

Standards & Quality Report

2015-16



Portlethen School

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The School in Context

Portlethen Primary School is situated in Portlethen, a former fishing village 6 miles south of Aberdeen which now has grown into a thriving community of around 9,000 inhabitants. The school is at the north end of the town, its zone covering a mixed catchment area, both in close proximity to the school and in the coastal villages of Old Portlethen, Findon and Downies.

The present school building, erected in 1962 and extended in the 70s, provides 18 open plan and traditional teaching areas. A porta cabin was erected in 2002. We provide education for children from 3 to 12 years of age. We have 11 classes and 6 nursery classes, 2 of which are accommodated at our external site in Portlethen Academy. Six classes from the new Hillside School are currently accommodated in the building, it is expected that Hillside pupils will move to the new site during during term 3 of session 2016/17.

Portlethen Parent Partnership is our Parent Council and Friends of Portlethen Primary and the Playground Improvement Project are our fundraising partners.

The school possesses a level 1 Rights Respecting School Award and is working towards level 2. We have also achieved our third Eco Schools Green Flag. The school has been recognised as a Fair Trade School.

VALUES

Honest, Respectful, Nurturing, Inclusive, Reliable

At Portlethen Primary School we aim to enable all our learners to develop their capacities as responsible citizens, confident individuals, effective contributors and successful learners, within our community. We aim to use both the indoor and outdoor opportunities provided by our setting, to the full.

Responsible Citizens

- We encourage an understanding of our roles, rights and responsibilities within our community and wider world.
- We provide opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others. (UN Convention on the Rights of the Child)

Effective Contributors

- We promote confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings.
- We provide opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others. (Article 12, UNCRC)

Successful Learners

- We provide quality learning experiences which inspire and motivate our young people to become successful learners.
- We encourage all to reach their full potential through stimulating and independent learning. (Article 28, UNCRC)

Confident Individuals

- We provide a safe, secure and supportive environment where children feel confident to tackle new challenges.
- We encourage a pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing. (Article 29, UNCRC)

What is our capacity for continuous improvement?

Leadership & Management:

How good is our leadership and approach to improvement? (QI 1.3)

Existing Strengths

- Quality Assurance calendar supports effective self-evaluation
- School Improvement Plan is used to inform the cycle of change, evaluate change and plan next steps
- Planning and learning conversations, monitoring of learners' evidence and learning visits
- A balance of whole staff/curricular level collegiality occurs
- Teaching staff are committed, hard working professionals who are leading and supporting improvements
- Teaching staff work within the General Teaching Council (Scotland) standards and Professional Update
- Senior Leadership Team are committed professionals who lead by example
- Senior Leadership Team are dedicated to providing good pastoral care to staff and pupils

Priorities for future development

- Career Long Professional Learning time will be allocated to key self-evaluation tools of the National Improvement Framework and How Good is our School 4. Collegiate sessions to enhance understanding, improve working knowledge for all in order to have a positive impact on children's learning and attainment
- All teachers to take a lead role to support the 2016/17 School Improvement Plan and/or to drive forward an area of their expertise eg Dyslexia Friendly School
- A more consistent approach to evaluating/reflection of teaching and learning will be explored

Learning Provision:

How good is the quality of care and education we offer? Teaching, learning and assessment (QI 2.3)

Existing Strengths

- Currently have enhanced staffing in nursery and in process of enhanced staffing for remainder of the school whilst we await the outcome of the Enhanced Provision consultation
- Pupils' needs are assessed on enrolment in nursery/school and endeavour to best meet needs through targeted support
- Positive inclusion collegiate sessions led by Ed Psych to ensure consistency of approach have begun
- All staff have participated in Child Protection Training
- Positive inclusion of pupils with additional support needs is a priority
- Maintenance of IEPs to support individual needs is consistent across nursery and school
- Liaison between ASL, Nurture and IPT staff and class teachers/PSAs is good
- Teaching staff provide a good level of pastoral care to pupils
- Aberdeenshire progression framework have been explored
- Shared planning enables a shared understanding of progress
- Teachers use A Curriculum for Excellence levels, assessment and professional judgement to identify next steps in learning
- Agreed Big Writing approaches are being facilitated across the school.
- Targets are set and shared with parents
- The majority of staff are committed to making learning relevant by seizing on local community opportunities and taking account of pupils' ideas and interests
- 88% of P4-7 pupils believe the school is helping them to become more confident
- All teaching staff take active approaches to learning
- Most teaching staff facilitate cooperative learning approaches
- Most staff have explored and facilitated outdoor learning opportunities

Priorities for future development

- Consider how best to address the whole school and individual needs in view of enhanced staffing for this session
- Aberdeenshire progression frameworks to be used to inform planning, assessment, tracking, monitoring and moderation

and bundled outcomes to be explored

- Increase attainment in mental agility as an improvement priority
- Increase attainment in writing as an improvement priority
- Improve use of ePIPS and InCAS data alongside tracking and teacher professional judgement to assess progress and inform next steps

Successes and Achievements:

How good are we at ensuring the best possible outcomes for all of our learners?

Ensuring wellbeing, equality and inclusion (QI 3.1)

Raising attainment and achievement (3.2)

Existing Strengths

- Everyone within the school is treated fairly and with respect and most children report feeling safe and secure in school
- The GIRFEC agenda is at the heart of the school's ethos.
- We are working towards RRSA level 2 award and children and staff have regular dialogue in class, through assemblies and events to ensure an understanding of rights
- A whole school behaviour management approach exists with clear rules, rewards and consequences
- Restorative Approaches philosophy is being further developed
- Support to enhance social skills is facilitated for identified children within the Nurture Hub
- Vulnerable pupils are supported by the Intervention and Prevention teacher
- Inclusion is facilitated by adapting the environment, providing support equipment and resources, adapting the curriculum and appropriate staff training
- Individual Education Plans are in place to address the needs of individual pupils. Shanarri (safe, healthy, active, nurtured, achieving, respected, responsible included) indicators focus on individuals' needs
- Staff identify the needs and support for pupils' learning and partner agencies are involved where appropriate

- 86% of pupils enjoy learning at school
- The Pupil Voice is expressed through the Pupil Council, RRSA, Eco and Fairtrade groups
- Prefects and buddying enables leadership in relevant contexts
- Celebration assemblies ensure success is celebrated
- Wider achievement opportunities are targeted towards appropriate children
- Effective tracking system for literacy, numeracy and health and wellbeing is in place
- School data demonstrates that the majority of children are attaining expected curricular levels
- Almost all children have high attendance levels and exclusion occurrences are very low

Priorities for future development

- Revise positive behaviour management policy to dovetail with Restorative Approaches. RA to become consistently embedded across the school and impact measured
- A more robust targeted support system to enable different groups of learners to achieve will be implemented eg phonics/fine motor support; number challenge group
- A more robust approach to data and tracking is required. Tracking and PIPS/InCAS data need to be interrogated and the “so what” outlined to ensure maximum impact
- Investigate digital solutions to meet learners’ needs eg Clicker 6, Read and Write Gold and take a consistent school approach to their use

Identified Themes:

A. Transitions – How well does collaborative planning and delivery contribute to continuity and progression at transition?

Existing Strengths

- Collaborative planning and team teaching ensure pupils work closely with a wider range of teaching and support staff. Teachers have enhanced understanding of the needs of a wider range of pupils
- Handover dialogue and records provide an effective aspect

of internal transition between stages

- P7 to S1 transition is uniform across the cluster so a consistent approach is achieved
- Community Learning and Development and other partner agencies support transition from P7 to S1
- Enhanced transition for targeted P7 pupils occurs

Priorities for future development

- InCAS and tracking data should be shared with academy staff. Cluster dialogue required
- PIPS and InCAS data discussion should form part of internal transition process
- Enhanced internal transition for targeted pupils will be formalised
- Home-Nursery and Nursery-P1 transition to be reviewed

B. Learning Pathways – How effective is partnership working to remove barriers to learning and deliver learning pathways to meet the needs of all children and young people?

Existing Strengths

- Multi Agency Action Planning is effective in ensuring the child is at the centre and pools expertise to best address the individual’s needs.
- Dialogue between staff via Single Agency Action Planning ensures best outcomes for children with additional support needs
- Most staff have undertaken Support Manual training

Priorities for future development

- Deploy new Enhanced Provision staff to best meet the needs of our pupils eg autistic spectrum condition, dyslexia, English as an additional language. looked after children

Curriculum – Strategic 3b – Literacy - Big Writing

Raise attainment in writing.

- Continue to develop and embed Big Writing philosophy
- Further improve the assessment of writing
- Increase pupil confidence in writing tasks.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2015-16

Curriculum – Strategic 1 – Ethos and Life of the School - Restorative Approaches

- Improved behaviour for all
- Improved attainment
- Improved sense of wellbeing

Curriculum – Strategic 2 – Aberdeenshire Progression Frameworks

- Share and implement the use of the Aberdeenshire Progression Frameworks to achieve a common understanding of benchmarks.
- Ensure that every experience and outcome of the curriculum is addressed over a 3 year period in appropriate breadth and depth.

Curriculum – Strategic 3a – Numeracy

Raise attainment in mental agility

- Improve children's abilities to explain their thinking
- Improve speed/accuracy of recall in daily activities
- Increased confidence when identifying which strategy to use

At Portlethen School in session 2015-16...

- We worked closely with the Asda community champion.
- Held successful open afternoons related to Literacy and Numeracy.
- PSA/PIP continued their successful fundraising efforts
- A very successful MacMillan Coffee Morning with a WW2 theme was held, raising around £900
- A Harvest Thanksgiving was held in our school. Donations were gratefully received at the local food bank.
- Staff attended “Big Writing” training and developed our writing philosophy.
- We welcomed Rev Flora Munro to many of our assemblies and wished her a happy retirement. Rev John Watson is now our link to the local church.
- Police Scotland spoke to pupils about Social Media and Anti Bullying.
- P1-3 enjoyed the panto “Jack and the Beanstalk” at the Arts Centre and P4-7 enjoyed a cinema trip to see “Star Wars – The Force Awakens”.
- Children enjoyed many educational excursions including: - Maritime Museum, Castles, Parks, ASDA, Tesco, the Apple Store, Abernethy, etc...
- A Burns Poetry competition was held across the school.
- The focus for in-service days included Big Writing, Number Talks and Restorative Approaches.
- Whole school assemblies to showcase learning were held and well attended by parents.
- All staff trained in EVOLVE.
- A “Night at the Musicals” displayed the enormous talent of our pupils.