



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

## **School Forward**

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

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

**How are we doing?**

**How do we know?**

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

**Looking inwards** to analyse our work.

**Looking outwards to** find out more about what is working well for others locally and nationally.

**Looking forwards** to gauge what continuous improvement might look like in the longer term.

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

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Jackie Fernandez

Head Teacher

## The School and its context

### Vision for the school

At Banchory Primary School and Nursery our shared vision is

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

### Values that underpin our work

Our seven core values are:

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



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

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

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

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

## **Responsible Citizens**

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

## **Effective Contributors**

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

## **Successful Pupils**

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

## **Confident Individuals**

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

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

## **Context**

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

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

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

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



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

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

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

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

## High quality, active learning experiences

Our positive relationships policy consists of four basic expectations:

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

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

## **Levels of performance**

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

## **The quality of support provided**

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

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

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

## **The inclusive and nurturing ethos**

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

## Impact of our developments

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

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



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



BPS Blueprint.pdf

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

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

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

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

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

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

**Relevant NIF priority: All**

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

**Level of quality for core QI: Good  
(HGIOS4/HGIOELC1-6 scale)**

**How well are you doing?**

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

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

Responsiveness to parent queries is highly efficient. Newsletters are shared by the class teacher and HT.

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

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

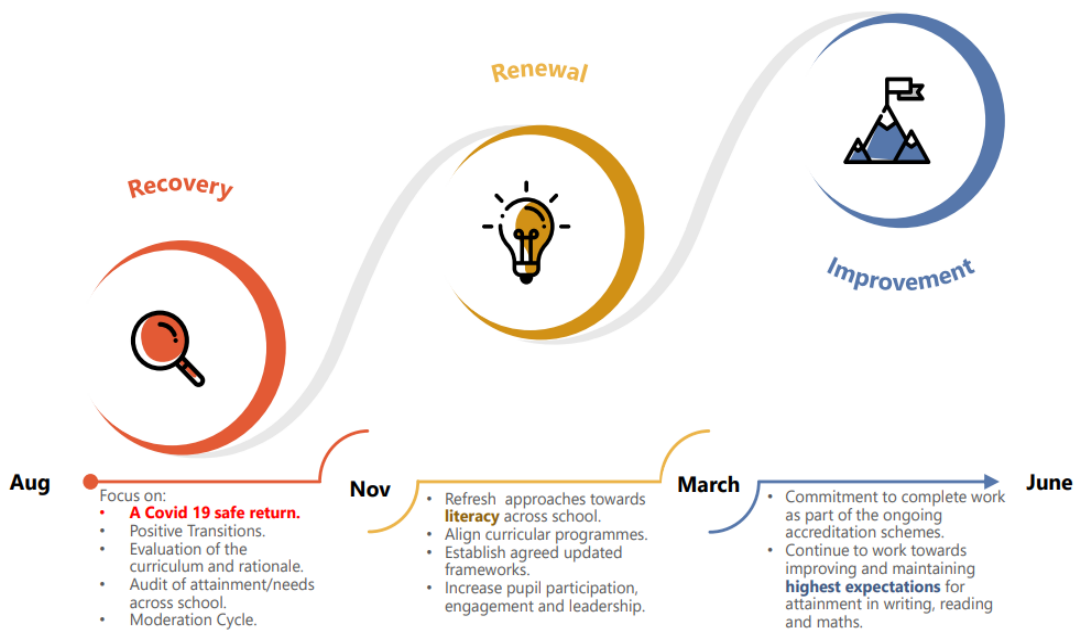
- The Head Teacher and school staff have a clear understanding of the school's strengths and aspects for improvement based on professional dialogue and analysis of data.
- The SLT engaged with the QIO to undertake a deep dive reflection on progress and practice in relation to the core QIs.
- The DHT worked collaboratively with EYS staff focussing on an improved and consistent approach towards the teaching of phonics to strengthen literacy attainment.
- An updated P7/S1 transition programme was implemented with Academy staff working alongside the DHT and P7 team, this extended the transition opportunities and improved communication.
- Staff confidence was boosted by a series of lunch n' learn sessions revising teaching approaches based on the main programmes available with follow-up support provided by the PT.
- The PT shared the 'Refreshed Curriculum Narrative' and resources during collegiate time, to support with staff self-evaluation practice.
- PT provided profiling support and advice to enhance digital opportunities.
- The 'SCARF' framework is accessible to staff to enhance learning and teaching in HWB following face-to-face staff training.
- Pupils take on leadership roles to develop their skills and capacities. This includes Red Banders, House Captains, Pupil Council, Rights Respecting Schools Committee, Tech Wizards, Library Monitors and the Eco Group.
- Links with community groups have been restarted, such as the volunteer led P7 lunchtime club outdoors to extend the wider achievement opportunities available.
- Partnership work with the PTA on the school playground improvements project led to positive and meaningful engagement with the local community. Three areas of the outdoor playgrounds were completely refurbished. The surfaces were improved and updated, new equipment and specific fencing was installed. This was a major achievement for the whole school community. Pupils were involved at the consultation and design stage. Through their own initiative, a number of pupils led a massive fund raising effort towards this through sponsored bike runs and other activities. Local community partnerships were strengthened and this boosted the school ethos after recent challenges.
- Face-to-face parent meetings were resumed as well as an open afternoon across school to share the pupils' learning and achievements at the end of the session.

**What are you going to do now?  
What are your improvement priorities in this area?**

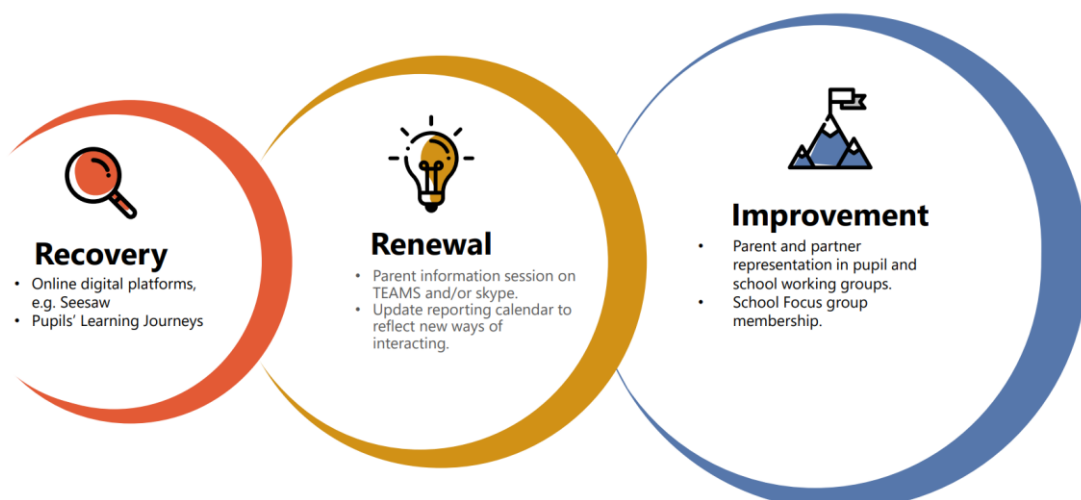
1. Increase participation and leadership opportunities for all pupils, as identified in the BPS Blueprint, to re-engage with the skills framework.
2. Ensure the highest expectations of attainment for all pupils by extending staff competence and confidence in using high quality teaching approaches. Collegiate work and professional dialogue will be based on the 'Teaching Delusion' book 3 by Bruce Robertson.

*(Ref below: Renewal & Improvement phase)*

## BPS Blueprint



3. Improve collaborative efficacy with stakeholders by extending the school focus groups as identified in the improvement stage of the BPS Blueprint. *(See below)*
4. Support and empower working groups to be able to progress their work against the relevant frameworks.
  - Tech Wizards (360% safety programme)
  - Rights Respecting Schools Committee (silver accreditation)
  - Autism Friendly School Group (National Autistic Society accreditation)



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

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

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

**Relevant NIF priority: All**

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

**Level of quality for core QI: Satisfactory  
(HGIOS4/HGIOELC1-6 scale)**

**How well are you doing?**

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

#### **Learning and Engagement**

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

#### **Quality of teaching**

- Inservice day refresh to outline the staged intervention approach and ensure staff are aware of universal support strategies and the referral processes.
- Staff member shared practitioner enquiry work on 'effective feedback' to improve consistency and raise the standard of feedback across school.
- Teachers ensure that pupils are provided with self and peer assessment activities.



- Digital learning is an ongoing target for continuous improvement across school, with staff and pupils always willing to upskill their abilities. This is supported by the Tech Wizards and PT.
- All pupils have regular opportunities to work individually, in pairs and in co-operative groups.
- The core curriculum: literacy, numeracy and health & well-being has been prioritised, with most pupils making good progress.
- Moderation of writing is planned for next session to improve consistency and standards across school, following analysis of data and feedback.
- Most pupils can articulate what they are learning and identify their next steps and are enthusiastic. Some pupils need to be encouraged and supported to be more self-confident in doing so.
- Emotion coaching online training was completed by most staff. Follow-up slots offered next session to support staff with restorative strategies.
- Staff plan learning experiences to inspire pupils, address their needs and extend their interests. Teachers are aware that learning experiences should be planned to support and challenge all pupils.

### **Effective use of assessment**

- Staff are encouraged to plan collaboratively to help ensure that standards, expectations and the quality of learning is consistent across year groups.
- Following the training of a staff member in the QAMSO programme, the moderation cycle was revisited.
- Teachers are aware that a range of assessment information should be collated, organised and analysed to inform professional judgement. Standardised assessments were implemented across all year groups with the aim of obtaining detailed information and data.
- The staged intervention system is reviewed regularly. This will be updated following teacher feedback to include an abbreviated referral note for those continuing with targeted support.
- Teachers work with pupils to help them to understand their next steps in learning and how to action these.

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

- Termly 'snapshot' jotters are passed through school as a part of sharing a pupil's progress.
- Staff make good use of assessment data to track, monitor and plan learning.
- System in place to track progress and attainment supports professional dialogue and judgements.
- The Educational Psychologist works with staff to plan for individual pupil needs.
- Attainment meetings between class teachers and the SLT take place to discuss individual class issues, pupil progress and to provide further advice.

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

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

- Quality assurance tasks took place over the session in relation to HGIOS4.

- Engagement in learning and the quality of learning experiences planned is evidenced through professional dialogue, classroom observations, jotters/work scrutiny and learning conversations with pupils.
- There is a Banchory 'A to Z' of guidance on expectations and procedures to support good practice.
- Staff are directed to the National benchmarks and Aberdeenshire progressions to inform and support professional judgements about levels of attainment and progress.
- Standardised assessments across all stages enable a consistent approach towards the collation of data.
- The improved phonics approach has provided effective assessment data to support staff judgement.
- PSA and ASfL hours are enhanced with the PEF to enable targeted literacy, numeracy and HWB support sessions.
- Numeracy interventions take place to boost confidence and attainment.
- The virtual nature school programme successfully completed in Nursery will be extended into P1 next session to enhance transition.
- P5-P7 pupils are supported in their learning with access to one to one devices/chromebooks.
- An online learning platform is used from N to P3 to share information about learning.
- The local area has also been utilised for sporting activities and pursuits for the P7 pupils. This has included local involvement from local partners.
- The SLT and ASL staff are available to meet with class teachers to share and discuss information on learning and progress to be able to agree next steps.

### What are you going to do now?

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

1. Develop and agree a learning, teaching and assessment statement of highly effective practice to improve the consistency and quality of learning and teaching across school. This is a priority of the renewal and improvement work of the school, post recovery.

#### Quality Improvement



2. Ensure the quality of learning opportunities across school are ambitious and challenging through a programme of collegiate activities focussed on self-evaluation.
3. Continue to participate in the 'trio schools' to enable collaborative scrutiny.

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

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

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

**Relevant NIF priority: All**

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

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

**(HGIOS4/HGIOELC1-6 scale)**

**How well are you doing?**

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

- Banchory Primary School staff prioritise the care and wellbeing of all pupils and this is evident in the supportive, nurturing environment.
- Teaching and non-teaching staff demonstrate a proactive, dedicated, professional approach towards undertaking specific training for individual needs, e.g. diabetes, epilepsy, hoisting etc.
- Positive and purposeful relationships exist between staff and parents of the school. There is a sense of a supportive community.
- The PTA are very actively involved and supportive to the school and were instrumental in helping to progress the pupils' plans for the playground project.
- As a bronze level RRS school, all staff are encouraged to ensure restorative approaches, as underpinned by the UNCRC, are employed when dealing with any issues.
- ASfL staff have participated in the Place2Be mental health training and the LIAM (low intensive anxiety management) training. This helps to support identified pupils.
- Staff are aware of the clear procedures and guidance around child protection along with the need to be vigilant and efficient.
- The wellbeing indicators are known to all staff and pupils. GIRFEC planning and training is updated regularly and staff are directed to the Aberdeenshire GIRFEC website for the most up-to-date supporting documentation.
- Information on universal support strategies are available to all staff, with a standardised system of autism friendly resources, e.g. communication symbols in each class.
- Planned and effective transition programmes and activities are in place for N to P1 and P7 to S1, as well as for all pupils to their next class.
- Plans are in place for individual pupils as appropriate. These are created by and reviewed by pupils, parents and partners with multi-agency approaches if appropriate.

**How do you know?**

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

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the Rights Respecting Schools award work through the Pupil Council and classroom-based activities.
- Additional PSA and ASfL teacher hours provide extra capacity to the PSA/ASfL team to target needs of identified pupils.

- The annual update of GIRFEC and child protection training is carried out collegiately with all staff, teaching and non-teaching, on the first inservice date of each session. This is reinforced with any new staff members over the year.
- Completion of the annual data protection, equalities and diversity training as provided by local authority is monitored.
- The Rights Respecting Committee gained the bronze accreditation and are working towards the silver level.
- Regular pupil and staff surveys on wellbeing provide detailed and up-to-date information to help inform any interventions required.
- NHS professionals involved with various pupils meet with staff to ensure there is a shared agreement about how to best meet a pupil's needs.
- The ASfL audit of need is reviewed over the year and updated at the start of each session. This information informs the cluster deployment of staff to support need.
- The Eco School committee achieved their sixth green flag.
- There is an enhanced transition programme in place for identified pupils.
- The ASfL staff run a supportive "Lunchtime Club" to support those pupils who need a calmer environment.
- Healthy snacks, uniform and provisions are available for all pupils when required, this has been supported by local partnerships.
- An enhanced provision swim group runs weekly and this has shown to have a very positive impact on those participating. As part of our outreach support, a pupil from a cluster school also attends.
- Forest schools is a well established intervention that is implemented for specific pupils, identified through multi-agency meetings, or through staff referral.
- Neurodiversity amongst staff and pupils is celebrated across school with regular events and assemblies or class teaching.
- During the first inservice day, staff were reminded of the Total Communication policy and provided with a fresh set of universal symbols.
- Several staff have participated in Makaton and PECS training to support communication.

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

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

1. Work towards the standards expected from the NAS Autism accreditation programme to improve school for autistic pupils with a visit expected in December.
2. Ensure all staff have a full awareness of the UNICEF RRSA Charter guidance and focus on the language of "respect for rights" so that relationships continue as mutually respectful.
3. Participate in the cluster schools inservice day on neurodiversity pupils to further improve staff capacity in this area.

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

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

**Relevant NIF priority: All**

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

**Level of quality for core QI: Satisfactory  
(HGIOS4/HGIOELC 1-6 scale)**

**How well are you doing?**

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

- Almost all pupils in P1 and P4 and most P7s achieve expected levels of attainment in reading.
- Almost all P1s, most P4s and P7s achieve expected levels of attainment in numeracy.
- Writing levels of attainment range from 81-90% across P1, P4 and P7. Most pupils achieve expected levels of attainment.
- The ACEL data compares well to the SNSA data. SNSA data is used to check against professional judgements and to identify aspects for improvement.
- Based on positive staff feedback on being able to re-engage in whole staff face-to-face collegiate sessions again, the collegiate calendar will ensure protected time to focus on moderation of writing standards and professional dialogue.
- Staff work together at each stage to look at assessment data and plan accordingly.
- Teachers make professional judgements based on a range of formative and summative assessments completed over the session, with info last session from the SNSA and GLS assessments providing a fuller picture.
- Tracking meetings between class teachers and the SLT allow for detailed discussion on pupils' attainment and any issues of concern. These are restarted face-to-face and will be built in termly across school, with opportunity at anytime to meet should the need arise.
- Staff support pupils who face barriers to their learning to attain expected CfE levels and if not achieved, progress can be evidenced against personal targets.
- Enhanced provision pupils benefit from individualised planning, against the complex needs framework where relevant. The ASfl staff seek external guidance and support when required.
- Working through the recovery phase, a focus on consistency in quality teaching approaches has been identified as being one of the main aspects to raising attainment in literacy and numeracy. The collegiate calendar has been designed to take this into account.
- Almost all pupils are confident, successful and responsible
- Training to implement a different phonics resource and approach has led to an improvement in the consistency of literacy teaching and learning with a positive impact on parental involvement in their child's learning.
- Reporting procedures have been adapted and improved since 2020 to focus on CfE progress, with the teacher's individualised comment (following parental feedback).

How do you know?

What evidence do you have of positive impact on pupils?

- Pupil evaluation and feedback through sampling activities over the session.
- Information on school trackers and staff collation of data and evidence of pupils' progress.
- Feedback from parents and partners in relation to their child's progress.
- Informed professional discussions based on analysis of standardised assessments and teachers' assessment information across the curriculum to ascertain progress.
- The BPS "Blueprint" plan was shared with a range of stakeholders as a summary of the school's recovery, renewal and improvement priorities.

What are you going to do now?

What are your improvement priorities in this area?

1. Develop an informed and relevant learning, teaching and assessment policy to promote ambitious and challenging learning expectations of all pupils.
2. As part of the continuous renewal and improvement journey of the school, further develop opportunities for pupil participation and leadership.
3. Revisit and update the BPS play rationale through participation in the virtual nature school course, to ensure a research informed and balanced approach is taken towards learning in the EYS.

## **Capacity for improvement**

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

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

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

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

## **Wider Achievements**

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

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

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

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

## **Memories of 2021/22**

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

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

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

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

## Wider Community Links

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

