

School Context and Overview

<u>Roll</u>	<u>Physical Capacity</u>	<u>Functional Capacity</u>	<u>Attendance</u>	<u>Exclusions</u>	<u>LAC</u>	<u>ASN pupils</u>	<u>SIMD profile</u>	<u>Staffing</u>	<u>Vacancies</u>
18	66	50	95.53%	0	0	17%	7	1	0

At Botriphnie Primary our vision is **‘growing together from acorns to mighty oaks’**. Our vision statement is inspired by an important local feature: the community woodland and our very own oak tree within the school grounds. Learners benefit from a strong sense of community, shared values and high expectations:

- **Community** (We build and maintain positive relationships with families, partners, pupils and staff)
- **Determined** (We work hard and are determined to demonstrate a growth mind-set and learn from one another. We ensure our school community feels supported to do their best)
- **Creative** (As we develop skills and attitudes that support each other, we take creative risks to challenge ourselves to take responsibility for our own learning. In our school our learning experiences are challenging and enjoyable including learning in the outdoors, in the community and further afield.)
- **Successful** (We recognise, can talk about and celebrate all sorts of achievements in a range of ways which help us build our self-esteem and confidence. We understand how taking part in a range of activities helps us contribute to our school community in a positive way.)

We are small rural school in the Keith ASG. We have 18 pupils taught in a single multi-composite class. Newmill and Botriphnie became schools within a paired headship in May 2016, with both schools working closely together. Our school is fully staffed with a permanent Principal Teacher and SfL teacher.



- Partnership working-The school worked closely with Drummuir 21 and Drummuir Estate to improve the local community for the common good. This year we continue to look after the jelly hedge planted by children. We also planted thirty trees in the community woodland to commemorate the Queen’s Jubilee and look after our planet. Our learners commemorate St Fumac annually- celebrating and promoting sustainability within our local area. This session children have been learning about sustainability through regular visits to local bee hives. This has been arranged through parental and wider community support.

The school has an active Parent Council and benefits from strong parental and community involvement. At a recent PC meeting the following was calculated:- 67% of pupils have a parent who attended BPS and 50% of pupils have a grandparent who attended BPS. This data helps demonstrate how important the school is for the local community and explains the strong parental support with ALL parents attending our Jubilee and Christmas Events. Parent Council are proactive in supporting funding and providing resources to improve outcomes for all children. Parent Council benefit from Hill of Towie Windfarm Grants. As a result, the school have an iPad per pupil and a charging station. We have also applied for funding to support our transition week-with a focus on ‘Health and Wellbeing’ through outdoor learning. This year, we were awarded a new shed to store PE and outdoor learning equipment. Parent Council has started using Moray Parental Involvement and Engagement Strategy to support improvement. Pupils regularly join Parent Council meetings to ensure pupil voice informs our next steps.



Botriphnie Primary School

Standards and Quality Report: Review of Session 2022-2023

Priority 1

RAISING ATTAINMENT IN LITERACY-1. All children to be making good progress from previous levels.

2. Learners will be able to articulate their progress and next steps. 3. Learners will experience increased support and challenge within their literacy curriculum.

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels

- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Our pupil led improvement group 'Reading Stars' are working towards 'Reading Schools' accreditation through implementing the action plan. Parents are supporting the school's improvement journey in a variety of ways: purchasing books and sharing stories within school. In addition, 'Reading Stars' report on progress and next steps at Parent Council Meetings. This includes information around how they used the £500 reading grant from Scottish Book Trust to purchase resources in line with our identified improvement priorities. This partnership working is building an aspirational reading culture supporting attainment progress. The school continues to use class novels as a 'hook' within IDL studies. Learners tell us these exciting and engaging projects are inspiring them to read, as well as, developing their knowledge of contemporary children's literature. Reading data demonstrates that most learners continue to attain appropriate levels in all areas of literacy, with some exceeding. We are developing an ASG approach to raising attainment in literacy and now have a 'Literacy Pedagogy team' with members from all feeder primary schools. We have focus group on creating ASG approaches to tools for writing, including spelling, grammar, handwriting and presentation to support attainment over time. This group will continue to be a central feature of our improvement journey into next session, providing opportunities for us to further develop moderation opportunities within literacy. This session, we continue to embed whole school approaches to spelling to provide support and challenge for all learners. Assessments data tells us that most learners are making good progress and working at expected levels. Pupils tell us the pen license initiative is motivating them to improve handwriting and presentation. Teachers at Newmill and Botriphnie have participated in CLPL to develop a shared understanding of best pedagogy to review and develop whole school approaches that raise attainment in writing.

Next Steps

- Continue to build on CLPL this session (Explicitly Teaching writing)-working with what we have been learning to raise attainment in writing, with a specific focus on 'tools for writing' in line with identified ASG attainment gap.
- Develop use of Daily 5 'Work on writing' to develop tools for writing (grammar focus) in line with CLPL-implementing drawing club
- Create writing progressions and assessments, with supporting tracking spreadsheet, to match Moray's Text Types Progression –look into resources to support
- Use the progressions to further develop Learner Pathway Profiles
- Continue to develop ASG raising attainment in literacy strategy



Priority 2

Excellent Learning and Teaching-Children’s engagement with and leadership of their learning.

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children’s Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Our learners have a deeper understanding of our curriculum as a result of Term 1 IDL where we reconnected with our vision, values, UNCRC rights, global goals and four capacities via our IDL and assembly focus. We have created an interactive version of our curriculum rationale to support family and community members to deepen their understanding of what we aspire to achieve through our daily words and actions at Botriphnie Primary. Zones of Regulation has been embedded this session to empower our learners to recognise their emotions and apply strategies to ensure they are in the ‘green zone’ and ready to learn, almost all of the time. As a result, almost all learners are eager and active participants in their learning and interact well during lessons. Teachers report zones of regulation is supporting the school’s bucket filling philosophy. This session we have introduced ‘Glasgow Wellbeing Profile’ as a tool to measure HWB and support target setting. Teachers, with support staff, continue to explore, develop and demonstrate a commitment to play pedagogy in order to meet the needs and interests of children in the early stages in a multi-composite class. All staff participated in CLPL to develop their understanding of play pedagogy, working to implement ideas and strategies and provide a high quality play based curriculum. Staff are currently planning for play beyond early stages providing opportunities for pupil led self-directed learning. This is at the early stages and will continue to be an area for development next session. The whole school community demonstrate a commitment and enthusiasm for outdoor learning and work together to not only improve our playground but also provide high quality resources. Parent Council intend to support via fundraising and parent participation next session.

Next Steps

- Develop leadership opportunities across the school-with all children accessing leadership opportunity –either through leading play or involvement in one of the leadership groups- RRSA, Play Leaders, Forest Schools Leaders, Reading Stars
- Continue to develop playful learning across the school-building on Play Pedagogy CLPL, moving to SDL from P3
- Improve the quality of teaching across the school through TLC focusing on ‘Power Up Your Pedagogy’ 12 x sessions



Priority 3

Raising Attainment in Numeracy

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Curriculum
- Empowering leadership at all Levels
- Closing the poverty related attainment gap

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|---|---|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | <input type="checkbox"/> 3.3 |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Throughout session 22/23, our PT continues to lead the ASG Numeracy Pedagogy Group develop an ASG approach to assessment supporting the moderation process. All teachers have been able to provide feedback to Numeracy Pedagogy Group leaders to support the creation of a finalised ASG assessment bank and marking key. This is supporting staff to make more confident professional judgments, based on a shared understanding of standards and expectations. Botriphnie Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers. This is shared with parents to provide more detailed data around progress and next steps to support partnership working. P7 data will be shared with KGS this session to support an effective transition. Teachers tell us using the ASG assessment bank is key in improving learning and teaching. 'Cold' Assessments are used consistently across the school to explore students' prior knowledge and activate relevant schemata. 'Hot' assessments are used to assess progress and evaluate the impact of learning and teaching. Learners are fully involved in the process of assessing impact. The assessments are motivating them to take ownership of their learning. They are clear about where they are in their learning (E3, F1, etc) and able to see the progress they are making. This session we have been piloting the use of a new 'Problem Solving' resource to support the 'application' of numeracy skills. This is a 'next step' across the ASG as we continue to develop a high quality assessment programme to raise attainment in numeracy and maths. All staff benefited from participation in an ASG Moderation Event where our ASG Numeracy Pedagogy Team shared resources to support effective learning and teaching. We have two staff members who have undertaken QAMSO training this session (personal CLPL) and are supporting ASG moderation within this role.

Next Steps

- PT to continue to Lead ASG Numeracy Pedagogy Team
- Continue to moderate resources created by Numeracy Pedagogy Team-building ASG approach
- Further develop the use of problem solving resources-to measure 'application' to develop conceptual understanding alongside procedural fluency
- Support learners to track numeracy strategies they know and are able to apply- to develop conceptual understanding alongside procedural fluency
- Ensure all learners build a numeracy and maths profile, including newly developed pupil strategy books, to support transitions and continued progress



Botriphnie Primary School

Standards and Quality Report: Review of Session 2022-2023