

At Banchory Primary School this session

- ✓ P1-7 classes participated in an 'Engineer 'n' Our Lives' week with Livewire and Conoco
- ✓ P1-7 classes presented a Christmas show & P7 classes produced an end of term concert
- ✓ P7 classes participated in a film production & presentation project
- ✓ Educational Visits for all classes, such as Crathes castle, Absafe, Transport Museum as well as other local venues
- ✓ Wide range of extra-curricular, local and national sporting events – with pupils achieving first place (shared through each edition of 'Aberdeenshire's newsletter and the school website) such table tennis, rackets, chess, skiing, swimming and gymnastics
- ✓ All pupils witnessed the solar eclipse using approved viewers
- ✓ Football coaching for P1-3 pupils with Aberdeen Football Club
- ✓ P7 pupils participated in a residential adventure week at Dalguise
- ✓ P6 & P7 Young Engineers Club participated in the Banchory Academy Science Evening, Junior Saltire Award and the N.E. Showcase Event
- ✓ Participated successfully in the Scottish Orienteering Festival
- ✓ House System developed more fully with Quaich donated from local business and Sports Trophies donated from the PTA
- ✓ Substance Misuse Education Programme for P7s
- ✓ Range of cluster transition activities and workshops provided pupils with opportunities to work with peers from cluster schools
- ✓ P7 Enterprise – Christmas Fayre & Summer Extravaganza: joint school community event & charity funding throughout the year
- ✓ Regular visits and assemblies from community representatives
- ✓ Banchory Primary School retained first place in the Rotary Club's Speech Makers Competition & competed in Rotary Quiz

Standards & Quality Report

2014 / 2015



Banchory Primary School

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Aberdeenshire
COUNCIL



Banchory Primary School in Context

‘Learning Together, Growing Together – Expect the Best’

As a Rights Respecting School, the following school values are at the heart of all we do:

Honesty – Respect – Responsibility – Integrity

- At Banchory Primary School and Nursery we aim to be a centre of inclusive and effective teaching and learning to promote the highest achievement of all learners.
- We believe that all learners are entitled to a wide and empowering range of knowledge, skills and values.
- We seek to develop the full potential of each child and to encourage parents and carers to be involved in their child’s learning and the life of the school.
- We develop a sense of identity and pride in our school by promoting equality and fairness for all.

Banchory Primary School & Nursery is an Enhanced Provision Centre currently with 445 pupils across 17 classes and an 80 capacity Nursery. The school has a Life Skills room and a Sensory Room. Visiting specialists this year include teachers of Art, French, Music, PE and Science with instrumental tuition in woodwind, guitar, cello, violin and guitar. Other musical opportunities are available in the form of choirs, a music club and a band. There are a wide variety of lunchtime and after school clubs organized with Active Schools and volunteers. The pupils transfer to Banchory Academy for their secondary education. Banchory Academy is set on the same campus as the Primary school. We have active and supportive parent bodies with both a PTA and a Parent Council.

Key Development	Progress
BPS selected to provide Enhanced Provision for the Banchory CSN	Work continues on the refurbishment of the school in line with Enhanced Provision Plan.
Re-zoning	Will be an increased capacity to 550
Nursery	Two year olds, extended & enhanced provision.

Summary of Improvement Plan priorities for 2015 - 2016

The raising of attainment and achievement for all learners by further securing the curriculum, with a specific focus on:

- ✓ Literacy
- ✓ Numeracy
- ✓ Health & Wellbeing

Improve the efficacy of systems:

- ✓ Curriculum Rationale
- ✓ Tracking & Monitoring Procedures
- ✓ Frameworks, Progressions & SALs

Develop as an **Enhanced Provision Centre**:

- ✓ Enhanced Provision Guidance
 - *Girfec*
 - *Additional Support Needs*
 - *Life Skills Room, Sensory Room & Universal Support.*
 - *Self-Evaluation*

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

	Evaluation
QI 5.6 Equality and Fairness	4

In arriving at these evaluations, we considered the following evidence:

- ✓ Enhanced Provision
- ✓ Rights Respecting School
- ✓ School Values
- ✓ Pupil Council/PTA
- ✓ Regular School Bulletins
- ✓ Survey Monkey Results

Our key strengths in this area are:

- ✓ Pastoral Care, Extended Provision & Enhanced Provision
- ✓ Communication with parents and external agencies
- ✓ Pupils' views are represented by Pupil Council
- ✓ Varied programme of in and after school clubs
- ✓ P6/7 pupils support and encourage the wellbeing of all children, by promoting an inclusive culture at break and lunchtimes through participation in our Red & Yellow Bander schemes
- ✓ P7 pupils are trained in the Young Leaders' Positive Playgrounds programmes
- ✓ Responsible pupils
- ✓ Celebrating diversity

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

- ✓ Review of equality and inclusion within the school
- ✓ Continued good relationships with external partners
- ✓ Restorative behavior approaches to be further implemented
- ✓ Rights Respecting Group to be more focused

Evaluation Key – 6. **Excellent** -outstanding, sector-leading 5. **very good** - major strengths
4. **Good** - important strengths with some areas for improvement
3. **Satisfactory** - strengths just outweigh weaknesses
2. **Weak** - important weaknesses 1. **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

	Evaluation
QI 1.1 Improvements in Performance	4
QI 2.1 Learner's Experiences	4

In arriving at these evaluations, we considered the following evidence:

- ✓ **Tracking achievement:** standardised AfE - ePIPS and INCAS as a form of standardized assessment has shown that some of our pupils are high achievers and need to be extended
- ✓ The high number of pupils who have experienced success in a variety of creative and sporting endeavours
- ✓ Pupils who are motivated and eager participants in their learning and who feel listened to

Our key strengths in this area are:

- ✓ Pupils taking more responsibility for their learning
- ✓ **A strong ethos of recognizing achievement**
 - 'House Points' and 'Celebrating Success'
 - Pupil artwork exhibited and celebrated in Space2Create
 - Pupil Volunteering Programme
 - Pupils compete regularly in a range of community, area and national competitions.
- ✓ **Sharing learning and achievements:**
 - Assemblies
 - 'Soft Starts or Drop-ins'
 - 'Learning Conversations'
 - interdisciplinary open afternoons
- ✓ **Fund raising** - whole school and community involvement

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

- ✓ Expansion of House System to encourage pride in our school
- ✓ Standardize tracking procedures for Literacy & Numeracy across school.
- ✓ Consistency of learning and teaching experiences through the school
- ✓ Track and monitor pupil attainment using SEEMIS
- ✓ Ensure pace and challenge is at an appropriate level

Evaluation Key – 6. **Excellent** -outstanding, sector-leading 5. **very good** - major strengths
4. **Good** - important strengths with some areas for improvement
3. **Satisfactory** - strengths just outweigh weaknesses
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2. How well does our school support children to develop and learn?

	Evaluation
QI 5.1 The Curriculum	3
QI 5.3 Meeting Learning Needs	4

In arriving at these evaluations, we considered the following evidence:

- ✓ Impact of planning, assessment and self-evaluation to be improved
- ✓ Consistency in pace, challenge, breadth and depth is developing
- ✓ Curriculum experiences continue to be updated
- ✓ Needs of the high and low achievers in school to be more effectively targeted
- ✓ Refreshed vision & values - curriculum rationale developed
- ✓ Effective tracking of Numeracy and Literacy skills/knowledge being updated

Our key strengths in this area are:

- ✓ Good practice
- ✓ Interdisciplinary work is generally well done - Joyning the Learning
- ✓ Transitions are well planned
- ✓ *Children are afforded a wide range of experiences*
- ✓ *Good working partnership with learners, parents, partner agencies and community services*
- ✓ *Enhanced curricular experiences are created for identified pupils – individualisation of curriculum.*
- ✓ *Opportunities for Leadership and roles of responsibility are offered to all pupils through Pupil Council, Eco and HWB Committees, Junior Road Safety Officers, Young leaders and the Positive Playtimes Initiative, the Pupil Charity Committee, Red, Yellow and Blue Banders, Buddy Readers*

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

- ✓ Revisit self-evaluation as a tool for effective planning and meeting the needs of pupils in the school
- ✓ Sharing of good practice
- ✓ In service on Cooperative Learning
- ✓ Tracking of attainment to be more consistent (SEEMIS)
- ✓ Introduction of Active Literacy Approaches in P1-3 to increase attainment

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

	Evaluation
QI 5.9 Improvement Through Self Evaluation	4

In arriving at these evaluations, we considered the following evidence:

- ✓ Commitment to self-evaluation
- ✓ Management of self-evaluation
- ✓ School improvement planning
- ✓ Examples of devolved leadership – opportunities for ‘Leaders of Learning’ to take forward targeted areas of school improvement
- ✓ Effective consultation with stakeholders
- ✓ Survey Monkey results

Our key strengths in this area are:

- ✓ Effective and positive consultation with stakeholders
- ✓ Devolved leadership – opportunities for ‘Leaders of Learning’ to take forward targeted areas of school improvement
- ✓ Staff invited to contribute to improvement plan and SQUIPs
- ✓ Staff share ideas around self-evaluation and good practice

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

- ✓ Rigorous evaluation of classroom practice
- ✓ Regular sharing of good practice
- ✓ Robust feedback and peer evaluation in order to ensure impact on teaching and improve outcomes for children’s learning
- ✓ Re-establish groups and extend invitation to specialist teachers to provide the opportunity for the sharing of good practice and promote professional dialogue and shared understanding

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