

# Standards and Quality Report

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2021/22



**Banavie Primary**

HIGHLAND COUNCIL | BANAVIE, TOMONIE, FORT WILLIAM, PH33 7LX

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

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.

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 in order to shape our improvement journey.

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

## Our School

Banavie Primary School was built in 1965. Although the majority of pupils live in the Banavie/Corpach area of Fort William our catchment stretches from Erracht to Glenfinnan and around the loch to Achaphubuil.

Banavie is set in very attractive grounds next to the canal and we use this very effectively to enhance learning throughout our curriculum and to make learning meaningful and contextualised.

At present we have a school roll of 102 children in P1-7 and 10 children in our nursery. All of our five classes are currently composite.

Staffing currently consists of a full-time head teacher with teaching commitment (04.FTE), one principal teacher post which is shared by 2 teachers (Mrs Iona Drysdale 2 days per week and Mrs Colette MacLean 3 days per week). We have 4 full time teachers and 2 part time teachers, an Additional Support Needs Teacher 1 day per week, 2 full time PSAs and 3 part time PSAs. Our nursery is overseen by one of our Principal Teachers and we have 2 Early Years Practitioners (EYPs) who complete the nursery team. We also have several visiting music specialists (brass, woodwind, chanter) and a PE specialist.

We currently have 28% of children with additional support needs across our school and we work hard to ensure equity for every child and that we meet the learning needs of all. We have a free school meal entitlement of 6.5% across the school and this was reflected in our PEF funding for the year 2021-2022.

Along with 6 other local Primary schools in the Fort William area and our catchment Secondary school (Lochaber High School) we are a strong team who work collegiately as Lochaber Associated Schools Group (ASG).

## Our School Vision, Values and Aims

### **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.

*Bee Kind, Bee Responsible, Bee Awesome*

**Values:**



**Our Motto:**

Bee Kind, Bee Responsible, Bee Awesome

**Our Aims:**

- To support all pupils to achieve their full potential in all areas of 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 wellbeing, 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.

**Pupil Voice: what is working well in our school?**

Our children and young people identified the following strengths for our school this session:



*Bee Kind, Bee Responsible, Bee Awesome*

## Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.



## Our Improvement Journey Headlines Session 2021/22

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

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:**

#### Health and Wellbeing Pupil Support Post Covid 19

We used the Glasgow Motivation and Wellbeing scale in pupils in P4-7 to establish Health and wellbeing targets for improvement for our pupils. We used the outcome of this survey to address areas of concern (anything lower than 7) which had been highlighted and adapted our planning and curriculum delivery in order to address these concerns.

#### Progress and impact:

Wellbeing Statement	Average mark (out of 10) Sep 2021	Average Mark (out of 10) Sep 2022	Difference
I like this school	6.63	9.13	+2.5
I work hard in this school	7.13	9.09	+1.96
I am good at working with others	7.88	8.39	+0.51
I like being chosen to do things in school	7.13	7.83	+0.7
Other pupils look out for me in school/make sure I am feeling ok	7.75	8.30	+0.55
I have friends in this school	9.63	9.48	-0.15
I am proud of the work I do in school/my work is good	7.38	9.13	+1.75
I can wait until it is my turn	8.75	9.36	+0.61
I can stand up for myself in school	8.00	8.92	+0.92
Adults look out for me in school/make sure I am feeling ok	7.63	8.96	+1.33
People in school can help me if I am feeling upset	7.63	8.88	+1.25
Teachers tell me what I am good at	8.13	8.48	+0.35
I follow the school rules	8.50	9.52	+1.02
People listen to me in school	6.88	8.48	+1.6
I feel safe in school	8.00	9.20	+1.2
I belong to this school/I feel important to this school	6.75	8.20	+1.45

I will keep trying even if the work is hard	7.38	9.16	+1.78
I stay calm even if I don't get what I want	8.13	9.32	+1.19
I would complain if I felt picked on by anyone in school	6.50	6.20	-0.30
I feel good about myself in school	7.00	8.65	+1.65

By focussing on the areas that had been highlighted we were able to plan for targeted support based on individual needs of each class for pupils in P4-7. In ELC-P3 we took a more generalised approach, but we aim to use the Motivational tool across the whole school next year.

We established targets based on analysis of data about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc).

PSA post created (PEF funded) to provide targeted nurture support for identified individuals.

### Next steps:

We will use the scale annually at the beginning of each year to audit the feelings of our pupils and address any issues or concerns that may be highlighted. We will audit all children from September 2023 (ELC-P7).

## Improvement Project 2:

**Primary focus:** Teacher and practitioner professionalism

**Year of Project:** 2

### Purpose:

Enhance the curriculum through the use of Outdoor Education

### Progress:

All teachers and EYPs took part in outdoor education CPD over the course of last year.

Upon completion of CPD:

**All** teachers stated that:

- Confidence in using equipment safely had increased
- Greater understanding of how to use outdoor learning to enhance the curriculum
- Aspects of outdoor learning could be incorporated into almost all areas of the curriculum
- Greater understanding of the benefits to pupils of outdoor learning

**Most** teachers stated that:

- Outdoor education will be progressive planned to support the delivery of the curriculum.
- That they feel comfortable working with a small group or class using the equipment purchased
- Can complete a risk assessment without further input and support

**Some** teachers stated that:

- They would like further CPD input to increase confidence further

- They would like support before leading a session independently using the equipment purchased e.g. fire pit, Kelly kettle etc.

**Impact:**

**Results from pupil survey May 2022:**

Question	Yes	%No	Not Sure
Have you enjoyed outdoor learning this year?	86%	14%	0%
Do you think outdoor learning has helped you learn better?	77%	20%	3%
Would you like there to be more outdoor learning next year?	79%	12%	9%
Do you feel outdoor learning has made you more resilient?	69%	17%	14%
Do you think outdoor learning has increased your confidence?	80%	11%	9%
Do you think outdoor learning helps you in other areas of the curriculum?	72%	10%	12%

**Next steps:**

We will work as a staff team to embed aspects of outdoor education across the curriculum and ensure it is progressive and planned. Continue to engage in CPD to upskill staff and increase confidence. We will use support from outside agencies where appropriate.

**Improvement Project 3:**

**Primary focus:** Performance Information

**Year of Project:** 3

**Purpose:**

Increase Attainment in Literacy and Numeracy

**Progress:**

As a staff team we have engaged in CPD and collegiate activities across the school year to strengthen our understanding of how to analyse data and use it effectively to inform teaching and planning.

From our recent audit of HGIOS indicators, teaching staff have indicated significant improvement from 2021-2022 to 2022-2023. This is illustrated on the next pages:

**2.3 Learning, Teaching & Assessment –**

Learning and engagement  
Quality of teaching  
Effective use of assessment  
Planning, tracking and monitoring

**Level 5 Illustration (very good)**

**Planning, tracking and monitoring**

- We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum.
- Learners are fully involved in planning learning.
- As a result of our manageable processes to monitor and evaluate learners' progress we have 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 use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

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**3.2 Raising attainment and achievement – Attainment in literacy and numeracy  
Attainment over time  
Overall quality of learners' achievement  
Equity for all learners**

**Level 5 Illustration (very good)**

**Attainment in literacy and numeracy**

- Learners make very good progress from their prior levels of attainment in literacy and numeracy.
- We have raised attainment in literacy and numeracy for **all** learners.

**Attainment over time**

- Across all curriculum areas we have raised attainment continuously over time and/or maintained consistently high standards of attainment for all learners.
- Learners make very good progress from their prior levels of attainment.
- Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.
- A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.
- The attainment of individuals and groups has improved consistently over time.

**Overall quality of learners' achievement**

- Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.
- They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.
- As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

**Equity for all learners**

- We have effective systems in place to promote equity of success and achievement for all our children and young people.
- We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.
- All our learners consistently move into sustained positive destinations when they leave school



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**Progress:**

The positive progress staff have made in analysing and using data effectively has had a positive impact on attainment results and can be seen in the table below.

	<b>Percentage of pupils on meeting or exceeding CFE target levels (P1, P4 and P7)</b>			
	<b>Writing</b>	<b>Numeracy</b>	<b>Listening and Talking</b>	<b>Reading</b>
<b>2020-2023</b>	<b>41%</b>	<b>74%</b>	<b>77%</b>	<b>77%</b>
<b>2021-2022</b>	<b>76%</b>	<b>91%</b>	<b>87%</b>	<b>78%</b>
<b>Difference</b>	<b>+35%</b>	<b>+17%</b>	<b>+10%</b>	<b>+1%</b>

### Next steps:

- Continue to use effective data analysis to further improve attainment in all areas with a particular focus on writing and reading attainment.
- Work collegiately and collaboratively with ASG to ensure consistent and accurate teacher judgement.
- Continue to use collegiate time within school to support data analysis
- Review and evaluate assessment strategies for reading and writing and improve where necessary.

## Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
<b>1.3</b> <b>Leadership of Change</b>	Good
<b>2.3</b> <b>Learning, teaching and assessment</b>	Good
<b>3.1</b> <b>Ensuring wellbeing, equality and inclusion</b>	Good
<b>3.2</b> <b>Raising attainment and achievement</b>	Satisfactory

Our children and young people believe we have made the following progress this session:

<b>Theme 1</b> <b>Our relationships</b>	Very good
<b>Theme 2</b> <b>Our learning and teaching</b>	Good
<b>Theme 3</b> <b>Our school and community</b>	Very good
<b>Theme 4</b> <b>Our health and wellbeing</b>	Very good
<b>Theme 5</b> <b>Our successes and achievements</b>	Very good

Our overall evaluation of our Banavie's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

## Planning Ahead

Full details of the school's 2022/23 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.

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