

## **STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN**

**FOR**

**Banchory Primary School**



**2018/2019**

**Aberdeenshire Council Education and Children's Services**

"Education and Children's Services works to improve the lives of children 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, summarised as follows:

### **Aberdeenshire Priorities:**

- 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

### **Banchory Primary School 3 Year Priorities (2019 – 2022): Banchory Primary “A Self-Improving School”**

- Further develop as an **inclusive, healthy and ambitious learning community** by **building leadership capacity** at all levels.
- Offer a consistently **high quality standard of teaching** by improving conditions for **successful practitioner enquiry** and **collaborative working**.
- Provide **powerful learning experiences**, with **secure and robust assessment** of **learners' progress**, underpinned by a strong **self-evaluation system**.
- Extend **innovative partnerships** and **multi-agency working** to ensure the **right support, at the right time for all learners**.
- Establish a **unique and responsive outreach** service for the cluster primaries.

These priorities are reflected in all areas of this document and the actions that emerge from it. 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](http://www.gov.scot/Resource/0049/00491758.pdf)

HGIOS4 - [https://www.educationscotland.gov.uk/Images/HGIOS4August2016\\_tcm4-870533.pdf](https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf)

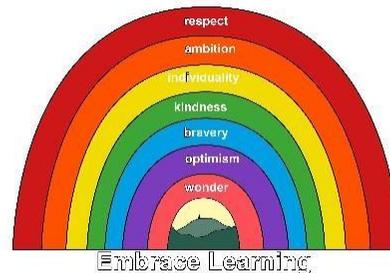


“The Banchory Beacon” sketchnote reflects where we are in our journey towards becoming a self-improving school as well as our unique local context. A series of sketchnotes were devised to encourage all stakeholders to more fully engage with school learning and teaching documentation.

## SCHOOL CONTEXT

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 created 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 learner 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 learners 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 learner groups. The House Captains, Learner 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.

### School Aims:

- ✚ We aim to be a centre of inclusive, effective teaching and learning to promote the highest achievement of all learners.
- ✚ We believe that all learners 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.
- ✚ As an Enhanced Provision School we collaborate with multi-agency partners to ensure that our learners 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. The PEF is targeted towards: improving emotional literacy; encouraging resilience through planned outdoor challenges; providing nurture experiences; and boosting numeracy, literacy and digital skills. To compliment the PEF project, staff training opportunities from various early years trainers focused on effective learning through play based approaches. Lunchtime clubs are provided for learners to learn or extend new skills, e.g. guitar & band practice, Lego club, book club and various sporting activities. 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, e.g. basketball, orienteering, skiing, cross country, girls football, and yoga.

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

#### **The inclusive and nurturing ethos**

Banchory Primary School is an Enhanced Provision School with a warm and welcoming ethos. Supportive, nurturing relationships characterise the school, with an inclusive culture being beneficial for all. Learners are patient, caring and very aware of the expectation to include each other, thus reflecting the positive values of the school. The ASfL team have expertise across various fields of additional support needs, including wellbeing and anxiety management, forest schools, nurture and therapeutic play approaches. Learners with additional support needs benefit from personalised levels of intervention tailored to their individual plans. The Nursery offers enhanced provision, short term extended provision and an allocated number of two year old placements.

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**

Learners are aware of the expectations placed upon them to give of their best at all times. Our “Positive Relationships” policy consists of a “Code of Conduct”, four basic rules and a friendly “Bertie the Bee” restorative approach based system. This supports learners to develop confidence in making the right decisions. All staff are encouraged to support learners through restorative approaches. Almost all learners 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 to extend skills and provide interdisciplinary learning opportunities. Innovative partnerships, such as with Robert Gordon’s University and Crathes rangers provide additional opportunities for learners to explore learning, e.g. engineering.

#### **Improving levels of performance**

Learners are making good progress in their learning across all curricular areas. Identified areas for improvement such as Mental Maths have been targeted over the last few sessions with improvements now embedded. Evidence shows increased learner confidence with speed and accuracy at all stages. Staff training, peer observation, support and monitoring in Maths continues. A fortnight devoted to raising the profile of Maths provided an opportunity for the staff to explore more practical maths challenges as well as participate in the UK 'Maths Week, with parent and partner engagement. This session the school were awarded the 'Digital Schools Scotland' award, with the status of mentor school, as well as the school's third green flag accredited by Eco Schools Scotland.

#### **The quality of support provided**

Staff know learners well and work closely with families to ensure that they are aware of any potential barriers to learning. To ensure both support and challenge, learners' progress in learning is tracked across the curriculum. Learner Support Assistants are effectively deployed according to the Aberdeenshire Staged Intervention Process and work effectively to ensure the needs of all learners are being met. Several learners benefit from individualised flexible learning pathways with appropriate targeted support and challenge.

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

Staff, learners, parents and partners are committed towards continual school improvement. Staff are responsible and motivated to take forward their own professional learning. Learner 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 Autism training event.

#### **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 learners' success. The house system allows learners 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 learner house captains.

#### **Communication**

Communication flows through a range of sources: Groupcall messages; social media accounts, 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. The chair of the Parent Council meets with the Learner Council regularly. There are regular PTA meetings, Parent Council meetings and Nursery workshops. At various times throughout the year parents, carers and members of the local community are invited in to share or participate in the learning experiences. All classes have online learning blogs where parents and carers may interact to comment on their learner's learning. Online profiles have also been developed through the use of google classroom for the P6 and P7 learners.

## How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Level of quality for core QI: 1.3 - 4

### **Overview:**

- Vision, values and aims developed by all stakeholders are visible and embedded across the school community. During term four, a learner led art group produced graphic designs of the values which will be utilised as celebration postcards in session 2019/20. The completion of the timber windows replacement project created a space where a more sustainable values sign was erected. The stained glass window had to be removed but was instead mounted in the 'Create a Space' stage area, now also an art gallery. An initiative linked to the school values this year was the addition of the seven school values awards. The awards recognised effort and achievement by the P7 learners in line with the values. A sketchnote was created to help summarise and explain the school values in learner friendly terms.
- Strategic planning is informed by data and a range of feedback, this is shared with the Quality Improvement Officer, all stakeholders and cluster schools. This planning is evidence based and linked to continuous self-evaluation. Plans are represented in several formats to suit everyone.
- The pace of change has been responsive to internal and external factors, to ensure the maximum desired positive impact on learners. The Parent Council are always kept up-to-date with school improvements. During 2018/19, there were several unexpected constraints upon the school, including the replacement of the windows, which led to a degree of disruption but has ultimately had a positive knock-on effect.
- Feedback is regularly sought from all stakeholders throughout the school session, on various aspects of school improvement, using a variety of tools.
- Learners are encouraged to contribute ideas and help to initiate and lead school improvements. Learners organised various enterprise and charity events over 2018/19. Following a collegiate session on HGIOURS, learner participation groups were implemented over two terms. The groups were arranged vertically, with all learners from P1 to P7 involved. The groups covered a range of opportunities, such as: eco; 1+2 through outdoor learning and games; librarians; house captains; engineering; etc. The groups, taking place on '#WonderfulWednesdays' had a positive impact on learners' confidence, sense of belonging and general wellbeing. These groups will be reinstated over 2019/20 but with more effective organisation to allow for better outcomes. Learners in their capacity as 'buddies' read with the younger learners, supported them over lunchtimes and taught them drumming skills etc. This will be extended from August 2019, to allow the older learners to develop their mentoring and coaching skills.
- Collegiate discussion, parent, partner and learner feedback has been collated to inform the Quality Assurance calendar for 2019/20, with more responsibility given to the Early Year Lead Practitioners for the Nursery calendar.
- Staff worked collaboratively within year groups, to maximise outcomes and experiences for learners. Several of the groups achieved their set goals and this had a positive impact on learner outcomes, e.g. P1 play based pedagogy and the library group. Over 2019/20, the working groups will be aligned to the three main school improvement priorities to lessen the negative impact on teachers' workload.
- A staff led project to improve online blogs sharing learning have been well received and will be further rolled out in August 2019.
- The 'Tech Wizards' with the Principal Teacher, worked to improve digital literacy across school and were awarded the Digital Schools Scotland award.

### Key Strengths

- High quality professional learning opportunities to develop staff knowledge, skills and leadership capacity.
- School conditions encourage a spirit of creativity and innovation to inspire positive change.
- An ambitious vision for the further development of the school, shared core values and high aspirations for all.
- Collaborative working between staff and positive relationships with stakeholders. Learner involvement in decision making.
- Teacher Leadership in: Digital Learning; Outdoor Learning and Forest Schools; and Maths and Numeracy.
- Early Years Team – working collaboratively to improve the learners’ experiences, pedagogy and the learning environment.

### Identified Priorities for Improvement

- Ensure continued use of HGIOS4/HGIOELC and the GTCS standards for self-evaluation.
- Meaningful engagement with partner school to allow for effective moderation sessions to strengthen approaches and validate teacher judgement.
- Continue to support staff leadership and professional development.
- Extend digital learning and further develop as a mentor school.
- Three main school improvement groups: Making Thinking Visible; Self-Evaluation; and GIRFEC. All staff involved. Within these three groups, there are subgroups.

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?
<ul style="list-style-type: none"> <li>• Extend opportunities for staff discussion and understanding of the three main SIPs: GIRFEC, Making Thinking Visible; and Self-Evaluation – focusing on a curriculum refresh.</li> <li>• Update the WTA and QA calendar to ensure SIP activity is planned for across the year with allocated time for self-evaluation.</li> <li>• Clarify roles and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Shared ownership of a self-evaluation system which distributes the range of collaborative work necessary to evidence actions and impact on learners.</li> <li>• Positive outcomes for all learners against the benchmarks and individual targets, reviewed with SLT regularly each term.</li> <li>• Removal of potential barriers to learning for identified learners.</li> <li>• Increased teacher agency.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff confidence with self-evaluation language and tools as evidenced through review meetings.</li> <li>• Audit and accreditation, e.g. working with partner school on quality assurance visits and moderation by staff and learners. Further awards, digital progression, Sport Scotland, RRS etc. Learners will demonstrate confidence in the language of learning.</li> </ul>

<ul style="list-style-type: none"> <li>• Moderation sessions focusing on staff judgement, suitability of assessments, analysis of data and evaluation of learners' progress.</li> <li>• Incorporate regular review sessions into the QA calendar as well as regular opportunities for partnership work and cluster working.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will track and monitor progress using agreed system and reliable assessments, informed by data to more accurately plan for positive progress.</li> <li>• Data will be shared with confidence to compare attainment with comparator schools, local and national data.</li> <li>• Positive links established between schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gaps in attainment will decrease. Levels of achievement in writing will improve for all learners.</li> <li>• Interventions will lead to an increase in attainment and achievement for targeted groups.</li> <li>• Long term trends will be show year on year progress.</li> </ul>
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**Evidence of progress/comments/identified next steps:**

**Date: Nov 2018**

Autism inservice positive with school ASfL team involved in sharing outreach follow-up resource for cluster schools.

Reflective reading inservice very positive with all staff, including PSAs interested in taking forward the strategies to increase reading attainment.

Work to update school documentation to reflect positive changes next step. ASN team developing specific leadership roles related to specific aspects of ASN provision. Link in to overall GIRFEC improvement plan.

**Date: Feb 2019**

Inservice by Greg Bottrill – working alongside Early Years team leads to a dramatic improvement in collegiate working, focus on improving learning experiences and parental engagement, as well as a measurable positive impact for learners.

Inservice focussed on improving writing very helpful in providing a starting point for the next step of creating and agreeing the school approach to improve this identified area in need of improvement.

Improvements made in teaching and learning to be shared with parents and partners. Continue to improve based on evaluation of learners' progress.

**Date: June 2019**

Increased staff ownership of improvements being implemented across school, with learner and parent involvement. Reallocation of several school spaces to improve the learning environment. Action groups to be set up between learners, staff and all stakeholders to share the tasks , e.g. library.

### **Evaluation of QI 1.3 - Leadership of Change:**

#### **Sources of evidence/evaluation activities undertaken:**

- Self-evaluation at school level using HGIOS4 QIs, moderation with cluster team
- Professional dialogue and discussions with staff at review meetings and during PRDs
- Peer observations and monitoring of learning by SLT
- School improvement plan - progress
- Professional update and collegiate working tasks evidence
- Feedback from Parent Council discussions
- Levels of parental engagement with learning and school
- Surveys

#### **Overall evaluation of level of quality:**

- All improvement work has been aligned to HGIOS4 against the context of the school's values, vision and aims.
- Stakeholders are increasingly involved in evaluation and planning of school priorities.
- Learners, parents and staff have committed towards leading school improvements.
- Staff have been involved in designing and participating in a high quality, relevant professional learning programme over the session.

#### **Level of quality for this QI:**

**4 - Good**

## 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

Level of quality for core QI: 2.3 - 4

### **Overview:**

- Banchory Primary School continues to develop further as the Enhanced Provision Centre for the Banchory cluster.
- All staff demonstrate a commitment to professional development and training to more effectively meet the needs of individual learners.
- Protection and Safeguarding policies are in place and reviewed regularly with the multi-agency action planning cycle well supported by partners.
- Staff are actively engaged in professional reading, training and enquiry, to further improve understanding and knowledge of effective pedagogical practices.
- Staff utilise a range of learning progressions from Aberdeenshire, Highland and Education Scotland, relevant to the aspect being planned for.
- Transitions to secondary are very well supported and there are range of opportunities, as well as liaison between staff and families.
- Very good Nursery/P1 Transition programme in place with EYS practitioners supporting the transition activities and handover of profiles.
- Almost all learners are motivated, engaged and enthusiastic about their learning. Staff know their learners very well.
- Class teachers build strong and supportive partnerships with families over the session, engaging with them as learners share their progress.
- Digital Schools Scotland recognised the excellent progress made this session with the digital technologies/literacies plan and the school were accredited with the recommendation to support other schools in the capacity of mentor, to go through the remote validation process.
- The use of 1:1 chromebooks for the P6 and P7 learners has increased learner engagement as well as level of support and challenge.

### **Key strengths:**

- Very good relationships across school which enables our learners to develop as eager and active participants, engaged and motivated in school.
- The cluster primary schools collaborate to further develop staff expertise and knowledge, in liaison with the Academy, to meeting learners needs.
- The staff are willing to train specifically for complex additional support needs, medical needs and behaviour challenges faced, to be more prepared to support our unique individuals.
- The curriculum rationale has been updated, with clear guides for every year group represented in sketchnote form. This provides a framework for staff.
- Digital learning improvements continue to enhance learning and teaching opportunities across the curriculum.
- Improvements in outdoor learning, nurture provision and life skills opportunities has led to better outcomes for individual learners.
- The EYS team (Nursery to P1) have developed their learning environment and approaches to teaching with positive benefits for the learners.

### Identified Priorities for Improvement

- Moderation opportunities with partner school to improve assessment approaches and analysis of evidence of standards achieved.
- Continue to build staff capacity in the use of digital tools to develop profiling, use of the latest pastoral notes and the tracker.
- Through the Making Thinking Visible programme, improve the use of skilled questioning and understanding of learner engagement to promote higher order thinking skills.
- Improve the quality of feedback to inform and support progress in learning, whilst involving learners in all aspects of updating such policies.

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?
<ul style="list-style-type: none"> <li>• Collegiate sessions to ensure familiarity with the curriculum rationale, frameworks, and programmes of work in order to develop improved overviews for each year group.</li> <li>• Incorporate lunch-n-learn slots to revisit 'Big Maths', 'Big Writing', 'Reflective Reading', the 'Autism Toolbox', the Dyslexia 'Toolkit' and the ADHD strategies as well as other resources which are having a positive impact on learners.</li> <li>• Refreshed quality assurance activities such as: visits from the 'Wee HGIOURS' learner group from our partner school to inspect provision and compare, giving feedback to both schools; audit from partner Hub/Enhanced Provision school and visits to Hub.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff able to refer to our unique curriculum rationale as a guide when planning.</li> <li>• Staff will be confident in the use of the benchmarks, progressions and Es and Os, to better extend, support and challenge all learners.</li> <li>• Assessments will evidence learners' knowledge, skills and understanding as well as an enthusiasm and level of curiosity for learning.</li> <li>• Improve the Health and Wellbeing aspect of the curriculum at school and in particular, emotional literacy and resilience.</li> <li>• Learners will experience curricular transition which ensures progression and builds on prior learning.</li> <li>• Moderation of writing standards within and outwith school.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated assessment policy will ensure that learners are able to demonstrate skills and knowledge, with an increasing level of independence and confidence.</li> <li>• Latest pastoral notes and SNSA data will inform handover information at key transitions.</li> <li>• Upward trend in attainment will continue with a more identifiable improvement in writing standards.</li> <li>• Improve the standards for pace and challenge particularly across second level.</li> <li>• Outreach support for Autism, ADHD, Dyslexia and other identified groups (bereaved) will developed by the ASfL team and the IPT.</li> <li>• Link QA classroom visits to expectations in benchmarks and check differentiation.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop whole school approaches to DYW and skills progressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness by learners of world of work, strengthen partnership links with the community.</li> <li>• Staff to be familiar with DYW literature and links.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing involvement of the Parent Council and partners. Learners will have enthusiasm for developing skills, appropriate to their needs and interests.</li> </ul>
<ul style="list-style-type: none"> <li>• Making Thinking Visible group will cascade training and learning to staff via collegiate sessions and inservice.</li> <li>• The GIRFEC improvement group will survey staff understanding then plan accordingly to develop training or resources as appropriate, in liaison with the Academy.</li> <li>• The Self-Evaluation group will seek quality assurance on curriculum documentation and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff will be involved in the Making Thinking Visible programme, from Nursery to P7 to improve learning.</li> <li>• All stakeholders will be fully aware and competent in the application and use of the wellbeing indicators and the whole GIRFEC process to improve wellbeing.</li> <li>• Expertise with the CfE guidelines as well as the refreshed curriculum rationale will ensure a progression for all learners reflective of the principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation opportunities will look at the validity and reliability of information.</li> <li>• Surveys of staff, parent and learner feedback at the start and near the end of a session.</li> <li>• Stakeholder focus group will look at the curriculum policies.</li> <li>• Attainment levels will continue to rise, whilst wider achievement will also be recognised and celebrated</li> </ul>

**Evidence of progress/comments/identified next steps:**

**Date:** Nov 2018

QA visit from QIO to validate progress to date, looking at the QA calendar and assessment examples. Next step: link with an EP school for further moderation.

**Date:** Dec 2018

Stakeholders participation in feedback session. Next step: to free staff up to attend training.

**Date:** Feb 2019 – parent focus group provide feedback on curricular programmes in use. Next step: moderation of assessment tasks with partner school.

### **Evaluation of QI 2.3 - Learning, Teaching and Assessment:**

#### **Sources of evidence/evaluation activities undertaken:**

- Supportive learning visits by SLT
- Formal monitoring – focus on Maths/Numeracy by SLT
- Learner sampling conversations
- Collegiate professional dialogue focussed on behaviour policy
- Planning evaluations
- Jotter sampling and blue folder monitoring
- Snapshot assessment jotters
- Parent survey feedback
- SLT, Class Teachers and Additional Support for Learning Teachers monitor progress of learners collectively and plan next steps in learning accordingly
- Learner survey feedback
- Evidence from QIO's visits

#### **Overall evaluation of level of quality:**

- Tracking of achievements is celebrated more effectively this session. Could be incorporated into a progression linked to the values in 19/20.
- Learners continue to take on responsibilities in school and across the wider community. P7s take on leadership roles, this could be increased.
- Learners continue to participate in the life of the school in many aspects. This should continue with the planning and evaluation of programmes.
- Learners' attainment is tracked across some of the curricular areas, detailing progress and highlighting areas for appropriate support and challenge. This needs to be extended to more accurately track progress across the curriculum. Standardised data is beginning to be used to target support but further staff training would be beneficial to ensure specific aspects are targeted.
- Following work looking at improving the planning policy, staff now have the option of two robust planning systems. Staff are able to access senior staff advice for both, then whichever format is used would then inform a planning discussion with SLT.
- Talk for Writing training in cooperation with the cluster schools has been accessed by two members of staff. This now needs to be shared across school to enhance the existing writing policy, developed following the Big Writing inservice.

#### **Level of quality for this QI:**

**4 Good**

## 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

Level of quality for core QI: 3.1 - 4

### **Overview:**

- Staff strive to ensure that all learners are included, happy and successful during their time at Banchory Primary School.
- All staff are fully aware of the staged intervention process and the strategies useful to encourage a positive universal level of support.
- The ASfL team delivered several sessions to ensure class teacher understanding of the Dyslexia toolkit, Autism toolbox and ADHD strategies.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show commitment to the welfare of all the learners.
- Identified individuals and groups of learners receive targeted support, from ASfL staff or PSAs, as and when appropriate.
- Almost all learners are enthusiastic and engaged with classroom learning. Active learning approaches are encouraged to motivate and challenge.
- Standardised data is being used alongside other assessment information to identify learners requiring targeted support.
- The school continues to improve as an Enhanced Provision School, with legislative frameworks relating to equality and inclusion underpinning.
- Learners are given opportunities to participate in Maapm, IEP, PLP reviews as well as through regular assemblies and learner committees.

### **Key strengths:**

- Wellbeing and inclusion of all learners.
- Learners well supported, cared for and feel valued

### **Identified priorities for improvement:**

- Continue to improve staff expertise, knowledge and understanding through high quality professional development opportunities to be able to relate to all learners.

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?
<ul style="list-style-type: none"> <li>• Improve understanding and knowledge amongst the entire school community of GIRFEC, the wellbeing indicators and the UN convention on the Rights of the Child.</li> </ul>	<ul style="list-style-type: none"> <li>• All learners will be safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>• Effective strategies will be in place to improve achievement and attainment for learners facing individual or external challenges.</li> <li>• Diversity will be welcomed and celebrated, discrimination challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised equalities policy will be shared with all stakeholders.</li> <li>• Staff ASN guidance up-to-date.</li> <li>• Improvements articulated by a range of stakeholders reflect focus on improved outdoor learning and the links with wellbeing.</li> <li>• Enhanced Provision audit tool.</li> <li>• Survey and review of maapm minutes.</li> <li>• Partnership questionnaire.</li> </ul>
<p><b>Evidence of progress/comments/identified next steps:</b></p> <p><b>Date:</b> March - May '19. Good progress, useful feedback from all stakeholders. Evidenced informally and formally against HGIOS4, GIRFEC documentation and the ASN manual.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>- Continue to focus on dyslexia and autism, with a refresh on ADHD strategies.</li> <li>- Cascade skill and knowledge with cluster schools.</li> <li>- Moderation with other EP/Hub school of staged intervention process, referrals and fluid, targeted interventions.</li> </ul>		
<p><b><u>Evaluation of QI 3.1 - Ensuring Wellbeing, Equity and Inclusion:</u></b></p> <p><b>Sources of evidence/evaluation activities undertaken:</b></p> <ul style="list-style-type: none"> <li>- Learner Council/Parent Council feedback</li> <li>- PTA discussions</li> <li>- Survey Monkey Results</li> <li>- Enhanced Provision School Audit</li> <li>- Scrutiny/Analysis of Child Protection Procedures.</li> </ul>		

- Responsive communication with parents and carers.
- Ongoing good relationships with multi-agency partners, parents of ASN learners and the QIO for Parental Engagement.
- Two television slots on STV news highlighting the work being done on nurture, wellbeing and outdoor learning. Crathes and school grounds.

**Overall evaluation of level of quality:**

- School commitment towards the model of Enhanced Provision, interlinked with the GIRFEC legislation and use of Wellbeing Indicators.
- All staff trained in Child Protection policy and wellbeing issues. Annual CP awareness with learners (age appropriate).
- Increased staff confidence in using information to support learners through communications from ASfL staff, MAAPMs, informal and formal consultations with the Educational Psychologist and IEPs.
- SLT and staff provide excellent pastoral care across school.
- Positive relationships and communication with parents and multi-agency partners.
- Successes and diversity celebrated at assemblies and shared through a range of media.
- As part of each new class set-up, the Class Charters are devised using the UNCRC.
- Audited level of 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 ALDO training.
- Equities policy to be updated to follow on from the Equalities policy.

**Level of quality for this QI:**

**4 - Good**

“I thoroughly enjoyed my visit the other week and what I particularly enjoyed was the fact that it was pupil-led. The young people clearly know their school very well and obviously have a great deal of pride in their school too and this shone through throughout my visit. I was certainly very impressed. It was great to meet staff too and it was evident from the general feel in the school that it is a positive, happy and inclusive place”.

**Evaluation of QI 3.2 - Raising Attainment and Achievement:**

**Sources of evidence/evaluation activities undertaken:**

- Analysis of standardised assessments to confirm progress across the core curriculum subjects.
- Overall school performance feedback from QIO.
- Parents’ comments regarding progress of individual learners
- Learners’ views on progress.

### Overall evaluation of level of quality:

- Attainment in the school continues to demonstrate an upward trend.
- A tracking system has been in place and is constantly being developed to ensure it is robust and reliable as a tool.
- Almost all learners are attaining appropriate levels for their age and analysis shows that progress is being made, with writing being targeted next session.
- Wider achievements are recognised and celebrated at assemblies and shared with parents through newsletters and other means.
- Assessment information and standardised data is understood by staff and informs professional discussions.
- Forest schools and outdoor learning is being found to enhance wellbeing and positive behaviour. There are partnerships within the local community, these will be extended from Aug '19. E.g. the Community cafes.
- There are leadership opportunities for learners to take responsibility, this will also be improved upon next session.
- In writing, the SNSA data is as follows:

#### Level of quality for this QI:

P1 3.4% increase between 2015/16 and 2018/19 to 89.10%

P4 5.6% increase between 2016/17 and 2018/19 to 76.80%

P7 46.3% increase between 2015/16 and 2018/19 to 87.30%

**4 Good**

\*This is to be a particular area for scrutiny and moderation in session 2019/20

#### Reading Attainment SNSA:

P1 5.4% increase between 2015/16 and 2018/19 to 89.10%

P4 14.2% increase between 2017/18 and 2018/19 to 87.50%

P7 25.1% increase between 2015/16 and 2018/19 to 88.90%

Reading continues to be a high priority across school with better identification and assessment of learners with dyslexia. Reflective reading guidance will be incorporated into the curriculum following an inservice day's training this session.

#### Listening and Talking Attainment SNSA:

P1 0.4% increase between 2017/18 and 2018/19 to 92.70%

P4 12.1% increase between 2016/17 and 2018/19 to 94.60%

P7 27.7% increase between 2015/16 and 2018/19 to 95.20%

This demonstrates improvements made with projects such as the Speechmakers. Recognition that our learners do work on their public speaking skills from Nursery.

#### Numeracy Attainment SNSA:

P1 9% increase between 2015/16 and 2018/19 to 92.70%

P4 13% increase between 2015/16 and 2018/19 to 92.90%

P7 53% increase between 2015/16 and 2018/19 to 90.50%

The numeracy data is encouraging as there has been a relentless focus on improving maths and numeracy for the last four years.

## What is our capacity for improvement?

Our overall capacity for improvement is very good. This is based on the following factors:-

- Inclusive School Ethos.
- Highest aspirations for all learners.
- High levels of commitment and ambition for all learners, from all staff.
- Positive, supportive relationships.
- Strong partnerships with multi-agency partners and the local community.
- Evidence of collaborative efficacy amongst staff, with an increasing interest and capacity for professional enquiry.
- Close working with the Parent Council on agreed school priorities: DYW; transforming the learning environments; enterprise; and GIRFEC.
- Good attainment and complete commitment from staff to work on areas in need of improvement. Self-evaluative culture improving.
- Staff interest in learning about pedagogical practices and professional development driving change and improvements.
- Refreshed SLT with two new DHTs to support HT who has been in post for five years and knows the school community very well.
- Combination of eager new members of staff as well as staff have been in post for many years – staff members offering to share skills over lunch and learn sessions.
- An increased stability in staffing.

Challenge: Learners with multiple and complex additional support needs. Time to train and upskill staff with no flexibility amongst the PSA team.

Record of updating with amendments in brief:

10/09/18; 10/10/18; 11/11/18; 12/12/18; 07/03/19; 09/05/19; 02/08/19 JF

1. Further maths and numeracy training to embed across curriculum.
2. Family engagement events to look at progress made with curriculum developments.
3. Autism training follow-up, monitor individual planning and maapm minutes. Look for more maapm training and autism supports for families.
4. School show – change of collegiate timings/dates. Work with local community partners. Develop expressive arts progression.
5. Writing programmes collated. Resource audit. Scottish criterion implemented. Snapshot jotters and blue learning journey folders guidance shared.
6. Flexible Learning Pathways training – ASN pupil issues ongoing. Adapt ASN pro-formas and train staff in staged intervention, de-escalation and restorative approaches.
7. Windows replaced. Empty EYS library. Empty Senior library. Begin new library. Book audit. Re-organisation. Parent, staff and pupil training – new digital system. Link with Aberdeenshire libraries.

## Snapshot List of Banchory Primary School 2018/2019:

- First aid rolling programme with increasing levels of accreditation 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 – massive community event. Pipe band, dancing, cake competitions, enterprise, games, BBQ, etc.
- Open Afternoons P1-7
- Open mornings/afternoons Nursery – workshops on schemas and other related topics
- End of Term Services – Autumn, Christmas, Easter, Summer
- Support of Foodbank (Donations at Harvest events)
- Special Assemblies and follow-up sharing Cafes
- 5 minutes boxes – Maths
- Parent talks – Maths week
- Class trips – Satrosphere, Maritime Museum, Ballater, Local Churches, Library
- Sponsored Event P1-7
- Scottish Schools Swimming
- Scottish Schools Skiing
- Scottish Schools Orienteering
- Holiday online #Challenges – family engagement
- Coding workshops in Aberdeen
- Cross Country event
- Orienteering
- Active schools events
- Playground improvements – EYS area
- Nursery indoors and outdoors refresh of resources Harvest Poetry Afternoon – P1-3
- P7 Christmas Fair
- Speechmakers, Rotary Quiz, Euroquiz

Please provide your feedback to:

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