



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2023-2024**

**Banavie Primary School**



# 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 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2023-24. 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

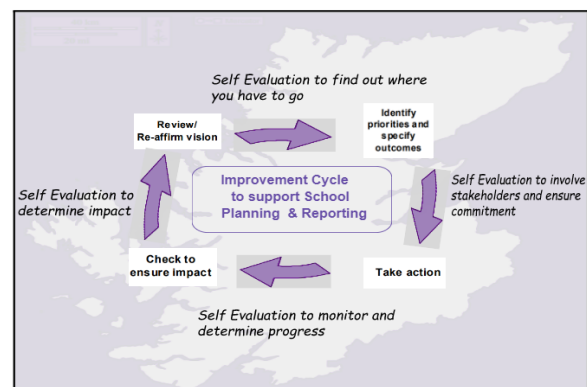
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### 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> 90.6%	<b>Average Class Size</b> 22.8	<b>Meeting PE Target</b> Target Met
----------------------------	-----------------------------------	--

<b>Pupil Numbers (inc nursery)</b> 94 (+ 17 nursery)	<b>Teacher Numbers</b> 5	<b>Pupil Teacher Ratio</b> 19.7
---	-----------------------------	------------------------------------

<b>N3</b> XX%	<b>N4</b> XX%	<b>P1</b> 8.8%	<b>P2</b> 13.2%	<b>P3</b> 18.7%	<b>P4</b> 11%	<b>P5</b> 16.5%	<b>P6</b> 15.4%	<b>P7</b> 16.5%
------------------	------------------	-------------------	--------------------	--------------------	------------------	--------------------	--------------------	--------------------

<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 50-60%	<b>SIMD Q4</b> 0-10%	<b>SIMD Q5</b> 30-40%	<b>Unknown</b> 0-10%
-------------------------------------	-------------------------	--------------------------	-------------------------	--------------------------	-------------------------

<b>ASN<sup>2</sup></b> 20-30%	<b>No ASN</b> 70-80%	<b>FSM<sup>3</sup></b> 70-80%	<b>No FSM</b> 20-30%	<b>EAL<sup>4</sup></b> 0-10%	<b>No EAL</b> 90+%
----------------------------------	-------------------------	----------------------------------	-------------------------	---------------------------------	-----------------------

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

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

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

#### 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.

<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



**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:

## **Raising Attainment in Writing (year 2)**

### **Purpose:**

Following on from the successful implementation of Talk for Writing, we aim to embed this practise throughour the school and continue to raise attainment.

### **Progress:**

Content:

- ✓ Improvement in attainment, particularly in literacy and numeracy

### **Impact:**

- ✓ All teachers use the whole school planner to ensure consistency of learning and teaching of writing is embedded across the school.

*Bee Kind, Bee Responsible, Bee Awesome*

- ✓ Staff are more confident in giving accurate levels
- ✓ SOFAs and NSAs support teacher judgement and highlight areas for development.
- ✓ End of a level is demonstrated by using benchmark criteria

**Next steps:**

- Tools for writing to be addressed as a priority for next academic session.
- Moderation will be developed in order to provide a bank of end of level examples.

School Priority:

## Pedagogy

**Purpose:**

To upskill the teaching staff and enhance their knowledge of pedagogy. They choose areas of interest to enhance their teaching skills.

**Progress:**

Content:

- ✓ Improvement in attainment, particularly in literacy and numeracy

**Impact:**

- ✓ Staff have been given the opportunity to meet with the ASG and develop their knowledge of pedagogy.
- ✓ Staff have undertaken professional reading in order to create meaningful plenary sessions and to upskill their ability to craft learning intentions and success criteria in order to make it relevant for the children.
- ✓ Plenary sessions at the end of lessons revisit the learning intentions to make learning more holistic.
- ✓ Through classroom observations, all teachers demonstrate the ability to deliver strong and relevant Learning Intentions and in the upper classes the children are able to create their own success criteria, giving them ownership of their learning and making it more relevant to them.

**Next steps:**

- Through our next priority of developing Tools for Writing and Number sprinkles, we will work on enhancing our questioning and feedback.

School Priority:

## Recognising and Realising Children's Rights

**Purpose:**

After several staff changes during the session 2022-23, we felt that the Rights of the Child had not been embedded as we would have liked. With this being the case, we decided to make it a priority to raise awareness of UNCRC across the school community during 2023-24.

## Progress:

### Content:

- Placing the human rights and needs of every child and young person at the centre of education.
- To embed UNCRC in the life of the school.

## Impact:

- All pupils have knowledge and understanding of the UNCRC and most of the articles connected to it.
- A Rights Respecting School Committee has been established and meetings are held monthly. They are confident to share their knowledge with others through assembly.
- We have created a video to share with parents – click below to watch it



2b3108c8-e556-4355-849e-d0742a5b1164 (2).MP4

- The school has applied for our Bronze Rights Respecting School Award.
- All classes have a charter to ensure that equity is in each room

## Next steps:

- To ensure that the messages from our Rights Respecting School Committee are shared with all parents and carers.
- To work towards achieving our Silver Status as a Rights Respecting School

## 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.

## Wider achievements

### Coileanaidhean nas fharsainghe

For the first time since COVID, the Lochaber Music Festival took place in person. More than 20 of our pupils participated and many won their categories.



*Bee Kind, Bee Responsible, Bee Awesome*

## Seed to Supper

The Primary 3 and 4 pupils took part in Seed to Supper and the Lochaber Rural Education Trust. They were learning about planting their own crops and looking after them until they grew into food they could eat.



## Shinty

Our school shinty teams, Led by coaches, Alan Ewing, Scott Campbell and Ceri Ewing, have taken part in many tournaments this year with our P4/5 team winning the National Finals Qualifiers.

We have also been fortunate to have Shinty development Officer Alaina McLellan come into school. All of the pupils enjoyed her sessions and this sparked a new interest in the game for some.



## 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 P4/5 team winning their group.

## Interschool Sports

We sent a small group of pupils to the Inter School Sports this year. They took part in all of the events and returned with a host of medals as well as the overall trophy for the large schools (with a roll of 90+)

## Biking and scooting

Ruth from Sustrans taught the children about the importance of an active lifestyle. They all took part in scooting lessons.

*Bee Kind, Bee Responsible, Bee Awesome*





**Comments from learners, families, stakeholders and staff**  
**Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is**  
**luchd-obrach**

# FEEDBACK



## Parent Appointment Feedback

Thank you to those who commented on the sheets in the entrance hall. It was lovely for the staff to read the positive comments on what you think we are doing well.

Here are the areas that you raised as potential improvements and our response:

- To share information about becoming a Rights Respecting School
- Miss Backhouse is our Rights Respecting School Co ordinator. The Rights Respecting School Committee are currently creating a video to explain all about their Rights Respecting School Journey. Keep your eyes peeled on Dojo for it!
- An active Facebook Page
- The Parent Council have a Facebook page to raise the profile of events such as Fun Night, any other event information is shared via the more school specific media of Dojo
- More photos on Dojo
- We have agreed as a staff to post pictures at least once a week on Dojo and on the school website once a term.
- More local trips
- We agree that this is an area we could utilise more and intend to contact more local places for class visits
- Better toilet facilities
- A brief has been submitted to Highland Council and we are awaiting approval and funding but everything is on hold at the moment because of the wider budget constraints.
- Time for parents to come together to discuss any issues and help with curriculum planning
- Parent Council and Parent Workshops will allow opportunities for groups of parents/carers to come together, work alongside staff and share their vision for the future.

During Parents' Evening we asked for feedback on anything parents felt we were doing well or that they would like more clarity on. Some of the positive feedback comments were:

'the school is friendly and welcoming'

'staff know my children well'

'my children enjoy their lessons'

Areas for develop were addressed and feedback was provided in the monthly newsletter.

## Pupils

Every week learners have the opportunity to share their ideas for the school and feelings about it during Together Time.

Almost all pupils like our uniform because it gives them a sense of belonging.

Most pupils enjoy their lessons and think teachers are fair.

Most pupils like out outdoor space but would like some decoration inside the building.

## 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.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

---

Collaborative Assessment and Moderation
Raising attainment in numeracy
Recognising and realising Children's Rights

## Planning ahead

### A' planadh air adhart

---

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [Banavie Primary School \(google.com\)](https://www.banavieprimaryschool.com) or by contacting the school office.