

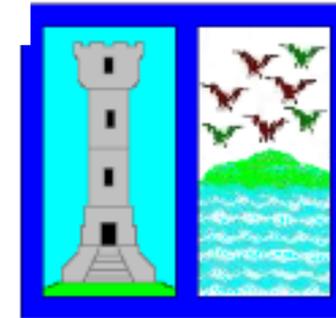
## At Burnhaven School in the 2015/16 session...

- Open mornings/afternoons
- Children in Need coffee morning
- Business Brunch run by pupils
- Sheep visit P1/2
- P7s visit to Score
- Choir sang live on Buchan Community Radio
- Fire brigade came to school
- Owls came for a visit
- P6/7 went to Christmas Lectures at the AECC
- Whole school went to Port Erroll for the panto
- BBC reporter, Rachel Massie came to visit P4/5/6
- Dr Whiteford came for a visit
- Some pupils took part in "Choices for Life Project"
- Christmas concert performances
- Prison making planters and garden equipment
- Buchan Community Radio help set up our radio station
- Senior pupils raised money for the British Heart Foundation by arranging a skip-a-thon with the active schools coordinator.
- School radio station "Burnhaven Banter" launched
- P6/7 participated in a residential trip with pupils from Peterhead Central.
- All classes participated in learning visits via school trips
- P4/5/6 won a national competition run by Legion Scotland
- "Pride of Buchan Award" presented to P4/5/6
- Several awards from local Doric story telling competition with some pupils taking first place.
- One class took part in swimming and sailing lessons.
- Work with development officer to consolidate and share ideas on interdisciplinary learning and skills for life, work and learning.

## Standards & Quality Report

**2016/17**

**BURNHAVEN**



**SCHOOL**

### **Burnhaven School**

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**Aberdeenshire**  
COUNCIL 

## **The School in Context**

Burnhaven Primary School is situated in the north-east coastal town of Peterhead, approximately 30 miles from Aberdeen. It serves the catchment area of the south-west area of the town and the surrounding rural area.

On leaving Burnhaven School, pupils transfer to *Peterhead Academy*, which has 11 associated feeder primary schools as part of the Peterhead Children's Services Network (CSN). Within the Peterhead CSN, all services operate in an integrated framework in order to ensure that each child has the fullest opportunity to maximise his or her potential.

The school accommodation includes the main building and two temporary classrooms. The main building comprises two classrooms, one multi-purpose room, administration offices, the school hall and servery.

The current roll is 79 children. The pupils are currently organised into 4 classes. The school has 4.0 full time equivalent staff including the Head Teacher. The school is also supported by the local Peterhead Children's Services Network and additional sporting opportunities are arranged by the Active Schools Coordinator. Teachers from the Peterhead Primary Schools Area Team provide additional support for learning 1.5 days per week.

Our teaching team is supported by 3 part-time pupil support assistants, a school administrator, a clerical assistant, a part-time janitor, and kitchen and cleaning staff.

The school has a very active and supportive Parent Council and encourages involvement of parents in the work of the school. Their interests extend well beyond the normal fund-raising and social activities.

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

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 community are able to fulfil their potential and expectations.

<b>Key Developpment</b>	<b>Progress during year/year</b>
Developing Numeracy throughtout the school	Numeracy Leader identified. Strategies for development discussed and trialed. Clear plan formulated for session 2016-2017
Digital literacy	School radio station, "Burnhaven Banter" introduced and driven by pupils. 16 ipads purchased as well as Apple TV for each class. Online Learning resources investigted in terms of uesfulness in raising attainment. .
Development of outdoor learning	Successful bid for funding allowed for the purchase and installation of playground equipment. Work with the local prison led to the donation of planters and garden equipment. Bids are now out for creation of paths in order to access the garden safely.
Introduction of Visible learning, skills for life, work and learning and Growth Mindset	Growth mindset introduced to all pupils and mistakes viewed as opportunites for learning. Staff received training on making skills for life, work and learning explicit. Senior pupils carried out research project on skills. Further development planned for session 2016-2017

## **SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2016 / 2017YEAR**

### **Leadership and Management**

- Professional engagement and collegiate working.
- Redeveloping a shared vision and aims relevant to the school and its community in light of evidence from skills for life, work and learning findings.
- Strategic planning for continuous improvement.
- Implementing improvement and change.

### **Learning Provision**

- Evaluation of the curriculum rationale and design.
- Learning and engagement in terms of understanding the relevance of learning and next steps.
- Effective use of assessment particularly with regard to effective feedback.
- Planning and further implementation of .Aberdeenshire Frameworks.
- Focused collegiate working on further developing skills for life, work and learning.

### **Successes and Achievements**

- Inclusion and equality.
- Attainment in Literacy with a particular focus on reading, Numeracy and Health and Wellbeing in terms of growth mind set.
- Continued development of radio station “Burnhaven Banter” and opening up learning to parents.

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

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

- Curriculum for Excellence Expectations and Outcomes
- Data from parent and pupil questionnaires
- Pupil feedback from projects undertaken

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

- .Participation in local initiatives
- Collegiate working with partner providers
- Use of data provided by parents and pupils to construct next steps

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

- .Make explicit use of the well-being indicators to ensure that pupils are aware of the fact that they are an integral part of school life
- Plan for progressive opportunities to explore diversity and multi-faith issues
- Ensure pupils are knowledgeable about equality and inclusion and are equipped to challenge discrimination, xenophobia and intolerance should they encounter it.

#### 1. How good is our leadership and approach to improvement?

Evaluation

QI 1.3 ~ Leadership of change

3

QI 1.1 ~ Self-evaluation for self-improvement

3

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

- Parent satisfaction questionnaires
- Pupil satisfaction questionnaires
- GTCS standards
- Comparative analysis against National data

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

- Tracking system which allows effective interrogation of data
- Planning for continuous improvement
- Systematic opportunities for self-evaluation
- Leadership opportunities for senior pupils and strong pupil voice

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

- Development of robust process through which pupils can reflect upon and share their learning
- Revisit and refresh the curriculum to ensure appropriate level of challenge and depth
- Further develop robust systems of self-evaluation that lead to well-paced change
- Apply interventions based on data to raise attainment

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

	Evaluation
QI 2.3 ~ Learning, Teaching and Assessment	3
QI 2.6 ~ Transitions	2

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

- Parent and pupil questionnaires
- Data provided by formative and summative assessment
- Data provided by professional judgement

### Our key strengths in this area are

- Use of local community to support learning
- Increasing provision for opportunities to link learning through skills for life, work and learning.
- Identification of learners needs and whole team approach to ensure equity.

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

- .Use data collected from pupils and parents to strengthen both curricular and pastoral transition
- Review and build upon formative assessment strategies in particular effective and reflective feedback.
- Moderation within school and across the cluster.
- Work with Secondary colleagues and Early Learning Centres to streamline and strengthen transition activities.

## 3. How good are we at ensuring the best possible outcomes for all our learners?

	Evaluation
QI 3.2 ~ Raising Attainment and Achievement	2
QI 3.3 ~ Ensuring Wellbeing, equality and inclusion	3

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

- Comparative analysis against National data
- Comparative analysis against Local data
- Individual pupil data collated in school

### Our key strengths in this area are

- Overall children are making progress
- Restorative practice is embedded throughout the school
- The development of a growth mind set approach
- Staff know children well

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

- Develop comprehension, numeracy and analysing strategies
- Develop pupil ability to explain strategies by providing a range of learning contexts
- Continue to develop self-regulation in terms of identifying next steps for learning and managing emotions.