

Banchory Primary School

Standards and Quality Report

Session 2022 -2023



Introduction

In line with Curriculum for Excellence, National Improvement Framework, Scottish Attainment Challenge and Clackmannanshire Council Education Service's 'Six Big Goals', we are committed to achieving excellence and equity – raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all our learners.

The Standards and Quality Report for 2022/23 is a summary of the performance of our school with specific reference to the priorities we set ourselves in August 2022. The report also highlights planned next steps to ensure progress. We have an agenda of continuous improvement which can only be achieved through working with all our stakeholders.

This report has been informed by:

- Assessment – formative, standardised (on-going, teacher professional judgement) and summative
- Monitoring of tracking and attainment throughout the school using our digital tracking and monitoring tool 'Didbook'
- Dialogue with children and staff about learning
- Classroom visits and observation of learning and teaching
- Self-evaluation and Feedback from stakeholders via online surveys
- Documentation, including planning, reports to parents, staff professional reviews and staged intervention meetings

Our School Context

Banchory Primary School & ELC serves the village of Tullibody along with three other primary schools. The school was built in 1959 and has a large, extensive playground. The school is part of the Lornshill Cluster and most of our pupils transfer to Lornshill Academy at the end of P7, although some pupils go on to other secondary schools as a matter of choice.

Our current school role is 182, with nine classes. In our ELC we have 40 preschoolers and 5 two year olds. Our Senior Leadership Team consists of one Headteacher, one Depute Headteacher, and two Principal Teachers. We have strong connections with our families, and in addition to our teaching and support staff, our families are supported by an Early Intervention Worker and a Home School Liaison Officer.

Our school is situated in an area of deprivation with 66% of our children and families living in Deciles 1 and 2 as described by the Scottish Indices of Multiple Deprivation (SIMD). We have an above average level of need with 56.4% of our learners receiving additional support through the staged intervention process. 38% of our learners in P4-7 receive Free School Meals, this is an increase from 2021/22 where only 27% of our learners received free school meals.

Attendance – Whole School (%)		
20/21	21/22	22/23
92.82	89.75%	90.34%

We continue to support our families to improve the attendance of children at Banchory Primary School. Attendance has increased slightly from last session. Our Home School Liaison Officer has a focussed role in monitoring attendance, with regular contact taking place with our families to ensure attendance is supported. Our Q1 learners' attendance have improved from 75% in Session 2021/22 to 87.5% this session. For Session 2023/24 our teaching staff will have more of a focus on monitoring and recording attendance which was identified as an area for improvement through a recent attendance self-evaluation.

Performance Information Key Statements

- In Banchory our Q1 learners are outperforming our Q5 learners across all stages in literacy and numeracy however, with such a high percentage of our children living in Q1 and such a low number living in Q5, it is not proportionate to compare our Q1 and Q5 attainment. Instead we aim to reach the stretch aims in literacy and numeracy (68% and 75%) and compare locally and nationally.
- Our combined literacy for P1, P4 and P7 for Session 2022/23 is 58.9%. This is the highest this has ever been with an almost 9pp increase since last session. Our Q1 learners are slightly below (9pp) the stretch aim.
- Our combined numeracy for P1, P4 and P7 for Session 2022/23 is 53.4%; with the exception of a spike of learners in attainment from our learners in cohort 2022, this is the highest this has been since 2021. In Session 2021/22 we had much less learners in these cohorts so we have more learners attaining the appropriate levels of literacy and numeracy since last session.
- Across almost all stages we have seen progress in literacy and numeracy with significant progress in literacy from our current Primary 3, Primary 4, Primary 6 and Primary 7.
- At Early Level, 64% of our learners are on track in literacy and 75% are on track in numeracy. 39% of these learners are on staged intervention.
- At 1st Level, 73% of our learners are on track in reading, 50% in writing and 59% in listening and talking. Although not meeting national expectations in writing and talking and listening, these learners have made significant progress this session in literacy and are now more in line with their attainment from Session 2020. Numeracy at 1st level is 36% so although some gaps in learning have been addressed, there is still much room for improvement. 68% of these learners are on staged intervention.
- At Second level our learners have achieved 61% in reading and writing with 74% achieving in listening and talking, with 43% achieving in numeracy. Significant progress has been made in second level with attainment now more in line with when this cohort achieved 1st level in 2020. More than half of these learners are on Staged Intervention.
- In Banchory, our Q1 learners are outperforming our Q5 learners across all stages in literacy and numeracy however, with such a high percentage of our children living in Q1 and such a low number living in Q5, it is not proportionate to compare our Q1 and Q5 attainment. Instead we aim to reach the stretch aims in literacy and numeracy (68% and 75%) and compare locally and nationally.
- In our combined P1, P4 and P7 Literacy, our Q1 learners are slightly below (9pp) the Q1 stretch aim of 59.3%. Our Q1 learners in ELC and P5 are above the stretch aim with P7 just below. In P2, P3 and P4, our learners are less than 10% below. Our current P1s are 15% below with our current P6 learners significantly below at 21%.

- In our combined numeracy our Q1 learners are 15% below the stretch aim of 68.3% for Q1 P1, P4 and P7. Our Q1 learners in ELC are above the stretch with our P1, P3 and P5 Q1 learners just below. Our Q1 P2 learners are below at 60%, with our P4 and P6 learners significantly below at 43% and 11% respectively.

Our Key Priorities for Improvement 2022 - 2023

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Our aim this session is to raise attainment in Numeracy by increasing the percentage of Banchory Primary School learners achieving national expectations at P1, P4 and P7 (combined) by 10pp from 50% (June 2022 based on current ELC, P3 and P6 data) to 60% (June 2023)

NIF Priority

NIF Driver(s)

HGIOS4/HIGIOELC QIs

<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
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Progress and Impact

- In October 22 our numeracy action group collaborated to create a digital pupil survey to capture children's views on how they feel about numeracy and their experiences at Banchory with all second level learners (54) and overall the feedback was positive regarding enthusiasm for learning about numbers, the feedback they are provided from class teacher to support their next steps and their overall positive experiences when participating in maths at Banchory.
- In November 22 the numeracy action group, when analysing the feedback from the pupil surveys, were in collective agreement that the school as a whole would benefit from addressing the spine of our approach to numeracy and maths at Banchory at this time.
- The numeracy action group agreed that decluttering our approaches to the teaching, learning and assessment within numeracy and maths at Banchory could provide a increased number of opportunities to link key concepts with the real world, increase levels of participation and engagement, raise attainment and reduce teaching numeracy and maths as stand-alone blocks of input.
- In Dec 22 and Jan 23 the numeracy action group planned and delivered a whole school CAT session focussed on identifying with all staff key contexts

of teaching and learning of numeracy and mathematics, demonstrated how to 'bundle' experiences and outcomes together within these key identified areas and then allow this to inform our next steps in creating 'what numeracy looks like at Banchory' and identifying both a clear progressive approach as well as clear non-negotiables to also be agreed as a whole team moving forward. Numeracy and mathematics outcomes and opportunities within IDL were also demonstrated with our whole school team.

- February 23 to March 23 the numeracy action group was informed by our local authority numeracy framework to help inform our own refreshed numeracy rationale here at Banchory to establish our non-negotiables within Banchory and identify continuous areas for improvement. Our updated curriculum rationale for numeracy is now presented as a google slide presentation highlighting pedagogy and practice that reflects our approaches to prioritising number and number processes (core learning) and where possible teach it through mathematics organisers.
- February 23 also saw the initial introduction of 'Number Talks' to Banchory PS and provided all staff the opportunity to begin to familiarise themselves and their classes with this numeracy daily programme to build flexibility, accuracy and efficiency in mathematical thinking within each of our classes through discussion and sharing of mental maths strategies.
- In June 23 it was agreed that we should continue to tracking and monitoring the engagement and attitude towards both number talks and numeracy curriculum across all stages (min of five learners) three times a year (May, Nov and March) as well as tracking the longer term attainment progress of our current P1 class year to year.
- In June 23, our numeracy action group was able to share with the whole school team our refreshed approach to teaching our numeracy & mathematics curriculum across all stages with a great emphasis on formative assessment to guide and inform individual pupil progress and next steps.
- Our aim this session was to raise attainment in Numeracy by increasing the percentage of Banchory Primary School learners achieving national expectations at P1, P4 and P7 (combined) by 10pp from 50% (based on June 22 ELC, P3 and P6 data) to 60% (June 2023).

-In June 2023 our P1, P4 and P7 combined numeracy attainment figure shows 50.7% of Banchory Primary School learners achieving national attainment expectations overall.

Our numeracy attainment has significantly improved in the majority of stages of the school with-

- 36 percentage points increase at P4 from P3
- 3 Percentage points increase at P1 from ELC
- 27 percentage points increase at P7 from P6
- 10 percentage points increase at P3 from P2.
- 20 percentage points increase at P6 from P5.

-Overall, almost all classes at Banchory this session have made progress compared to our numeracy attainment figures in June 22.

Next Steps

- Continue to embed a new daily routine in numeracy, with a particular focus on both the tracking and monitoring of impact on individual learners and opportunities for parental engagement next session.
- Curriculum rationale and development of numeracy and mathematics at Banchory to be shared with our school community.
- Our refreshed approach to the teaching, learning and assessment of our numeracy and mathematics curriculum to be closely monitored with a greater emphasis on formative assessment termly to inform individual pupil progress and next steps.
- Continue with small group interventions next session (First & Early level) but based on our data analysis in June 2023, ensure we continue to focus the numeracy small group intervention in P4 and early P5 as the data is showing that this is where we make the most impact with this approach. Building Blocks 1 will continue those children working within early level.
- Through Interdisciplinary Learning ensure we are planning for additional opportunities for learners to experience numeracy across the curriculum to ensure breadth, depth and application of skills.
- Continue to ensure every teacher is supported in delivering high-quality teaching to achieve the best outcomes for all pupils, particularly the most disadvantaged among them. Moderation and planning for assessment will be a key focus moving into the next session following on from this session's progress and feedback from self-evaluation, our validation visit and TPJ and predictions June 23.

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Raise attainment in Writing by increasing the percentage of Banchory Primary School learners achieving national expectations at P1, P4 and P7 (combined) by 20pp from 35% (June 2022 based on current ELC, P3 and P6 data) to 55% (June 2023)

NIF Priority

NIF Driver(s)

HGIOS4/HIGIOELC QIs

<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>
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Progress and Impact

- Through a CAT night in term 1, Staff have been upskilled on how to use the Lueven's scale to measure pupil engagement in writing. Engagement levels of targeted Q1 learners have been tracked and demonstrate that 60% are demonstrating high and very high levels of engagement in writing with 38% of these learners showing an improvement of 1 to 2 levels in engagement. There has been the most significant improvement in P3 with 100% of targeted learners showing an improvement in their engagement in writing. In ELC, Almost 90% of learners are presenting at a 4 or above on their Leuven scale.
- At 1st level, interventions have been used to improve writing attainment such as Colourful Semantics, Write-on, flexible learning and team teaching approaches tailored to children's needs. This has resulted in our 1st level learners improving their writing attainment by 50pp.
- 2nd level have been using progression pathways linked to IDL and relevant contexts. At 2nd level we also now have a better understanding of the writing progression at S1 after establishing a partnership with a Literacy Lead at Lornshell. This has resulted in our 2nd level learners making a 36pp increase in their attainment.
- 3- domain model is now being used as a planning tool across all stages to ensure coverage and opportunities across all 3 domains.
- To ensure a consistent, cohesive and progressive approach to writing (literacy) we have refreshed our Banchory Literacy Curriculum guidance. This includes a new rationale, grammar overview, interactive toolkit and refreshed approaches to spelling.
- Our Pupil attitude survey in writing has demonstrated that at the start of the session 47% of pupils in P3-7 considered themselves to be a good or very good writer, increasing to 60% by May 2023. At the start of the session 26% of pupils surveyed recognised that knowing how to write well is very important and this rose to 42% by May 2023 and the number of pupils who think writing is a great or interesting way to spend time rose from 30% to 50%.
- As a staff we now have a better understanding of achievement of a level in writing with moderation taking place in school and with our cluster schools.
- Our writing attainment has significantly improved in the majority of stages of the school with
 - 44 Percentage points increase at P3 from P2
 - 50 Percentage points increase at P4 from P3
 - 24 percentage points increase at P6 from P5
 - 37 percentage points increase at P7 from P6

We have exceeded our aim with now 59% of our P1, P4 and P7 learners achieving combined literacy.

Next Steps

- Writing resources for all stages have been purchased to be fully implemented in session 2023/24- time dedicated in CAT calendar
- Implement new literacy guidance and toolkit with all staff in Session 2023/24
- Read and write Google extension for all support for learning children
- Planning tool to continue to be used consistently
- Continue with successes of writing interventions into Session 2023/24 with targeted learners to be identified.

Additional Success at Banchory Session 2022/23

Validated Self-evaluation Visit November 2022

Many of the school strengths were highlighted during our validated self-evaluation visit in November 2022. Across the school and ELC there was evidence of a very strong inclusive culture and ethos of wellbeing, firmly based on children's rights, with our values at the core of everything we do. The positive relationships and support across our whole learning community was evident.

Safeguarding was recognised as a high priority within Banchory School/ELC with processes in place to ensure children remain safe. There were some suggestions for enhancing processes and practices which have now been implemented or are planned for. There was clear evidence that the school makes full use of robust Staged Intervention processes to assess, identify, plan and review support for children and young people who have Additional Support Needs (ASN). It was recognised that we make effective use of appropriate partners and external agencies to support our children.

Our learning environments were validated as calm and immersed in readiness for learning. Our positive, purposeful, respectful interactions between adults and children were evident. Our learners spoke positively about their learning experiences and it was observed that learners enjoy and are engaged in their learning. Our learners have access to a varied curriculum including appropriate use of digital technologies.

It was highlighted that our staff engage in well planned, collegiate activities with opportunities for leadership across the school. Staff work together to plan learning and share expectations of the standard within levels. We have a system in place to track and monitor learning where we use a variety of formative and summative assessments to inform teacher professional judgements, with data analysis highlighted as a strength.

Our ELC staff were confident in discussing their practice, their skills and abilities and were able to relate this to the development and creation of meaningful learning opportunities. Lunchtimes are an area of development within ELC which we have previously identified.

Our parents/carers shared that they felt that staff knew them well and highlighted that they felt their children were regarded as “special and loved”. Our parents/carers felt that the school responded quickly to concerns and provided additional help and support in times of challenge or crisis.

Our work next session will continue to build on these strengths with a focus on streamlining our planning and assessment approaches, focussed on learning outcomes, ensuring learning is developmentally appropriate while maximising opportunities for literacy and numeracy across the curriculum. This will include working on a skills progression, to support children’s progress and attainment.

Parent Council Rebrand

After a period of consultation and a voting system during pupil progress meetings - all led by our new Parent Council Secretary (and her husband) we now have a new name for our Parent Council with a new image. We are hoping to become a more inclusive and better represented Family Hive as we move forward with school improvement.



Family Learning Fortnight (22nd May - 2nd June)

Following the success of the 21/22 session, we worked with partners to offer all families the opportunity to take part in a wide variety of inclusive family learning sessions. This included rugby with Alloa Rugby Club, gardening in the Tullibody Community garden, Taekwon-Do range and outdoor learning.

Families were welcomed with refreshments after school and all activities took place within the school grounds, with the exception of the session in the community garden. All families, partners and staff shared positive feedback and would be keen to continue developing and supporting this further to encourage and engage a greater number of our families.

28 adults & 34 children attendended; this represented 11 family groups in total with 45% families from SIMD 1-3

Dad's First Aid

This session, for the 1st time, we offered some adult learning with a Dad's 1st Aid course. We were able to subsidise this course so that Dads could gain a qualification in First Aid. The feedback from this course was extremely positive.

Bike Buddies

All pupils in P5 and P6 were given the opportunity to take part in Bikeability 1 and 2 respectively. This builds confidence and resilience as well as developing a greater sense of road safety.

1:1 Devices

All pupils in P3-7 have access to their own device (chromebook) to support their learning. Pupils' digital literacy has improved as a direct result, as measured through observations against the Technologies Benchmarks. Devices are used to increase learning, teaching and assessment and are a valuable tool to support learners to overcome barriers to their learning, particularly if a learner is identified as or being assessed as having a significant learning difference.

Health & Wellbeing Fortnight

Over the 22nd May - 2nd of June, all pupils were offered a variety of additional sports and activities to support and enhance their health and wellbeing. Building on our partnership working, this included NSPCC assemblies for all and workshops for P6&7, experience of a travelling petting zoo, soft archery, rugby, football and taekwondo. During this period cluster athletics took place for P6&7 learners, the Scobie Football club for P6&7 (Banchory came 2nd!) and our whole school sports day where all parents and carers were invited to attend.

P5 Swimming

All of our P5 pupils were given the opportunity to take part in a **5** week block of swimming lessons as part of their core PE. This was coordinated and delivered by the Clackmannanshire PE team.

Extra Curricular Clubs

Throughout the year, a variety of lunchtime and after school clubs were offered to all pupils, free of charge. Alongside a variety of sporting activities, it also included a lego club, digital club, arts and crafts, reading and relaxing, and free play clubs. This has been supported and coordinated through our partnership working with Active Clacks and through school support and teaching staff.

P6/7 Athletics

At the P6/ P7 Athletics Championship event in May, Banchory came 4th overall out of all 18 primary schools across Clackmannanshire. Banchory received 5 gold medals, 8 silver and 1 bronze.

Dragon's Den

Our P6 and P7 learners were given the opportunity to take part in a Social Enterprise lesson in school, led by the Social Enterprise team. Through this participation we were invited to take part in a Dragon's Den event in the nearby Alloa Town Hall. The children had to come up with a business idea, write a business plan then pitch their business idea to 3 local 'Dragons' composed of local business owners and those passionate about social enterprise projects. Our P7 'Bee Community' won the event and were recognised at the Social Enterprise Awards in Edinburgh in the mid June.

P5 Writing Competition

Recently p5 entered a writing competition. We had to think of our own stories about a magic door to have a chance to get published. All of p5 took a week or two to write these fabulous stories. Once the competition closed and we had submitted our stories we had to wait to see if any of us would get published. About a week later we got our results, and it turns out that all of the p5 who had submitted their stories got published. We hope to do more of these in our coming years! (Written by P5 Pupil)

Library and Library Trolley

We were awarded £5000 worth of books through a grant from the Foyle Foundation to create a new library. Our library space was previously in the community wing of the school and not well used due to space. However we have created a new library space on the stage of our school. This welcoming and calm library space is now well used and can be used as an additional space for learning. Our P6 pupils have also developed and run a library trolley. This trolley is used in the playground on dry days and is an additional playground resource during lunchtimes.

Intergenerational Opportunities

All learners in P5-7 have regularly been given the opportunity to take part in Song For Memories and on one occasion they were joined by children from the nursery. This is a monthly event organised by Tullibody Healthy Living, where elderly members of the community come together to sing, chat and have lunch. Pupils sit amongst the adults, chatting, singing and enjoying lunch together. Both adults and children gain so much from this experience and it will continue into the next session.

Tullibody Community Garden

Continuing to build the partnership, the community garden obtained funding and resources to deliver a session in school to provide all children in P1 and P2 with their own 'tattie sack'. This allowed them to plant a potato each in a sack that they could take home. This will then grow more that they can pick, cook and eat at home, promoting sustainability and life skills. In addition, they have supported our P7 learners to develop skills in the community kitchen.

Eco Schools Award

In June 23, we were delighted to be recognised for all our hard work with our Eco-Schools journey in achieving our first Green Flag Award since 2012. We have been so proud of the amazing work our Eco-Warriors (P1-P7 class representatives) have been doing both at school and in partnership with our local communities and partners to address the significant environmental issues that we face – from planting for nature and biodiversity, to cutting energy consumption, reducing water usage, and tackling litter and reducing waste.



Quality Indicator	School Self Evaluation (1-6)
1.3 Leadership of Change	4
2.3 Learning, Teaching and Assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	3