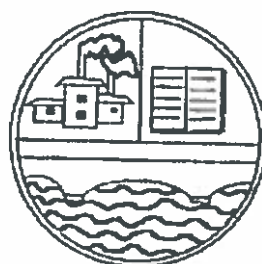


Standards & Quality Report

2017 / 2018



Port Elphinstone School & Nursery

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COUNCIL



The School in Context

Port Elphinstone School is situated in the community of Port Elphinstone, which is adjacent to the prosperous and thriving town of Inverurie.

The main school building, which is in good order, dates back to 1870, but has been substantially modernised and extended to provide the current, relatively spacious accommodation, which includes a purpose built Nursery added in 2000 and an outdoor area in 2015.

The current school roll is 86 with 30 Nursery children. This equates to 5 Primary classes and a morning and afternoon Nursery session, which gives 5.0 full time equivalent teachers, including a non-teaching Head Teacher. We have visiting specialists in Art, French, Music and Drama.

Pupils from Port Elphinstone normally transfer to Inverurie Academy on completion of P7, as we are part of the Inverurie CSN, and there are very effective arrangements to ensure this is a smooth transition.

We have an active Parent Council and their functions are to set up social events for pupils & parents and to raise money to support the work of the school.

Our Vision

Working together to achieve the best for each child and equip them for lifelong learning in a safe and nurturing environment.

Our Values

Respect Teamwork Honesty Fairness
Responsibility Inclusion

Key Developpment	Progress during year/year
Tracking	Completed – monitor
Emerging Literacy	Continue in P1 this session and further work with the whole school during session 2019-20
Assessment	Continue to monitor next session
Reporting	Completed – monitor
Early Years Nursery	Continue / monitor

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

good

QI 2.1 ~ Learners' Experiences

good

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

- The school has a well-established Pupil Council and RRS.
- We have recently put a tracking system in place to track pupil progress and identify strengths/weaknesses.
- Assemblies and the Golden Lunch table, the WOW wall, and Newsletters are all used to share and celebrate achievements.
- Pupils are encouraged to be Responsible Citizens with activities like recycling, monitor duties, litter pick, carol singing and various activities in the wider community.
- Children at risk of underachieving are identified and known by individual staff members and discussed with the HT.
- SNSA and INCAS assessment programmes, in which all pupils in P1, P4, P7 (SNSA) and P3, P5 and P7 (INCAS) will be assessed.
- Links to the local community with the nursery visiting toddlers group and the elderly.
- Upper stages involvement in the local photography competition.
- New reporting document created for parents.
- Big involvement (high numbers) in the local "Run Garioch" event.

Our key strengths in this area are

- The school encourages all pupils to be aware of the rights and needs of others, with fund raising for school / wider community.
- The pupils are very well behaved and are good ambassadors for the school in the community and beyond.
- The pupils are confident & speak well to peers, staff and visitors.

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

- Continue to track progress and achievement.
- Identify use of school assessment materials.

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

QI 5.1 ~ The Curriculum

Evaluation

good

QI 5.3 ~ Meeting Learning Needs

good

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

- Use of “Numicon” & mental maths resources throughout school to develop Numeracy
- Pupils well supported by staff & partner agencies, and parents included in order to work together in getting it right for every child.
- Pupil Support Assistants share a common role in providing pupils and teachers with additional support as directed by the teacher.
- Continue programmes of work in specific curricular areas.
- Residential trip for P6/7 pupils and other small schools in the cluster – to build relationships before starting at the Academy.

Our key strengths in this area are

- Class Newsletters introduced termly to inform parents.
- Engagement with vulnerable families to ensure pastoral needs are met.
- There are very effective systems in place for the Transition from Nursery into P1 and also within the cluster from P7 to Secondary.
- Individual Education Plans [IEPs] are in place for those pupils who require them. Teachers know their pupils very well.
- Community links – extended transition and workshops.
- P7's meet with other P7's from small schools regularly to develop relationships.

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

- Update Numeracy / Literacy frameworks to support progression of skills / knowledge.
- Ensure the most able continue to be challenged.
- Continue to focus on raising attainment in Numeracy and Literacy.
- Continue building relationships during transition to nursery.
- Look at planning documents to ensure progression.

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

Evaluation

QI 5.9 ~ Improvement Through Self Evaluation

good

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

- HT monitors classroom practice for teaching and learning as well as the pupils' work. Good practice is shared with pupils & staff.
- Regular staff meetings are held for teaching and non-teaching staff so that there are opportunities for all to contribute to improvements.
- The Nursery team hold meetings for staff involved to share information and evaluate practise.
- We continue to embed the RRS with regular group sessions, a class charter, and rights/responsibilities across school.
- SFL meet as a team through the Local Management Group.
- Reporting to parents – through our new documents (year calendar)

Our key strengths in this area are

- Annual questionnaires for pupils and parents, feedback slips and our visitors' book are used to gather feedback from stakeholders and feed into the School Improvement Plan.
- Self / peer assessment are taught to pupils from Nursery onwards
- Pupils involved in evaluating learning using a variety of strategies
- Parents and staff are consulted and are offered the opportunity to influence school policy and direction.
- Nursery keyworkers identified to support children and parents.

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

- Facilitate moderation at all levels.
- Monitor / review the self-evaluation calendar.
- Continue to monitor our reporting process.

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

In arriving at these evaluations, we considered the following evidence

- Emerging Literacy strategies implemented at the infant stages & information shared with parents at the P1 Literacy workshop.
- A variety of visitors to the school helps to expose the children to a range of people and challenge attitudes. This includes a Book Group for P6/7, run by grandparents of 2 former pupils.
- Work differentiated so that all children are suitably challenged
- Circle Time and Seasons for Growth are all available to support children and talk through issues.
- The Positive Behaviour Policy promotes values of inclusion.
- Use of modern technology (website and Facebook) to share news with parents and the wider community.
- Involvement with partner agencies.
- After school clubs available at all stages.
- All P6/7 pupils trained in Play Leaders. There are 3 sessions a week for P1-3 pupils

Our key strengths in this area are

- The whole school pair and share in house teams.
- P7 class teacher organised “small school” sessions for all P7’s with a STEM theme.
- Parents encouraged to play an active part in life of the school.
- Sustrans and parents organised a series of Breakfast sessions for parents and pupils.

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

- Continue work with the Rights Respecting Schools Award.
- Train new Play Leaders so that we can continue next session.
- Use of new “Groupcall” system to ensure effective communication with parents.
- Introduce Emerging Literacy across the school.

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

At Port Elphinstone School during session 2017-18, the following comments about Port Elphinstone Primary School and Nursery were received from...

Parents

- Nursery staff are very caring and considerate to the children
- Our family appreciates the importance that the nursery places on learning with new and different experiences
- My child adores the teachers & respects them as they respect her
- I feel the transition support is very good to prepare pupils for the next step
- The staff do an amazing job. Cannot praise it enough
- My child is included and any additional needs are supported.

Pupils

- The staff and especially the PSAs in the playground, indoors and pitch are very good at helping.
- All the teachers encourage me to work hard.
- We're always encouraged to give ourselves a challenge.
- School work is very stimulating and challenging.
- This school is so great.
- Everyone is treated fairly in this school.

(The comments were taken from the annual questionnaire exercise – completed in May 2018)

SUMMARY OF IMPROVEMENT PLAN

PRIORITIES FOR 2018-19

↘ DEVELOPING YOUNG WORKFORCE (DYW) – CLUSTER PRIORITY

- to develop and teach a common set of skills across the Inverurie cluster.
- to plan and deliver a cross cluster world of work day to inform/inspire pupils about a range of careers. (Aimed at P5)
- to increase opportunities for pupils to develop their understanding of Enterprise and engage in enterprising activities.
- to raise awareness and increase teachers' knowledge and skill in the use of My World of Work.

↘ PLANNING

- to review current planning procedures
- to revise / renew paperwork in line with new curriculum frameworks
- to trial and evaluate as necessary

↘ EARLY YEARS

- use of the curriculum frameworks and how observations relate to benchmarks in a child's development.
- review / revise planning procedures
- planning for families who don't have English as a first language.

