

At Banchory Primary School this session

- ✓ New Head Teacher.
- ✓ P7 Christmas Fayre well attended.
- ✓ Summer extravaganza in which pupils and parents once again joined forces to provide a range of activities.
- ✓ One of our Primary 7 Pupils progressed to the second round of the BBC Radio 2's 500 words competition.
- ✓ P7s were invited to the Hub by BP for a day of challenge and discovery.
- ✓ The Community policeman and chaplains made regular visits to the school to talk to our pupils.
- ✓ Our assemblies saw a wide range of guests both from the community and further afield come to talk to our pupils.
- ✓ Banchory Primary School once again won the Rotary Club's Speech Makers Competition.
- ✓ Many Sporting achievements by our pupils in and out of school.

Standards & Quality Report

2013 / 2014



Banchory Primary School

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Banchory Primary School in Context “Learning Together, Growing Together”

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

Honesty – Respect - Responsibility

- ✓ We aim to be a centre of inclusive and effective teaching and learning.
- ✓ We seek to develop the full potential of each child and to encourage parents and carers to be involved in their child's learning and the life of the school.
- ✓ We hope to develop a sense of identity and pride in our school by promoting equality and fairness for all.
- ✓ We try to instill an awareness and an understanding of community values.

School population for the year 2014-2015 presently stands at:
440+ Pupils - 17 Classes - 20 Teaching Staff - 3 SMT members

Visiting specialists this year include teachers of Art, French, Music, PE, Science + instrument tuition in woodwind, guitar, cello, violin and guitar. Other musical opportunities are afforded the children in the form of choirs, Music Club and a band.

We also have a wide variety of lunchtime and after school clubs.

Along with pupils from the other schools in the Banchory CSN, the pupils transfer to Banchory Academy for their secondary education. Banchory Academy is set on the same campus as the Primary school

We have active and supportive parent bodies with both a PTA and a Parent Council.

Key Development –	Progress
BPS selected to provide Enhanced Provision for the Banchory CSN	Work has started on the ‘Life Skills’ Room and the ‘Sensory Room’.

Summary of Improvement Plan priorities for 2014 - 2015

Improving the Curriculum Framework/Rationale:

- ✓ Literacy
- ✓ Numeracy
- ✓ GIRFEC

- ✓ Health and Wellbeing
 - Mental Health
 - Internet Safety

- ✓ Behaviour Management
- ✓ Pupil Groups

- ✓ Attainment and Achievement
- ✓ Tracking and Monitoring

- ✓ Self-Evaluation

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

Evaluation

4

QI 5.6 Equality and Fairness

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

- ✓ Rights Respecting School
- ✓ School Values
- ✓ Pupil Council/PTA
- ✓ Regular School Bulletins
- ✓ Attitudes and behaviour of staff and pupils to each other

Our key strengths in this area are:

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

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

- ✓ Review of equality and inclusion within the school
- ✓ Continued good relationships with external partners
- ✓ Introduction of Positive behavior programme
- ✓ Formation of 'Houses' to encourage better behavior and a sense of belonging

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

1. How well do our children learn and achieve?

Evaluation

4

QI 1.1 Improvements in Performance

QI 2.1 Learner's Experiences

3

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

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

Our key strengths in this area are:

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

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

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

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

2. How well does our school support children to develop and learn?

Evaluation

QI 5.1	The Curriculum	3
QI 5.3	Meeting Learning Needs	4

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

- ✓ Depth of planning and Self Evaluation
- ✓ Lack of consistency in pace, challenge, breadth and depth
- ✓ Pockets of resistance to developing and refreshing our curriculum on a regular basis
- ✓ Needs of the high and low achievers in school are not being met consistently throughout the school
- ✓ Shared values - no clear rationale
- ✓ Effective tracking of Numeracy and Literacy skills and knowledge requires updating

Our key strengths in this area are:

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

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

- ✓ Revisit Self Evaluation as a tool for effective planning and meeting the needs of pupils in the school
- ✓ Sharing of good practice
- ✓ In service on Cooperative Learning in 2014
- ✓ Tracking of achievement to be more consistent (SEEMIS)
- ✓ Introduction of Active Literacy Scheme to support consistency of learning experience

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

Evaluation

QI 5.9	Improvement Through Self Evaluation	3
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In arriving at these evaluations, we considered the following evidence:

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

Our key strengths in this area are:

- ✓ Effective, and generally positive consultation with stakeholders
- ✓ devolved leadership – opportunities for ‘Leaders of Learning’ to take forward targeted areas of school improvement
- ✓ Staff invited to contribute to improvement plan and SQUIPs
- ✓ Staff are happy to share ideas around Self Evaluation and good practice

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

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

Evaluation Key – 6. **Excellent** -outstanding, sector-leading 5. **very good** - major strengths
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