Aberdeenshire
COUNCIL

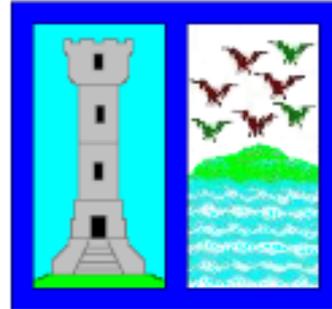**Education and Children's Services**

BURNHAVEN

SCHOOL

Burnhaven School
Standards & Quality Report
2018-2019
&
School Improvement Planning
2019-2020

We are pleased to present both our Standards and Quality Report for Session 2018-2019 and our School Improvement plan for the current session 2019 -2020. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Burnhaven school. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Burnhaven School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Anita Buchan

Head Teacher

The School and its context

Our Vision: To be a Haven where Futures Begin

At Burnhaven School we provide a haven where individuals are safe, healthy, achieving, nurtured, active, respected, responsible and included as they are encouraged to create and shape their futures by maximising their potential.

Values that underpin our work

The following values are promoted at Burnhaven School:

Respect, Compassion, Motivation, Honesty and Trust

What do we aim to achieve for our children/pupils

Our aim at Burnhaven School is to ensure all children are motivated to fulfil their potential by having the experiences and opportunities necessary for success. Pupils will be encouraged to reflect the school values to become responsible and effective citizen who have skills for life, work and learning that will ensure they can compete on a local and global scale.

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 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 57 children. The pupils are currently organised into 3 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. Several enthusiastic pupil groups are also in place including the Pupil Council, Eco Committee, Healthy living group and Rights Respecting Schools Group. Pupils in the senior classes are prefect, librarians and play leaders

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. We know our local community and families well and as such, the school aims to provide a nurturing environment that is reflective of pupils needs. Moreover, local connections with the world of work are being sourced and used as appropriate to develop skills for life and work.

Very few children at Burnhaven live in an area of deprivation. Analysis of SIMD data indicated that the majority of children are from decile 7 or above. Therefore, the school was allocated a small

portion of the Pupil Equity Fund. These monies will be used to support continued improvements in Literacy focusing on pupil engagement and in exploring internet safety to keep our Burnhaven Family safe and respectful online.

This session the school will be working on developing the curriculum as a whole to ensure a comprehensive and coherent education for all children. Staff at Burnhaven are beginning to work with colleagues within the cluster and out with in order to develop a progressive curriculum.

This will lead to the development of a new curriculum rationale for Burnhaven. The values of the school were updated last session in consultation with parents, children, the local community, business partners and the wider education community.

Please refer to Burnhaven School Prospectus for further information. This is available in school or at our website. *www.burnhaven.aberdeenshire.sch.uk*

Wider Achievements experienced by pupils at Burnhaven School during 2018-19

Memories are made of this:

- Sailing for P4/5
- Bikeability for P5 and P6
- Work Experience Pupils from S5 and S3
- Swimming for P4/5
- Chicks hatching in P3-5
- Arbuthnot Museum, writing competition - Won by Rio Robertson
- Harvest Service with Prefect collection for Peterhead Food Bank
- Fire Safety and bonfire Safety presentation
- P7 pupil led fundraising by making toast and holding raffles for trip to Innoflate
- Whole school trip to the Cinema at Christmas
- P1-3 trip to Aberdeen University May Fest as part of their body project
- First, second and third Prize winners for Buchan Heritage Society Young Doric Writers
- A range of charity events; Wee Sleep Out for Social Bite raised £750, Children in Need, Comic Relief.
- Open afternoon
- House challenges – Skerry supported the school to achieve the Rights Respecting Schools Bronze Award. Glenugie House successfully bid for money from the Food For Thought Fund to create an allotment.
- Whole school working in Houses as Pupil Council to evaluate school improvements.
- Prefects
- Sports day
- Lunch time clubs
- Active school clubs
- Choir
- First ministers reading challenge
- Volunteers working to digitalise our library
- Mrs Ritchie from the Scottish Book Trust working with Librarians
- Librarians organising World Book Day events
- Ibike breakfast
- Scoot Day
- P7 Visit to Score
- David Mitchell Blogging introduction with P3-7 – lots of children engaged well with this.
- Generation Science Drama presentation about the human body
- Violin Lessons from Schools Music Service
- Parent Council Cinema Trip
- P7 Academy Careers Fayre
- World Book Day
- Mrs Ritchie from the Scottish Book Trust working with the librarians

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2018-2019.

Priorities	
1. Continue developments in Numeracy to ensure continued progression in this area. Paying attention to visible learning classroom strategies and sharing learning opportunities/ strategies/ skills with parents. 2. Continue to embed Emerging Literacy strategies and Read, Write Inc scheme. 3. Continue to develop whole school curriculum, identify progression and holistic assessment opportunities. Develop appropriate policies to ensure cohesive and progressive approach. Utilise skills set of willing parents.	
Progress	Progress this session was severely hampered by staffing issues. With four classes and three vacancies, we managed the change to three classes at Christmas and then became fully staffed just before Easter. A number of retirements and change of staff has led to a near completely new staff team over the course of the year. In numeracy, our attainment continues to be good. Almost all children made progress over the year from their personal starting point. However, there is a small pocket of children at first level who require targeted support. Emerging literacy strategies and the Read, Write Inc Scheme has supported the children in P1 to make good progress with almost all making expected progress or exceeding expectations. We have not made progress towards holistic assessments this session. This will need to be continued next session.
Impact	Our children have found the level of change taking place in the school this session difficult to manage. The effects of this will take time to heal and settle. A high number of children struggle with confidence and enthusiasm for learning, being frequently disengaged. Consistent staffing will help build relationships to support them. This should improve attainment over time.
Next steps	- Continue to find ways to share progress in maths with parents so that they understand the progression. - P1-2 teacher is new to the profession, the school and to using Emerging literacy techniques. Find opportunities for her to observe in other schools. - Continue to look at progression across the school and holistic assessments.

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

Relevant NIF priority: All
Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement
Level of quality for core QI: 3
(HGIOS?4 1-6 scale)

Overview:
(narrative across this theme and various QI's)
1.3 Key strengths:

- Staff have high expectations of all learners.
- The school vision, values and aims are discussed and referred to regularly but are still very aspirational. They were refreshed alongside pupils and parents this session. The vision reflects where we want the school to be and the nature of our school improvements.
- Opportunities for Self-Evaluation are built in. Children and parents are involved in this process.
- Pace of change was deliberately reduced this year to support the high turnover of staff.
- We look for and employ innovative changes to the benefit of our pupils.

Identified priorities for improvement:
- Continue to develop Vision, Values and Aims to ensure sustainable reality.
- Now that staffing is stable, plan ways to empower all staff to take leadership responsibilities and lead developments.
- Create and embed systems for monitoring impact of changes which take place in the school.
- Build resilience amongst our school community to promote change.
- Develop stronger PRD and EARS systems to encourage staff to think critically and use professional enquiry to ensure change has deeper impact.

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

Relevant NIF priority: All
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress
Level of quality for core QI: 3
(HGIOS?4 1-6 scale

Overview:

2.3 Key strengths:

- Our programmes are challenging and teachers differentiate appropriately, providing support where needed.
- We use a range of technology to support learners and to engage them.
- Children contribute to the life of the school through house challenges where they lead school developments.
- Children give their views through pupil questionnaires and HGIOURS discussions.
- Our teachers plan interesting and creative lessons, explaining what is required clearly.
- We observe our pupils carefully to provide interventions in a timely manner.
- We use a range of assessments to monitor and evaluate pupil progress.

Identified priorities for improvement:
- Our children need support to approach challenges in a positive and independent way, with curiosity.
- We need to support our children and families to be more resilient.
- Systems for tracking and monitoring needs to be more robust.

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

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: 3
(HGIOS?4 1-6 scale)

Overview:
3.1 Key strengths:

- A promoting positive relationships policy is in place to support children to participate and feel safe.
- Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague. Process are in place to ensure safeguarding of individual children and all staff undertake the yearly child protection training.
- Most children state that they feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- Outdoor spaces are beginning to be used effectively to promote positive relationships and wellbeing.

Identified priorities for improvement:
- Continue to ensure there exists an ethos of inclusion and acceptance through working closely with parents to deepen understanding of needs associated with disabilities such as autism.
- Ensure new members of staff are trained in and are competent in the use of restorative practice.
- Further develop the use of wellbeing indicators throughout the school by all members of staff.
- Ensure all stages are using outdoor environment opportunities where appropriate.

Evaluation of QI 3.2 Raising attainment and achievement

Level of quality for core QI: 3
(HGIOS?4 1-6 scale)

Sources of evidence/ evaluation activities undertaken:
- SNSA results
- QA calendar
- Survey results

Key strengths:
- Most learners are making good progress in literacy and numeracy.
- Those who are not making expected progress are supported.
- We have high expectations for all our pupils.
- Most children have made progress over the year.
- We have a range of systems in place to support the attainment of all out learners.
- We promote wider achievements across our school and in the community

Identified priorities for improvement:

- Increase range of assessments used to monitor progress.
- Continue to tighten up tracking systems
- Support children to take increasing responsibility for their learning.

Pupil Equity Fund 2019-2020

Identified gap	**Increased Engagement in Literacy:**
	In our pupil questionnaire, 25% of our pupils said that they didn't enjoy learning or school. Observations in the classroom have suggested that there is a cohort of pupils in the middle of the school who do not have the resilience to try when learning is challenging nor the enthusiasm to try to improve. This is particularly prevalent in boys and during literacy lessons. Our attainment data reveals that P4, and using professional judgements P5, that while targeted support is already in place for a number of these pupils who have specific literacy difficulties, engagement with literacy is a barrier for attainment for others.
	Support for pupils in social situations including online
	We recognise that a large number of pupils are using social media and communicating online or playing games which more suitable for older pupils and are therefore at risk of hearing and viewing inappropriate content. A number of incidences in school have come from children re-enacting games and using expressions to each other which they have heard online. Some of our pupils feel peer pressure to take part in the same activities or to meet expectations of others on social media. As part of our health and wellbeing and technologies curriculum we intend to explore cyber safety this session, encouraging our pupils to be safe and respectful online and in school and with parents and families. Engaging with parents and families will support them in reinforcing respectful behaviour at home and school. We also hope to build pupils resilience to challenging social situations.

Expenditure		Details	Total amount	Cost 2019/2020
	Deputy Mitchell Blogging			£600
	Cyber Safe Scotland			£600
	Total			£1200

Expected outcomes	**Literacy – Blogging and Twitter** (Intervention for Equity 2,3,7,9,)
	To engage our pupils more in literacy, we intend to use blogging on a regular basis to give children the audience for learning. The blogs will be shared widely with parents and through twitter to reach a potentially international audience giving the pupils a more authentic purpose. Furthermore, reading blog posts and providing them with quality feedback which support children's reflective literacy skills.
	Literacy – First Minister's Reading Challenge and Library (Intervention for Equity 3,7,9,10,)
	Our Parent Council have supported us to sort and set up our school library in session 2018-2019. Over the coming session, our school librarians will try to increase our use of the library, promote reading for pleasure and find innovative ways to increase pupil engagement with reading. They intend to hold community reading events and perhaps a parent book club. This work will be supported by the Scottish Book Trust. During school holidays we will offer a "pop up" library to encourage our families to read together.
	Health and Wellbeing – Cybersafe Scotland (Intervention for Equity 2,7,9,10)
	Cyber-Safe Scotland have developed a series of lessons for our older pupils which focus on staying safe on line and understanding the law. They will also work with our parents through conversation cafes about the current, most prevalent apps and games in our schools to support them in protecting our pupils use of these at home.
	School Values
	We continue to embed the school values of compassion, respect, honesty, trust and motivation. Our pupil leadership groups are expected to live these values and we need to continually reinforce these when working with our pupils and parents.

Impact Measurements	**Literacy**
	Increased engagement from our pupils, specifically at first and second level, should be evident in classroom observations. The blogs will begin to show increased technique in writing and the frequency of independent blogging, increasing in quality will be testament of an improved relationship with literacy tasks. SNSA results should confirm professional judgements of levels attained.
	Health and Wellbeing
	Improvements to the health and wellbeing of our pupils should be evident in a reduction of disrespectful and uncompassionate behaviours, increased resilience when faced with challenge both socially and to learning and reduced parental complaints and concerns. We would hope to see evidence of this in our pupil and parental questionnaires at the end of the year.

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.
We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Key priorities for session 19-20

Priority 1 –
Wellbeing 3.1: Continue work towards developing a positive school ethos. Further exploring and emphasising our school values and how we live them in our school. Build resilience of pupils, staff and families to support the wellbeing of all.

Priority 2 –
Curriculum Development 2.2: Finalise Curriculum Rationale and use these to underpin curriculum progressions and policies for all areas of the curriculum starting with literacy and numeracy. Ensure progression pathways provide pace and challenge.

Priority 3 -
Engaging families in learning 2.5 and Building Partnerships with parents 2.7 : Rebuild robust reporting structures for parents. Develop the use of profiling as a way to inform parents of progress. Build in positive ways for parents to engage with the school in meaningful ways and respectful ways.

Underpinning theme for these priorities:

Self Evaluation for Self Improvement 1.1: Developing robust structures and procedures for evidence collection lead to robust judgements.

Action Plan – 2019-2020

National Improvement Framework Priorities	HGIOS and ELCC
- Improvement in attainment, particularly in literacy and numeracy. - Closing the attainment gap between the most and least disadvantaged children. **Improvement in children and young people's health and wellbeing.** - Improvement in employability skills and sustained, positive destinations. Key drivers of improvement School leadership Teacher professionalism **Parental engagement** Assessment of children's progress School improvement Performance	**1.1 Self-evaluation for self-improvement** 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/ practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection **2.2 Curriculum** **2.3 Learning teaching and assessment** 2.4 Personalised support **2.5 Family learning** 2.6 Transitions **2.7 Partnerships** **3.1 Improving/ ensuring wellbeing, equality and inclusion** Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life

Improvement Priority	Outcomes for learners	Impact Measurement	PEF
Priority 1- **Wellbeing** Continue work towards developing a positive school ethos. Further exploring and emphasising our school values and how we live them in our school. Build resilience of pupils, staff and families to support the wellbeing of all.	Children at Burnhaven School will - Feel safe and comfortable at school - Interact respectfully with peers and adults, both in person and online. - Recognise when events are big deals or little deals. - Support each other in social situations. - Become more confident managing their emotions and facing challenges; both academic and social Adults at Burnhaven will - enjoy coming to work. - Will feel confident when responding to pupil behaviours. Parents and families will feel supported	Evidence of impact: HGIOURS and Pupil Questionnaires demonstrate a more positive view of the school. Parental questionnaires show parents are more confident in schools relationship policy. Parents and pupils can articulate ways to stay safe online. Restorative approaches and emotional coaching will be evident in the school, supporting children to manage their own behaviours. School values will be evident in all school community meetings; respect, compassion, motivation, trust and honesty.	**Health and Wellbeing – Cybersafe Scotland** (Intervention for Equity 2,7,9,10) Cyber-Safe Scotland. **School Values** We continue to embed the school values of compassion, respect, honesty, trust and motivation. we need to continually reinforce these when working with our pupils and parents.

Priority 2 – **Curriculum Development 2.2**: Finalise Curriculum Rationale and use these to underpin curriculum progressions and policies for all areas of the curriculum starting with literacy and numeracy. Ensure progression pathways provide pace and challenge.	The school community will • Be able to articulate what makes Burnhaven special and how our curriculum supports this. • Have clarity of what learning, and teaching looks like at each level and stage. • Have clarity about how children are assessed and the supports they are given to make progress.	Evidence of impact: • More robust conversations about progress with parents and for tracking and monitoring purposes. • Parent questionnaires demonstrate increased understanding of the work of the school. • Children will be more engaged in their learning and feel supported to make progress so increased attainment for all children, particularly focused groups.	**Literacy – Blogging and Twitter** (Intervention for Equity 2,3,7,9,) To engage our pupils more in literacy, we intend to use blogging on a regular basis to give children the audience for learning.
Priority 3 - Engaging families in learning 2.5 and Building Partnerships with parents 2.7 : Rebuild robust reporting structures for parents. Develop the use of profiling as a way to inform parents of progress. Build in positive ways for parents to engage with the school in meaningful ways and respectful ways.	The school community will: • Prepare and publicise a reporting calendar • Share learning in a variety of ways e.g the class blogs, Seesaw, parent meetings, open afternoons and annual reports. • Have a shared understanding of what progress looks like. • Work together with parent council to consider ways to support parents to support the school.	Evidence of impact. • Fewer families will want to move schools. • Parental Questionnaires will demonstrate a better understanding of pupils progress. • Curriculum events will draw a wide range of parents across the year. • Children will confidently articulate their learning to their parents.	