

## Banchory Primary School: Terms 1 & 2

### +ve Staffing:

- Intervention & Prevention Post filled: Claire McGee & Jane Kerridge.
- Nursery Teacher: Stephen McPake
- Clerical Assistant/Receptionist: Emma Porter
- FF Probationer: Leanne Robertson
- Probationer Mentor Secondment ongoing: Jill Callander
- Irish Flexible Probationer fully registered with GTCS: Katie Miller
- BPS – supported by Banchory Academy: Andy Bruce, PT Expressive Arts – Christmas Concerts

### +ve Events & Trips:

- P7 Enterprise Afternoon where P7 pupils sold their creations and offered a café to visiting parents. Raised over £1000 towards the P7 End of Year Activities.
- P7 Adventure Week to PGL, Dalguise.
- Ski Trip to Snow Factor in Glasgow organized and supported by parents, pupils who participated scored positively.
- Swimming Competition participation by pupils, organized and supported by the parents.
- Class trip to Crathes Castle (National Trust for Scotland)
- Regular visits by the Banchory Chaplains to various classes.
- Visitors to assemblies include the Rotary Club of Banchory who presented every P6 pupil with a dictionary, a local MP and the Road Safety Magic Tour.
- Range of sporting achievements by our pupils in and out of school, e.g. trampolining, table tennis and racketon.
- Running Club winners of Raeburn, Clark and Christie kit competition.
- 'Super Hero' Assembly & activities for the 'Children in Need' charity. £700+
- Nursery Christmas Concert well attended as well as three performances of the School Christmas Concert.
- 'Soft Start' Session in Primary School to share Assessment Approaches & 'Come to Play' Session in the Nursery.
- Pupils visit Senior Citizens (Nursery and Primary) to share assembly/songs

**Quality Improvement Visit**  
**1/10/14 & 2.10.14**  
**Follow-up Progress Report**



## **Banchory Primary School**

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**Aberdeenshire**  
COUNCIL 

## Quality Improvement Visit

### 'Good Points'

1. Achievements are celebrated in class and at assembly.
2. EAL Pupils picked up via standardised approaches
3. In the best lessons, teachers discuss their learning with children whilst working - verbal feedback.
4. All children also benefit from a range of educational visits and from visitors to the school. Older children also benefit from a residential, outdoor learning experience each year.
5. In the nursery, children were encouraged to change their own shoes for outdoor play.
6. Children in the nursery were encouraged to help make a display.
7. Teachers and support staff are welcoming and talk sensitively of the children in their care.
8. Pupils are confident and well mannered, open and articulate. They were happy in school and describe feeling cared for and secure.
9. The SfL staff are positive and supportive of each other. They spoke about a collegiate approach between themselves, SMT and class teachers.
10. SfL staff have a "Professional Reading "box in the staff room where they put useful articles for staff to read. This has been warmly received by class teachers.
11. The PT SfL is implementing new cluster wide planning documentation which the SfL teachers at Banchory School welcomed as this will lead to greater consistency within the cluster. Whole team meetings at cluster level are also now being held.
12. There is evidence of good active learning and use of outdoor facilities. Children could talk about their learning, were highly engaged and used AIFL strategies to show their understanding and assess themselves
13. Nursery children were very busy and active in the outdoor area.

### 'Opportunities for Improvement'

Main Action Point
<p><u>Secure the Curriculum</u></p> <p>➤ Begin with: literacy; numeracy; and health &amp; wellbeing.</p>
In-Service Day Feedback
<p>➤ Problems are simply <b>opportunities</b> for <b>improvement</b> and indicators of where to focus our attention.</p> <p><i>Staff worked collaboratively on all the points identified for improvement under each Quality Indicator. This work was then shared and summarised into the following agreed actions.</i></p>

#### 4. How well do we know our school and how to improve?

##### Evaluation

##### QI 5.9 Self Evaluation

- Stage Meetings
- Peer visits to classes-sharing good practice
- Working groups to tackle areas of improvement

#### 1. How well do our children learn and achieve?

##### Evaluation

##### QI 1.1 Improvements in Performance

##### QI 2.1 Learner's Experiences

- Celebrating Success: tv screen in dining hall or stage area & re-implement celebration of success outside school
- Listening *skills-refer to all comments as to how this may be targeted*
- Resources-plan for re-organisation/area resources. Need to provide high quality resources which are more easily accessed. All staff should share same high expectations.
- Behaviour-system for behaviour management
- Learning walks/peer mentoring as a way of sharing good practice/consistency
- Bank of 'I can'/ 'success criteria' linked to skills progression/tracking grids for all teachers to use across the stages
- CPD/twilights within school to refresh skills/share good practice
- Children more involved in planning/evaluating own learning experiences

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

## Progress

### Evaluation

### Positive Ethos and Willingness to Implement Change School & Nursery

#### QI 5.1 The Curriculum QI 5.3 Meeting Learning Needs

- Consistent Planning-skills-bank of skills (same elements)
- Progression of skills-through year groups/programme of work
- Moderation with stage partners & feedback
- All relevant personnel involved in every audit, review, major school decisions that affect teaching and learning
- Plans need to be manageable, relevant and workable for children-plans that can be monitored and easily achieved in a reasonable time frame-visible targets
- More monitoring-management, peer-focus on specific targets

1. Thorough Review of ASN: Audit, SfL and PSA deployment.
2. Nursery In-Service: All staff attended the 'Birth to Three' training; the Cluster Meeting at HoB Nursery; and the Autism Awareness Session by the Educational Psychologist.
3. School In-Service: The new Glow, Mini I-Pads, Seemis Tracking & Monitoring; QIV follow-up planning; Autism Session & IPT session, followed by School based SfL work.
4. SMT course: T & M approaches.
5. All P1 Staff attended Floorbooks Training Course.
6. All Staff informed of opportunities on ALDO & other appropriate sites. All Teachers on 'Professional Update'.
7. Class Teachers have started 'Peer Observations' based on the Coaching Wheels adapted from the GTCS website.
8. Whole School jotter sampling – feedback shared.
9. Revised Maths paperwork to support T & L in Maths agreed by staff. Updated CfE TeeJay Maths Resources to be implemented next term.
10. Wee Red Boxes evaluations shared.
11. Feedback from PT of Maths at Banchory Academy on resources, e.g. SSLN, to be shared with staff.
12. Follow-up collegiate session by Educational Psychologist to increase staff expertise in understanding successful approaches to autism and the sensory curriculum.
13. Visit to Nursery by H of EY to new NT.
14. L & T folder (online & paper) finalized with staff.
15. Curriculum Rationale & Framework developed.
16. School Values & Aims refreshed.
17. Multi-agency planning meetings, IEP meetings etc underway to review individual pupil's progress.
18. PC & PTA involved in self-evaluation and planning.

**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

