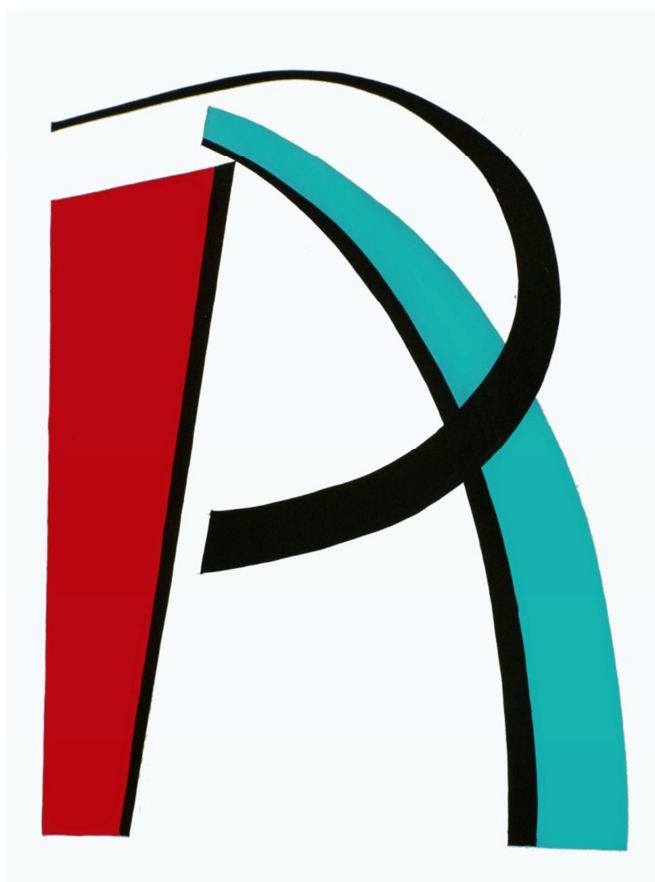


# 2014 / 2015 Standards and Quality Report



## Portlethen Academy

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**Aberdeenshire**  
COUNCIL



## The School in Context

Portlethen Academy Values

**Learn and Improve**

**Get Involved**

**Think About the Consequences**

Portlethen Academy has a roll of approx. 750 pupils and is at the centre of a rapidly growing community with new housing and business currently developing throughout our catchment. We have 4 cluster primaries, Newtonhill, Portlethen, Fishermoss and Banchory Devenick. Pupils also attend from Lairhilllock and, through placing request, from Aberdeen City.

We have an active parent council - Portlethen Academy Parent Association- who meet regularly, raise funds and who have recently contributed to policy development groups.

Key Development	Progress during 2014/15
<p><b>Curriculum &amp; Learning Experience</b></p>	<p>Delivery of National Courses including new Highers in some subjects            Ethos and ambition promoted            Assertive Mentoring pilot            Creation of Learning and Teaching group            Increased use of industry partners            Improved information on progression pathways            Greater use of MidYis/INCAS data to inform learning in school and cluster            Classroom observations (focus: pace and challenge)            Staff trained in autism awareness, stretching most able, higher order thinking skills, differentiation, feedback            Collegiate time used to share good practice            Students presented to staff on L&amp;T</p>
<p><b>Meeting Learning Needs</b></p>	<p>Differentiation focus on more able            Pupil information files introduced to staff and usage monitored            Greater staff use of Insight            Increased number of First Aiders            New Behaviour Policy introduced and reviewed            Staff trained in Mental Health First Aid  <i>Gear up to Go</i> continued            Increased transfer of information at Primary/Secondary Transition points</p>
<p><b>Self-Evaluation &amp; QA</b></p>	<p>Wide range of self evaluation processes used            Focus groups used with parents and pupils on reporting and feedback            S1 pupils shadowed to gauge learning experiences            Quality improvement visits trailed with two faculties            Consistent SIP reviews            New PRD and Professional Update introduced and staff supported            Greater use of GTCS standards            Greater role of pupil and parent voice            Variety of Policy Groups, Reporting, Behaviour, Curriculum</p>

## 1. How well do our children learn and achieve?

	Evaluation
QI 1.1 ~ Improvements in Performance	3
QI 2.1 ~ Learners' Experiences	4

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

- Insight
- Faculty SQUIPs- including range of new and existing courses on offer. - Curricular opportunities
- Lesson observation returns
- MIDYIS and Primary Information
- Pupil Focus Groups on Feedback (S1/2, S4/5/6, S3)
- S3 interim profile system in place, training for staff done
- Staff training including
  - Ian Parkin input on Higher Order thinking skills and feedback
  - Collegiate session with pupil focus group input on pace and challenge for more able.
  - Collegiate session on differentiation
  - Collegiate Insight training for all staff
  - Show My Homework roll-out training and study leave pilot.
- Staff familiarity with SQA standards and requirements
- Learning and Teaching group focus
- Industry Link Evidence – Industry Team, Employability Skills, Careers work.
- Literacy project
- P7 – S1 transition – three day visit, P7 parents' open day, 2 x P7 parents' nights, visits to primaries by SLT/PTGs/SfL
- Course Choice – collation of info from PTs, improved information on progression and course entry to students from PTGs and DHT
- Letters to parents re UASPs and progression through assessments
- Parental feedback at Parents Evenings, Information Evenings, Parent Council, correspondence (including complaints and service requests) and 1:1 meetings
- Extra-curricular opportunities and activities

### Our key strengths in this area are

- The number of S4 pupils attaining 5+ Level 5 Awards increased by 9% to 45.45%
- The number of S5 Pupils attaining 3+level 6 Awards increased by 6% to 35%
- The number of S6 Pupils attaining 5 or more awards at Level 6

increased by 3.5% to 28%

- Positive results by girls after concerns in previous years.
- Tariff score of least able 20% above Virtual Comparator
- Industry Links
- Staff training and collegiate sessions including the use of pupils to change staff practice
- Trialling ways of increasing wider personal support to raise achievement through mentoring
- Focus on attainment with pupils, staff and parents to raise expectations
- Learning & Teaching and Quality Assurance Working groups – stretching most able, focus groups
- Improving Reporting procedures
- Staff recording, assessment and tracking of pupils – pupil information files
- Pupil Focus groups
- Parent Focus groups

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

- Creation of a culture of ambition and recognising achievement
- Differentiation at all levels but particularly top 60%
- SLT/PTs to help classroom teachers to make better use of profiles as a part of Tracking and Monitoring process.
- Introduction of Assertive Mentoring following review of pilot
- Sharing good practice through use of SfL links. DMs, peer observation, use of collegiate sessions.
- Greater use of and training in Cooperative Learning
- Increase pupil contribution to the life of the school by evaluation of learning and improved prefect system
- Increased range and impact of self-evaluation strategies
- Continued understanding and implementation of SQA courses, especially new Higher, through subject implementation events, PSGs and moderation.

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

	Evaluation
<b>QI 5.1 ~ The Curriculum</b>	3
<b>QI 5.3 ~ Meeting Learning Needs</b>	4

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

- Faculty SQUIPs
- Introduction of new Courses, improvements to courses that were new last session.
- Successful partnerships with CLD, Industry and Further education

blended into curriculum including *Career Ready*, Micro Tyco, transitions beyond school.

- Partnership with CLD included *Gear Up to Go* programme, identified S3 cohort completing N4 Personal Development, Basic First Aid delivered to all S2
- Focus on pace and challenge through classroom observations with common pro-forma
- Strong transition procedures in place from P7-S1 as evidenced by PASS evaluations and new S1 pupil feedback during PSE and to PALS
- Pupil Council minutes
- Subject and specialist staff interactions
- Feedback from work with external agencies
- Pilot of assertive mentoring at S4-S6 by DHTs/PTGs
- New behaviour system in operation and reviewed – centralised lunchtime detentions – communication pathways – restorative practice
- New attendance and punctuality procedures
- New MAPM forms – training and trialling done
- Mental Health First Aid training
- Increase in first aiders' hours

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

- Range of option choices available - effective S3 option process which retains breadth through some choice and personalisation - Significant combining of Senior Phase classes, giving choice, flexibility and progression
- Positive Destination rate has exceeded the National and Aberdeenshire Averages in each of the last 5 years
- Creation of Pupil Information File
- Identification of learning needs through the use of information from teachers, parents. MidYis/InCas scores and specific testing
- Industry qualification (PEO NVQ1) being delivered through Technical jointly with N4/5 Metalwork
- Industry links including career assemblies; experts delivering within lessons; lunchnlearns; parental/pupil tours; Maersk Stars revamped; increased study leave provision including job skills course; Leadership training for pupils/staff
- HSE films made for whole school use.
- Class observation pro-forma that allows development needs to be discussed and followed through
- Flexible deployment of Academy support staff - Support for pupils in classroom through flexible arrangements
- Effective inter-agency working through regular meetings
- Caring staff
- Implementation of Authority and National Requirements
- Availability of online materials to support learning eg Edmodo, My Maths

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

- S1-S3 Curriculum - reviewed and further developed to link with senior phase
- Assessment procedures at BGE - review and clarification to staff/pupils/parents
- Appropriate courses at all levels
- Increase flexible/alternative curriculum
- Improved differentiation at all levels
- Support structure and procedures at transition points including the use of data
- Interdisciplinary opportunities
- Increase opportunities for those pupils with significant needs
- Review use of DCT time and materials as part of wider review for arrangements/structures for universal and targeted support
- Planning and organisation of information to parents/carers (TMR and Supporting learning)
- New IEP format – sharing good practice and involving both support and subject staff.
- Familiarisation and implementation of new pupil level documentation. All support staff to be involved.
- Improve communication with parents/carers around options process – beginning and end
- Induction for parents in parents evening protocols by prefects

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

**QI 5.9 ~ Improvement Through Self Evaluation**

Evaluation

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

- Increased focus on sampling pupil, parent and staff views through a range of approaches. Pupil Focus Groups, Surveys, PT Link meetings, Staff meetings, Parent Council etc.,
- Pupil Council/ RRSB views
- Staff/pupil/parent questionnaire returns
- SQUIP returns from faculties
- Collation of observation material
- Collation of PRD targets
- SLT link to faculty meetings - Agendas and Minutes of faculty meetings
- Staff forums
- Study leave/prelims survey – staff, pupils and parents.
- Structured programme of classroom observations – Pilot QA visits, Humanities/Maths

- Link SMT/PTs meeting
- Registers from Parents' Evenings
- Parent focus group – following up on reporting
- Union Liaison meetings
- New school outlook calendar – QA calendar embedded
- Shadowing of S1 pupils
- Evaluation of prefect effectiveness – lunch duty

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

- Increased emphasis on gathering views of parents, staff, pupils
- Focus groups on Feedback (pupils) and reporting (parents)
- In-house CPD to improve quality of Learning & Teaching
- QA team members keen to improve their knowledge and share with staff
- Staff on authority groups
- Sharing good practice including:
  - Sharing of shadowing material with staff
- Training for current and aspiring leaders (B.Drummond, CE Hydrasun)
- Pupil council assembly
- More regular assemblies
- Text links to parents
- Communication to staff regarding Standards For Full Reg – after training events
- Observation focus
- Completion of PRD and PU for first cohort
- Sharing professional standards after whole school activity

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

- Follow QA calendar and review
- Training in assessing impact for all staff
- Communication of impact from SE activity across the school
- Further roll out of Faculty QI visits
- Sharing good practice and linking staff
- Coaching and mentoring training
- Increased presence of SMT/PTs in classrooms to sample homework diaries and pupil jotters
- Increased use of pupils within Faculty and whole school self evaluation
- Gather information about pupil achievement
- Communication
- Use of Professional Standards in DMs and for individual staff
- Collegiate time – greater emphasis on sharing good practice
- Increase peer observations across departments/faculties
- Greater parental involvement
- Improvements in reporting templates and comments

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

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

- Teaching and learning approaches through lesson observations
- Curriculum offered/ Specific content of courses
- Data on ASN; LAC; Young Carers; SIMD; more able
- All staff familiar and implement school policies/values
- Pupils views sought and valued
- RRSG work
- Pupil Council work
- Varied and inclusive extra-curricular programme
- Reports of racial etc. incidents and follow up
- Staff feedback highlights difficulties for some pupils in certain mainstream classes
- Sfl/CLD returns
- Parental/pupil/draft survey data
- Minutes
- Collation of Achievement material
- Faculty SQUIPS

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

- Focus on meeting needs of all learners in relation to courses, resources, materials and methodologies
- Excellent communication between Sfl/SLT and PTGs
- Pupil information files
- Midyis and INCAs data available and in use by staff
- RRS Group work on Values and roll out of these including assemblies
- Active Pupil Council with an Improvement Plan including What makes good teaching and learning video completion
- Issues raised across the curriculum and through Whole School events. Eg Revision Evening, Mental Health Evening
- Opportunities for all to be involved, in particular events/activities eg Panto, Sponsored walk, GOOSE Week
- Use of Pupil Support Assistants negotiated with faculties
- Reporting of Prejudicial Incidents to GREC
- Flexibility of Pupil Support provision (Sfl, Guidance and all staff)
- Support Centre continues to be a venue accessed by all pupils as required.



- Staff Training on Autism, Differentiation, pupil information files, Insight
- Business/Education links

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

- Ensure curriculum S1-6 meets needs of all, e.g. as new S3 transition to the Senior Phase – significant differentiation (both extremes) required.
- Review provision for pupils with significant needs
- Support and training for staff in inclusive practices and differentiation
- Review methods for communication between SfL and faculties including:
  - staff linked to faculties revamped
- SfL lesson observation development.
- RRS/pupil voice – greater prominence given
- Look at means of supporting pupils to set up groups/events that they feel are needed
- Recognition of achievement including: year and house assemblies
- Continue to monitor and praise pupils fully meeting the school values and ethos.
- Further develop business/education links in line with the Wood Commission Report to ensure we meet the needs of all young people and so that they are prepared for the workplace.

**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

**IMPROVEMENT PLAN PRIORITIES FOR 2015/16**

- Ensure needs of all learners are met through provision of appropriate materials, resources and methodologies
  - Increase pace and challenge
  - Stretch most able
- Introduce Assertive Mentoring programme
- Continue to improve TMIR procedures with particular regard to tracking, monitoring and assessment of the BGE
- BGE review (Progress, Es and O's and IDL)
- Continued development & implementation of new SQA courses, including National, new Higher and AH
- Review use of DCT
- Introduce new S3 profiling system (One Note)
  
- Ensure progression at points of transition
- Implement actions from Behaviour Review

- Greater staff familiarisation with GIRFEC
- Self-evaluation systematised through use of calendar
- Greater stress on impact and communication of findings to staff
- Further develop Pupil voice/RRS/other school groups
- Communication improved including on-line
- Awareness and use of Professional Standards
- Review PSE provision, particularly at S5/6
- Collegiate time – share good practice
- Leadership Development
- Increased parental involvement

## **At Portlethen Academy this session...**

Whole School:

- Sponsored Walk raised £6576.30
- Pantomime involving over 200 pupils and staff and playing for 3 nights.
- Alternative Curriculum Group made costumes and scenery. Coffee morning raised £100 for CLAN
- Scottish Winners of Chamber of Commerce Education Business Partnership Award which recognised the extensive range of Ed/Business links eg Business Breakfast, Job Skills course (Maersk and Hydrasun), Opito Work Experience, Careers Fayre, Gear Up to Go, Work Experience Programme with Hydrasun recognised locally and nationally, Maersk link; PPE equipment for PEO sponsored by Maersk/Hydrasun
- Fund raising including Red Nose Day £1181.60 and Children in Need £740.00
- Get Out Of School Experience Week activities for S1 and 2
- Work Experience for new S4 and a range of other pupils as requested and appropriate. Over 95% attended.
- All staff have worked together and supported each other to ensure the new National Courses and all existing courses were delivered to pupils while also delivering a wide range of additional experiences for young people
- Staff have developed their leadership skill and contributed to school, local and national initiatives including authority groups
- 5 Probationers supported during the session.
- S6 pupil appointed as Lord-Lieutenant's Cadet

HWB

- Parents Information Evening: Helping Young People Make the Right Choices
- Respect for All Ambassadors. Pupils S1-3 trained and presented to staff on combating prejudice and discrimination
- Health Promotion Stalls
- Exam stress Workshops
- Events for staff to promote health and well being
- S1 Breakfast Event

English

- Media students contribution to school newsletters and HSE films
- S1 success at Grampian Children's Book Awards led by the school librarian

## Expressive Arts

- Pupil commended in National Photography competition
- Scottish Concert Band Festival Regional Round and National Finals - Gold Winners
- Artwork accepted into Thorpe Molloy Portraits/Aspirations exhibition
- Ceilidh band performances at the Energy Institute Dinner and other events
- Christmas Concerts and Design our Christmas Card/Concert Programme competition
- BGE Exhibition, Nat 4/5 Exhibition and Photography Exhibition
- Andy Hall Photography Talk
- Big Homework Art Competition
- Aberdeen Academy Performing Arts HND students' performance
- Kakatsitski Drummers
- Visit to Gray's Degree Show

## Guidance

- Sound Sleep presentation in P7 information evening
- Mental Health Awareness Evening
- PTG led in-service day for Shire

## Health Improvement

- S3 pupils successful in gaining REHIS elementary food hygiene award. Some S4 pupils gained this during study leave
- Netball club – more than 30 girls take part S1-6. Team in both Junior and Senior league
- Senior Girls Football won Aberdeenshire Cup
- Hockey team came 1<sup>st</sup> for 5<sup>th</sup> year running at South Aberdeenshire School Sports
- Strong interest in Basketball
- Cookery Masterclass – members of staff
- Champion for Sports initiative and visit of Kenny Herriot Paralympian athlete
- Chef Chris Bonner visited Hospitality students to show butchery skills
- Brain Ready Body Ready
- Support for National Breakfast Week

## Humanities

- Youth and Philanthropy Initiative ran with all of S2. Winner video is now on their website.
- Threads in the Tartan
- Eco day link with Primary
- We ran a Jewish Restaurant
- S3 War memorial visit
- Trench Diary Project
- S2 pupil in final of Inspire Aspire Awards

## ICT

- MicroTyco raised £1191 in February from initial £1 seed funding
- N5 Bus Man pupil's answers used as models on Understanding Standards website

## Maths

- Won one event in Enterprising Maths Competition

- SMC Maths Challenge – 1 Gold, 1 Silver Award
- Regular Maths Puzzle of week
- All four feeder primaries took part in our Maths relay competition

#### MFL

- AH Spanish pupils organised own trip to Nerja

#### Science

- Erasmus Quality label for latest project
- International Ambassador for British Council involved in in-service training for Etwinning
- Application for International School Award for 3<sup>rd</sup> time

#### SFL

- An S4 pupil is a finalist in Young Achievers Category of Inspiring Aberdeenshire
- Creation of autism blog on website
- Youth Achievement trip to Morocco
- SFL staff involved in Aberdeenshire HWB initiative

#### Technical

- A pupil won first prize for H Technological Case Study. 3 others won merit awards, 2 for N5 Engineering Science, 1 for N5 GC and 1 for H GC
- Successful link with Tullos Training to allow PEO NVQ1 to run
- 12 students attended Journey into Oil and Gas through Altus Intervention and OPITO