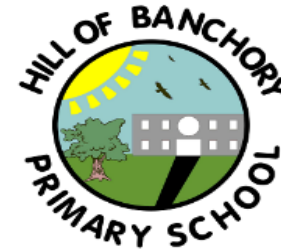


Standards & Quality Report

At Hill of Banchory Primary School this session...

We worked with the whole school community and achieved the Rights Respecting Schools (RRS) Award Level 2
Teachers provided curriculum workshops for parents
Open sessions and class assemblies gave opportunities for parents to share learning and take part in the work of the school
We developed well planned transitions across the school
Cooking Club pupils reached the final of the Taste of Grampian competition
Pupils achieved in a range of sports including swimming, table tennis & gymnastics
We held Alzheimer's Cafés monthly and each class presented on their class work and shared their learning
Pupils participated in a Sonic Opera Performance at Woodend Barn
We had a Global fortnight and developed community displays and joint ventures with the Fairtrade Steering Group
We had the Banchory Show front cover design winner and runner up
We participated in Outdoor Learning across the school
Our school agreed to work with Woodend Barn's School Arts Project
We supported a variety of charities including Children in Need, UNICEF and The Rotary Shoe Box appeal
We took part in the Bonnie Banchory Community Litter Pick
Community links were developed with the Business Centre and the HOBESCO Biomass Centre
We worked with the Raemoir Fishery Programme
Our P7 pupils trained as Young Leaders and Peer mediators
Pupils took part in the Rotary Speechmakers competition and the Rotary Quiz
Parents arranged a sponsored walk to support our RRS work
The Smartie Fund continued to support our sponsored children

2013/14



Hill of Banchory Primary School

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Aberdeenshire
COUNCIL 

The School in Context

Hill of Banchory Primary School is part of the Banchory cluster and most pupils transfer to Banchory Academy for secondary education. The new purpose built school opened in February 2006. The school currently has 14 Primary classes, a Learning Centre and 2 Nursery classes. At present there are visiting specialists of Music, Art, Drama, P.E., Science and French. The school has a very active Parent Teacher Association (PTA) and supportive Parent Council. School pupils benefit from various community links and access to a wide range of activities and clubs.

MISSION STATEMENT

Working together to prepare today's children for the challenges of tomorrow.

Core Values

Achievement, Respect, Support, Responsibility

Key Development	Progress during 2013/14
Maths/Numeracy	Maths/Numeracy Progression established. A range of methodologies trialled. Pupils more engaged and increasingly more confident in maths. Numeracy resources refreshed. Parents are better informed in Numeracy strategies. Development of tracking system ongoing.
Rights Respecting Schools (RRS) UN Convention on the Rights of the Child UN(CRC)	Policies, Practice, Class Charters and curricular areas are matched to CRC. All newsletters and assemblies carry a RRS message. Level 2 Action Plan adhered to and pupils, Staff and Parents are encouraged to celebrate diversity.
Expressive Arts (EA)	Improved teacher confidence in assessing and delivering EA. Skills development - drumming and singing techniques. Agreed planning and assessment in place which reflects skills progression. EA curriculum developed with specialist staff.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014/15

Literacy

- Evaluate Literacy across the Curriculum, including nursery
- Implement Active Literacy Programme and methodologies
- Audit relevance and impact of existing resources
- Develop staff confidence and expertise in planning and assessing active approaches
- Increase motivation, enjoyment, achievement and attainment across literacy

Technologies (IT)

- Audit use of digital technologies using the SAMR* model
- Build skills and use IT effectively to enhance learning
- Review the existing technologies curriculum in response to the Significant Aspects of Learning papers and skills progressions
- Develop planning processes to enable Technologies to be part of all Interdisciplinary Learning
- Further develop a range of contexts for learning that draw on important aspects of everyday life and work

TACLAN

- Use the National Assessment Resource (NAR) flowchart as a tool for planning effective learning, moderation and assessment
- Review planning processes at whole school level
- Further develop planning for learning, teaching and assessment, including identifying the Learning and Success Criteria with pupils
- Increase opportunities for dialogue about the learning process at all levels
- Embed an agreed profiling process across the school and develop further our understanding of how we evidence learning
- Use consistently a range of assessment evidence to understand learners' progress and wider achievements and provide opportunities breadth, challenge and application of skills

*SAMR model – developed as a way for teachers to evaluate how they incorporate technology in to Learning and Teaching

4. How do we ensure equality and inclusion, and promote diversity across the school?

In arriving at these evaluations, we considered the following evidence

- Promoting a Rights Respecting School ethos
- Pupil led clubs, providing opportunities for pupils to lead aspects of the school's work through committees and groups, HoBS volunteering awards.
- Parents sharing in their children's learning through open sessions and curriculum events
- Feedback from pupils, parents and staff
- Inclusive practice across the school
- Whole School Development includes all pupils and staff

Our key strengths in this area are

- Ensuring we have skilled support staff and teachers who work closely with partner agencies to meet learning needs
- A shared understanding of expectations for all pupils
- Support for Learning (SfL) staff work with class teachers to plan learning

We have identified the following as priorities for improvement in this area

- Develop as a Rights Respecting School, sharing our good practice and sustaining our ethos and expectations
- Achieve Fairtrade School status
- Continue to engage all parents in the life & work of the school
- Continue to build our Curriculum rationale and design with our school community

Key

Evaluation – 6) Excellent -outstanding, sector-leading 5) **very good** - major strengths 4) **Good** - important strengths with some areas for improvement 3) **Satisfactory** - strengths just outweigh weaknesses 2) **Weak** - important weaknesses 1) **Unsatisfactory** - major weaknesses

1. How well do our children learn and achieve?

Evaluation

QI 1.1 ~ Improvements in Performance

5

QI 2.1 ~ Learners' Experiences

5

In arriving at these evaluations, we considered the following evidence.

- A range of evidence/feedback from parents and pupils
- PIPS and INCAS results
- Self-evaluation as part of planning and the learning and teaching process
- The rich range of learning opportunities experienced by our pupils

Our key strengths in this area are

- A variety of experiences incl. residential trip, Bikeability, Sports
- Cooperative learning approaches used across the school
- Pupils develop success criteria with staff and are encouraged to evaluate their work and identify next steps in learning
- A range of assessment evidence is used to inform learning and teaching

We have identified the following as priorities for improvement in this area

- Developing tracking, monitoring and reporting systems that are robust and ensure that we are data rich and make good use of evidence
- Establish a whole school approach to profiling learning for all pupils
- Review our reporting procedures

2. How well does our school support children to develop and learn?

	Evaluation
QI 5.1 ~ The Curriculum	4
QI 5.3 ~ Meeting Learning Needs	5

In arriving at these evaluations, we considered the following evidence.

- Our curriculum in context
- The range of approaches in place to meet learners needs
- Support given by staff and other agencies
- The wide range of opportunities available to our pupils
- Attainment and achievement across the school

Our key strengths in this area are

- Regular reviews take place involving all other agencies
- Partnerships with parents, pupils and other agencies
- All agencies involved in planning for learning
- Skilled staff and an inclusive ethos in all areas of the school

We have identified the following as priorities for improvement in this area

- Review and refresh the Curriculum, in line with Education Scotland's raised expectations and Significant Aspects of Learning Professional resources
- Develop resources for pupils & teachers to support individual needs (e.g Literacy & Numeracy Help boxes)
- Focus on continuing to improve mental agility and tracking all pupils in numeracy

3. How does our school improve the quality of its work?

	Evaluation
QI 5.9 ~ Improvement Through Self Evaluation	5

In arriving at these evaluations, we considered the following evidence.

- Self-Evaluation of planning and daily learning reflections
- Self-Evaluation as part of learning
- Staff/stage meetings and collegiate activities
- Involving parents, pupils and partners in evaluating our school

Our key strengths in this area are

- All staff are involved in whole school audits and evaluations
- Partnerships- active and effective involvement with other agencies
- Pupils are encouraged to self and peer assess work
- Staff take part in a range of professional learning opportunities
- Pupils have a voice and contribute to the work of the school
- Our vision for the school is shared and gives direction to our self-evaluation processes

We have identified the following as priorities for improvement in this area

- Develop moderation and assessment processes across the school
- Support for staff to engage with the new standards and Professional Update process
- Further develop working groups to support Literacy, Profiling, Reporting and Technologies developments
- Increase opportunities for staff and pupils to lead learning