

# Standards & Quality Report

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

2016/17



- Our school won the Buchan Visual Arts Exhibition and Competition with artwork.
- We were awarded runner-up in the Buchan Beginning to Bloom school garden competition.
- Our parents, pupils, staff and wider community raised funds for Children in Need, MacMillan Cancer Support and Sport Relief.
- Our Parent Council hosted a Book Fair and provided teas and coffees for our Christmas performance for which they made the props and backdrops.
- Our pupils visited Techfest and participated in a number of science and technology based workshops.
- Our P6/7 pupils visited a local engineering company to learn about developing skills for work.
- The community have raised funds from Rag Bag collections.
- Pupils and parents were involved in our Health Week, which included activities such as potted sports, sailing, multi-sports, visits from the Police and Fire Brigade and a visit to Port Errol School for sports day.

## Longhaven School

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**Aberdeenshire**  
COUNCIL



## The School in Context

Longhaven Primary School is a small rural school approximately six miles south of Peterhead and 26 miles north of Aberdeen. It is a member of the Peterhead Community School Network.

The school is non-denominational and the catchment area is the village of Longhaven and the surrounding area.

At the end of a session pupils transfer to Peterhead Academy.

The class is arranged as follows;

Primary 1-7 18 pupils Mr. Fyfe / Mrs. Murray

Pupils received Visiting Specialist provision in Music.

Our vision at Longhaven School is to create a safe, fun and caring environment, where our friendly, respectful, confident and happy children are treated equally and encouraged to learn by our kind, helpful, supportive and inspiring adults who acknowledge achievements in and out of school.

We aim to do this by encouraging everyone in our community to work to our three values of being **safe, responsible** and **respectful**.

Key Developpment	Progress during 2015/2016
Raising attainment in Numeracy	Focus on numeracy using mental agility work, active opportunities and linking themes to real life contexts. Use of learning intentions and success criteria has provided pupils with identified skills.
Use of Aberdeenshire Frameworks	Beginning to implement curriculum frameworks with skills progressions.
Meeting learner needs through the curriculum we provide	Regular professional discussion within school and with partners to identify needs of individuals. Participation in professional training to improve outcomes for pupils.

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

### Leadership and Management

- Professional engagement and collegiate working
- Developing a shared vision and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

### Learning Provision

- Development of the curriculum rationale and design
- Learning and engagement
- Effective use of assessment
- Planning, tracking and monitoring

### Successes and Achievements

- Inclusion and equality
- Attainment in Literacy, Numeracy and Health and Wellbeing
- Attainment over time
- Equity for all learners

#### 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 to increase participation
- Flexible learning pathways and approaches are used to support pupils
- 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 and experiences 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?

##### **QI 1.3 ~ Leadership of change**

Evaluation

S

##### **QI 1.1 ~ Self-evaluation for self-improvement**

S

##### **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

##### **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 pace, progression and depth
- Further develop robust systems of self-evaluation that lead to well-paced change
- Provide systems to develop consistently high-quality learners' experiences
- Apply interventions based on data to raise attainment

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

QI 2.3 ~ Learning, Teaching and Assessment

Evaluation

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QI 2.6 ~ Transitions

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**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**

- The use of Learning Intentions to plan appropriate activities
- Use of local community to support learning
- Increasing provision for opportunities to link learning through themes

**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
- Work with Secondary colleagues and Early Learning Centres to streamline and strengthen transition activities.
- Identify and build upon skills that are being developed within and outwith school.

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

QI 3.2 ~ Raising Attainment and Achievement

Evaluation

S

QI 3.3 ~ Ensuring Wellbeing, equality and inclusion

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**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**

- Progress made through focus on mental maths
- Overall children are making satisfactory progress
- Increased challenge within learning contexts

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

- Develop a wider range of skills in problem-solving
- Further develop the tracking system to provide robust and reliable data
- Develop pupil ability to explain strategies by providing a range of learning contexts