

PORTLAND PRIMARY COMMUNITY SCHOOL

PREPARING YOUR CHILD FOR THE FUTURE



Portland Primary School is of average size with one class per year group ranging from Foundation One to Year Six. The large majority of pupils are from White British backgrounds. The percentage of pupils in receipt of fsm is relatively high at over 65%. Mobility is also much higher than average and this is mainly due to housing regeneration. Portland has a number of national accreditations including the International Schools Award, Quality Mark for Basic Skills, Dyslexia Friendly Award, National Healthy Schools Status and the International Eco Schools Award.

When I was appointed Headteacher in 2004 it was clear behavioural issues were a real challenge, with a high exclusion rate. It was difficult deciding where to start. The Senior Leadership Team Members were all in temporary posts. Much effort was then put into the development of a new Senior Leadership Team which has gone from strength to strength, supporting and challenging the whole staff team to strive for excellence. Our latest Ofsted Inspection Report (July 2012) states; “The inspirational leadership of the Headteacher, alongside strong support from the leadership team sets a clear, shared vision of high expectation. Their relentless determination

has led to significant improvements”. There was a positive and clear drive to improve not only academic standards but create an emotionally intelligent school community, embracing pupils, parents and staff. Distributed leadership and shared decisions were developed in order to improve outcomes for pupils.

A cross-curricular approach whilst still improving our core skills has been developed and refined over time. Enriching the curriculum through visits and visitors to Portland alongside a sound investment in ICT has been a major focus of whole school planning.

Pupils have a real say at Portland. The School Council, Pupil Progress meetings, Eco Warriors, Peer Mediators and Head Pupils have a positive impact. Ofsted states parents “overwhelmingly feel that the school is a safe place to learn” and “have positive views about pupils’ behaviour”. Ofsted also observed “pupils themselves believe behaviour to be good and say that any inappropriate behaviour is dealt with effectively”.



Continuous self-evaluation and implemented changes over time have led to the following outcomes:

Three Year Averages 2011/2013

Subject	Reading	Writing	Maths	
Keystage1	80%	76%	95%	Level 2+
Keystage2	90%	87%	94%	Level 4+

Our Early Years Foundation Stage literacy outcomes are improving; the EYFS Leader possesses a passionate drive to develop this further alongside PSE (personal, social and emotional). She believes with the full support of the Governors (the chair is an Early Years Consultant) that effective interventions establish the best possible foundation for very young pupils to make rapid progress and expand self-confidence as learners.



All stakeholders have had a big input into the physical improvements of the school, inside and out. Early playground improvements saw a group of disaffected learners visit local schools to find out what they had done to improve play areas. They designed their own plans and these were discussed with professional companies to see who could come up with the best cost effective plans. Over more recent years, staff and pupils have worked hard to develop and establish the school gardens. The pupils now take a delight in planting vegetables then using them for meal preparation! Our 'Let's Get Cooking' Club produces fantastic recipes!

Over more recent years, pupil premium funding has made a significant difference. Funding initially was invested in assessment and tracking progress so that teachers would become better equipped at supporting the next steps for learning. We then looked at resourcing cross-curricular themes and purchased excellent English resources as literacy skills were a top priority and will always remain so.

As the pupil premium has increased, investment in staffing has taken place across all three Key Stages in a balanced manner. An emphasis has been placed upon improving pupils' speech and communication skills, particularly in our Early Years. Reading and writing skills are continuously being reviewed and provision in Keystages One and Two has never been better due to the appointment of additional teaching staff with specific responsibility for core skill improvement. In 2013 Portland achieved very well in terms of closing the gap between FSM and Non FSM pupils. Overall, there was a 0.4 gap with FSM pupils performing better!

A current priority for Portland is the expansion of co-coaching between staff in order to raise the expertise and confidence of staff. This in turn, coupled with qualitative professional development, will lead to even more precise planning, delivery and assessment, which causes raised standards.

To witness the delight of pupils having success with their learning using the latest technology or visiting specialist provision to design and make their own special product linked to stories about a subject that really grips them is sheer delight. To listen to pupils talking about the artist who helped them design 3 dimensional planets, bringing together several skills is proof that they enjoy their learning which leads to potential being realised for all.

Mary Walker
Headteacher

