

At Lochpots School this session...

- **Activities:** Celebrations assemblies led by pupils, P7 Enterprise to support P7 Residential Trip and camping trip to New Aberdour Beach, Generation Science Workshops, Class Trips to local businesses, cultural centres and environment, Buchan Heritage Society links, Westfield School to access Drama performances, whole school picnic.
- **Charity Events / Links:** Starfish Project for Africa £883, Children in Need £217, Red Nose Day £477, Leprosy £1213, P7 fundraising £1528.
- **Active Schools:** Multi Sport, Badminton, Cricket, Swimming Lessons(P4)
- **Community Events:** Beetle Drive, Quiz Night, Choir Performances in Old Folks Homes, Church Services, Assemblies, Childsmile.
- **Links with outside agencies:** Ranger Service, SSPCA, Police Liaison Officer, Shell, Generation Science, Aberdeenshire Corporate Parenting, Pupil Volunteer Scotland Awards, North East Scotland College
- **School Groups / Activities:** Cross Country, Crafts, Knitting, Guitar, Eco, Health, Junior Road Safety Group, Choir, Pupil Council, Bikeability.
- **Parent Council:** Fundraising - Bingo, Christmas Fayre, Fun Day, Christmas cards. Parent Council supported funding of outdoor classroom £4050, trip to pantomime £1135, parties and gifts £500.

Standards & Quality Report

2017-2018



Lochpots School

Robertson Road
Fraserburgh
AB43 9BF
Telephone: 01346 515751

Email: lochpots.sch@aberdeenshire.gov.uk

Aberdeenshire 
COUNCIL

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2017/18

How good is our leadership and approach to improvement?

Core Quality Indicator 1.3 Leadership of change

- Review the Vision Value and Aims to encompass GIRFEC and continue to explore ways of involving the wider community in self-evaluation.
- Focus on skills for Learning Life and Work.
- Create frameworks for Planning and Learning and Teaching to create consistency throughout school.
- Whole school teaching staff engaged in Critical Evaluation related to attachment theory.

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

Core Quality Indicator - 2.2 Curriculum 2.3 Learning, teaching

- Extend capacity to support family learning.
- Vision related to GIRFEC
- Assessment and Moderation – Digital recording of CfE levels to be introduced to show progression across Literacy Numeracy and Health and Wellbeing.
- Review and evaluate use of Frameworks and Benchmarks in planning

How good are we at improving outcomes for all our learners?

3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement

- *To raise further levels of attainment in numeracy at first level and literacy at early level and reading at second level.*
- To develop a cohesive plan for wellbeing across all aspects of school-life.
- *Improved pupil participation and develop skills across the curriculum through Team Time activities* Whole school audit and develop approaches to Dyslexia

The School in Context

Lochpots School is a primary school built in 1979 which serves an area in the north of Fraserburgh.

The school is an open plan building in good condition. There are four main class areas (early years, lower, middle and upper), a Digital Literacy suite, library, a general-purpose room, gym hall and a gathering area for various activities. The school has a canteen and all meals are cooked on the premises. Lunches are eaten in the gym hall. The nursery department is in a port-a-cabin adjacent to the school. The nursery has access to an enclosed outdoor area.

Playgrounds surround the school and there is also a large grass area with a log trail, an outdoor classroom, a school garden and a courtyard for outdoor education. To the South of the school is a Community Woodland which is also used for outdoor learning.

The current roll is 195 children in primary and 34 children in the nursery. The Management Team consists of the Head Teacher who is non-class committed and Depute Head Teacher 0.5 class committed. The school has 8 primary classes and 1 nursery class with 1 Early Years Lead Practitioner and 2 Early Years Practitioners. Specialist teachers support the teaching of Physical Education, Art, Drama, ICT, Music and French. The school has an allocation of 2 Additional Support for Learning teachers. An Intervention and Prevention Teacher for Fraserburgh Cluster is based at the school.

The teaching team is supported by 10 Pupil Support Assistants working for a total of 179 hours, School Administrator, Admin Assistant, Janitor (Part-time), 2 Canteen Unit Supervisors (Job Share), 3 Canteen Staff and 2 Cleaners.

Lochpots School is one of twelve members of the Fraserburgh Community Schools Network. The local secondary school is Fraserburgh Academy. Prior to transfer to secondary school primary 7 pupils have a 3-day induction course at the Academy in June. There is enhanced transition for pupils with ASN.

The school has an active Parent Council and encourages the involvement of parents in the work of the school.

The school manages its budget in line with Aberdeenshire Council guidelines and priorities are identified in line with the School Improvement Plan.

All decisions and actions are taken with due regard to Health & Safety considerations.

National Improvement Framework (NIF) – Scottish Government

How Good Is Our School 4 (HGIOS) – Education Scotland

Vision

AIM HIGH

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our school community are able to fulfil their potential and expectations.

Aim

At Lochpots School we aim to provide a welcoming atmosphere for pupils, staff, parents and the wider community where we can learn together in an environment of respect, pride, enthusiasm and ambition.

Values

➤ Welcoming

A safe, happy and secure environment for learning.

➤ Respectful

Showing respect to self and others, for school resources and property, by making informed choices and decisions and being tolerant.

➤ Proud

Showing pride in being a member of Lochpots School by wearing school uniform, representing the school and taking pride in school work, attainment and achievements.

➤ Enthusiastic

Showing self-motivation, enthusiasm and an eagerness to learn.

➤ Ambitious

Showing the ability to try new ideas, keep trying if something is hard, evaluate work and “aim high”.

In arriving at these evaluations, we considered the following evidence

- Class Learning visits by HT/DHT.
- Pupil sampling and learning conversations with young people
- Staff, pupil and parent discussion groups.
- Minutes of Meetings staff, pupil and parents
- Parent questionnaire feedback.
- Planning folders, weekly planning and evaluations.
- Pupil Learning Logs / Profiles
- Quality Assurance Calendar
- Professional Review and Development records
- School and Cluster Improvement Plans
- Parental Engagement Calendar

We have identified the following as priorities for improvement next session

3. How good is our leadership and approach to improvement?

NIF driver(s): School leadership, Teacher professionalism, School improvement

QI - 1.3 Leadership of change - Evaluation 4

Developing a shared vision, values and aims relevant to the school and its community. • Strategic planning for continuous improvement. • Implementing improvement and change

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

- Moderation of pupil work
- Observation of Learning and Teaching
- Stage planning meetings and evaluations
- Homework diaries
- Staff, parent and pupil questionnaires

Our key strengths in this area are

- Teaching staff maintain their professional development through the GTCS
- There is an ethos of Leadership across the school
- As a response to self-evaluation, we are promoting resilience, perseverance, high expectations for all and a growth mindset amongst learners, staff and parents
- A collaborative approach to Critical Inquiry has been established.

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

- Review the Vision and Aims to encompass GIRFEC and continue to explore ways of involving the wider community in self-evaluation
- Pupils become involved in the process of learning (through Creativity and Innovation)
- Focus on skills for Learning, Life and Work
- Create frameworks for Planning and Learning and Teaching to create consistency throughout school
- Whole school teaching staff engaged in Critical Evaluation related to attachment theory

Key Development	Progress during 2017/2018 HGIOS3
	<ul style="list-style-type: none"> ➤ Improved approaches of reporting to parents ➤ Share pupil target setting in Literacy, Numeracy and Health & Wellbeing and improve Pupil Profiles using reflective language ➤ Develop use of AifL strategies in Nursery
	<ul style="list-style-type: none"> ➤ Staff use Aberdeenshire Frameworks in Literacy, Numeracy and Health & Wellbeing benchmarking to improve attainment ➤ Use benchmarking rigorously in assessment of Maths and Literacy ➤ Thinking about learning linked to school values ➤ Nursery / P1 and P2 staff access training on Big Book Planning
	<ul style="list-style-type: none"> ➤ Self-evaluation of Monitoring and Tracking ➤ Create Framework for year using How Good Is Our School 4 ➤ Staff self-evaluation booklets in line with HGIOS4 ➤ Develop newsletters to include information on school developments and curriculum rationale
<p><u>How do we ensure equality and inclusion, and promote diversity across the school?</u></p> <p>Q1 - 5.6 Equality and Fairness</p>	<ul style="list-style-type: none"> ➤ Classes develop Community Links/community cafes ➤ Develop and maintain a rights-respecting school community, based on UNCRC, throughout all aspects of school life ➤ Whole school audit and develop approaches to Dyslexia

1. How good is the quality of care and education we offer?

NIF - Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

QI 2.3 - Learning, Teaching and Assessment: Evaluation 4

Learning and engagement. • Quality of teaching. • Effective use of assessment. • Planning, tracking and monitoring

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

- Review and evaluate use of Frameworks and Benchmarks in planning
- Professional discussion around Standardised Assessments and INCAS and benchmarking
- Tracking Folders / I CAN / target setting jotters
- Class Learning visits and professional conversations
- Implementation programmes for supporting individual, groups, class and/or whole school
- Staff access learning opportunities to support improvement plan

Our key strengths in this area are

- Very positive relationships in the school based on shared vision and values
- The high quality of personalised support based on application of clear information and data about learners and their needs
- Introduction of Parental Engagement Calendar

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

- Induction / policy and procedures folder started and updated regularly
- Learning and Teaching and Planning Guides created
- Curriculum Map reviewed and improved
- Curriculum Café for parental engagement with areas of curriculum a focus
- Assessment and Moderation – Digital recording of CfE levels to be introduced to show progression across Literacy Numeracy and Health and Wellbeing.

2. How good are we at improving outcomes for all our learners?

NIF -Parental engagement, Assessment of children's progress

QI 3.2 - Raising Attainment and Achievement: Evaluation 4

Attainment in literacy and numeracy, Attainment over time, Overall quality of learners' achievement, Equity for all learners

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

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils

Our key strengths in this area are

- Staff use Aberdeenshire Frameworks in Literacy, Numeracy and Health & Wellbeing benchmarking to improve attainment
- Use benchmarking rigorously in assessment of Maths and Literacy

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

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils
- To raise further levels of attainment in numeracy at first level, literacy at early level and reading at second level
- Improved pupil participation and develop skills across the curriculum through Team Time activities
- Review and evaluate use of Frameworks and Benchmarks in planning

Key – HGIOS4 Evaluation 6 Excellent -outstanding, sector-leading 5 **very good** - major strengths 4 **Good** - important strengths with some areas for improvement 3 **Satisfactory** - strengths just outweigh weaknesses 2 **Weak** - important weaknesses 1 **Unsatisfactory** - major weakness