



**Banchory Primary School**  
**Standards and Quality Report**  
**2020/2021**  
**&**  
**School Improvement Planning**  
**2021/2022**

## School Forward

We are pleased to share both the Standards and Quality Report for session 2020/2021 and the School Improvement Plan for 2021/2022. This report forms part of the quality improvement framework and provides valuable information regarding the school's progress to date and identifies next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of all practice in Banchory Primary School. We continue to develop our expertise in making robust and effective use of evidence as a basis for judgements regarding the impact of our work on all learners.

**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 what is working well for others locally and nationally.

**Looking forwards** to gauge what continuous improvement may look like over the longer term.

At Banchory Primary School we continue to be committed towards effective partnership working with our community and other stakeholders who support the education we provide.

We work collaboratively to ensure all our 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 and as such we continue to strive to rise above 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 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.
- We work collaboratively with multi-agency partners to ensure that our learners 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 Learners**

- Providing quality learning experiences which inspire and motivate our young people to become successful learners.
- 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. Children’s voices are heard and respected. 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 433 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 Durris 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. 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, provide training and guidance to enable 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.
- In 2020 staff redesigned the senior library as a nurture room for learners 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.

## 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. Almost all 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.

### **High levels of performance**

Pupils have made very 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 involves the 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 a very 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.

## **Communication**

The main communication tool for school messages is Groupcall. The school community also share information on a closed social media account. Each class has an online learning platform. Pupils also access Google classroom. There are opportunities for parents and carers on Teams. Parent evening calls and Parent Council/PTA online meetings take place.