

STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Banchory Primary School

Early Years to Primary Seven



2017/2018

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of pupils and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged learners;
- Improvement in learners and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of learners' progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School? 4 are referenced. Links to these sources are:

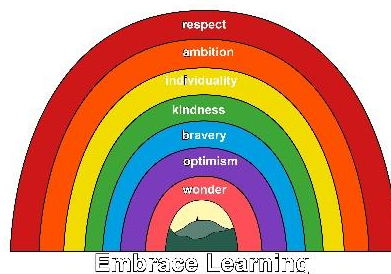
NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of 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. Our learners summarised this as a simple motto: 'Embrace Learning'. This epitomises the positive, caring and nurturing ethos of the school, which is the foundation on which we build all learning and teaching.

Our seven core values are: RESPECT, AMBITION, INDIVIDUALITY, KINDNESS, BRAVERY, OPTIMISM, and WONDER. Our learners led the creation of these values whilst working with the Parent Council, staff and local community. Each year group takes responsibility for the promotion of a core value, whilst the primary seven learners are responsible for helping to ensure all seven values underpin all that we do. The values are represented with a child friendly 'rainbow' design and acronym. This is also represented in a stained glass window design in school, with local monument Scolty Tower depicted below the rainbow. The tower represents our 'Banchory Beacon' or curriculum rationale.



The curriculum offers a broad range of learning experiences taking into account the wide spectrum of need and varied interests of learners. We share high expectations for all pupils to thrive as successful learners, responsible citizens, effective contributors and confident individuals. Learners are given opportunities to share ideas and opinions towards all aspects of school life, with feedback and actions being represented through several pupil groups. The Pupil Council, Eco and Charities groups are particularly active and effective, impacting positively on school improvements within the school and the local community. Our curriculum rationale, 'The Banchory Beacon' provides a guide for our aspirational vision.

<http://banchory-pri.aberdeenshire.sch.uk/wp-content/uploads/Curriculum-Rational-Map-2015.pdf>

As an Enhanced Provision School we collaborate with multi-agency partners to ensure that our pupils have access to the right support, at the right time.

Analysis of the SIMD Data shows that almost all families are between deciles 6 and 10, with the majority in 9/10. The PEF is targeted towards: boosting basic numeracy skills; improving mental health and wellbeing with a focus on resilience through staff training and resourcing; equality of learning experiences through planned challenging outdoor activities; and providing nurture through a breakfast club. To compliment the PEF project, staff CLPL opportunities will be provided to improve knowledge of effective learning through play approaches. Lunchtime clubs have also been offered as a time to learn new skills, e.g. Guitar & Band Practice, Lego Club, Reading and other such clubs. Active Schools and parents help to provide a range of after school clubs and opportunities within the school day to access new experiences as well as external competitions or events.

Strengths of the school include:

An inclusive, nurturing ethos: We 'Embrace Learning' and do so through...

➤ **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and all pupils benefit from high quality care and support. Pupils are patient, caring and very aware of the expectation to include each other, thus reflecting the nurturing approach of all adults in the school. Among the staff we have expertise across various fields of additional support needs, including nurture and therapeutic play, approaches open to all pupils. Many of our more vulnerable pupils benefit from individual timetables with varying levels of support depending on their needs, age and stage. Banchory Primary School is an Enhanced Provision School. The Nursery offers Enhanced and Extended as well as provision for targeted two year olds. Supportive and nurturing relationships are key for the school and all learners benefit from high quality care and support. The school has and promotes a very inclusive culture.

1. <https://www.aberdeenshire.gov.uk/media/16803/right-support-right-place-right-time-a-guide-for-parents.pdf>
2. <https://www.aberdeenshire.gov.uk/media/5855/starsleaflet2014.pdf>
3. <http://banchory-pri.aberdeenshire.sch.uk/right-support-right-place-right-time/core-values/>

➤ **High quality, active learning experiences**

Pupils who are able to behave well, do so. They are also aware of the expectations placed upon them to give of their best at all times. Our 'Behaviour for Learning' policy consists of a 'Code of Conduct', four basic rules and an autism friendly behaviour management system. This supports pupils to develop confidence in making the right decisions. All staff are encouraged to support pupils through restorative approaches. Almost all pupils are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences we offer. We make full use of the community, its people and places. In liaison with the Parent Council we arrange visitors as part of the 'Developing the Young Workforce' framework as well as other partners throughout the year, for example parents as 'Maths Champions'. Outdoor learning on our own grounds is increasingly effective with other locations, Captain's Woods and the River Dee being utilised more for interdisciplinary learning. Effective use of partnerships, such as with Robert Gordon's University provides additional opportunities for pupils to explore learning, e.g. during an Engineering Event.

➤ **Improving levels of performance**

Pupils are making good progress in their learning across all curricular areas. Identified areas for improvement such as Mental Maths have been targeted. Evidence shows increased pupil confidence with speed and accuracy at all stages. Staff training, peer observation, support and monitoring in Maths continues. A fortnight devoted to Maths provided an opportunity for the staff to explore more practical maths challenges as well as participate in the UK 'Maths Week, with strong parental support.

➤ **The quality of support provided**

Staff know pupils well and work closely with families to ensure that they are aware of any change of circumstances which may learning. To ensure both support and challenge, pupils' progress in learning is tracked across the curriculum. Pupil Support Assistants are effectively deployed according to the Aberdeenshire Staged Intervention Process and work effectively to ensure the needs of all pupils are being met. A few pupils benefit from individualised flexible learning pathways with appropriate targeted support and challenge.

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

Staff, pupils, parents and partners are committed towards continual school improvement. Staff are responsible and motivated to take forward their own professional learning. Pupil participation groups work in partnership with parent representatives, community partners and staff. The Banchory cluster schools work closely together and organise shared professional development events such as the ADHD conference.

➤ **Sharing learning and achievements**

Banchory Primary School has a strong culture of recognising and celebrating achievements. Successes are shared through events such as assemblies, community cafes, open mornings and afternoons focussed on a range of curricular aspects. The school website and social media help to promote and share pupils' success. The house system allows pupils to work towards their bronze, silver or gold awards through the recognition of 'above and beyond' behaviours, actions or achievements. This is led by the elected pupil house captains.

➤ **Communication**

Communication flows through a range of sources: Groupcall messages; Facebook Pages; Twitter; Newsletters, Informal and Formal Parent/Teacher meetings. There are also opportunities for parents/carers to drop in to meet with a member of the SLT twice a week. Parent Council meet with the Pupil Council regularly. There are regular PTA meetings, Parent Council meetings and Nursery Focus Group sessions.

2. How good is our leadership and approach to improvement? (1.3)

Relevant NIF priority: All

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

Overview:

- Banchory Primary School has a system in place to enable continuous self-evaluation. Feedback is sought from all stakeholders throughout the school session, on various aspects of school improvement. Pupils are encouraged to contribute ideas and help lead school improvements. A renewed energy triggered by the reimagined school values project, led by the Pupil Council, has encouraged pupils to organise various enterprise, charity and other similar projects.
- Collegiate discussion, parent, partner and pupil feedback collated to inform new Quality Assurance calendar.
- Staff have volunteered for roles in school initiatives such as: outdoor learning; enabling environments; digital learning; 1+2; and tracking and monitoring. This collaborative approach helps to maximise outcomes and experiences for all pupils. Staff are also reflective and keen to improve their own efforts. Parents feel that staff are approachable and that they are given ample opportunity to voice their feedback.
- Pupil voice is important and their feedback is collated using a range of media. Pupils are also encouraged to join committees and take some responsibility for leading and improving various aspects of school life.
- HGIOS4 has been introduced electronically with all staff being allocated ipads. Staff have familiarised themselves with the challenge questions for each Quality Indicator. More in-depth work is planned to utilise them during quality assurance work.
- Engagement with all stakeholders through a range of evaluation methods, surveys, open afternoons, groupcall emails, open evenings etc. is undertaken on a regular basis. Results are then routinely shared via the Parent Council and the wider school community as appropriate.
- There are numerous opportunities through Aberdeenshire events organisation for staff to participate in relevant CLPL. Leadership roles are encouraged and taken on by a range of staff. Time is protected for professional dialogue.
- A staff sharing board in the staffroom, 'lunch and learn' sessions, an online sharing portal all enhance the positive learning ethos amongst staff. The Professional Review and Development (PRD) procedure has been implemented as per GTC guidance.

Key Strengths

- Banchory Primary School has an ambitious vision, updated shared core values and high expectations or aims for all pupils which reflect the wellbeing indicators. These are understood, promoted and translated into action across the curriculum and school community.
- Meaningful engagement with stakeholders and partnerships continues to improve through collaborative efforts to enhance the quality of learning experiences and the learning environment.

Identified priorities for improvement

- Promote more effective use of the HGIOS4 challenge questions, thus providing more systematic, focussed reflection. Staff should develop and agree a regular means of evaluating against the Quality Indicators.
- Further improve staff confidence in using a wide range of assessment data to inform planning, target support and ensure appropriate challenge.
- Further empower Pupil Participation groups in 2018/2019.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Improve the application and use of HGIOS4</p> <ul style="list-style-type: none"> • Implement a revised self-evaluation calendar incorporating full stakeholder engagement • Ensure weekly SE activity is built into management tasks • Establish termly review meetings • Maintain working self-evaluation document with evidence of actions and improvement 	<p>All staff will be able to clearly describe how self-evaluation is used at class and school level. Improvement planning will be clearly linked to results of self-evaluation. Staff will be able to demonstrate how self-evaluation activity has led to improvements in outcomes for children. Pupils will be able to use the language of learning and improvement in their classroom activities.</p>	<p>HGIOS 4 school-based improvement examples will be available. At least ten examples included in Improvement Plan HGIOS 4 QI grades will show year on year improvement. Satisfaction levels will show most parents and pupils agree that they are involved in decision.</p>

<p>2. Extend use of data and other sources of evidence to raise levels of attainment and achievement</p> <ul style="list-style-type: none"> • Review sources of data and provide training for all staff on use of data • Incorporate data and evidence use into QA calendar, establishing four key discussion points in relation to pupil progress 	<p>All staff will be familiar with key sources of data and actively using these for planning purposes. Staff will regularly track and monitor attainment using given data sources. Whole school data will be used to compare attainment with comparator schools, local and national data.</p>	<p>Progress and attainment measurements will show improvement for all learners. Gaps in attainment will decrease. School will be able to show how interventions have led to attainment in attainment and achievement. Long term trends will be show year on year progress.</p>
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Evidence of progress/comments/identified next steps:

Date: Nov 2017
 Good progress made, particularly with regards to staff taking an interest and ownership of HGIOS4 for self-evaluation. Pro-forma and process agreed amongst all staff. Parent Council and Pupil Council – strong link built, cascading of this will be a next step.
 Next steps: Extend successful Nursery Parent Focus group across EYS; plan for dedicated time to allow for the success of Pupil Participation groups; and present HGIOS4 SIP at annual PTA/PC AGM. Produce series of summary leaflets/documents for all stakeholders to share the results of self-evaluation, progress made and plans/linked to HGIOS4.

Date: Feb 2018
 Data tracker shared collegiately with all staff, teacher led training. Progress has allowed data to be expected now rather than ‘added on’ during professional dialogue and raising attainment meetings between staff and SLT.
 Next steps: involve a wider range of stakeholders in data analysis; moderate with school A as well as within; continue with pupil data group in partnership with parent council rep.

Date: June 2018
 Progress continues as increasing interest and understanding from the whole school community is reflected through surveys and parent open afternoons whereby the sharing of HGIOS4 is promoted.
 Next steps: have a specific data sharing evening with parents and those interested, to seek further feedback and look at planning the way forwards together.

Evaluation of QI 1.3 - Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-evaluation at school level using HGIOS4 QIs
- Discussions with staff at PRD
- Observation of lessons by SLT
- School improvement plan
- PRD records
- Feedback from Parent Council discussions
- Parent evaluations at Open Events
- Surveys

Overall evaluation of level of quality:

- School improvement takes place in the context of the school's values, vision and aims
- Staff are involved in evaluating the school improvement plan.
- Leadership roles are taken by colleagues at all levels
- All staff are committed to CPL to ensure the best possible outcome for all learners.

Level of quality for this QI:

4 - Good

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of learners' progress

Overview:

- Enhanced Provision School
- All staff are committed to the development and wellbeing of pupils as individuals
- Pupils and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff are familiar with the literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise.
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, ensuring progression for all our pupils. There is however, an identified need to further revise and develop aspects of the curriculum.
- Transitions are very well supported and there is very good transition with the Academy.
- Very good Nursery/P1 Transition programme in place
- Outdoor learning experiences have been incorporated into weekly planning and some learners benefit from a wide and varied curriculum and learning experiences. This must now be extended across the whole school.
- Positive engagement with parents/carers encourages them to share in the learners' learning.
- ICT is used effectively across some stages of the school to support teaching and learning experiences.
- Tracking formats are in place and staff are becoming more confident in making judgements about a child's progress within a level

Key strengths:

- The very positive relationships in the school based on the shared vision, aims and values combined with a passion for learning.
- Very good transitions between Nursery/P1 and P7/Academy balanced with good cluster links.
- Staff knowledge of the staged intervention process, and the Aberdeenshire Enhanced Provision guidance.
- Willingness and openness of staff to train specifically in complex additional support needs and challenges faced, to be more prepared to support our unique individuals.

Identified priorities for improvement:

- Review, evaluate and revise current curriculum to link more with the unique local context, needs and interests of all learners.

- Extend capacity to support family learning.
- Continue to build school capacity to more effectively with regards to autism, dyslexia, and general ASNs.
- Improve HWB aspect of the curriculum.
- Take up the Educational Psychologist’s offer of continuing visible learning work.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Review, evaluate and the Banchory Beacon (Curriculum Rationale) and specifically: the HWB aspect and the focus on improved standards in writing.</p>	<p>An updated curriculum which will better meet the needs of all pupils. Curriculum will be exciting as well as broad, balance and relevant. Pupils will have increased knowledge and skills related to Health and Wellbeing and in particular, emotional literacy. Pupils will report feeling more secure, confident and resilient in dealing with change and challenge. Pupils will experience curricular transition which ensures progression and builds on prior learning.</p>	<p>School will have implemented the EmotionWorks resource following training to further improve resilience and a positive mindset. Also developed and delivered a rolling HWB programme with ALEC input which is based on SCARF materials. <i>April 2018</i> ALEC educators will have supported staff to develop appropriate pedagogies in line with the programme. Staff will report increase confidence in delivering the programme. <i>June 2018</i> Pupils will be apply learning and skills to real life situations as shown in discussions and in dealing with challenging situations. At key transitions information will be shared. <i>Useful and relevant documents to be shared will be used. June 2018</i> Consistent approaches will be in evidence across the cluster. <i>Evidence by cluster minutes</i> Ongoing Evaluation of revisions to be completed within 2 years to ascertain impact on learners. <i>Evaluations diarised. March 2019</i></p>

	Writing standards will be moderated within school and across cluster to reflect higher achievement.	Writing moderation event planned to share knowledge and skills across the cluster. In-school peer observation. Updated framework and benchmarks. Ongoing through session 2018/2019.
<p>2. Develop whole school approaches to skills development and DYW</p> <ul style="list-style-type: none"> • Revise curriculum rationale and calendar to ensure clear links to DWY • Identify skills to be taught through the curriculum • Ensure profile is skilled based as appropriate • Provide opportunities to experience, 	<p>Increased awareness by pupils of world of work Strengthen partnership links with the community Challenge stereotypical perceptions Provide realistic picture of future careers Allow staff to reflect on Careers Education Standards 3-18</p>	<p>Ongoing throughout 2018/2019 Parent Council and partner school involved.</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date: Nov 2017 Visit from QIO to discuss progress made to date. Next step: to link with similar school to moderate EP audit.</p> <p>Date: Dec 2017 During visit from QIO, parents invited to participate for feedback re specific pupils. Next step: to free staff up to visit other EP centres and share info/ideas on return.</p> <p>Date: Feb 2018 – EmotionWorks training. Parent reps invited to participate. Programme planned when next available. Next step: set up working group for mental health wellbeing.</p>		

Evaluation of QI 2.3 - Learning, Teaching and Assessment:

Sources of evidence/evaluation activities undertaken:

- SLT, Class Teachers and Additional Support for Learning Teachers monitor progress of learners collectively and individually and plan next steps in learning accordingly
- Learning visits by HT
- Formal monitoring by SLT
- Pupil sampling and learning conversations with young people and staff
- Collegiate professional dialogue focussed on learning intentions and success criteria in literacy and numeracy
- Evidence of outdoor learning in planning
- Parent questionnaire feedback
- Pupil questionnaire feedback
- Evidence from QI visit

Overall evaluation of level of quality:

- Pupils' achievements in and out of school are recognised regularly at our assemblies and shared with learners, parents and the wider community through our achievement wall, certificates, social media, newsletters
- Pupils play an active role in the school and wider community and regularly take on leadership roles (blue banders, red banders) including leading learning (Buddy Readers).
- Staff continue to share learning intentions and success criteria with learners but this could be enhanced by involving pupils more in the planning and evaluation of these.
- Teachers track pupils' achievement carefully across some of the curricular areas, assessing whether pupils are making progress and providing appropriate support and challenge. Standardised data is beginning to be used to target support but greater consistency is needed to ensure next steps in learning are planned appropriately.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect the benchmarks in Aberdeenshire's Progression Frameworks. This requires further development.
- Big Maths training has been undertaken by a member of staff and has been cascaded down. This now needs to be rolled out across the school and fully embedded to promote understanding and confidence in how this can be used to raise attainment in mental maths.

Level of quality for this QI:

3 Satisfactory

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

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

Overview:

- Pupils at Banchory Primary School are included, happy and successful. They benefit from the level of pastoral care and nurture provided.
- The PEF is being used to support equity of outcome for pupils who require support in numeracy and literacy.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show commitment to the welfare of all the pupils.
- Almost all pupils are enthusiastic and engaged. Active learning opportunities are used alongside other activities to motivate and challenge pupils at all stages.
- Standardised data is being used to track progress and identify areas requiring targeted support, however further development of staff confidence is required in this area.
- The school is adopting a dyslexia and autism friendly approach, further work in this area is required.

Key strengths:

- Confidence and wellbeing of pupils across all years
- Learners well supported, cared for and feel valued

Identified priorities for improvement:

- Raise attainment in numeracy – especially in mental maths and problem solving
- Improve staff skill in managing data and triangulating evidence of progress.
- Continue to offer to share resources and training to cluster schools.

In relation to the priorities listed above the following action plans have been confirmed:

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?
<p>1. Continue to work towards raising confidence, improving attitudes and increasing attainment in numeracy, especially mental maths and problem solving.</p>	<p>Standardise assessments will show proven increase across performance against numeracy measures</p> <p>Overall levels of attainment will be equal to or better than predictions for the school</p> <p>Pupils will be more confident in all areas of numeracy</p>	<p>Revised policy to numeracy will be in place by October 2017</p> <p>Ongoing analysis of attainment data in numeracy will show sustainable improvement across all measures</p> <p>Weekly “Beat That” scores will show improvement</p> <p>Feedback from pupils, staff and parents</p>
<p>Evidence of progress/comments/identified next steps:</p> <p>Date: Very good progress, very good feedback from all stakeholders. Evidenced informally and formally against the set criteria.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Continue to focus on maths and numeracy, extending into STEM activities. - Continue link with external partners. - Cascade skill and knowledge with cluster schools. - Moderate with school A. 		
<p><u>Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:</u></p> <p>Sources of evidence/evaluation activities undertaken:</p> <ul style="list-style-type: none"> - Pupil Council/Parent Council - PTA - Survey Monkey Results - Enhanced Provision School Audit - Scrutiny/Analysis of Child Protection Procedures - Procedure en route towards becoming a Rights Respecting School 		

- Communication with Parents
- Positive behaviour evident in and around the school/community
- Positive feedback from multi-agency partners, parents of pupils with ASNs and QIO for Parental Engagement.

Overall evaluation of level of quality:

- Staff have a commitment to the principles of Enhanced Provision, GIRFEC and the use of Wellbeing Indicators.
- All staff know about child protection and wellbeing issues. This has also been shared with pupils through a joint Parent Council intervention.
- All staff have the ability and opportunities to access information regarding how to support learners through communications from ASfL staff, MAAPMs, informal and formal consultations with the Educational Psychologist and IEPs. There remains some inconsistencies in how this information is shared and applied amongst staff.
- Pastoral care across the whole school is excellent.
- Very good communication and relationships with parents and multi-agency partners.
- Successes and diversity are celebrated at assemblies and shared through a range of media.
- Class Charters using the UNCRC are displayed in each classroom.
- Compliance with statutory requirements and the associated codes of practice. Staff take account of legislative frameworks relating to equality, equity and inclusion. All staff completed appropriate training.
- Equity policy to be updated to ensure positive experiences and outcomes for all.

Level of quality for this QI:

3 - Satisfactory

Evaluation of QI 3.2 - Raising Attainment and Achievement:

Sources of evidence/evaluation activities undertaken:

- Analysis of standardised assessments to confirm progress in numeracy and literacy
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual pupils
- Feedback from pupils regarding progress

Overall evaluation of level of quality:

- Attainment in the school continues to improve.
- A tracking system has been in place but this is being developed to ensure it is robust and accurately reflects attainment.
- Almost all pupils are attaining appropriate levels for their age and analysis shows that progress is being made in literacy but less consistently in numeracy.
- Wider achievements are recognised and celebrated at assemblies and shared with parents through social media and newsletters.
- Standardised data is beginning to be used more effectively and professional discussions are used to target support.
- The outdoor environment is being utilised to enhance learners learning experiences. There are partnerships within the local community but these need to be built on and extended.
- Across the school there are opportunities for pupils to take responsibility but this could be extended and developed.
- A robust but clear and succinct format of recording plans and assessment linked to the Aberdeenshire Frameworks requires further development to ensure quality, pace and challenge.

Level of quality for this QI:

4 Good

Snapshot List of Banchory Primary School 2017/2018 Learning Experiences & Opportunities:

- First aid for P5,6,7
- M& M Productions x 2 plus Drama workshops for the P7 classes
- RGU – STEM – Engineering workshops for P1, P2, P3
- Library Visits
- Chaplains P1-7
- Cycling Proficiency – P6 &P7 classes
- Harvest Poetry Afternoon – P1-3
- Christmas Show – P1-3
- Easter Show – P5 &P6
- Book Week
- Book Week show – P4
- Maths Week N-7
- Book Fair N-7
- Road Safety Roadshow – P1-3

- P7 End of year Show
- P7 Christmas Fair
- Academy/P1 and P2 sport workshops
- Daily Mile
- Therapet - Dog
- Theraponies visit
- RNLI visit P1-7
- Extravaganza P1-7
- Open Afternoons P1-7
- Open mornings/afternoons Nursery
- End of Term Services – Autumn, Christmas, Easter, Summer
- Support of Foodbank (Donations at Harvest events)
- Special Assemblies and Cafes
- 5 minutes boxes – Maths
- Parent talks – Maths week
- Class trips – Satrosphere, Maritime Museum, Ballater, Local Churches, Library
- Sponsored Event P1-7
- First aid for P5,6,7
- M& M Productions x 2 plus Drama workshops for the P7 classes
- RGU – STEM – Engineering workshops for P1, P2, P3
- Library Visits
- Chaplains P1-7
- Cycling Proficiency – P6 &P7 classes
- Harvest Poetry Afternoon – P1-3
- Christmas Show – P1-3
- Easter Show – P5 &P6
- Book Week
- Book Week show – P4
- Maths Week P1-7
- Book Fair P1-7
- Road Safety Roadshow – P1-3
- P7 End of year Show
- P7 Christmas Fair
- Academy/P1 and P2 sport workshops

- Daily Mile
 - Therapet - Dog
 - Theraponies visit
 - RNLI visit P1-7
 - Extravaganza P1-7
 - Open Afternoons P1-7
 - Open mornings/afternoons Nursery
 - End of Term Services – Autumn, Christmas, Easter, Summer
 - Support of Foodbank (Donations at Harvest events)
 - Special Assemblies and Cafes
 - 5 minutes boxes – Maths
 - Parent talks – Maths week
 - Class trips – Satrosphere, Maritime Museum, Ballater, Local Churches, Library
 - Sponsored Event P1-7
 - Cluster Speechmakers Competition
 - Rotary Quiz
 - Scottish Schools Swimming
 - Scottish Schools Skiing
 - Scottish Schools Orienteering
 - Holiday online #Challenges – family engagement
 - And more....
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Please provide your feedback to: banchory.sch@aberdeenshire.gov.uk