



Aberdeenshire
COUNCIL

**Banchory-Devenick School
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024**



School Forward

We are pleased to present both our Standards and Quality Report for Session 2022-2023 and our School Improvement Plan for the current session 2023-2024. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Banchory-Devenick School. 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. At the heart of self-evaluation, the school and our partners ask ourselves the key questions:

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

We take a looking inwards, outwards and forwards approach to self-improvement.

Looking inwards to analyse our work.

Looking outwards to find out more about what is working well for others locally and nationally.

Looking forwards to gauge what continuous improvement might look like in the longer term.

At Banchory-Devenick School, we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

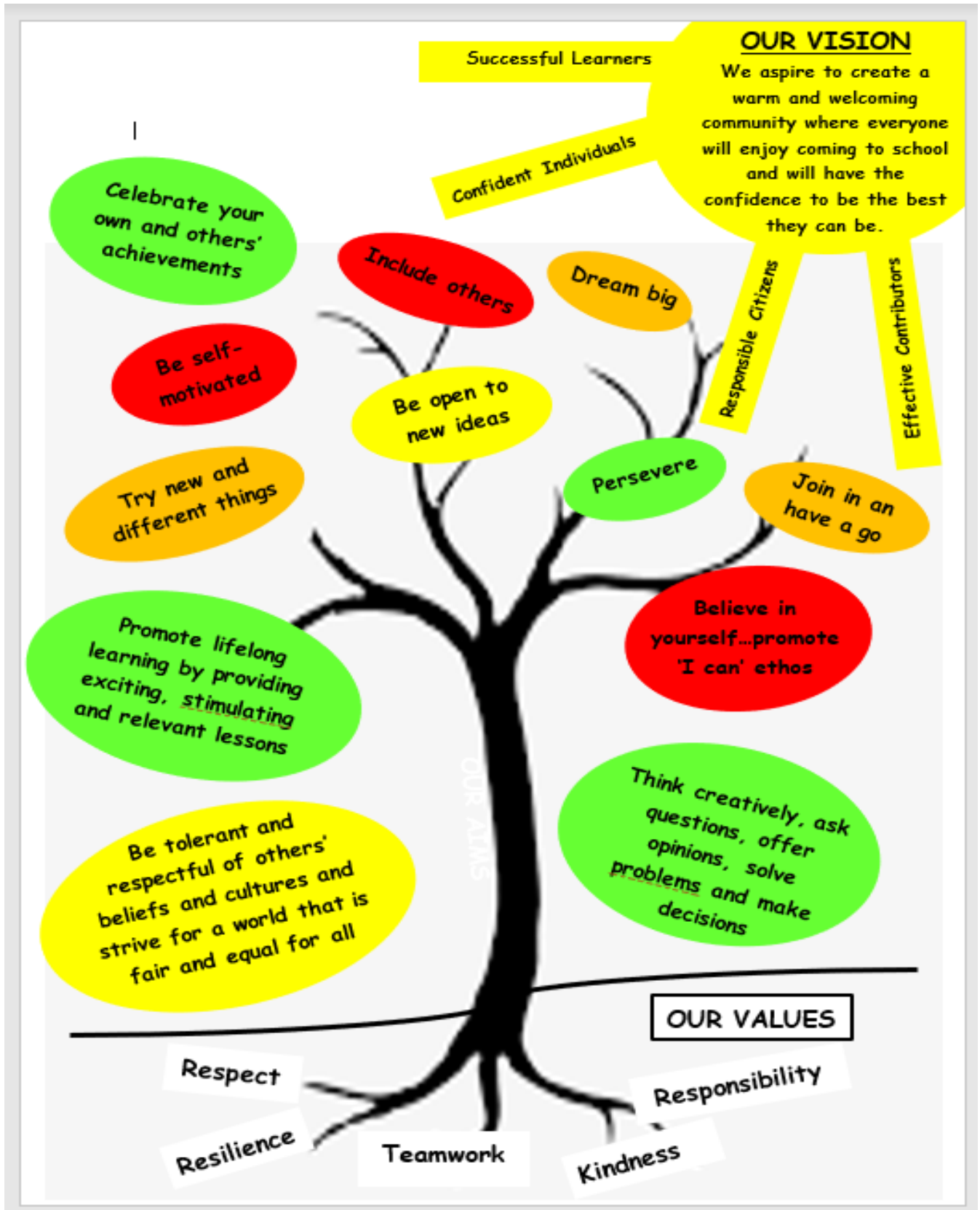
Karen Downie

Head Teacher



The School and its Context

Vision, Values and Aims



Context

Banchory-Devenick School sits in a rural area south of the city of Aberdeen. A number of families work in oil related industries which are undergoing a period of change, creating a climate of uncertainty in terms of employment. Families also work in agriculture, within the public sector and the retail trade.

The Parent Council is our sole parent body. They provide an excellent link between the school and the wider parent forum and are fully involved in the life of the school. The Parent Council are supportive of the school and are actively engaged in fundraising to help drive forward key priorities on the School Improvement Plan.

Our curriculum offers a broad range of learning experiences, taking account of the needs and interests of our pupils. Literacy and Numeracy are prioritised as essential skills for life. Health and Wellbeing is also a major focus of the work we do and, as well as promoting healthy eating and exercise, we use assemblies, class lessons and pupil voice groups to develop social and emotional wellbeing.

The Pupil Voice is central to everything we do at Banchory-Devenick. Through participation in Health Promotion, Eco/Rights Respecting Schools groups, Forest Schools and enterprise/team building activities, the children are encouraged to take the lead both in school and the wider community. By seeing the positive impact they can make, they are helped to develop the attributes and capabilities of the four capacities of a Curriculum for Excellence: successful learners, effective contributors, responsible citizens and confident individuals, thus embedding the skills they will need to flourish in life, learning and work.



Fabulous Fairtrade Feasts were invited to speak about their work at the Social Enterprise Academy Awards in Inverness in June. We also attended the launch of...



The Eco Group organised our first ever Big Green Week. We wrote our Eco Code and took part in an Outright campaign looking at ways we can reduce our carbon footprint at home and at school.



The Rights Respecting School Group organised a 'You Said/We Did' display board to show the children that their voice is heard and that their ideas are actioned.

The Health Promoting Schools Group designed questionnaires based on the SHANARRI indicators to find out about how children feel about school. They are currently looking at relocating our playground Buddy Bench.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 1: To look for and create opportunities to take the learning outside.</p>	<ul style="list-style-type: none"> • Resources have been bought to support the provision of Forest Schools and Loose Parts play. • The Parent Council secured funding from Shell for an outdoor storage shed and Shell provided shelving units for the shed and container. • Children have drawn up rules for looking after and tidying equipment. • Sarah Stephen has undertaken extensive Forest School training as part of her CPD. She has shared information from this training with other teachers. Next session, we will be working alongside Dawn Ewan who will be acting as our Forest Schools mentor. • Teachers have looked at linking Forest School activities to termly Contexts for Learning and also other curricular areas. Forest School sessions start with outdoor Mindfulness, which connects to our work as a Mindsafe school. • Rebecca Falconer has carried out research into Tuff Trays and Loose Parts play as part of her CPD and these initiatives have been introduced in the P1-P4 class. • A timetable for Forest Schools and Loose Parts has been discussed and agreed, ready for implementation next session (2023-2024). We will be looking at ways of planning for Forest School on the August INSET Day. • The outdoors are being used to support other curricular areas, e.g. Literacy, Science, Technologies, MLPS, Maths, Health and Wellbeing, P.E., Social Subjects etc. All children across the school have achieved CREST awards for STEM this session. • The outdoors is used to further support children with additional support needs as appropriate. This includes access to Nature Nurture provision. 	<ul style="list-style-type: none"> • We now have a bank of Forest School activities that we can draw on. These give scope for more breadth and balance across different curricular areas, and it is anticipated that there will be less repetition of activities. • Staff are more aware of the importance and value of taking the learning outside and are actively looking for opportunities to do. This is something we will continue next session. • Resources have been organised and stored in appropriate locations so that they are more readily accessible. Children can access playground games and toys independently. • 97% of pupils said they liked learning outside, and 85% said they enjoyed Loose Parts play and playing with new equipment. • 64% of children said they enjoyed Forest Schools and both classes had good ideas as to how sessions can be improved going forward. These related to more opportunities for free play, more time out in the summer months and less time in the winter months. These recommendations will be built into our planning for next session.

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 2: To continue to build strong home-school relationships by increasing parental partnerships, involvement and engagement.</p>	<ul style="list-style-type: none"> • Being aware of the Cost-of-Living crisis, the Parent Council have opted to obtain funding through grants rather than fund-raising activities. Events have focused more on social rather than financial. This is something they are keen to continue next session. • The school has invited parents to attend social occasions (Meet and Greets), curricular information sharing sessions (Reading, Writing), shows and assemblies (Savage Earth presentation, Nativity, Cyber Safety/Antibullying presentation, P7 Leaver's assembly) and Sport's Day (with family picnic). Guest speakers have included Christian Ritchie (Scottish Book Trust) and James McLean (Education Support Worker for ICT at Aberdeenshire Council). • The Parent Council have organised school discos (Halloween, Valentine), a family ceilidh and have a family barbeque organised for the start of next session. • The school continues to operate an 'open-door' policy and actively encourages parents/carers to get in touch with concerns/queries so that they can be addressed in a timely manner. • Parents are asked to give feedback throughout the school year rather than just at the end of a session. This could take the form of a questionnaire (e.g. Anti-bullying), on a sticky note at a school event (e.g. Writing Share a Session), a response to an email 	<ul style="list-style-type: none"> • With the grants, the school has been able to buy outdoor storage and shelving, stock for the Fabulous Fairtrade tuckshop and a new sound system. • Parent volunteers have run the library, supported Forest Schools sessions, supported social skills and language development, hosted class trips (Leap Automation), shared cultural experiences and knowledge (Chinese New Year/Burns/Meet and Greet world food tasting). <p><i><u>From a Parental Perspective</u></i></p> <p>Reading Share a Session</p> <ul style="list-style-type: none"> - 'Very informative. An interesting way to teach and get the children more interested in reading.' (P4 parent). - 'I think the P1-4 section should be a requirement for all P1 parents who have never heard of phonics before.' (P2 parent). - 'Really colourful and inspiring and fun. I love the openness and thoughtfulness of your approach. Engaging.' (P4/6 parent). <p>Writing Share a Session</p> <ul style="list-style-type: none"> - 'Fun and informative. So much effort from the children and staff. Christian from the Scottish Book Trust was great.' (P1-4 parent). - 'Fabulous! Great to have spent time with the children and learning extra ways of helping them at home' (P1/5 parent).

(e.g. suggestions to be included in the following year's SQUIP).

- Parents have been invited back to school in a volunteering capacity to support academic, social and leisure activities.
- Academic information is formally shared with parents via Pupil Progress Reports (annual), Pupil Folios (twice yearly) and Parent Meetings (twice yearly).
- Parent Council reps attended the P1 transition tours and coffee morning to show a friendly face and give information from a parent's perspective.
- The Parent Council have erected a noticeboard at the school gates where key dates and information can be displayed.
- School staff continue to share children's work through Twitter and through termly PowerPoint blogs and newsletters.

- *'Lovely to be in the classroom and see some of the work done by the children. They really liked having the chance to show us their work.'* (P1-4 parent).

Cyber Safety/Antibullying Presentation

- *'Excellent play, songs and videos! Great to see the school covering a very important subject and teaching the importance of staying safe when on the Internet. Well done BD School.'* (P2/5 parent).
- *'It was fantastic! So good to see this information and understanding being normalised at such an early age! The presentation was fun, informative and cleverly woven around hard-hitting facts. Really awesome.'* (P4 parent).
- *'The Internet Safety assembly was excellent. The visiting speaker was encouraging and slotted in well.'* (P6 parent).

General

- *'Our children are really happy at BD School. Thanks to you all.'* (P3/4 parent).
- *'My child loves coming to school! BD is a great school and is a great environment to learn and be creative. Keep up the good work.'* (P5 parent).
- *'Amazing school year. Transformational leadership. Learning loads and with such fun and positive energy.'* (P1/4/5 parent).

Pupil Voice

- *97% of children said that they liked it when their parents came into school to share their learning.*
- *100% said they were proud of the book they wrote to read to their parents at the Writing Share a Session event.*
- *100% said they showed their folio to their parents and are proud of the work in it.*

Key priority 2022-2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Priority 3: To continue to improve children's health and wellbeing by developing work started last session.</p>	<ul style="list-style-type: none"> All class teachers and the permanent PSA have undertaken Calm training (theory and practical). All class teachers have been trained in the use of Evolve and Pastoral Notes. After discussion, school specific guides to chronologies and Pastoral Notes have been produced for reference. Pastoral Policies and Practice Statements have been produced and/or updated for: Safeguarding and Child Protection, Antibullying; Positive Relationships and Behaviour, Internet Safety, Parent Volunteers and Rights Respecting Schools. Any new documents that are produced are now linked explicitly to the UN Convention on the Rights of the Child (UNCRC). These are available on the school website. Leaflets with supporting information have been produced for Internet Safety and Child Protection and the older children produced an Anti-Bullying leaflet as part of their class context for learning. These leaflets were emailed to parents and are available on the school website. All children's Health and Wellbeing is tracked by class teachers and school management on a termly basis and applications for additional supports made where applicable, e.g. Intervention Prevention, Nature Nurture, social skills groups etc. Wilson (therapist) visits the school on a weekly basis to offer a friendly 'ear' to children who need it. He also enjoys hearing children read. 	<ul style="list-style-type: none"> Staff have a greater understanding of children's behaviours, noticing and identifying triggers and have more strategies for de-escalating situations. Staff have a greater understanding of where and how to record incidents and know that reference materials are available if required. Policy statements are current and up-to-date and available for parents to refer to if required. These give a clearer indication of the procedures that the school will follow if incidents arise. Supports are put in place to help children to manage and regulate their emotions. The Sensory Room is identified as a calm and safe space where children can go if they need a little 'Time Out' for any reason. <p>Eco Group Updates</p> <ul style="list-style-type: none"> Organised Big Green Week which included planting and gardening, looking for ways to reduce our carbon footprint in school and at home, buying a water butt and creating an Eco code and display. The group have recently submitted our application and we are delighted to announce that we have just been awarded our Green Flag status. <p>Health Promotion Schools Updates</p> <ul style="list-style-type: none"> Continue to monitor and action the Pupil Voice boxes.

	<ul style="list-style-type: none"> • The Pupil Voice Groups (Health Promotion, Eco Schools and Rights Respecting Schools continue to develop and meet twice a term. All children in the school are part of one of the groups and a 'You Said/We Did' board has been introduced in the school hall showing the children that their voices are heard, and their ideas actioned. • The Zones of Regulation are displayed in different areas of the school and children are referred to them as appropriate. • Both classes continue to use Mindfulness techniques at the beginning of sessions to calm the children ready for learning. These sessions are run by child Mindfulness Leaders. • In response to the Pupil Voice, the following clubs ran at various times in the school session: Jog Club, Hillwalking Club, Drawing Club, Lego Club, Board Games Club, Reading Club, Multi-Sports Club and Football Club. These clubs were organised and supervised by staff, parent and Active Schools volunteers. 	<ul style="list-style-type: none"> • Organised pupil wellbeing questionnaire based on the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included). • Organised a YES Day aimed at promoting inclusion. <p>Rights Respecting Schools Updates</p> <ul style="list-style-type: none"> • Conducted a survey to see what clubs the children wanted at school and sent letters to Active School asking for help. • Organised a World Smile/Hello Yellow Day aimed at promoting positive mental health. • Made a promotional video linking our school charter to Children's Rights and Fair Trade articles and Sustainable Development Goals. • The group have recently submitted the paperwork for our Gold Rights Respecting School award. We are waiting on confirmation of a date for our accreditation visit.
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How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community.
Strategic planning for continuous improvement.
Implementing improvement and change.

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 5

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Vision, Values and Aims are embedded as part of our work on Rights Respecting Schools. All staff and almost all children know what the values are and can explain what they mean. Our Values song is sung regularly at school events and all new children coming into school receive a copy of the values to take home in the form of a magnet.
- School values are linked to Children's Rights Articles and our school charter is also linked to the Sustainable Development Goals and Fair Trade Articles.
- Our Health group have carried out work on the SHANARRI indicators which are displayed in the school hall. The SHANARRI indicators are also linked to Children's Rights Articles.
- We have a strong school community, with parents and staff working in close partnership to support the children. All staff see the importance of forming positive relationships with the pupils and their families which are based on mutual respect.
- We have established a strong school team, and all staff work closely with each other to offer help, support and advice.
- Staff are given opportunities to lead and develop areas of interest throughout the school (e.g. Forest Schools, MLPS, Loose Parts, STEM, enterprise and baking). These developments are incorporated into the school's QA calendar and are identified through self-evaluation, improvement planning and PRD meetings.
- All class teachers are in charge of developing a Pupil Voice Group (e.g. Health Promotion, Rights Respecting Schools and Eco). Our Eco group have just won our Green Flag and our Right Respecting Schools group are due to be assessed for Gold accreditation next term. All pupils belong to one of the groups.
- Pupils are encouraged to have a voice and the Health group have introduced a Pupil Voice Box. Their suggestions are displayed in the form of a 'You Said/We Did' board so that they know that their ideas are listened to, valued and actioned.
- A child friendly School Improvement Plan is displayed in the corridor and all children are involved in evaluating it at the end of the school year. They also have the opportunity to make suggestions for the following year's Improvement Plan.
- Regular opportunities are planned for whole school cross stage working (e.g. STEM days, special events such as World Smile Day, Positive Playtimes, Book Buddying etc).
- Parent Council members and the Head Teacher work closely together. Information about school developments and improvements are shared at meetings, through newsletters, a termly blog and on Twitter.

- The Parent Council are always quick to engage with and welcome new families. This year, they have attended P1 transition events and have playdates arranged for the summer holidays.
- This session, we have been delighted to welcome parent volunteers back into school, and they support lunchtime clubs, Forest Schools, the school library, social skills and EAL.

How do you know?

What evidence do you have of positive impact on learners?

- Visitors to school, including Christine McLennan (Rights Respecting Schools), and Vincent Docherty (Head of Education) have commented on the welcoming atmosphere, the positive ethos and the strong pupil voice.
- All parents felt that the transition from Nursery to P1 was beneficial and well organised. Children liked having a P7 buddy to help them settle.
- All children across the school have achieved CREST awards (P1-P4 Star, P5-P7 Super-Star and Discovery).
- Almost all children say they know what to do or who to speak to if something isn't right at school.
- Following our Internet Safety/Anti-Bullying presentation, our P5-P7 class were invited to showcase their work to Education Scotland. The feedback received was very positive and the school was asked to produce a report. Details of the project have now been passed onto the Digital Learning and Digital Skills team.
- Most children think that the Pupil Voice groups have made some positive changes to school life and almost all children say that they feel that the Pupil Voice groups give them a chance to have a say.
- Most children said that they enjoyed opportunities to participate in Outdoor Learning, Loose Parts play and Forest Schools, and felt that these approaches helped them develop new skills and friendships. They also had some good suggestions for things we could improve moving forwards.
- Almost all children said they enjoyed participating in special days/events such as World Smile Day/YES Day etc. Next session, they have asked to find out more about Dyslexia and Autism.
- Almost all pupils remain happy to come to school and are keen to try hard and do well.
- Informal and formal feedback from parents remains positive, and almost all parents feel that any concerns/issues are listened to and actioned in a timely manner.
- When completing the Gold Rights Respecting Schools survey, all staff said that they enjoy working at BD School and feel that the children are actively involved in school life and can influence decisions made in school.

What are you going to do now?

What are your improvement priorities in this area?

- We have introduced lots of new initiatives over the last three years. Moving forwards, we are looking forward to having a year of consolidation and time to evaluate, tweak and embed.
- Continue to look at meaningful ways of engaging parents in children's learning and acquiring feedback.
- Celebrate World Dyslexia Day (8th October) and World Autism Day (2nd April). The purpose of these days is a) to understand more about the conditions, how they affect people and supports that can be put in place, and b) find out about people who live (or have lived) with dyslexia and autism.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

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

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- The first cycle of our new Contexts for Learning ends this year. Staff and children have embraced teaching and learning new themes which sometimes take them outside their comfort zone.
- Planning and assessments sheets are used throughout the school and are clearly linked to Experiences and Outcomes, and benchmarks.
- Learners have access to a broad range of high-quality experiences across all areas of the curriculum.
- Opportunities for Social Enterprise are embedded as part of the curriculum.
- Health Promotion, Eco and Rights Respecting Schools are planned for as part of the curriculum and are identified in the QA calendar rather than being added on extras.
- Teachers keep up to date with new initiatives and incorporate innovative ideas into their teaching (e.g. Reading Schools/CREST awards).
- Learning is active and engaging and almost all pupils show increased motivation.
- Class groupings are fluid to allow appropriate supports and challenges to be put in place for pupils.
- Loose Parts and Tuff Trays have been introduced as teaching aids in the P1-P4 class and the teacher is beginning to build up a bank of resources.
- All teachers use formative and summative assessment information to inform future planning.
- This session, following COVID restrictions being lifted, we ran two Share a Sessions with parents (Reading and Writing). All children wrote a mini novel to read to their parents at the Writing Share a Session. The session was attended by the librarian for Portlethen Academy and Christian Ritchie from the Scottish Book Trust.
- Fast Feedback is developed in P5-P7 and pupils are encouraged to mark and assess their own work. This gives them a greater understanding of their progress and next steps.
- Individual pupil progress continues to be shared formally with parents throughout the school year in the form of Parent Meetings, Pupil Assessment Folios and School Reports.

How do you know?

What evidence do you have of positive impact on learners?

- Children's feedback about new Contexts for Learning have been positive and they like the way that the learning is linked and made relevant.

- Teachers have said that planning formats are clear and easy to teach from.
- Staff have commented that there is more of a buzz in their classes about learning and children are quick to respond with “Yes!” or “Can we do...?”
- The school actively shares work on Twitter and comments received have always been very favourable.
- All children in school achieved CREST awards this session.
- The folios show evidence of individual’s progression and improvement. Feedback from parents on the folios is positive and all children said that they are proud of their folio and looked through it with their parents when they took it home.
- Parental comments about the Reading and Writing Share a Sessions was favourable, and all children said that they were proud of the book they wrote to read to their parents.

What are you going to do now?

What are your improvement priorities in this area?

- Review, evaluate, tweak and embed approaches to planning and assessment.
- Update the school’s Curriculum Rationale in line with new approaches to teaching, learning and assessment.
- Update the Teaching and Learning policy.
- Introduce and include more ‘high quality’ assessment pieces in folios.
- Continue to develop Fast Feedback approaches to ensure that all children know what they are doing well and what their next steps are.
- Extend use of small Loose Parts and Tuff Trays to outdoor learning in P1-P4.
- Class teachers to attend Big Maths and Big Writing training.
- Look at ways of reducing workload by absorbing more time for assessment and moderation into the Working Time Agreement.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 5

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- All staff are committed to ensuring that everyone is treated equitably and with respect, and almost all children and families have established positive relationships with staff.
- All staff have completed the annual update of Child Protection, GIRFEC and GDPR training, ensuring that clear protocols are in place to meet individual needs.
- Key policies (Child Protection and Safeguarding, Anti-Bullying, Positive Relationships and Behaviour, Transitions, Rights Respecting Schools) have been updated and shared with staff, pupils and parents in assemblies and on the school website. These are linked to the UNCRC children's rights articles as appropriate.
- Dialogue has been opened between Aberdeen City and Aberdeenshire Council to support out of zone children with additional needs.
- Clear procedures are in place to identify, assess and plan for pupils with additional support needs. IEPs, CSPs, Care Plans and Risk Assessments are completed as appropriate and Child's Plan meeting set up accordingly.
- All class teachers and our permanent PSA are Calm trained (theory and practical).
- Positive Playtime sessions are used to teach children new playground games and to model ways of playing fairly and including others.
- Pupil Mindfulness leaders lead sessions at the start of the school day, after break and after lunch. These sessions help calm the children and get their minds and bodies ready for work.
- All staff work hard to ensure that their classes are happy places where the children can learn and flourish. Our Sensory Room is established as a safe place where children can go if they need a little time out to re-group or re-regulate. Zones of Regulation are used to support restorative conversations.
- Children have a chance to discuss and celebrate cultures and heritage through special days such as Black History Month, International Languages Day, Chinese New Year, Burns etc.
- Inclusion, wellbeing, health and eco themes are planned for as part of our 3-year rolling programme of Contexts for Learning, e.g. Inside Out, Superheroes, What a Wonderful World, Healthy Me (P1-P4); Climate Change, Democracy, Poverty, John Muir Award, Fair Trade, Racism and Prejudice, Bodyworks, Anti-Bullying, Cyber Safety (P5-P7).
- Transition programmes and activities are in place for Early Years/Primary, Primary 4/Primary 5 and Primary 7/Secondary 1 to ensure the well-being of the pupils. These involve meeting new staff, visiting schools/classes, passing on information (academic, social, emotion etc).

- The P7s visited The Safe at AbSafe and took part in a series of workshops aimed at encouraging responsibility and promoting safety in preparation for them becoming more independent when they transition to the Academy.
- All children in P5-P7 took part in Living and Growing lessons.
- All children participated in face-to-face SCARF workshops promoting Health and Wellbeing.
- Parents are invited into school to share their children's learning throughout the school year. This session this has included: Share a Session for Reading and Writing, a Meet and Greet, a P5-P7 class assembly, an Anti-Bullying/Cyber Safety assembly, the Christmas Nativity and Sport's Day/family picnic. In addition, the Parent Council have organised two school discos and a family ceilidh. A family barbeque is planned for the beginning of next term.
- All children have the opportunity to participate in extra-curricular clubs...Multi-Sports and Highland Games (P1-P4), Football and Hillwalking (P5-P7), Drawing, Book and Lego (Whole School). These clubs have been organised by Active Schools, and staff and parent volunteers.
- All children in P6/7 attended a 5-day residential trip to Abernethy Nethybridge.

How do you know?

What evidence do you have of positive impact on learners?

- At his drop in visit, Vincent Docherty (Head of Education) commented on how supportive and understanding the children were of children with additional needs. At our Silver Rights Respecting Schools visit, Christine McLennan commented on the inclusive and supportive ethos of the school.
- Banchory-Devenick has a strong sense of community. The school strives to ensure that learners, their families and the local community are treated with respect and feel valued and welcomed. This was reinforced by two ex-pupils who recently visited the school to talk to the children about their experiences as pupils over 50 years ago.
- Parents are encouraged to get in touch with the school with any concerns or queries, and verbal feedback on this 'open door' policy has been good.
- Parents and staff work well together to support the needs of individual children.
- Class teachers have noticed a reduction in playground squabbles being brought into the classroom following the introduction of Mindfulness sessions.
- Staff complete annual data protection, equalities and diversity training as provided by the local authority.
- Targeted support is provided by class teachers, PSAs, IPT, ASN staff, as well as external agencies such as OT, SALT, PT. The school nurse and doctor are also involved on a needs-must basis.
- Regular Child's Plan meetings with staff, parents and other agencies are organised to meet individual pupil needs.
- Children are actively encouraged to participate in the wider curriculum and photos are regularly posted on Twitter.

What are you going to do now?

What are your improvement priorities in this area?

- The Health Promoting group are working at moving the location of the Buddy Bench.
- As we head towards Gold Level accreditation, to develop the use of Rights Respecting Schools language with the children.
- To further develop understanding and commitment to inclusive practices by working through the Circle Resource training.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

**Level of quality for core QI: 4
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

- The profile of reading and writing has been raised across the school community and the children are now becoming increasingly enthusiastic about writing.
- Tracking meetings between class teachers and headteacher are held termly. Children needing additional support, or support to close the gap are prioritised and available supports put in place.
- Attainment information is discussed and analysed at tracking/planning meetings as per the QA calendar.
- Older pupils respond well to Fast Feedback strategies and are gaining confidence using self-marking and peer discussion/working to further their knowledge and understanding.
- Staff and pupils understand the need for equity within our learning and achievement provision. We strive to ensure barriers to learning are removed to allow pupils to reach their full potential.
- Older children use digital technologies well to support written tasks. Use of laptops and Chromebooks has had a positive impact on children with specific difficulties such as dyslexia.
- Aberdeenshire benchmarks and frameworks are being used more consistently to make increasingly confident professional judgements about pupils' attainment in Literacy and Numeracy. Assessment folders are used in each class to record pupil attainment and evidence is collected in the pupil folios.
- Pupils successes and achievements are celebrated in class, in assemblies and are shared with parents in folios and on Twitter. Opportunities are targeted towards specific children who are at risk of missing out.
- Overall pupils are well motivated, successful, show confidence, are responsible and contribute to the wider life of the school.
- As a result of our work on Fabulous Fairtrade Feasts, we are a Fair Trade and Social Enterprise school. We have had articles published in the P&J, the Evening Express and Big Issue. In May/June, we were invited to attend the launch of the Big Issue magazine and to present our work to schools across Scotland at the Social Enterprise Academy Awards ceremony in Inverness.

How do you know?

What evidence do you have of positive impact on learners?

- All staff know their children well and plan appropriately to meet individual needs. Termly tracking meetings have a focus on pupil academic and social/emotional needs. These discussions inform the deployment of staff including PSAs, IPT, ASN staff and our therapist.

- SNSA results in P1 and P7 showed good levels of attainment in Reading, Writing, Maths, and good levels of attainment in Reading and Maths in P4. These results have been discussed further in line with teacher's professional judgement.
- Tracking shows that almost all children are making progress.
- The school achieved status as a Silver Level Reading School.
- Comments in the folios and at Parent Meetings indicate that parents feel that their children are working hard and progressing well.
- We won the Innovation award at the annual Scottish Fair Trade Awards ceremony in October, and we achieved a Champion award at the Social Enterprise Academy awards ceremony in June.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to identify children needing ASN support or support to close the attainment gap. Be aware of any children whose progress appears inconsistent. Deploy staff appropriately to support the children in reaching their full potential.
- Organise learning walks, visits and chats as part of the QA calendar, and set up annual opportunities for peer observation/discussions.
- Look at meaningful ways of moderating core areas of the curriculum (Reading, Writing, Maths), and include moderation and review of the assessment folders and folios as part of this process.
- Look at ways of raising attainment in Writing by, e.g. targeting ASN teaching time.
- Establish clear pathways to improving reading (Readingwise) and writing (ASN support).
- Achieve status as a Gold Level Reading School.

PEF 2023-2024

<p>Identified gap Linked to barriers identified through analysis of data</p>	<p>- Termly tracking has identified children who require additional support in reading (phonics/blending/vocabulary/comprehension). - Termly tracking has identified children who require additional support in writing.</p>
<p>Expenditure</p>	<p>Readingwise - An online reading program - Targeted to specified children identified in tracking meetings - £600. Author Visit - Invite an author in to speak to the children about how to scaffold a piece of writing and to lead a writing workshop - both classes (differentiated) - £600.</p>
<p>Expected outcomes What change do you want to see for learners? How much change? Who are the target group?</p>	<p>Reading - Increased ability/confidence/enjoyment in reading. The target group are made up from children in P2, P3, P5, P6, P7. Writing - Increased confidence and a belief in themselves as writers, and for each child to produce a quality piece of writing to share with their parents. The target group includes all children across the school.</p>
<p>Impact Measurements How will you know the change is an improvement?</p>	<p>Reading - A comparison of reading ages before the start of the project and after a year. Feedback from reluctant readers before and after engagement with Readingwise. Improved attainment (SNSA results/teacher judgement). Writing - Feedback from children about their confidence/ability to write. Children's ability to identify what makes a good quality piece of writing. Children's enthusiasm for writing to increase.</p>

Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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 literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS and ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1: To improve</p> <p>To evaluate the quality of learning experiences that we plan for the children, in light of initiatives introduced over the last three years.</p>		<p>Data/evidence informing priority:</p> <p>A shared and consistent understanding of, and approach to good quality learning, teaching and assessment; staff upskilled in teaching Maths and Writing; school to achieve Gold Level Reading Schools status; key documents to be put in place.</p>		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<ul style="list-style-type: none"> - Review long term planning bundles, E&Os and Contexts for Learning...update planning sheets and overviews. - Review assessment approaches (Fast Feedback, Formative and Summative assessment, moderation, folios etc). Look at high quality assessments and include examples within pupil folios. - Look at what constitutes good quality teaching, learning and assessment...use as a checklist for evaluating own practice. - Write a Teaching, Learning and Assessment policy statement. - Review and update Learning, Teaching and Assessment Position Statement. - Review and update Curriculum Rationale. - Staff to participate in training courses aimed at improving pupil attainment (Big Writing, Big Maths, Readingwise, Reading Schools). 	<p>Karen/Becki</p> <p>Karen/Becki /Sarah</p> <p>Karen/Becki /Sarah</p> <p>Karen</p> <p>Karen</p> <p>Karen</p> <p>Karen/Becki /Sarah/Pam</p>	<p>August-December</p>	<ul style="list-style-type: none"> - Updated planning sheets/bundles - Introduction of High Quality assessments - Monitoring (plans, folios, lessons) - Key documents in place - Improved pupil attainment 	

Action plan 2

National Improvement Framework Priorities	HGIOS and ELCC		Aberdeenshire Priorities:	
<ul style="list-style-type: none"> 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 literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life		1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4. Improvement through self-evaluation.	
Priority 1: To improve To develop/embed Outdoor Learning initiatives.		Data/evidence informing priority: Children participating in good quality, relevant outdoor learning experiences on a regular basis; staff to feel more confident taking the learning outside; key documents to be put in place.		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track Behind Schedule Not Achieved
<ul style="list-style-type: none"> Teachers/classes challenged to take the learning outside at least twice weekly. Embed Loose Parts play (focus P1-P4). Write a Loose Parts policy statement. Develop the use of outdoor sand and/water/tuff trays with the P1-P4 class. Work alongside Mucky Boots mentor to extend our provision of Forest Schools. Develop a planning format for Forest Schools. Write a Forest Schools policy statement. Invite parents to a Forest Schools Share a Session. Participate in the John Muir award. 	All classes Becki Becki Becki Sarah/Dawn Sarah Sarah Karen/Sarah /Becki P5-P7 class	Ongoing Ongoing February Ongoing Ongoing August April October April-June	- Talking to/observing children; photos; plans - Key documents in place - Feedback from parents - Achieving the Discovery award (John Muir)	

Action plan 3

<p><u>National Improvement Framework</u> <u>Priorities</u></p> <ul style="list-style-type: none"> • 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 literacy and numeracy. <p>Key drivers of improvement School and ELC leadership</p> <p>Teacher and practitioner professionalism</p> <p>Parental/carer involvement and engagement</p> <p>Curriculum and Assessment</p> <p>School and ELC improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation. 		
<p>Priority 1: To improve</p> <p>To embrace the principals of GIRFEC by keeping up-to-date with current research and resources aimed at supporting vulnerable children and/or children with additional needs.</p>	<p>Data/evidence informing priority:</p> <p>Gold accreditation for RRS group; school ethos where children feel happy and safe; Child's Plans which include clear and achievable goals and targets; Staff to feel more confident that they are able to meet the needs of all the children in their care.</p>			
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p>
<ul style="list-style-type: none"> • Continue to develop Pupil Voice groups: Eco, Rights Respecting Schools, Health Promotion. • Reaccredit Calm Training (practical). • Work through the Circle Resource training and discuss how it may impact our practice as P.S.As, teachers and managers. • Hold a dyslexia day aimed at promoting an understanding of what dyslexia is, how it affects learning and supports that are available. • Hold an autism day aimed at promoting an understanding of what autism is, how it affects a person and supports that are available. • Complete Readingwise training and set up for identified children to support phonics, blending, vocabulary, comprehension. 	<p>Karen/Becki /Sarah</p> <p>Karen/Becki /Sarah/Pam</p> <p>Karen/Becki /Sarah/Pam/ Colette</p> <p>Karen</p> <p>Karen</p> <p>Karen/Pam/ Colette</p>	<p>Ongoing</p> <p>November</p> <p>February</p> <p>October</p> <p>April</p> <p>August</p>	<p>- Maintain Eco Green Flag status</p> <p>- Become a Gold Rights Respecting School</p> <p>- Relocate Buddy Bench</p> <p>- Achieve Calm reaccreditation</p> <p>- Raised awareness/ confidence in supporting children with additional needs</p>	<p style="background-color: #e0e0e0;">Progress</p> <p style="background-color: #90ee90;">On Track</p> <p style="background-color: #ffff00;">Behind Schedule</p> <p style="background-color: #ff0000;">Not Achieved</p>

Wider Achievements and Community Links

At Banchory-Devenick, we place a high value on pupil achievement. We aim to create opportunities for pupils to participate in a range of experiences and encourage them to try new things both in school and out with. We actively seek ways to celebrate both our own and others' successes and achievements.

We are mindful of the importance of caring for our world and the people who live in it. Our curriculum and Pupil Groups provide opportunities to look outside of ourselves and our immediate environment as we consider global issues such as homelessness and racism, prejudice and diversity, climate change and natural disasters. We use enterprise, not just as a means of raising money, but as a way of raising awareness. We share our news, successes and achievements on the school Twitter page and in a termly blog.

This session we have been lucky enough to secure grants / resources from:

- Scotmid (grant to continue the work of our Fabulous Fairtrade Feasts Social Enterprise)
- Kincardine and Mearns Area Committee / Meikle Carewe Community Fund / Aberdeenshire Council (grant to buy a sound system for the school)
 - Shell (grant to fund a STEM shed and shelving)
 - Shell (furniture from an office clear-out/relocation)
- Ernest and Young (match funding for our Parent Council ceilidh)
 - Easyfundraising (quarterly funding for the Parent Council)

We have supported:

- The Fairtrade Foundation
- Porthlethen Community Larder
 - Twin a Tap
 - Twin a Toilet
 - The Red Cross

We have had trips to/visits from and/or established links with:

- Techfest
- Maryculter Church
- Leap Automation
- The Scottish Book Trust
- The Big Story Ripple
 - SCARF
 - Ab Safe
 - Scotmid
- The Fairtrade Foundation
- The Social Enterprise Academy
 - The Big Issue

We have worked closely with the Parent Council to purchase resources to support and develop:

- The Playground (Positive Playtimes)
- Our Classrooms (termly Amazon vouchers)
- Outdoor Learning (Forest School and Loose Parts)
 - Literacy (Library Books)
 - Eco (Water Butt)
- Technologies (Techfest workshops and CREST awards)
 - Health and Wellbeing (Fishy Music)
 - EAL (Little Linguist)

We have had opportunities and key successes in the following:

- The children in P5-P7 are part of the **Social Enterprise Schools Academy** and won a Social Academy Champion Award for their **Fabulous Fairtrade Feasts** enterprise
- We achieved our **FairActive Fair trade Schools Award** and won the **Innovation Award** at the Scottish Annual Fairtrade Awards ceremony
- We have achieved accreditation as a **Silver Rights Respecting School** and aim to go for Gold at the beginning of next session
- We have achieved accreditation as a **Silver Reading School** and aim to go for Gold at the end of next session
 - We have been awarded our **Eco Schools Green Flag**
- Our work on **Anti-Bullying and Cyber Safety** was recognised and promoted by Education Scotland
- All children in the school achieved a **CREST** award: P1-P4 Star, P5-P7 Superstar and Discovery



Social Enterprise Champion Award



Fair Trade Awards



Silver Rights Respecting Schools Award



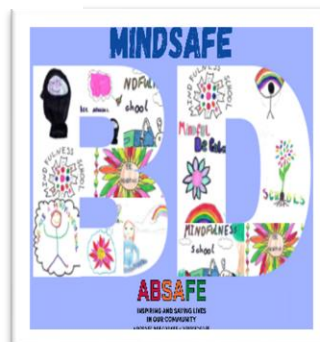
Silver Reading Schools Award



Eco Green Flag Award



Education Scotland Show and Tell



First Mindsafe School in Scotland



CREST Awards



This session we have had many different opportunities in order to engage in the wider curriculum: -



P7 House Captains, P1 lunch with parents, Forest Schools



Clubs: Jog, Hillwalking, Drawing, Lego, Book



Whole school Tour of Britain STEM, Active Travel Day, visit from the Social Enterprise Academy, visit from Scotmid and the Fairtrade Foundation



Fair Trade: shopping, baking, selling, Halloween disco



Mindfulness and Mindsafe, Harvest assembly and collection for Portlethen Community Larder, therapy.



Roald Dahl Day, National European Languages Day, World Smile Day, Halloween, Remembrance Day



Chinese New Year, Burns Day, Big Green Week, Yes Day, Book Week



Book Fair, Book Buddies, Remembering Queen Elizabeth, Highland Dancing Workshops, Meet and Greet



Big Story Ripple, Active Schools: Dodgeball, Football Club, Harvest, Scarf Workshops



Christmas Jumper Day, Reading Around the Christmas Tree, Christmas Nativity, P7 House Captain Awards



Savage Earth Assembly, Reading and Writing Share a Sessions, Authors, Remembering Ukraine



Eco Group, Health Group, Rights Respecting Schools Group, Positive Playtimes, Loose Parts



Gardening, Ab Safe, Maryculter Church, Leap Automation, Techfest



P6/7 Residential, Rotary Quiz, Cellos, Guitars, Sports' Day



Scottish Primary Maths Challenge, Anti-Bullying/Cyber Safety Presentation, Teams Meeting with Education Scotland, P7 Rotary Quiz



Sunflower Twin a Toilet Enterprise, Big Issue Launch, Pocket Hugs Twin a Tap Enterprise, Presenting at the Social Enterprise Academy Awards Ceremony