

# STANDARDS AND QUALITY REPORT

2022-2023



**Banavie Primary School**

HIGHLAND COUNCIL | TOMONIE, FORT WILLIAM, PH33 7LX

# Introduction: Local and National Context

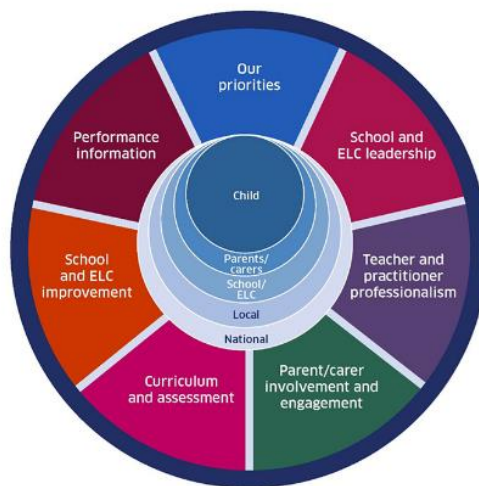
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. 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 learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

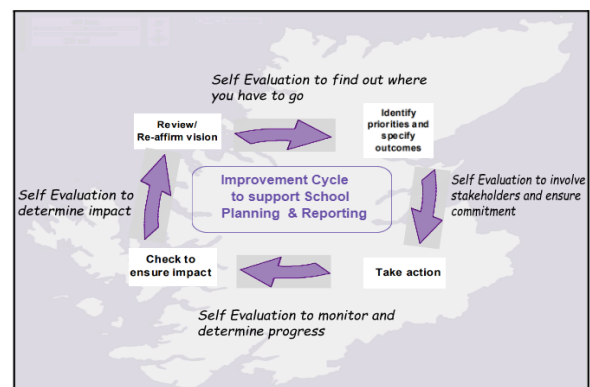
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Colette MacLean  
Acting Head Teacher  
Banavie Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 95.1%	<b>Average Class Size</b> 20.4	<b>Meeting PE Target</b> Target Met
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<b>Pupil Numbers</b> 102	<b>Teacher Numbers</b> 7	<b>Pupil Teacher Ratio</b> 15.7
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<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 11.8%	<b>P2</b> 14.7%	<b>P3</b> 9.8%	<b>P4</b> 15.7%	<b>P5</b> 12.7%	<b>P6</b> 16.7%	<b>P7</b> 18.6%
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<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 50-60%	<b>SIMD Q5</b> 30-40%	<b>Unknown</b> 0-10%
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<b>ASN<sup>2</sup></b> 31%	<b>No ASN</b> 69%	<b>FSM<sup>3</sup></b> 6%	<b>No FSM</b> 94%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Almost all	Most	Almost all	Most

We have had no exclusions this year.

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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#### Our Vision

To create a welcoming, happy, healthy and safe learning environment in which all members of the school community treat each other with mutual respect and fairness.

#### Our Values

The pupils worked together to create the values of our school based on our name. A different value is celebrated each week at our assembly.



**Our Moto:** Bee Kind, Bee Responsible, Bee Awesome

#### Our Aims

- To support all pupils to achieve their full potential in all areas of their learning. To provide quality learning experiences for all pupils, through a range of teaching styles to enable them to be actively involved in their own learning.
- To encourage and support the development of positive lifestyles and attitudes with a particular focus on health and well-being, sustainability, and citizenship.
- To contribute to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses, and the wider community.
- To promote a team approach to ensure effective management of the school through strong leadership, where the views of all pupils, parents, carers, staff and partners are valued.



## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority:

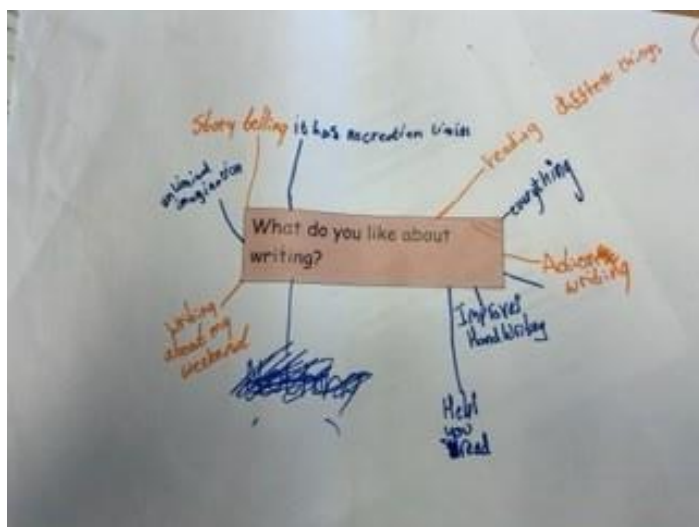
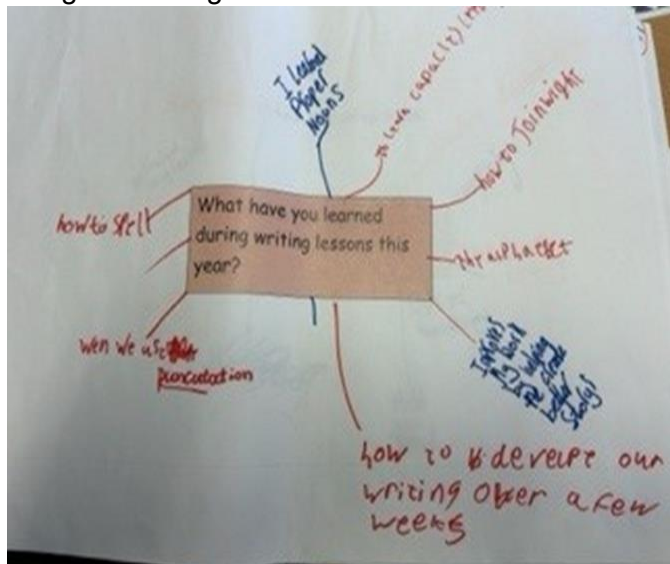
## Lochaber ASG Raising Attainment in Writing (Year 1)

### Purpose:

To raise attainment in writing after Covid.

### Progress:

- ✓ Improvement in attainment, particularly in literacy and numeracy is being met through increase numbers of pupils achieving early first and second levels in writing.
- ✓ Curriculum and Assessment was found to be 'good' during our recent Education Scotland visit.



### Impact:

- ✓ Education Scotland found, "In all classes, there is a consistent commitment amongst staff to developing a literacy rich environment. Staff benefit from relevant professional learning to improve learning and teaching, and this is impacting positively on children's progress. This is particularly evident in writing, where a new approach is leading to accelerated progress for targeted cohorts of children. Most children know themselves well as learners and can talk about their strengths and next steps."
- ✓ See photos where children voice their opinions as to the impact of Talk for Writing by saying they have learned:
  - "how to develop our writing over a few weeks;"
  - "when we use punctuation;"
  - "create better stories"
  - "learn capital letters, proper nouns, spelling, joining."
- ✓ The strategies that have worked well for the children and had the most impact for this improvement priority have been:
  - "Action writing;"
  - "unlimited imagination and no creation limits;"
  - "reading and writing different genres."
 The staff have found moderation activities across the ASG useful and impactful to ensure consistency through professional dialogue. The Jenny Wilson training has proven invaluable and given the staff an excellent grounding from which to progress.
- ✓ Very good progress has been made in this area and we will continue to develop it in our School Improvement Plan for session 2023-24.

### Next steps:

We will continue with Raising Attainment in Writing throughout session 2023-24. Our aims would be to ensure all lessons are of high quality through moderation and learning visits. Consistence of teaching and learning across the school. Modelling and adaptation of tests to provide variety and capture the interest of pupils.

### School Priority:

## Understanding and Improving Assessment and Moderation

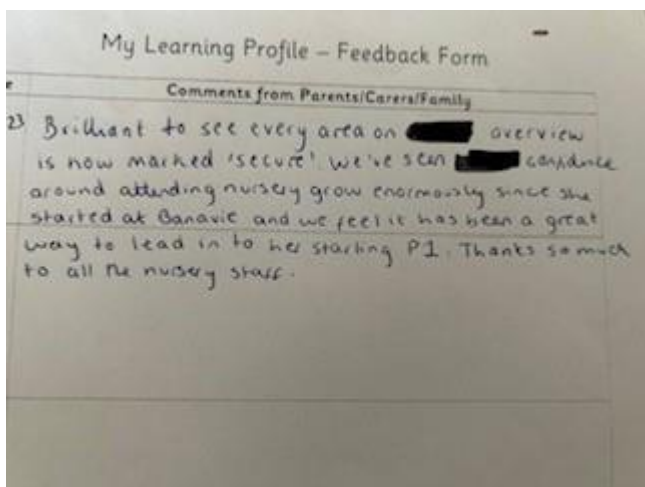
### Purpose:

Support staff to re-engage with benchmarks and increase teacher confidence in Assessment and CFE Level Judgement.

### Progress:

#### Content:

- ✓ Improvement in attainment, particularly in literacy and numeracy is being met through increased numbers of pupils achieving early first and second levels in writing.
- ✓ Curriculum and Assessment was found to be 'good' during our recent Education Scotland visit.



### Impact:

- ✓ Education Scotland found, "Teachers engage very well in the moderation with colleagues within the school....This is helping staff to become more confident in their professional judgements in literacy."  
Also, "Teachers make effective use of helpful local authority progressive frameworks to assess children's progress in numeracy."  
Finally, "Senior leaders and teachers make very effective use of the local authority online tracking system. This supports school leaders to monitor children's progress throughout the school year and to set specific targets for all children."
- ✓ Some older pupils demonstrate their knowledge on the importance of feedback by stating, "we get told how to get better and edit our work."  
The ELC families completed feedback forms based on the Learning Profiles, which demonstrate all areas of the curriculum are covered and feedback shared with parents.
- ✓ Good progress has been made in this area.

### Next steps:

We will continue to work on the evaluation cycle and embed 'next steps' into the process. We will ensure that we revisit points raised during learning observations and during tracking meetings.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Funding (PEF) for this session was used to raise attainment in literacy by employing an additional teacher one day each week. This has had significant impact as the PEF teacher has been taking small groups for interventions including phonological support, which has led to an increase in attainment for

early level pupils. Dyslexia screening has also been carried out and support has been put in place for those requiring it. This has enabled these pupils to have a better understanding of the strategies required to completing reading and writing tasks and has raised the attainment level for the majority of those with the target interventions.

## Wider achievements

### Coileanaidhean nas fharsainghe

Almost all pupils take part in out of school activities. We have very successful shinty teams, P1-3 and P4-7. They have participated in the Tulloch Cup and several local tournaments. Recently, we have also started football training with up to 25 pupils attending for P4-7.



Our team of swimmers won the Interschool Swimming competition. As well as this, we have several other pupils who are members of Lochaber Swim Team and attend training sessions out of school and at weekends. Almost all pupils have or are attending swimming lessons.



We have also won the interschool sports day and rugby tournament.

A large group of pupils from P5-7 took part in Dance Platform, performing over three nights to an audience of approximately 200 on each occasion.



The pupils in Primary 5/6 recently shared their extra curriculum hobbies during assembly. These included; horse riding, biking, athletics, swimming, roller skating, football, karate, gymnastics and dance.





The pupils have the opportunity to share their personal achievements during assembly and in Show and Tell in the classrooms.

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

From the questionnaire completed prior to our inspection by Education Scotland:

- 94% of parents and carers agreed or strongly agreed that their child likes going to Banavie Primary and Nursery.
- 94.54% of parents and carers agreed or strongly agreed that their children are treated fairly and with respect.
- 95% of parents and carers agreed or strongly agreed that staff know their child as an individual.
- 94% of parents and carers agreed or strongly agreed that they are satisfied with the level of teaching in the school.
- 84% of pupils feel that staff help me to understand how I am progressing in my school work.
- 71% of pupils feel staff treat them fairly and with respect.
- 68% of pupils feel safe at school.
- 85% of outside agencies agree or strongly agree that they work well with the school.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very good	Very good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Following on from our recent visit from Education Scotland, they stated, "We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection."

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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- Raising Attainment in Writing (Year 2)
- Improving Learning and Teaching (ASG focus)
- Recognising and Realising Children's Rights

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://sites.google.com/lochaberhigh.org.uk/banavie-primary-school/home>

or by contacting the school office.