

# At Lochpots School this session...

## *Wider Achievements*

### Whole School Activities

- Enterprise activities and projects including links with local businesses, North East Scotland College
- Health Promoting School activities and working group
- Eco-School activities and working group help the school become more environmentally friendly
- Rights Respecting School activities and working group
- Junior Road Safety Officers deliver important messages on road safety
- Monitors P7 support the younger pupils at playtimes
- Buddies P6 and P7 supporting P1 pupils
- Pupil Council making decisions about fundraising events and improvements to the school.
- Involvement with 'Volunteer Scotland'
- Children's University
- House groups captains and vice-captains supporting positive behaviour
- Various after school clubs including Choir, Cross Country, Arts and Crafts, Guitar, Knitting, Football
- Primary 7 pupils have the opportunity to go on a residential trip. This usually takes place in term 3 or 4 and has a focus on health and well-being as well as physical activity.

### *Wider Community Links*

Robertson Road Resource Centre, NESCOL, Charities, Churches, Local Businesses and Employers, Museums, Regeneration Project Fraserburgh 2021.

### Charities

Starfish	£269.31
McMillan	£465.85
Children In Need	£209.27
Save the Children	£67.55
Sport Relief	£334.76
Archie Foundation	£202.45

## Standards & Quality Report

### 2018-2019



## Lochpots School

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**Aberdeenshire**   
COUNCIL





## **SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2019/20**

### **How good is our leadership and approach to improvement?**

#### 1.3 Leadership of Change

Improve frequency of "Pastoral & Attainment Meetings" to give teaching staff an opportunity to discuss / plan improvements/next steps.

- Increase staff confidence in using a wide range of assessment data, including standardised assessment results, to inform planning, target support and ensure challenge. (Use of PSA's)
- Monitor our tracking of wider achievement and the impact it is having on individual learners. Link to Skills for Life project and DYW work which is currently being evaluated.
- Continue to upskill staff on interrogation of assessment results to inform planning of targeted support/pace & challenge. (SNSA's and Emerging Literacy)
- Self-evaluation and learning visits to be developed further both in school focussing on Visible Learning
- *Work with parents and community partners on self evaluation (workshops)*
- *Develop the use of computer based questionnaires*

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

#### 2.3 Learning, Teaching and Assessment

Develop the use of visible learning linked to the four capacities

- Use visible learning terminology/language consistently across the school
- Identify and record next steps for groups identified in attainment meetings
- Make children aware of progression in Literacy, Numeracy and other areas of the curriculum (making the learning visible)
- Develop the use of outdoor spaces
- Develop parental engagement in planning next steps in their child's learning (planning the learning)
- Use taxonomies to develop higher order thinking skills
- Develop use of holistic assessments
- Use of maths tracker to increase pace and create fluidity in working groups
- Regularly meetings with ASL to improve targeted support

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

#### 3.1 Ensuring wellbeing, equality and inclusion

#### 3.2 Raising attainment and achievement

#### **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 19/20**

### **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**

<b>Key Development</b>	<b>Progress during 2018/2019 HGIOS3</b>
1.3 Leadership of Change	Wellbeing Indicators used to set targets.(Profiling) Embed Creative and Critical Thinking STEM focus, Consult with pupils and parents on VVA, Develop CU to focus on wider achievements. Nurture Focus in Staff Critical Evaluation.
2.3 Learning and Teaching	Visible Learning with Osiris Mind frames Class Attainment Reviews including ASL. Update Curriculum Rationale to include updated Assessment guidance ( Bennachie Campus Staff Handbook)
3.1 Ensuring wellbeing, equality and inclusion	Embed Rock and Water Approaches, Improved tracking and monitoring of wellbeing and attainment to identify those children missing out. PEF plan, Approaches to Dyslexia review and improve.
3.2 Raising Attainment	(Tracking and Monitoring) Benchmarks and Progression Frameworks used across curriculum, Improved Profiling Link profiling to Visible Learning and Language of learning

## 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

➤

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

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## 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
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#### Our key strengths in this area are

➤

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

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**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