



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Banavie Primary School



Be Kind, Be Responsible, Be Awesome

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

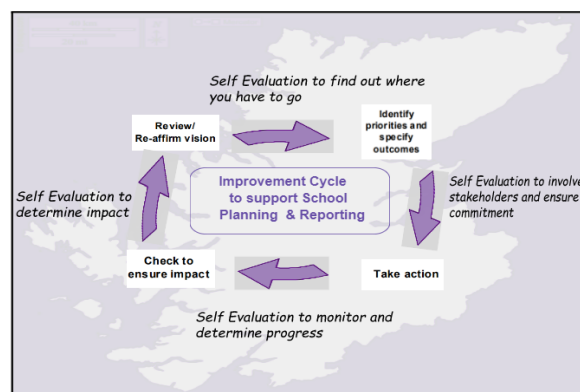
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
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.

Attendance
89.8%

Average Class Size
22.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
94(+18 nursery)

Teacher Numbers
5

Pupil Teacher Ratio
17.5

N3
XX%

N4
XX%

P1
12.1%

P2
11%

P3
14.3%

P4
18.7%

P5
11%

P6
16.5%

P7
16.5%

SIMD Q1¹
0-10%

SIMD Q2
%0-10

SIMD Q3
50-60%

SIMD Q4
0-10%

SIMD Q5
30-40%

Unknown
0-10%

ASN²
20-30%

No ASN
70-80%

FSM³
10-20%

No FSM
90+%

EAL⁴
0-10%

No EAL
90+%

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Majority

Writing

Majority

**Listening and
talking**

Most

Numeracy

Majority

We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

School vision, values and aims

Our Vision

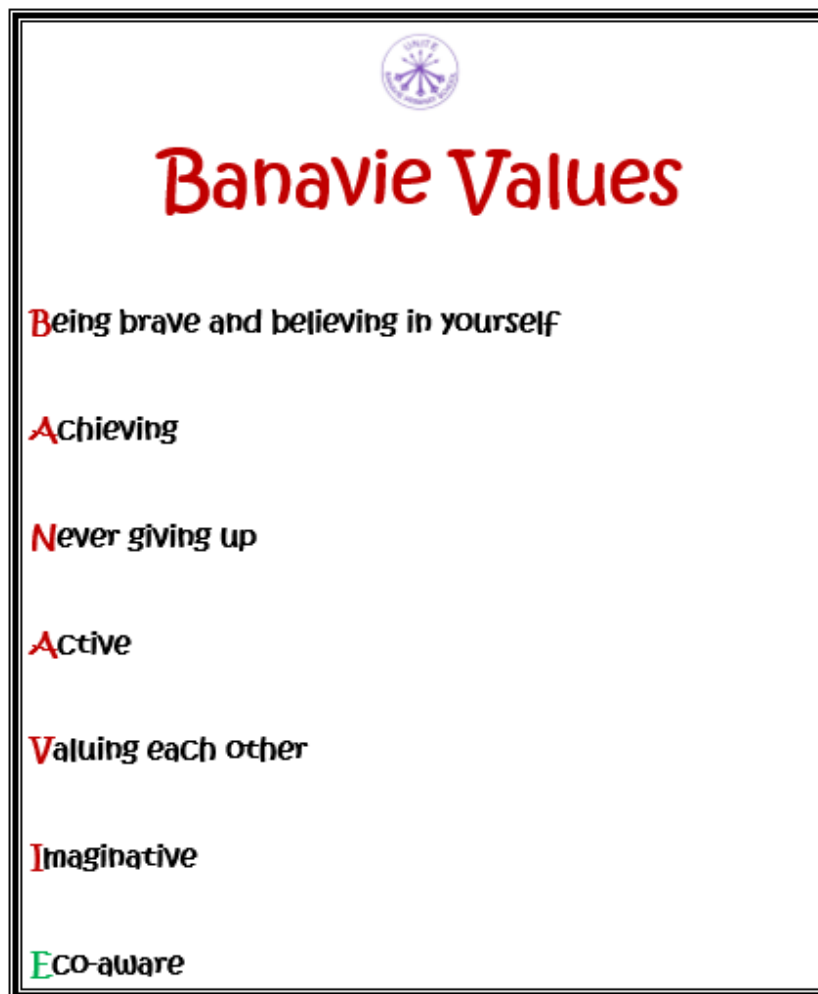
To create a welcoming, happy, healthy and safe learning environment in which all members of the school community treat each other with mutual respect and fairness.

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 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 1:

Assessment and Moderation

Staff would like to create a bank of levelled resources to compare with classwork. We would like to be part of the Central Moderation Programme in order to ensure we are judging the work at the same level as our colleagues.

Progress:

- By June 2025, staff have been shown what comprises moderation in terms of highland Numeracy following input from our HNDO and time allocated in SIP to analyse data from standardised tests alongside classwork to know what end of a level looks like. Banks of evidence are all available in The Highland Numeracy Drive; for example as rubrics of evidence for numeracy, writing and we have the NAR resource for reading.
- Tracking data on the P and A dashboard is increasing in accuracy.
- Support for Learning Teacher (Allison Ross) has taken intervention groups for literacy and numeracy in order to target borderline pupils and has created notes on each child's strengths and difficulties in order for class teacher to build on this in class sessions.

Impact:

- ✓ Positive feedback on improved confidence levels on judging a level.
- ✓ Most children in intervention groups have made good progress due to smaller, focused teaching time, and children who may have dyscalculia identified and supported accordingly
- ✓ Very good progress has been made in terms of giving the teachers the tools to judge a level; this now needs time to embed in class teachers' practice.
- ✓ Greater knowledge and use of the benchmarks to ensure appropriate levels are given.

Next steps:

To continue to moderate within school and across the associated school group to ensure consistency of levels, knowledge of the benchmarks and accuracy when completing progress and achievement data.

School Priority:

Raising Attainment in Numeracy

Purpose:

Class teacher's felt that HNP was lacking in some areas and needed to be better resourced/updated. We have also had a focus on literacy since returning after COVID and although our numeracy levels are good, we feel there is room for improvement. We also feel that maths (time, shape, weight, etc) are not as well covered as numeracy and therefore these areas, and teacher confidence in delivering them, needs to be addressed.

Progress:

- Increased attainment across the school
- Teacher confidence has been given a boost after input on Goal free problem solving (allowing pupils to have opportunities to

Impact:

- ✓ Children motivated by goal free sessions and leading their own learning.
- ✓ Tracking and monitoring to show improved attainment, especially in maths

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respond to a range of questions which support and extend their thinking), structuring a numeracy lesson and using play and investigation which in turn has helped planning and progression.

- There is a more consistent approach to maths and numeracy across the school as we have had input on the updated numeracy progressions, which has injected some enthusiasm for Highland Numeracy.
- Children in Banavie are very good at thinking about Learning Intentions and are increasing more adept at co-constructing success criteria in numeracy with the class teacher.
- PT received training in how to administer electronic diagnostic assessments in the upper school which will in turn free up support staff to support P1-3 with their assessments.

- ✓ Through observations of learning it has been shown that class teachers use a variety of resources to meet the needs of all learners
- ✓ Through observations of learning and view of learners we have found that pupils enjoy practical numeracy lessons and using a variety of hands on materials to reinforce learning.
- ✓ Ensuring staff have adequate and robust training for the resources they pick to use and understand effective implementation
- ✓ Shared planning opportunities across classes and with Numeracy Support Officer have ensured a consistent approach to numeracy both in school and across the associated school group

Next steps:

To continue to update resources, develop teacher confidence and raise attainment in numeracy.

School Priority:

Recognising and realising Children's Rights through gaining Rights Respecting Schools Silver Award

Please detail the information/data which has prompted this work:

After completing our Bronze award during session 2023-24, we aim to embed the work carried out and continue to ensure the United Nations Conventions on the Rights of the Child (UNCRC) is known to all the children and adults at Banavie Primary and Nursery and that all stakeholders use this shared understanding to work for improved child wellbeing.

Progress:

- Banavie Primary are ready to apply for the Silver Rights Respecting School Award.
- All practitioners within the school will have increased knowledge and understanding to support the children and young people to recognise and realise their rights.
- Staff and pupils have embedded the Rights of the Child in their daily practice.
- Families and the wider school community have engaged with the Rights of the Child

Impact:

- ✓ The children have a better understanding of Rights.
- ✓ The UNCRC articles have been added to updated policies.
- ✓ Pupils and staff are beginning to demonstrated knowledge of the various articles through Right of the Fortnight

Next steps:

Application for the Silver Rights Respecting School award will be made. We will then move on to working towards our Gold Award.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

The Pupil Equity Fund was used to buy 10.5 hours per week for a Pupil Support Assistant. This person helped to ensure that the focus pupils were given the emotional and educational support in order to help them achieve their potential. The pupils were encouraged to read, use their language skills and access the curriculum at a level appropriate to them. They were also aided numeracy development through supporting groups and individuals within the classroom.

In January we were also able to employ a teacher for half a day each week to focus on intervention groups and individuals. This helped to increase our attainment levels in numeracy and literacy.

Wider achievements

Music



Many of our children use the fantastic opportunity to take up a musical instrument with free tuition. This has led to several children getting certificates and recognition more widely in the community. The childrens' confidence levels have improved greatly as a result of performing at our community coffee mornings, at a strings festival at BSGl and at the Piping Festival.

Drumfun



We had a fabulous day with Steve from Drumfun, during which the children got to play out songs and rhythms on the African drums which was a fun and motivating musical experience.

Shinty

Our school shinty teams, Led by coaches Scott Campbell and Ceri Ewing, have taken part in many tournaments this year with.

Rugby



P4/5 and P6/7 took part in the inter school rugby tournament. All pupils represented the school well and worked hard as a team. This led to the P6/7 team winning their group. Many children from our school go along to the local rugby club on a Saturday morning to take part in rugby training and community tournaments.

Cross Country



We have quite a few young athletes in our school and some are members of the Local Lochaber Athletics Club, taking part in events all across Scotland. This year, a group of children in P6 and P/7 took part in the Crosscountry event at Nevis Range in September. Everyone did their very best and represented the school well. One of the boys set a new course record and we were successful in bringing home the trophy, which was the icing on the cake.

Fundraising



We have had many successful fundraisers this year and the children have learnt many life skills and how to set up and run a small enterprise. For our 60th anniversary, P3/4 created a tea towel with all the children's faces to sell to friends and family, The P4-6 ran the MacMillan Coffee Morning raising funds for this important charity which is close to many of our hearts. The Pupil Council has run some great fundraisers for Children in Need and Comic Relief and P7 has created Christmas Cards, crafts, sold school produce, had a Coffee morning and a car wash to raise money for their residential.

Comments from learners, families, stakeholders and staff

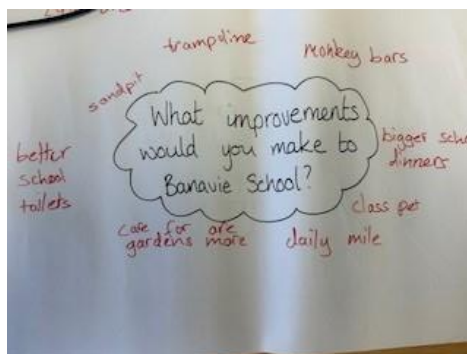
Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

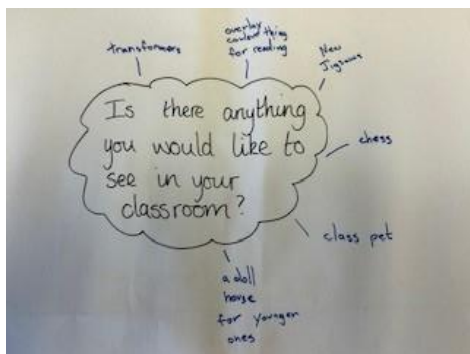
Most parents have a positive opinion of the school. They feel their children are treated as individuals and are in a safe and nurturing environment.

'I think the positive behaviour policy is very good.

It means a lot to me that Banavie school has such a positive and sensitive approach to behaviour.'

'The staff are very responsive to the needs of my child. They work within their constraints to ensure she is supported as best as they can.'





During weekly Together Time sessions the children work in their house groups to evaluate the school and help to plan next steps. Above are photos of some of the questions asked throughout the year. Most pupils feel safe in the school. They also have a positive opinion of it. Many of their requests for improvements are being developed with the Parent Council helping to fundraise for a new trim trail and outdoor play equipment.

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
QI 1.3 Leadership of change	Satisfactory	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Satisfactory	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Satisfactory	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvements for the next academic year will include:

- Numeracy
- Curriculum Rationale/Parental Engagement
- Play based learning

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 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.