displays throughout the school.

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

- Enhancement of staff knowledge and development of expertise in inclusion strategies.
- Continued development of children's voice in all aspects of school life.
- Further development of children's profiling.
- Staff development focussing on knowledge and understanding of Autistic Spectrum Disorder.
- General information sharing and awareness raising with parents about Additional Support Needs and the programmes/strategies put in place to meet children's needs.

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

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014/2015

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 to be put in place to ensure progress across the Experiences and Outcomes in Numeracy, Literacy and the Broad General Education.
- Whole school approach to sharing learning intentions, success criteria and related feedback on learning.
- Whole school framework for further development of Assessment is for Learning strategies (AifL).

Improve the systems to review children's progress through having a clear overview of children's performance.

- Create systems to record predictions for expected levels of achievement in Numeracy and Literacy.
- Create systems to track and assess children's progress in Literacy and Numeracy, including PIPS and INCAS (standardised assessments).
- Termly meetings with individual teachers to analyse and make judgements about assessment data.

Improve the arrangements for self-evaluation to ensure school improvement.

- Improvement planning will focus on priorities which will best support the school in moving forward (including those identified in the Record of Inspection Findings).
- Further engagement in supporting documentation (Building the Curriculum 2,3,5 and Education Scotland Increased Expectations advice notes).

At Portsoy Primary School this session...

- First Aid Training Qualifications for P5/6/7 children
- Peer Mediation Training
- Young Leader Training
- Boat Building Project and Regatta Day – Loch Soy
- Salmon Cobble Project and Katherine Grainger visit
- Active Schools - rugby festival, club golf, badminton tournament, swimming, netball, junior joggers
- Zoo – Lab visits
- Whole School Sponsored Walk – School funds (£885.30)
- Children In Need fundraising day – Pyjama Day (£296.48)
- Guide Dogs for the Blind talk from Mrs Barclay, Mrs Burns and Nina the dog.
- Sports Relief Day (£45.00)
- Spring Fayre (£1119.94)
- Salmon Bothy Artist workshops
- Life boat/fire engine/coastguard/local fisherman visits
- Police Liaison visits to all classes (Further development of Rights Respecting Schools)
- Aberdeenshire Council Digital Library Service workshops at the Salmon Bothy for children and parents.
- Jodie Rhodes (Forest Ranger) – Kirkie's Woods outdoor learning activities.
- Outdoor learning links with the Local Community Council
- Rev. Nicol – School assemblies and individual class visits
- SSPCA visits (Further development of Rights Respecting Schools)
- Church visits
- Yoga workshop
- K'NEX challenge
- Curricular visits to Satrosphere, Macduff Aquarium and Fyvie Castle
- Christmas performances and Jack and the Beanstalk production
- WWI workshops - members of the local community and Salmon Bothy
- ALEC caravan – Health & Wellbeing
- Greig Duncan Project (Doric)
- Portsoy Boat Festival (Opening ceremony and family concert)
- Tatumba – Music workshop
- Big Music Day
- Buchan Heritage competition – section winners
- Hip Hopera – Transition project
- Author Visits from Matthew Fitt and Deborah Leslie
- Rotary Quiz
- Battle Scar workshops
- Durnhythe Care Home visits
- Tesco Farm to Fork
- Fairy Land Ball/Banquet
- C-COW Farm trailer workshops
- Potted Sports/Sports Day events
- Class enterprise projects linked with local community groups