



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Banff Primary School



LAST UPDATED: November 2017

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people;

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

1. Context of the School

The positive **ethos** in the school is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils from Nursery to Primary 7. Unless specified all comments refer to school and nursery whom we regard as part of the school. Children's opinions and ideas are listened to and valued, and through our Pupil Voice Group working parties children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.

At Banff Primary School and Nursery our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

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

Effective Contributors

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

Successful Learners

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

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
 - Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing
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- Analysis of the current **SIMD data** shows the children are living in deciles as follows 21% in decile 3, 11 % in decile 4, 40% in decile 5, 8 % in decile 6 and 20% in decile 7. This is similar to previous year's data with children living in poverty and using foodbanks on a regular basis to survive. Analysis of data including number of MAAPS, Free School Meals, Look After Children, English as Additional Language and Pupils with Additional Support Needs indicate that many parents require support with parenting and supporting their children to get the best from their education, develop positive social skills and attend after school/community groups. We believe that all children are entitled to the best education and to be the best they can be.
 - The use of the **PEF** will be targetted towards improving Health and Wellbeing support for pupils and families with attendance and engagement. A Barnardos Support Worker will be based in school to support targeted families, individual pupils, lunchtime clubs and a Digital café (after school). The support worker will be involved in staff training and support in nurture. Support for vulnerable children and families will continue after school

hours and during nurture. The Visible Learning project is based on analyzing the school's data and tailoring a programme of staff learning to improve attainment through identifying approaches that impact on children's learning. The purchase of IT resources within each class will support learning and will also be used at the Digital Literacy café for pupils and parents to use. New Literacy and Numeracy resources will be introduced across the school to support improvements and raise attainment. The school has a clear commitment to excellence and equity and values the learning of all children. We are looking to improve the learning of all pupils by the development of Visible Learning. The impact of this will be tracked.

Strengths of the school include:

Children who are friendly, polite and eager to learn.

At Banff Primary School, children behave well and work hard. Most children are engaged and enthusiastic in lessons and respond well to an expanding range of practical activities and learning experiences on offer. Children are responsible and helpful with respect for each other.

The inclusive and nurturing ethos

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included. We have developed and sustained an inclusive ethos with the Enhanced Provision which ensures children are well supported, motivated to learn and are making good progress.

The Positive relationship between staff and children

The positive relationships between the hard working and committed staff and children which are creating a supportive learning environment. Key staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met. There are effective partnerships in place to support children with Family Centre, Social Work, Health and Police. We use our ASL staff creatively to support individual children and to address gaps in learning.

The positive approach taken by practitioners in the nursery

The positive approach taken by practitioners in the nursery to improve and reflect on their practice. This has resulted in improvements to children's experiences including literacy and numeracy across learning indoors and outdoors.

2. How good is our leadership and approach to improvement?

Relevant NIF priority: All

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

Overview:

We are committed to ensuring that we achieve the highest possible standards and success for all learners. Some staff show commitment to shared educational values and professional standards. Senior leaders enable our schools and wider community to develop, promote and sustain an aspirational vision which underpins our continuous improvement. Our vision evolves through some reflection within the school and community. The social, economic and cultural context in which children, young people and their families live is taken into consideration when reflecting on and developing our vision values and aims and alongside our awareness of current policy and practice, this requires to be reviewed and improved. Effective leadership is developing at all levels, our school community works together to turn the shared vision into a reality.

At Banff Primary there is inconsistency in planning for continuous improvement. The school has undergone a period of significant change within its senior leadership and staff teams. There are some opportunities for professional dialogue during collegiate meetings. There is limited time spent on managing the strategic direction and pace of change. Staff at all levels are encouraged to take responsibility for implementing change and promoting equality and social justice across all their work. Time is set aside to reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement but this is requires further embedding. We are developing strategies to monitor the impact of changes on outcomes for learners and the work of our school.

Key strengths:

- Most staff are clear on the schools strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.
- Most staff participate in professional learning activities which have a positive impact on the children's learning.
- Most staff are committed to change which results in improvements for all learners.

Identified priorities for improvement:

- The Head Teacher should improve arrangements for leadership across the school and nursery. A more strategic lead should be taken on how improvements are identified, implemented and monitored.
- To ensure communication within the school keeps staff well informed about the operational and strategic running of the school. Staff meetings and discussions to have a greater focus on leadership of change.
- Staff training and development to be linked to school improvement priorities which will have a direct impact on improving outcomes for children, making greater use of national and local advice.
- Providing staff with protected time in line with the working time agreement to evaluate their practice using challenge questions from HGIOS4.

In relation to the priorities listed above the following action plans have been confirmed:

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none">• See Action Plans attached.		
Evidence of progress/comments/identified next steps: Date: Date: Date:		

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Summarised Inspection Findings September 2017
- Self-Evaluation at school level using HGIOS 4 QI's
- Discussions with staff at PRD
- Standardised attainment data.
- Observations of lessons by SLT
- School Improvement Plan
- PRD records
- Feedback from parent council discussions
- Parent evaluations at Open Afternoon

Overall evaluation of level of quality :

- The selection of school improvement priorities is made taking in to account the capacity of a school with a very high turnover of staff to facilitate change.
- Children and staff have some awareness of the school's vision, values and curriculum rationale. As the curriculum rationale has been developed recently, staff do not yet have a shared understanding.
- The school improvement plan shows some signs of impact, there is a need for the school to adopt a more rigorous approach to school improvement planning. There needs to be clearer systems in place for evaluating the impact of change.
- Although the school knows its local community, there is not yet sufficient evidence to demonstrate that it is using the social, economic and cultural context of the school to deliver excellence and equity for all their learners. The school should ensure that these factors have a greater focus in their approaches to self-evaluation in order to identify and close the attainment gap.
- There is scope for leadership at all levels to be developed further. Teaching staff are involved to a degree in participating in and leading working groups to develop some aspects of the curriculum such as numeracy. Whilst this is useful, there is a need for the school to be more outward looking in its approach to this, referring to national expectations, and good practice across the local authority and beyond. There is a need to formally identify and empower more staff to take ownership and lead change across the school.
- Staff participate in professional learning activities which individual staff talk positively about and how these have helped benefit their own career. There is scope for such activities to be more linked to the school improvement planning agenda.
- Self-evaluation processes are in place to support the leadership of change and school improvement. These however are limited and not yet sufficiently robust or sustained to give accurate information on which to take further action.
- The senior leadership team should give a greater focus to using *How Good Is Our School? 4*.

Level of quality for this QI: 2 Weak

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

Relevant NIF priority: All

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

Overview:

The ethos and culture of our school encourages a commitment to children's rights, restorative approaches and positive relationships. We encourage our children and young people to be eager and active participants, be fully engaged, resilient, motivated and to interact well during activities. Most learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Children have the opportunity to present their learning in a variety of ways. Some children understand the purpose of their learning and have some opportunities to lead the learning. We provide opportunities for our learners are successful, confident and responsible. They increasingly contribute to the life of the school and wider community in a range of activities. They know that their views are sought, valued and acted upon.

We have access a range of learning environments and teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

Effective use of assessment

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. At key milestones, our assessments provide evidence along with teachers' professional judgement which we use to report on the progress of all children and young people. Across our learning community we are developing shared expectations for standards to be achieved, and we are developing arrangements for moderation across stages and across the curriculum.

Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we are developing clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We are developing the use of this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Key strengths:

- Good examples across the school of pupils working together in pairs and in groups.
- In lessons, children are aware of the purpose of their learning through teachers' effective sharing of learning intentions.
- Opportunities provided for children to work independently and to use digital technology.

- Teachers are using a variety of approaches to assess children's learning with some examples of a structured plenary which informed teachers' planning for suitable next steps in children's learning.

Identified priorities for improvement:

- Learners will exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.
- Assessment approaches to be moderated across the school to develop confidence in teacher professional judgement and reliable assessment evidence.
- Visible Learning approach to be developed across the school to raise the quality of learning, teaching and assessment.
- A robust tracking and monitoring system to be developed to track whole school attainment and achievement.
- Aberdeenshire Progression Framework to be embedded with use of Education Scotland benchmarks.

In relation to the priorities listed above the following action plans have been confirmed:
How good is the quality of care and education we offer?

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none">• See Action plans attached.		
Evidence of progress/comments/identified next steps: Date: Date: Date:		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning visits by HT.
- Pupil sampling and learning conversations with young people /Staff, pupil and parent discussion groups.
- Collegiate professional dialogue focused on learning in literacy and numeracy.
- Evidence of outdoor learning in planning.
- Parent questionnaire feedback.
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO.
- Summarised Inspection Findings September 2017

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recognised regularly at our celebration assemblies and shared with pupils, parents and the wider community through our achievements wall, twitter, facebook and website.
- Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning, participation in Assembly and taking forward whole school initiatives. This could be enhanced further by encouraging pupils to take more responsibility for their own learning and providing greater opportunities for the application of skills across the curriculum and beyond. Younger children would benefit from more opportunities to follow their own interests and learn through discovery and enquiry, supported by adults asking open questions.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers are developing tracking of children's achievement across all curricular areas. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement. Greater consistency is needed in use of data to confirm next steps in learning.
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect Significant Aspects of Learning and benchmarks identified in Aberdeenshire's Progression Frameworks. This requires further review and development.

Level of quality for this QI: 3 Satisfactory

4. How good are we at improving outcomes for all our learners?

Relevant NIF priority: All

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

Overview:

- Children at Banff Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- The school is applying its PEF to support equity of outcome for learners through health and wellbeing and nurture, digital literacy, early literacy and numeracy.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties.
- School is improving the use of outdoor learning through the school allotment and forest schools.
- Active learning opportunities are used alongside other methods to motivate and challenge pupils but further consistency is required. Additionally the use of digital contexts for learning and a focus on creativity allows children to develop a wide range of skills and attributes – this is not consistent hence the application to improve digital resources.
- Standardised data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data shows that children at all stages are not attaining in line with progression expectations in numeracy and literacy. There is significant weakness in mental maths which will be addressed by the introduction of Big maths. In reading, writing and numeracy and mathematics attainment is weak. Approaches to improving learning, teaching and assessment are being developed.
- The school is adopting a dyslexia and autism friendly approach, toolkits to support this are available in most classrooms

Key strengths:

- A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- Identified plan for improvement agreed by all staff.
- The confidence and wellbeing of children across all years.

Identified priorities for improvement:

- To raise further levels of attainment in reading, writing and numeracy.
- To develop opportunities for children to engage in the corporate life of the school through pupil voice groups to ensure greater equity across the school.
- To develop a robust system to track and monitor attainment and achievement.
- To develop a cohesive strategic plan for wellbeing across all aspects of school-life.

In relation to the priorities listed above the following action plans have been confirmed:

4. How good are we at improving outcomes for all our learners?

Action plans	Expected Outcomes/Impact on learners	How will success be measured?
<ul style="list-style-type: none">• See Action Plans attached.		
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Summarised Inspection Findings September 2017
- Positive behaviour evident in and around school/community and confirmed with analysis of referrals.
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations.
- School being RRS level 2 status.
- Positive views reflected by pupils and parents on the schools approach to wellbeing.
- Cluster/peer/ QIO-led moderation exercises.
- Impact of school improvement plan on addressing the needs of children with ASN
- Scrutiny/analysis of Child Protection procedures.
- review or risk assessments

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators and the obligations of being a Rights Respecting School.
- All pupils know about child protection and wellbeing issues through awareness raising through assemblies and aspects of the curriculum. Pupils and staff frequently self-refer and seek advice, clarity and support on these issues.
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAP's and IEP's.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies.
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through pupil voice, review meetings, MAAPs, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion. There is further work to be done in promoting diversity and accommodating all aspects of equalities legislation.
- There is a need to further develop approaches to ensure equity of outcome for all learners.

Level of quality for this QI: 4 Good

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Summarised Inspection Findings September 2017
- Analysis of standardised assessments to ascertain progress in literacy and numeracy.
- Analysis of opportunities for wider achievements for pupils
- Feedback from QIO regarding overall school performance
- Feedback from parents regarding progress of individual children

Overall evaluation of level of quality :

- Attainment in the school is weak in reading, writing and numeracy and mathematics.
- A tracking system is in place using Aberdeenshire Benchmarks – this will need revising with national standards.
- Most pupils are not attaining appropriate levels for their age and analysis of data at the end of P4 and P7.
- Wider achievements are recognised and celebrated through celebration assemblies, achievements display and school newsletter and website, this needs to be developed further.
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all, this need to be reviewed and analysis of data used more effectively.
- The outdoor environment is utilised to enhance pupils learning experiences, this needs to be develop further to ensure equity across the school.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these.
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities.
- To develop a robust but succinct format of recording plans and assessment and showing that assessment is at the heart of further development and planning, linking it to Aberdeenshire Frameworks to ensure quality, pace and challenge.
- At present the school does not have effective moderation processes in place within the school and across the cluster to ensure the validity of teacher judgement in literacy and numeracy.
- There is a need to continue to look at how life skills can be developed and applied across the curriculum and beyond the formal classroom.

Level of quality for this QI: 2 Weak

5. What is our capacity for improvement?

- **The overall capacity for improvement at School is good.** This is based on the following aspects within the school:
 - High levels of commitment by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from staff, parents and learners themselves that gives confidence in what we do
 - New leadership in the school following the recent inspection.
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Shortage of core and supply staff availability
 - Lack of ICT hardware
 - Budgetary constraints regarding extending availability of differentiated resources
 - High turnover of staff at all levels

6. Record of updating

Date	Amendment made	By who	Comment

