



**Banchory Primary School  
Standards & Quality Report  
2021 - 2022  
&  
School Improvement Planning  
2022 – 2023**

## **School Forward**

We are pleased to present both our Standards and Quality Report for Session 2021-2022 and our School Improvement plan for the current session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice in Banchory Primary 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 pupils.

**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 Banchory Primary School we continue to be committed to working closely with our community and all other stakeholders who support the education we provide. Together we are working hard to ensure all pupils get the best possible start in life and are enabled and encouraged to maximise 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.

Jackie Fernandez

Head Teacher

## The School and its context

### Vision for the school

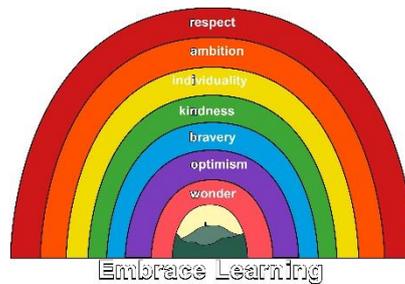
At Banchory Primary School and Nursery our shared vision is

**“To be an exceptional and inclusive learning community where powerful learning is realised through high quality teaching.”**

### Values that underpin our work

Our seven core values are:

- **Respect**
- **Ambition**
- **Individuality**
- **Kindness**
- **Bravery**
- **Optimism**
- **Wonder**



These values encourage the school community to **“Embrace Learning”**.

### What do we aim to achieve for our children/pupils?

- We aim to be a centre of inclusive, effective teaching and learning to promote the highest achievement of all pupils.
- We believe that all pupils are entitled to a wide, empowering range of knowledge, skills and values.
- Our goal is to ensure a positive culture and ethos in Banchory Primary School and Nursery.
- We work collaboratively with multi-agency partners to ensure that our pupils have access to the right support, at the right time.

We aim to “Get it Right for Every Child” by working in partnership with staff, children, parents and carers, partner agencies and the local, national and global community to deliver learning in an active, relevant and engaging way. Our work is underpinned by the curriculum rationale to enable children to develop the four capacities of the Curriculum for Excellence, with skills and knowledge for life and work.

## **Responsible Citizens**

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world.
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others.

## **Effective Contributors**

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings.
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others.

## **Successful Pupils**

- Providing quality learning experiences which inspire and motivate our young people to become successful pupils.
- Encouraging all to reach their full potential through stimulating and independent learning.

## **Confident Individuals**

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenges.
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing.

The school has a positive ethos and culture, which is the foundation on which we build high quality teaching for powerful learning. Our curriculum offers a broad range of learning experiences, taking into account the needs and interests of our children. Pupil voice can be heard through a range of pupil focus groups. Pupils are encouraged to take on responsibilities and participate fully in the life of Banchory Primary School.

## **Context**

Banchory Primary School is a non-denominational school with a roll of 424 and an 80 place Nursery. From 2014, the school has been designated Enhanced Provision for the cluster. Please refer to the school handbook for further information.

Banchory is about 18 miles from Aberdeen, near where the Feugh River meets the River Dee. Banchory is a small rural town, surrounded by forestry and agricultural land. The town has seen considerable expansion in recent years and the population now exceeds 7,500. The associated secondary school is Banchory Academy. There are four other primary schools in the Banchory cluster.

The school arms and motto were granted to Banchory Academy in 1955 by the Lord Lyon King of Arms, Sir Thomas Innes of Learney. At that time Banchory Primary was a department of the Secondary School. The figure on the badge, shared by the Primary and Academy is St. Ternan, the Patron Saint of Banchory. Around him are a holly leaf, representing Durriss and the Horn of Leys, representing Crathes. These are two areas north and south of the River Dee. The two open books signify learning.

**The Latin motto “Ex Intellegentia Vires” means “From Understanding Comes Strength”.**



Banchory Primary School does not have any pupils who are classed as living in an area of deprivation, but there are other elements which may impact on equity, for example rurality. Analysis of our SIMD data shows that the majority of our pupils live in areas of minimal to no deprivation (deciles 7, 8, 9 and 10). Current SIMD analysis: 4% in decile 6; with 22% in decile 7; 8% in decile 8; 36% in decile 9; and 30% in decile 10. The PEF has been targeted towards staffing hours to assist with planned interventions. The Active Schools Coordinator helps to complete the administrative work, training and guidance to establish several active and sporting activities. To measure progress we use information on attainment levels and social data. The Leuven Wellbeing and Involvement scale and Schlecty Scales of Engagement are used alongside SHANARRI wellbeing webs to monitor wellbeing.

### **Strengths of the school include:**

- Banchory Primary School has a warm and welcoming ethos. Supportive, nurturing relationships characterise the school, with an inclusive culture being beneficial for all.
- Pupils are patient, caring and very aware of the expectation to include each other, thus reflecting the positive values of the school.
- Pupils are provided with opportunities to take on responsibilities and develop leadership skills.
- Attainment and achievement across school is generally positive with high expectations for every pupil.
- Pupils demonstrate respectful behaviour and positive attitudes towards learning. They are creative and enjoy taking part in a wide range of curricular activities.

- Staff are creative and willing to evaluate their practice along with a commitment to their own professional learning. They have regular opportunities to have their views heard.
- School and nursery staff work well together.
- The parent forum are interested, engaged and very supportive of the school.
- The ASfL team have expertise across various fields of additional support needs, including forest schools, nurture, therapeutic play approaches and low level anxiety.
- The Nursery offers 1140hrs and Enhanced Provision. The Nursery has recently been completely refurbished, with the grounds being extended and fenced appropriately. This has helped staff to continue improving the children's learning outdoors.
- Recently, staff redesigned the senior library as a nurture room for pupils with a quiet, supportive space to support multi-agency partners working within school. A fence was also erected next to the outdoor area at the lifeskills room, to allow school staff to make full use of a free flow system. This outdoor area now needs to be developed to extend learning opportunities.
- A focus on improving literacy at early level, combined with staff knowledge and training in the pedagogies of play is leading to improved confidence and a more secure skills foundation.
- Recent successes with digital schools awards and Rights Respecting Schools have encouraged staff and pupil leadership of school improvement work.
- Staff continue to work collaboratively to develop a more effective planning, tracking and assessment system across school to ensure consistency in quality and raise standards in the core curriculum.
- Three playground areas have been resurfaced, with new equipment installed and fresh bark in the enclosed bark play area.

## High quality, active learning experiences

Our positive relationships policy consists of four basic expectations:

- ☀ Be safe
- ☀ Be respectful
- ☀ Be ready to learn
- ☀ Be the best you can be

All staff are encouraged to support pupils through restorative approaches. Pupils are dedicated and committed to their learning. Pupils are engaged and enthusiastic. Pupils respond well to the wide range of practical activities and interdisciplinary learning experiences offered. Pupils are encouraged to consolidate their learning, build on local community links and apply skills in different contexts for lifelong learning and work.

## **Levels of performance**

Pupils have made good progress in their learning across all curricular areas, particularly in Literacy and Numeracy. Monitoring and tracking processes help to quickly identify pupils who require additional action to be taken to support or challenge learning.

## **The quality of support provided**

Staff know pupils very well and incorporate a range of universal support strategies to support learning in class. Effective partnerships are in place with all families to ensure that pupil's needs are identified and supported appropriately. The school follows the staged intervention process to ensure that there is a consistent system in place to best address pupil need. Enhanced provision requires continuous staff training to meet individual ASN pupil needs at a higher level, depending on the specific need.

## **The engagement of all staff, pupils and partners in improving the school**

Staff, pupils, partners and parents are committed towards continual school improvement. Staff are highly motivated, involved in career long professional learning and engaged in ongoing self-evaluation in order to develop and improve practice. This impacts positively on pupil learning and the culture of the school.

## **The inclusive and nurturing ethos**

There is an inclusive culture which embraces individuality and diversity. Supportive, nurturing relationships are central to all we do. The school values, the girfec framework and the positive relationships policy help to establish high expectations from all. A well-established buddy system ensures that pupils support each other to ensure all pupils feel included and safe.

## Impact of our developments

In this section we will outline the targets set and identify the progress made during session 2021-2022.

<b>Banchory Primary School 3 Year Priorities (2019 – 2022): Banchory Primary “A Self-Improving School”</b>		
<ol style="list-style-type: none"> <li>1. Further develop as an inclusive, healthy and ambitious learning community by building leadership capacity at all levels.</li> <li>2. Offer a consistently high quality standard of teaching by improving conditions for successful practitioner enquiry and collaborative working.</li> <li>3. Provide powerful learning experiences, with secure and robust assessment of pupils’ progress, underpinned by a strong self-evaluation system.</li> <li>4. Extend innovative partnerships and multi-agency working to ensure the right support, at the right time for all pupils.</li> <li>5. Establish a unique and responsive outreach service for the cluster primaries.</li> </ol> <p>➤ <b>Priorities updated 2021 reflected below.</b></p> <ul style="list-style-type: none"> <li>• <i>Covid infection rates, especially terms two and three impacted hugely on staffing and capacity to progress with the school improvement plan over 2021/2022.</i></li> </ul>		
<b>Key priority 2021-2022 ‘The Banchory Blueprint’</b>	<b>Key actions undertaken to ensure a focus on a Covid 19 safe return and recovery.</b>	<b>Impact (achieved throughout 2021-2022)</b>
<ol style="list-style-type: none"> <li>1. <b>Ensure staff wellbeing and professional capacity to be able to effectively and consistently meet the needs of all pupils.</b></li> </ol>	<p><b>Recovery</b></p> <ul style="list-style-type: none"> <li>• Refreshed GTCS professional standards shared with regular opportunities for staff to be supported with PRDs and professional updates. Sign posting and sharing of information around range of CLPL resources available.</li> </ul>	<ul style="list-style-type: none"> <li>• A few staff members participated in a practitioner enquiry which led to information on “effective feedback” and “positive transitions” being shared with staff. This will also be developed further</li> </ul>

**Banchory Blueprint: Recovery, Renewal & Improvement plan.**



BPS Blueprint.pdf

- Time in the WTA/Collegiate calendar dedicated towards opportunities for the ASfL team and class teachers to meet to plan and discuss pupils needs.
- SLT support from the QIO over the session.
- “Tree of Knowledge” staff wellbeing survey offered.
- Online digital learning platforms streamlined across Nursery and School to focus on effective use of the Seesaw app.
- At the start of the session, reporting phonecalls and online parent/teacher consultations.
- Focus on positive transitions, mixture of old approaches and new, Covid RA approaches.
- Evaluation of the current Curriculum Rationale.
- Annual update of the audit of attainment/needs across school.
- Re-engage with the Moderation Cycle.
- Child’s Plan meetings and other multi-agency meetings continued to be planned online, with hybrid or face-to-face meetings where required.

next session. Several staff members also enrolled on Education Scotland Leadership courses with successful or ongoing completion. This has encouraged other staff members to enrol.

- Able to complete some self-evaluation work in between the challenges faced. Snow closures, trees down closures (twice), Covid infections and staff/pupil absences.
- Feedback from staff, DHTs and pupils shared with staff and used to inform planning.
- Quality assurance procedures restarted with information gathered from several sources.
- Whole school consistent and effective communication between home and school to share learning information. All staff capable of using the app. and able to link the learning to skills. Majority of staff keen to develop online learning journeys rather than return to paper based folders.
- Planned programme for staff moderation begun with information shared.
- Accessibility to interact with SLT and/or school staff increased to include those who would not have been able to attend face to face. Safer means of liaising with large numbers of parents for staff.
- Continuity of support for child and continued positive relationships with partners.

<p><b>2. Support and assess the pupils across school to identify gaps, aspects for improvements and inform plans. Audit the core curriculum and resources. Update training.</b></p>	<p><b>Renewal</b></p> <ul style="list-style-type: none"> <li>• Maintain the digital work completed since 2019 for the Digital Schools Award and the Cyber Resilience and Safety Award. Ongoing guidance and support from the PT and pupil group, “Tech Wizards” for pupils and staff.</li> <li>• GLS assessments carried out to supplement the SNSAs, along with targeted ASfL assessments of individual pupils.</li> <li>• Pupil surveys collated – feedback on learning.</li> <li>• ‘Snapshot’ jotters used to capture a sample of learning standards across school.</li> <li>• End of session meetings held between HT and class teachers to reflect on progress of pupils and identify ongoing issues.</li> <li>• Refresher sessions in the ‘Reflective Reading’ approach, with support and resources to implement.</li> <li>• ‘Emotionworks’ support session for those not familiar with this resource, along with peer support from colleagues.</li> <li>• ‘Big Maths’ update with ongoing support from several staff members via lunch-n-learn sessions.</li> <li>• DHTs completed classroom observations to monitor the quality of learning and teaching.</li> <li>• Refresh approaches towards literacy across school.</li> <li>• Curricular programmes aligned.</li> <li>• Frameworks/Progressions agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Wellbeing Award accreditation (3<sup>rd</sup> digital award for the school) to acknowledge progress made.</li> <li>• Individual chromebooks for all P5, P6 and P7 pupils. Online profiles piloted in P6 via Google Classroom.</li> <li>• Good progress with digital learning across school. Code club restarted.</li> <li>• Information about learning obtained via the standardised assessments to consider alongside teachers’ class assessments and professional judgements.</li> <li>• Ongoing information and data on learning and wellbeing collated to inform self-evaluation and planning.</li> <li>• Staff capacity for high quality teaching enhanced by the ongoing support from the Principal Teachers in sharing the school approaches.</li> <li>• All staff members well supported by the DHTs with a focus on wellbeing, teaching, learning and individual pupil support.</li> <li>• Staff re-engaging in the self-evaluation processes encouraging a positive and optimistic outlook towards the future.</li> <li>• Work on curriculum to be postponed to next session.</li> <li>• To be continued next session.</li> </ul>
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<p><b>3. Work towards improving and maintaining highest expectations for attainment in writing, reading and maths. Re-engage more effectively with self-evaluation frameworks.</b></p>	<ul style="list-style-type: none"> <li>• Pupil participation, engagement and leadership opportunities restarted.</li> </ul> <p><b>Improvement</b></p> <ul style="list-style-type: none"> <li>• Education Scotland resources to assist with the Refreshed Curriculum Narrative implemented to support curriculum development and self-evaluation.</li> <li>• Skills Framework updated.</li> <li>• Training, support and ongoing implementation of a consistent and updated approach towards improving literacy attainment in the EYS 'Read, Write Inc'.</li> <li>• Sketchnotes to represent different aspects of the curriculum created and shared.</li> <li>• National Autistic Society initial accreditation programme work continued.</li> <li>• Five Core NAS Autism modules training for the PSA team &amp; EYP link.</li> <li>• Staff training session on Total Communication policy with resources shared and signposted.</li> <li>• Visit from DHT, St Andrews to support with Autism Friendly School plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Although started, the restrictions affected the consistency of this across school. A priority for next session will be to ensure pupils are given meaningful and beneficial leadership opportunities.</li> </ul>
	<ul style="list-style-type: none"> <li>• This was first shared with staff prior to the first lockdown so it was a good reminder of the clear and purposeful principals to focus on, for all teachers</li> <li>• This will be developed further by pupils.</li> <li>• Positive and impactful improvement led by the DHT across the EYS classes.</li> <li>• A more consistent and effective approach across the P1 and P2 classes.</li> <li>• Visual representation increased accessibility to the curriculum rationale and programmes of learning.</li> <li>• Consistent communication symbols across school.</li> <li>• School Equalities policy reviewed and updated</li> <li>• Anti-Racism pledge created and shared.</li> <li>• Partners, SaLT, OT, Vision Support etc back to face-to-face support visits and training.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Weekly swimming sessions for pupils with additional support needs.</li> <li>• ASN parent café with ASfL team, led by the IPT and ASfL staff.</li> <li>• Individual ASN pupil profiles updated and improved organisation of information on Sharepoint.</li> <li>• Complex Needs Framework utilised to inform planning for several ASN pupils.</li> <li>• Autistic pupils – transition support.</li> <li>• New options for communicating with parents, Parent Council/PTA and multi-agency partners via TEAMS and Skype incorporated into new reporting calendar.</li> <li>• P5-7 pupil use of chromebooks supporting learning and teaching.</li> <li>• Targeted literacy and numeracy support groups for identified pupils. ‘Numeracy Neuk’</li> <li>• Targeted nurture group sessions for those identified as in need.</li> <li>• Forest schools sessions run regularly for ASN pupils.</li> <li>• PEF and Scottish government funding aimed at provision of wellbeing, literacy, numeracy and behavioural support for identified pupils.</li> <li>• Playground Project completed.</li> <li>• Housepoints tokens reintroduced for PSAs for positive recognition.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress with wellbeing and communication for all swimmers.</li> <li>• Positive feedback from ASN parents and connections re-established.</li> <li>• One ASN profile for each individual pupil to streamline all ASN information from P1 to P7.</li> <li>• ASfL staff expertise increasing with each team member having specialised strengths.</li> <li>• Improved transitions for P7 Autistic pupils.</li> <li>• Good communication options to be built upon next session.</li> <li>• Digital Wellbeing Award accreditation to recognise the progress and achievements made in this area.</li> <li>• More effective and inclusive methods of teaching and learning enabled.</li> <li>• Staged intervention procedure working more effectively to address the needs of those identified. This is a continuous priority to be improved upon.</li> <li>• Positive feedback from pupils, families and staff in relation to support provided.</li> <li>• Improved quality of play experiences and improved relationships between pupils playing.</li> <li>• PSAs able to recognise positive behaviours out and about.</li> </ul>
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## How good is our leadership and approach to improvement?

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

Developing a shared vision, values and aims relevant to the school and its community  
Strategic planning for continuous improvement  
Implementing improvement and change

**Relevant NIF priority: All**

**Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement**

**Level of quality for core QI: Good  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your pupils?**

- The school's vision, values and aims are evident in the daily behaviours and attributes of staff and pupils. These align with the principles of GIRFEC and the UNCRC.
- When developing the vision, the school engaged with pupils, parents and carers, staff and a range of partners.
- The vision is aspirational in its ambitions for positive learning experiences and outcomes for pupils.
- These are promoted at the start of each new school year and inform class charters.
- The ethos of the school is inclusive, supporting and encouraging all to achieve. Expectations for all are high and staff are positive role models to pupils.
- All staff have a good understanding of the social and economic context of the school. This understanding of the needs of pupils and families informs school approaches to equity.
- Staff are developing an improved understanding of barriers to pupils' learning, including those associated with economic, rural or social disadvantage.
- Protected time is dedicated to regular professional dialogue sessions within a robust Quality Assurance calendar.
- Pupils are beginning to make use of 'How Good Is OUR School?' (HGIOURS) to support their role in school self-evaluation.
- All staff have opportunities to engage in high-quality continuous professional learning, peer observations and other robust quality assurance practices with annual PRD meetings.
- Some staff take on whole-school responsibilities for leading on curriculum development.
- Some staff are involved in professional enquiry projects leading to improvements.
- Staff work effectively together as a team to share professional learning and expertise.
- The school has well-established, effective approaches to seeking the views of stakeholders on school improvement in a variety of ways, including through a variety of surveys.
- The school is engaging in VSE or Self-improving Schools trios work, which contributes to the approaches to improvement planning. The perspectives offered by a wider group of professional colleagues supports the school's improvement planning.
- Moderation work is carried out throughout the year and following collaborative work with a cluster school prior to Covid on effective feedback, is being restarted with a focus on literacy.
- A Nature Nurture Practitioner has been recruited and is following an extensive training programme to support pupils in the Banchory cluster.

- A trainee School Counsellor has been deployed to the school one day a week to support with older pupils, via a referral system.
- Communication with parents/carers is regular and extensive. Groupcalls inform target groups or whole school. Informal communication is also shared on closed social media channels. Responsiveness to parent queries is highly efficient. Newsletters are shared by the class teacher and HT.
- The Parent Council and PTA are both active and involved across all aspects of teaching, learning and school life.

### **How do you know?**

#### **What evidence do you have of positive impact on pupils?**

- The Head Teacher and school staff have a clear understanding of the school's strengths and areas for development.
- The SLT engaged with the QIO to improve self-evaluation approaches over 2021/2022.
- The DHTs worked collaboratively with staff focussing specifically on strengthening the teaching of phonics in Early Years, and the P7 transition with the P7 team.
- The PTs supported staff with a series of lunch n' learn sessions to revise teaching approaches based on the 'Big Maths', 'Emotionworks', 'Big Writing' and the 'Tree of Knowledge' resources.
- One PT shared the 'Refreshed Curriculum Narrative' and resources during collegiate time to focus on the four contexts as a self-evaluation tool.
- Staff were supported over the year with digital skills and advice by the PT.
- A professional learning group led by a staff member helped to support the probationer teacher.
- Staff have a clear understanding of improvement priorities as a result of collegiate sessions.
- PSAs participated in pilot meetings during contracted hours to facilitate a more effective feedback loop with SLT.
- A communication folder and box provides the PSAs with a means of being informed.
- The digital skills of staff and pupils developed in response to the demands of online learning continue to be supported. For example, when 'bubbled' in classes, applications including Microsoft Teams, Google Classroom and the Seesaw app. supported whole school engagement and learning.
- The wellbeing of pupils during the periods of interrupted learning and uncertainty, due to Covid 19 since March 2020, has been a priority. 'Emotion Works' is integrated into learning and teaching across school, supplemented by the 'Tree of Knowledge' resource. 'SCARF' resources are also effectively used by teachers to enhance learning and teaching following recent face-to-face training.
- There is clear evidence of both staff and pupils taking on leadership roles through a variety of opportunities. For pupils this includes Red Banders, House Captains, Pupil Council, Rights Respecting Schools Committee, Tech Wizards, Library Monitors and the Eco Group.
- School initiatives support local and international charities.
- Close links with community groups, have been restarted to fit in with updated Covid risk assessments, such as the local church supported P7 group outdoors.
- Active parental involvement by the PTA with the school playground improvements project led to positive and meaningful engagement with the local community. Three areas of the outdoor playgrounds were completely refurbished. The surfaces were improved and made safer, new

equipment, and specific fencing was installed. This was a major achievement for the whole school community over last session and this was entirely pupil led in terms of designing the new playground etc. The pupils also, through their own initiative led a massive fund raising effort towards this through sponsored bike runs and other activities. Local community partnerships, e.g. Mr Bert McIntosh were strengthened and this enhanced the school ethos after going through the challenges of the last few Covid affected years.

- Face-to-face parent meetings were resumed as well as an open afternoon across school to share the pupils' learning and achievements at the end of the session.
- Inservice days in Nov, led by the DHTs enabled development work being started to improve interdisciplinary learning across school.
- The collegiate calendar links to school priorities and improvements.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

1. Work with staff group to update and improve accessibility to streamlined teaching documents on sharepoint, e.g. the Teachers' Toolkit.
2. Regularly review the impact of the collegiate calendar/WTA to ensure time is protected for staff to engage in self-evaluation, professional dialogue, moderation and improvement work.
3. Continue to re-establish school partnerships to increase effective engagement.
4. Increase opportunities for more meaningful pupil leadership.
5. Improve pupil and stakeholder engagement in planning and evaluation work.
6. Revise tracking system to include improved tracking of skills.
7. Implement a more comprehensive PRD tool to more clearly identify and record impact.
8. Continue to review school documentation in line with the UNCRC.
9. Support and empower the core pupil & staff working groups to be able to progress their work against the relevant frameworks.
  - Tech Wizards (360% safety programme)
  - Rights Respecting Schools Committee (silver accreditation)
  - Autism Friendly School Group (National Autistic Society accreditation)
10. Extend staff competence and confidence in using high quality teaching approaches to ensure high quality teaching through a combination of quality improvement activities, e.g:
  - Peer observations
  - Peer mentoring
11. SLT coaching and mentoring time: Probationer support, PSAs and teaching staff as required.
12. Update the school assessment calendar and improve staff access to quality assessment materials.

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

### **QI 2.3 Learning, teaching and assessment**

Learning and engagement  
Quality of teaching  
Effective use of assessment  
Planning, tracking and monitoring

**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: Satisfactory  
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your pupils?**

#### **Learning and Engagement**

- The ethos is welcoming, warm and inclusive. Mutually respectful relationships are evident and conducive to learning and teaching. Almost all pupils engage well with learning experiences, are keen to learn, engaged and involved. There is a clear commitment to children's rights and positive relationships.
- Ongoing pupils' learning experiences are underpinned by school vision, values and aims.
- Pupils have an understanding of their rights and respect for the rights of others. Bronze accreditation with the RRS was achieved and the school now works towards silver.
- Pupils' wellbeing is a prioritised across school. Staff are invested into improving wider achievement opportunities for pupils to boost a sense of wellness. E.g. Dance club weekly.
- Pupils are increasingly well supported by digital learning and devices were obtained for all P5-P7 pupils. Device access will be increased P1-3.
- Learning is shared extensively with parents through the use of online learning platforms.
- Pupils have opportunities to lead learning and share their ideas within classes and now following the easing of restrictions, across school, e.g. Scots Verse.
- Pupils volunteer to be involved in cluster events e.g., the Banchory Rotary Primary 7 Speechmakers Event and the Rotary Quiz. Pupils perform well at these events.
- All staff and pupils use a wider range of learning spaces (shared areas, library, stage area) including the outdoors, and the local woodland area is used for a regular Forest Schools group.

#### **Quality of teaching**

- Effective transition programmes in place. Time dedicated to handover information helps teachers to get to know pupils well from the start.
- Effective, informative and physical transition programmes at all levels were restarted with visits to nursery, partner providers, the new class teachers and also the Academy.
- The Academy programme included curricula focussed days as well as supported individual visits for identified pupils. Attainment data shared. Online communication between P7 team and the Academy transition staff worked well.

- The Academy staff were able to become involved with the P7 classes this session and this worked well.
- Early transition meetings in partnership with parents and Academy staff in place for identified P7 pupils. Enhanced transition for P7 pupils with additional support needs.
- Teachers are experienced in noticing potential barriers to learning, with consultative support from the ASfL team to decide next steps and sound knowledge of how to refer to partners and progress multi-agency involvement if appropriate.
- Teachers make good use of assessment information to plan and support learning for all pupils using universal support strategies.
- Feedback is used with pupils to clarify and inform next steps with learning. Following a successful practitioner enquiry on 'effective feedback', a staff member has volunteered to ensure that information is available to staff on how to improve consistency and raise the standard of feedback across all classes.
- Most teachers ensure that all pupils are provided with self and peer assessment activities. This will be revisited next session to ensure consistency across school.
- Digital learning is an ongoing target for continuous improvement across school, with staff and pupils always willing to upskill their abilities. This is supported by the Tech Wizards and PT.
- All pupils have regular opportunities to work individually, in pairs and in co-operative groups.
- The core curriculum: literacy, numeracy and health & well-being has been prioritised, with most pupils making good progress. All staff agree that writing is an area for improvement.
- Most pupils can articulate what they are learning and identify their next steps and are enthusiastic about being successful pupils. Some pupils need to be encouraged and supported to be more self-confident in doing so. All pupils would benefit from further opportunities to discuss their learning with staff.
- Staff recognise and support positive behaviours through restorative approaches. Unconditional positive regard is an expectation.
- A sketchnote poster highlighting the 'Banchory Bees' and linking to specific actions and the values is available to staff for each classroom. Ongoing emotion coaching CPD is planned.
- Should follow-up action be required following misbehaviour or an incident, this is expected to be responsive to the pupil's understanding, development and the situation. Communication with parents/carers is essential to support with behaviour issues. Staff are supported by SLT to decide next steps.
- Most PSAs are deployed for 1:1 ASN pupil support, but should a PSA be deployed to a class, the class teacher makes effective use of this time to provide support or challenge to individual pupils or groups.
- Staff plan learning experiences to inspire pupils, address their needs and extend their interests. Teachers are aware that learning experiences should be planned to support and challenge all pupils.
- Wider school experiences are planned to encourage the sense of belonging as the school recovers, e.g. the whole school Jubilee Picnic.

### **Effective use of assessment**

- Staff are encouraged to plan collaboratively to help ensure that standards, expectations and the quality of learning is consistent across year groups.

- Teachers have a fair knowledge and understanding of the learning, teaching and assessment cycle. The QIs and the moderation cycle were revisited during '21/'22. Further work is planned due to interruptions this session.
- Teachers are aware that a range of assessment information should be collated, organised and analysed to inform professional judgement. Standardised assessments were implemented across all year groups with the aim of obtaining detailed information and data.
- The staged intervention system is reviewed regularly. This will be updated following teacher feedback to include an abbreviated referral note for those continuing with targeted support.
- Teachers work with pupils to help them to understand their next steps in learning and how to action these. This will be an aspect for further improvement next session.
- Periodic 'snapshot' jotters, and online learning journeys aim to show examples of a pupil's learning over time.
- ASfL members help to scrutinise professional judgements with the PT and as a result of ongoing collegiate work, class teachers are becoming increasingly more familiar with data.
- The assessment calendar helps to ensure consistency across school and is a useful guide – this needs to be updated in '22/'23.

### **Planning, tracking and monitoring**

- A whole school tracker is used, supplemented by complimentary trackers and survey response excel sheets over the year as appropriate. Teachers are competent in using these. To facilitate this, the school administrator provides advice and support.
- ASfL staff work with the SLT to check and verify the information held on the ASN audit. Information and data on targeted interventions is accessible on sharepoint and updated regularly.
- Tracking and monitoring processes include discussion and analysis of evidence linked to any barriers to learning. This includes class teacher referrals. This allows the ASfL team to prioritise and plan targeted interventions across school to support pupils.
- The staged intervention system set up for teachers to refer pupils for targeted interventions is reviewed annually and the ASfL team work to improve the manageability of this.
- Termly 'snapshot' jotters are passed through school as a part of sharing a pupil's progress.
- Assessment information obtained via the standardised tests is shared as appropriate.
- Following self-evaluation feedback, pupils' individual blue folders are no longer used, instead staff are working to improve pupil profiles online.
- Staff are aware of the need to collate and organise a representative range of assessment information to inform planning priorities.
- Staff work closely with the Educational Psychologist to participate in informal or formal consultations and report that guidance is very responsive and helpful.
- Active partnerships work increasingly well with the: diabetes trainer nurse; epilepsy trainer; physiotherapist; occupational therapists; speech and language therapists and others such as the mental health counsellors. Plans are informed and checked, with guidance around strategies or resources. There is good representation at Child's Plans meetings.
- Attainment meetings between class teachers and the SLT take place to discuss individual class issues, pupil progress and to provide further advice. This session, these took place with the DHTS and then also the HT.
- Several resources used by staff also provide tracking systems which are implemented according to usefulness to the class teacher, e.g. The 'Big Maths'.

## How do you know?

### What evidence do you have of positive impact on pupils?

- Quality assurance tasks took place over the session in relation to HGIOS4 and the school improvement priorities, according to staff capacity.
- Engagement in learning and the quality of learning experiences planned is evidenced through professional dialogue, informal and formal classroom observations, checking pupils' jotters/work and participating in learning conversations with pupils.
- All teachers have access to shared guidance on expectations and standards on sharepoint as well as access to curricula support materials and planning/self-evaluation tools.
- A professional discussion group has restarted with the proposal of working through 'Teaching Backwards' next session.
- Staff are directed to the National benchmarks and Aberdeenshire progressions to inform and support professional judgements about levels of attainment and progress. The benchmarks are available in hard copy and both the benchmarks and progressions are on sharepoint.
- Standardised assessments across all stages support the collation of robust data. The assessment calendar is currently being updated, e.g. the 'Read Write Inc' approach has improved assessment practice across P1 and P2.
- PEF is used for PSA and ASfL hours to support individuals and to boost the early intervention approaches towards speech and language acquisition with a more structured and systematic phonics programme. Access to grants, funding and additional support is also sourced to support parents and pupils. Numeracy interventions take place to boost confidence in maths as well as attainment. Room 13 is being developed to be used for art/stem whilst nurture groups are supported in the nurture room.
- The virtual nature school programme started in Nursery to improve early speech and language development will be developed into P1 to scale up the success.
- The attainment over time information, GLS results and SNSA data is shared to all staff with discussion on how to address the aspects for improvement.
- Consideration of trends in data are used appropriately to inform future improvement planning. A focus on early speech and language development, with more consistent approaches towards teaching phonics, writing and reading, was agreed this session.
- Effective use is made of chromebooks, laptops, iPads and Google classroom. Technology is used to support targeted interventions such as Nessy for dyslexic pupils.
- The Seesaw app. which worked well over the last session, but was then halted, is being used again with the younger classes to share information about learning and to help to celebrate achievements.
- The local Banchory area and facilities are well used as a learning resource, e.g. for the forest schools groups, ASN pupils swimming and class trips.
- In the absence of the usual residential trip, the local area has also been well utilised for various sporting activities and pursuits for the P7 pupils. This has also included local involvement from partners such as 'Movement Evolution', Knockburn Loch and the Rugby club.
- The 'Emotionworks' resource is applied across the school in combination with other HWB resources and approaches aimed at supporting pupils to become more emotionally literate

and aware of their emotions. Face to face training in the use of the 'SCARF' resources strengthened teachers' knowledge of the progressions and plans available as a support.

- Collegiate working and the sharing of good practice is essential to the school. Staff are beginning to work together again as a large group which enables more effective professional dialogue to take place.
- The SLT and ASL staff meet with class teachers to share and discuss information on learning and progress to be able to agree next steps. These are planned to take place termly next session.
- There are also very effective closed social media channels which can be used to share wider school information – this was very well received over the last few sessions. It is considered to be an online community. Groupcall/Expressions remains the official channel.
- The school website is updated and was a main source of information over the last few sessions.

### **What are you going to do now?**

### **What are your improvement priorities in this area?**

1. Focus on further implementing the moderation plan. The DHT(acting) undertook the QAMSO training and will help to lead this priority forward.
2. Review a shared understanding of expectations and standards across school, ensuring that there are robust arrangements for moderation across stages and across the curriculum.
3. Moderation processes and approaches to be applied to all aspects of learning, teaching and assessment.
4. Staff will be supported to make informed, valid and reliable judgements of progress and attainment.
5. Working in the self-improving trio will support further development of moderation practices.
6. Continue progress made in '21/'22 with the standardised assessments to extend the range of assessment information to inform teachers' judgements.
7. Focus on developing more effective assessment approaches matched to the needs of individual pupils to allow them to demonstrate their knowledge, skills, attributes and capabilities.
8. Working together as a staff, there will be a refocus on the following three key areas:
  - Curriculum
  - Pedagogy
  - Leadership
9. Re-establish a well-planned, coherent curriculum, where contexts are revisited in different contexts, to enable pupils to make sense of learning. Check for ambitious and challenging content across school. Ensure staff are aware of building on prior knowledge and helping pupils to relate this to new knowledge acquired. Ensure that the curriculum is skills orientated and reassess the skills framework. Check use of the skills passports across school.
10. Build time into the collegiate calendar to allow professional dialogue on pedagogy and which approaches are best across school.
11. Support staff working groups to allow time for self-evaluation and progress to be made.

## How good are we at improving outcomes for all our pupils?

### **QI 3.1 Ensuring wellbeing, equality and inclusion**

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: Satisfactory**

**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**

**What's working well for your pupils?**

- Banchory Primary School staff prioritise the care and wellbeing of all pupils and this is evident in the supportive, nurturing environment.
- Teaching and non-teaching staff demonstrate a proactive, dedicated, professional approach towards undertaking specific training for individual needs, e.g. diabetes, epilepsy, hoisting etc. This is towards an equitable sharing of tasks across the whole team and helps the child to feel respected and safe. This is an aspect for continuous improvement with new and temporary members of staff.
- Positive and purposeful relationships exist between staff and parents of the school. There is a sense of a supportive community, even when the school is going through a closure.
- The PTA are very actively involved and supportive to the school and were instrumental in helping to progress the pupils' plans for the playground project.
- Staff are approachable and empathetic which enables pupils to share their thoughts and concerns. The ASfL and PSA team know their identified pupils very well and are able to plan for support accordingly.
- Staff are committed to ensuring all pupils are treated equitably. Positive, mutually respectful relationships are key to establishing an ethos where polite and kind behaviour is an expectation. For those pupils who find this difficult, staff are supported by the SLT and the ASfL team to look for more effective ways to support the pupils and address the issue.
- As a bronze level RRS school, all staff are encouraged to ensure restorative approaches, as underpinned by the UNCRC, are employed when dealing with any issues.
- Previous work on emotion coaching with the Educational Psychologist is incorporated into best practice by some staff, with further training planned for next session.
- ASfL staff have participated in the Place2Be mental health training and the LIAM (low intensive anxiety management) training. This helps to support identified pupils.
- Staff are aware of the clear procedures and guidance around child protection along with the need to be vigilant and efficient.
- The wellbeing indicators are known to all staff and pupils. GIRFEC planning and training is updated regularly and staff are directed to the Aberdeenshire GIRFEC website for the most up-to-date supporting documentation.

- HWB teaching across school aims to promote an understanding of all aspects of wellbeing and respect for all pupils regardless of differences.
- Information on universal support strategies are available to all staff, with a standardised system of autism friendly resources, e.g. communication symbols in each class. This builds on previous years' work to ensure consistent additional resources for a wide range of needs across school to be available in every classroom, e.g. the resource drawers.
- Scaffolding learning as an approach is encouraged to help support the varied need of pupils.
- The school records significant issues and records wellbeing concerns (including actions taken to address these) on the latest pastoral notes on SEEMIS.
- During attainment and tracking meetings with the SLT, the wellbeing of pupils is a priority, with a focus on attendance, social relationships, engagement and involvement.
- The ASfL team have five roles within school: teaching support; consultation; direct intervention; sharing professional learning; and working with parents and partners
- Transition programmes and activities are in place for N to P1 and P7 to S1, as well as for all pupils to their next class.
- Teaching to reflect and appreciate different faiths and cultures is underpinned by the UNCRC and all classes follow the RRS Articles programme.
- IEPs, PEEPs, Care Plans and Child Plans are in place for individual pupils as appropriate. These are created by and reviewed by pupils, parents and partners with multi-agency approaches if appropriate.

### **How do you know?**

#### **What evidence do you have of positive impact on pupils?**

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the Rights Respecting Schools award work through the Pupil Council and classroom-based activities.
- School Improvement Planning focused on developing approaches and incorporate more opportunities to develop mental wellbeing including the use of Emotion Works and SCARF. PEF funding used to support this.
- Sign-posting to charity funds and grants, in liaison with social work partners to support families was initiated during the lockdown and has continued to be promoted.
- Additional PSA and ASfL teacher hours provide extra capacity to the PSA/ASfL team to target needs.
- Prior to covid years, attendance was always high. Currently this is an area being targeted with direct support from social work partners.
- A prompt and responsive approach is taken to address parental queries or comments.
- The annual update of GIRFEC and Child Protection training is carried out collegiately with all staff, teaching and non-teaching, on the first inservice date of each session. This is reinforced with any new staff members over the year.
- Completion of the annual data protection, equalities and diversity training as provided by local authority is monitored.
- Recent face-to-face training to update staff on the use of the ALEC/SCARF resources used to support HWB was undertaken.
- Banchory Primary School has been awarded the Bronze Rights Respecting Accreditation Term and is actively working towards the Silver level.

- Regular pupil and staff surveys on wellbeing provide detailed and up-to-date information to help inform any interventions required.
- Universal targeted support is provided by class teachers, with advice and consultation available with the ASfL team.
- The Educational Psychologist supports the school well over the session, using a blend of online meetings, consultations and face-to-face meetings.
- The NHS professionals involved with various pupils meet regularly with the ASfL staff and/or class teachers to ensure there is a shared agreement about how to best meet a pupil's needs. This includes a range of professionals, from the occupational therapists to the vision support teacher.
- The school doctor and CAHMS are also involved with the consideration of targeted support for individual pupils.
- The ASfL audit of need is reviewed over the year and updated at the start of each session. This information informs the cluster deployment of staff to support need.
- Due to the changing dynamics of the needs of pupils across school, in the recovery phase, the deployment of PSAs and the ASfL team is regularly reviewed and adjusted as appropriate.
- Some staff participated in the whole school nurture training and most participated in the online emotion coaching sessions with the Educational Psychologist. This is still an area in need of further training and input but it is in process. This informs the relational approach towards supporting pupils with their behaviour.
- Wellbeing is promoted through outdoor learning, an activities week or, in the past, a residential trip for the older children, and John Muir Award participation.
- Eco School committee, sixth green flag last session. Gardening projects completed in partnership, as well as new trees planted as part of a sustainability initiative.
- Comprehensive transition programme for P1 pupils. This has been improved over the last few sessions to ensure more opportunities for quality handovers as well as reinstating the physical visits and participation.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Banchory Academy. There is an enhanced transition programme in place for any pupils who would benefit from this.
- Refurbished room in school by staff, pupils and partners has created a "Nurture Room" which has facilitated a range of supportive "nurture" sessions with pupils who benefit from this.
- The ASfL staff run a supportive "Lunchtime Club" which supports identified pupils who need this calm, nurture space.
- An active "Play Club" runs over lunchtime and breaks in the lifeskills room/outdoor area for identified pupils. This is made possible due to local partnership support with the outdoor area last session to create a safely fenced off play area.
- The school has a sensory room, therapy room and first aid room. These are accessed on a daily basis by identified pupils, supported by staff.
- Effective partnerships are in place with various community groups to support with a range of school programmes. Bikeability, Young Speechmakers, Rotary Quiz, Quest club, J.R.S.O.s etc.
- Police partners are supportive in delivering a face-to-face age appropriate assembly on equalities and other related topics.
- The Banchory "Buddies" system is well established and each year group is matched to another, to support with wellbeing, relationships and learning.

- Pupils lead across school in a variety of ways, e.g. Red Banders, Library Monitors, House Captains, Enterprise and fund-raising, this is an aspect for continuous improvement this session.
- Healthy snacks are available for all pupils when required, this has been supported by local partnerships with the local church and “The One” community charity over the last few sessions.
- A drop-in uniform bank and food bank is discreetly run, along with targeted support of clothes and other provisions at various times throughout the year.
- A link to a wider achievement whole school excel document helps to keep track of achievements and provides information about all pupils involvement and engagement in wider opportunities.
- To boost the wider achievement and skills curriculum, last session the school participated in the Children’s University online. This is undergoing a change at the moment and further guidance is required as to whether to continue with this or not.
- An enhanced provision swim group runs weekly and this has shown to have a very positive impact on those participating. As part of our outreach support, a pupil from a cluster school also attends.
- Forest schools is a well established intervention that is implemented for specific pupils, identified through multi-agency meetings, or through staff referral.
- Neurodiversity amongst staff and pupils is celebrated across school with regular events and assemblies or class teaching.
- During the first inservice day, staff were reminded of the Total Communication policy and provided with a fresh set of universal symbols.
- PECS training is refreshed regularly as per pupil need.
- Several staff have participated in Makaton training and this is being implemented in some classes, to be extended across school.
- Positive communication between enhanced provision pupils families and staff members ensure regular communication and sharing of information related to day to day issues.

**What are you going to do now?**

**What are your improvement priorities in this area?**

1. Continue to work towards the standards expected from the NAS Autism accreditation programme to improve school for autistic pupils with a visit expected in December.
2. Ensure all staff have a full awareness of the UNICEF RRSA Charter guidance and focus on the language of “respect for rights” so that relationships continue as mutually respectful.
3. Continue to develop knowledge and understanding of the UNCRC, its origins, values and principles and its place within the wider framework of Human Rights.
4. Review the updated Aberdeenshire policy on “Relationships, Learning and Behaviour” to update the school policy. The IPT teacher is taking a lead in staff training and provision of advice.
5. Continue to increase staff confidence in the use of the Latest Pastoral Notes system.
6. Regularly review the Child Protection and Safe-Guarding procedures in place, sign-posting staff towards training if required.

### **QI 3.2 Raising attainment and achievement**

Attainment in literacy and numeracy  
Attainment over time  
Overall quality of pupils' achievement  
Equity for all pupils

**Relevant NIF priority: All**

**Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information**

**Level of quality for core QI: Satisfactory  
(HGIOS?4/HGIOELC? 1-6 scale)**

#### **How well are you doing?**

#### **What's working well for your pupils?**

- Most pupils are attaining appropriate levels with some pupils exceeding these expectations, with almost all pupils attaining in specific areas, making good progress from prior learning.
- The ACEL data compares well to the SNSA data and shows results at or above the Aberdeenshire standards.
- All staff are onboard with acknowledging the need to improve the assessment policy and framework across school, with protected time build in over the session to focus on moderation and professional dialogue.
- Staff are competent in knowing how to look at and understand class level data, and are regaining confidence in whole school attainment information, with both PTs taking on a mentoring and coaching role towards supporting staff with this.
- Whole school standardised assessments and class level information has provided information and data to highlight aspects in need of improvement. All staff are aware of, agreed and working towards improvements in numeracy, writing and early speech and language development.
- Ongoing tracking and monitoring system in place. Staff able to use excel and track all areas of the curriculum, levels of attainment and wider achievement.
- Teachers make professional judgements based on a range of formative and summative assessments completed over the session, with info last session from the SNSA and GLS assessments providing a fuller picture.
- Tracking meetings between class teachers and the SLT allow for detailed discussion on pupils' attainment and any issues of concern. These are restarted face-to-face and will be built in termly across school, with opportunity at anytime to meet should the need arise.
- Staff support pupils who face barriers to their learning to attain expected CfE levels and if not achieved, progress can be evidenced against personal targets.
- Enhanced provision pupils benefit from an individualised, tailored approach towards building their skills against the complex needs framework where relevant. The ASfL teachers know their pupils well and have high expectations for each.
- Dyslexic pupils are supported through staff knowledge of the dyslexia toolkit and the technology tools in place.
- Autistic pupils have a variety of individual supports in place, as appropriate to their needs at the time.

- The ASN audit is updated as appropriate and there is a moderation process in place to ensure the accuracy of the information reported.
- All staff are aware of the staged intervention process and universal supports available. There is a system to refer for targeted intervention and this is the framework relied upon. PSA staff deployment is organised by the ASfL team, consulting with SLT and other staff are appropriate.
- Personal hygiene, administration of medication, hoisting, peg/tube checks and other individualised pupil supports are prioritised above the literacy and numeracy targeted interventions, as does one to one safety supervision. All staff are aware of this and utilise the remaining hours of support for literacy and numeracy interventions to maximum effect.
- Working through the recovery phase, a focus on consistency in quality teaching approaches has been identified as being one of the main aspects to raising attainment in literacy and numeracy. The collegiate calendar has been designed to take this into account.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks. A range of curricula resources are available to staff, online and stored in sharepoint. This is being streamlined to improve accessibility and printed copies of relevant documents provided as requested by staff to ease workload.
- Pupil Equity Funding is deployed sensitively due to the spectrum of backgrounds in school, to focus on improvements in wellbeing, literacy and numeracy, and technology supports via PSA and ASfL hours for those identified.
- Banchoy Primary School pupils are polite, well-mannered, kind, caring and considerate. Almost all pupils are confident, successful and responsible. Pupils who present with a lack of confidence or success in learning are known to class teachers and supported appropriately, in liaison with parents and ASfL staff, PSAs or other partners as identified as required.
- Pupils are encouraged to contribute effectively to the life and work of the school. Their opinions are sought and acted upon allowing them ownership of initiatives.
- Achievements by pupils attending community clubs and organisations are celebrated in school. All pupils are encouraged to share wider achievement in class and during assemblies. The PTs worked to update the skills framework and this will continue next session to track and monitor effectively pupils' skills across the curriculum.
- The meta-skills resources will be shared across school to help to ensure a clear focus on this area of our work.
- In 2021-22, Pupil Equity Funding was used to purchase additional early literacy resources, and the impact of this has been good, with improved capacity for teachers to measure and track pupil progress with phonics, early reading and writing. One of the positive impacts of this has been to recreate a collaborative teamwork ethos amongst the staff involved and to inspire a shared vision of success for their pupils.
- Community partnerships such as the woodworking partners from the church, Bancon builders, and opportunities arising, e.g. the Olympic cyclist are incorporated within the curriculum to expand and enhance the pupils' learning experiences. Since these opportunities have become available again, a range of activities has been researched for next session, along with the Parent Council's support. This will also promote the issues of equity, equality and anti-racism.
- Regular sharing of the school achievements, e.g. the school's latest digital award for wellbeing, are widely shared amongst the local and Aberdeenshire community which helps to provide a thankful boost for the pupils who are involved.

- Further challenge for the pupils who are capable of attaining above the expected levels is provided through extension groups, supported by SLT or volunteers from the Academy. This has worked well in previous years and has been planned for next session.
- Enhanced transition programmes are in place for pupils who require these and this may involve Banchory Academy, or Aboyne Academy where the CRH (Community Resource Hub) is located.
- The staff know their pupils well and relevant information about their background and context is accessible to help to inform appropriate planning and interventions as required.
- Several 'clubs' are run by staff over the year to enhance the pupils' experiences. E.g. dance, basketball and coding.
- Parents are mostly supportive of home learning and completed tasks or information is shared back to the class teacher.
- Training and scaling up of the "Read, Write inc" resources and approaches have led to improvements in the learning and teaching of early literacy skills and knowledge, with a noticeable impact on parental involvement in their children's learning.
- More staff are now able to help to notice gaps in attendance and reasons behind these, which inform more effective action to target these for identified pupils.
- All pupils, P5-7 have individual chromebooks which are utilised effectively to support learning.
- Reporting procedures have been adapted and improved since 2020 to focus on CfE progress, with the teacher's individualised comment (following parental feedback).

How do you know?

What evidence do you have of positive impact on pupils?

- Pupil evaluation and feedback through sampling activities over the session.
- Information on school trackers and staff collation of data and evidence of pupils' progress.
- Feedback from parents and partners in relation to their child's progress.
- Informed professional discussions based on analysis of standardised assessments and teachers' assessment information across the curriculum to ascertain progress.
- Feedback from the Academy transition staff on the P7s into S1 during transition activity days and during regular visits, which were restarted in person.
- Feedback from professional NHS partners and the Educational Psychologist at Child's Plan meetings.
- Increasingly effective use and evaluation of data from TMR.
- Positive and open relationships with parents to address issues and also involve in planning forwards.
- Health and Wellbeing has continued to have been a priority for pupils and staff as the school was greatly impacted by closures (both storms led to trees falling in the playgrounds and damaging school property) and covid over 2021/2022 with many staff having the virus a few times, and several staff members suffering from long covid symptoms.
- A "Blueprint" plan was shared with all stakeholders as tool to share the school's recovery, renewal and improvement priorities.
- The "Making Thinking Visible" strategies from the previous session were implemented to support teaching approaches.
- Accreditation was achieved across several areas of the curriculum over last session against external frameworks and this helped towards the ethos of high expectations and teamwork.

- The SLT analyse a wide range of data to identify trends and potential areas for further development.
- With restrictions being eased, it was possible to re-engage with face-to-face parent/teacher meetings and these helped to establish positive relationships, focussed on the child.
- It was possible to hold a whole school picnic on the field, which helped the staff and pupils to recreate the feeling of belonging and to celebrate being part of Banchory Primary School.
- Towards the end of the session, several larger scale parent events were organised. A celebration of learning took place in all the classes, with parents being able to access safely to share in their children's learning. An end of term p7 celebration took place in the local church, with the opportunity for pupils to share their talents, skills and achievements.



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What are you going to do now?

What are your improvement priorities in this area?

1. Continue to focus on the quality and quantity of moderation activities taking place across school to ensure that teacher judgements are confident and supported by evidence.
2. Following the training of a member of staff as a QAMSO, time will be spent strengthening this aspect of development within school, cluster and with the trio partners.
3. Purposeful engagement and involvement in the pupil participation groups will be more effectively developed.
4. More effective focus on analysis of data.
5. Regular opportunities to share the "bigger picture" across school to improve communication and ethos.
6. Plan opportunities for staff to share successes in practice or professional learning with each other.
7. Refocus the quality assurance calendar to incorporate more collaboration and practitioner enquiry opportunities.
8. Maintain the focus on raising attainment within literacy and numeracy but ensure that time is dedicated towards refreshing and improving all curricula areas via working groups.
9. Accept support when available from Academy partners with regards to literacy and numeracy.
10. Continue to formalise approaches towards targeted interventions, attainment meetings and self-evaluation.
11. Develop a more relevant Learning, Teaching and Assessment plan.

## **Capacity for improvement**

Staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. We are increasingly able to make professional decisions based on the analysis of data, feedback and other related pupil information to enable us to see “what” we need to improve for each child.

We will continue to look inwards, outwards and forwards to prepare and equip our pupils for their future. We will continue to work in partnership with parents, health professionals, and others to ‘get it right’ for every child.

This session, staff are able to reinstate practices that worked well prior to the pandemic, whilst also adapting approaches to take into account skills and knowledge gained over this period.

There have been several recent staffing changes. By strengthening the ethos of collaborative efficacy and providing opportunities for peer and team support, all staff will be supported to achieve the best learning environment for their pupils.

## **Wider Achievements**

Pupils have been involved in collecting food donations and distributing them in the local community, collecting bag packs for an international charity and re-establishing inter-generational links with a local community resource.

Accreditation of the pupils’ work was recognised with the sixth Eco Schools Scotland Green Flag, the Fairtrade Aware award, The Digital Wellbeing award (the school’s third digital award) and the Bronze award from the Rights Respecting Schools.

The two large playgrounds and the lifeskills outdoor area has been developed this session, thanks to parent and partner support for the pupils’ plans in conjunction with Aberdeenshire Council.

School trips were made possible thanks to the funds raised by the PTA during the joint pupil/parent Christmas Enterprise, which was held outdoors this session.

## **Memories of 2021/22**

Although the year in school was felt by all staff to be the most difficult and challenging of all, the reintroduction of mixing and easing of restrictions led to many positive school activities and events.

- Open Afternoon with parents able to access the classrooms from the fire exit doors to see the pupils’ learning and achievements.
- End of session P7 celebration at the local church. This was a wonderful opportunity to celebrate pupil achievement and promote the school values.

- Whole school picnic to celebrate the Queen’s Platinum Jubilee. This was a wonderful event as it was the first time the whole school were able to be together again following the restrictions.
- Parents were able to attend and also participate in the school Sports Day for the first time since the pandemic.

Seesaw blogs for all classes across the school led to shared feedback and learning between home and school. As pupils were allowed to sing in groups again, playground sessions to allow this were built in. Pupils enjoyed being able to work and play with their “buddies” indoors as well as outdoors as restrictions eased. The class trips provided all pupils with a positive experience at the end of a challenging year.

### Wider Community Links

The school continued to be well supported by the local community and specific groups. These partnerships were crucial over the last year and will be extended with more face-to-face working next session. These partnerships provide additional opportunities for pupils to develop skills, access activities and share resources. The playground project has had a noticeable positive impact on pupils’ wellbeing and would not have been possible without the support of the wider community.

