

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	96.47%	0	0	22%	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 has an Acting Principal Teacher (appointed March 2024) and our SFL teacher has been absent long term.



- 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. Children have been learning about sustainability through regular visits to local bee hives. This has been arranged through parental and wider community support. Drummuir Estate has supported Botriphnie Primary to benefit from/ get involved with ‘Scottish Invasive Species initiative (Mink monitoring) this session.
- The school has an active Parent Council and benefits from strong parental and community involvement. At a 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 Sports 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 2023-2024

Priority 1-Raising Attainment in literacy

- ⦿ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing based on change in pedagogical approaches
- ⦿ The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy

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:		
<input type="checkbox"/> Placing human rights and needs of every child and young person at centre <input 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 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	<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 checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information	<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	<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	<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	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

Our pupil led improvement group 'Reading Stars' continue to work towards 'Reading Schools' accreditation through implementation of their action plan. As a result, we continue to build and sustain a whole school reading culture to support and raise attainment in literacy. In May 2024, Botriphnie Primary achieved Silver Reading Schools Status and our ACEL data demonstrates we are sustaining and raising attainment in reading with all learners achieving expected milestones in P1, P4 and P7 this session. We manage resources well, planning a refreshed reading curriculum, through the purchase of up to date reading scheme. Already, pupils tell us the resources are supporting increased enthusiasm and motivation for reading sessions. Maximising new resources will continue to be a focus of next session's literacy attainment journey with a focus on family learning, specifically guided reading. In writing, we continue to build on last session's professional learning and are in our second session of reviewing, refreshing and implementing a new writing curriculum, in line with our informed awareness of current educational thinking. To support this process, resources have been purchased to refresh our whole school approach and steps have been taken to create levelled progressions for each text type as well as whole school overview. We have been able to do this for five text types this session and have developed whole school teaching resources to support. All staff report feeling more confident in teaching writing as a result of the whole school professional learning and collaboration to produce termly plans, with a renewed focus on the four contexts for learning. To support staffing changes, team teaching and opportunities for modelling of approaches have been successful in supporting professional learning. Children report the approach is supporting them to produce more high quality pieces of writing, demonstrating a developing ability to articulate word levels and sentence levels decisions they have made, based on teaching input.

Next Steps

- Continue with Reading Schools accreditation programme- to focus moving from silver to gold outcomes-main action points being partnership working –engaging parents and pupils with new reading material and family learning sessions to promote guided reading at home and in school.
- Continue to create resources and programmes to match professional learning –improving quality of teaching in writing to raise attainment –creating balanced writers who can make word levels and sentence level decisions. Measurement- tracking system to be created and piloted next session. More genres to be developed with appropriate resources.
- 'Pruning' whole school spelling approaches in line with assessment data to provide even more support and challenge
- Listening and talking assessment calendar



Botriphnie Primary School

Standards and Quality Report: Review of Session 2023-2024

Priority 2-Children's engagement and leadership of their own learning

- Teachers will be able to improve and talk confidently about their pedagogical approaches based on fundamental principles and practices of well researched grounded pedagogy.
- Learners will experience high quality teaching across the 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 checked="" type="checkbox"/> 2.1 | |
| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | <input checked="" type="checkbox"/> 3.1 |
| <input checked="" type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4 | <input type="checkbox"/> 2.4 | <input type="checkbox"/> 3.3 |
| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
| | <input type="checkbox"/> 2.6 | |
| | <input type="checkbox"/> 2.7 | |

Progress and Impact

Across our paired school community, there is a strong ethos of professional engagement and collegiate working to improve learning and teaching, building on previous knowledge and understanding. All teaching staff have invested in sustaining a collegiate learning culture through collaborative practitioner enquiry, with a focus on 'Power Up your Pedagogy'. All teachers have engaged in seven professional learning sessions focusing on up levelling their teaching toolkit. All staff have been able to report back to our pedagogy team on changes to their practice and impact for future practice, retaining clear records of changes to their thinking and links with previous CLPL. Peer learning opportunities have, and will, continue to be a priority within collegiate time. This session, teachers worked together to create a peer observation toolkit to support continuous improvement and sustain our practice. This has been piloted this session to evidence improvement for learners and measure practitioner progress using Botriphnie's Learning Pit. Our shared language for progress has been promoted within the whole school community via the creation of an interactive display. The pit (based on previous professional learning linked to SOLO taxonomy) has helped teachers to improve approaches to learning and teaching and increase learner engagement, measured through peer observations. All teachers report that they feel more confidently able to talk about their pedagogical approaches and can make links between previous research and professional learning activity. Botriphnie's Learning Pit empowers children to have a say in the quality of their learning experience and how to improve. It is effectively promoting a whole school approach to measuring progress leading to sustainable improvement in learning and wellbeing. Next, we will be increasing peer observations with a focus on measuring, more accurately, learning engagement.

Next Steps

- Continue to develop leadership opportunities across the school-with all children accessing leadership opportunity –planning for my learner choice in leadership experience and focus to increase motivation.
- Power Up- still have to complete 4 elements –professional learning withinn24/25.
- Continue to improve, build and sustain the quality of learning and teaching across our school(embedding the 'Power Up Your Pedagogy' approach) using peer observation toolkit and interactive whole school approaches to #What we learn and #How we learn- Digital Profiling
- Provide opportunities for individual professional learning through revisiting specific areas as a result of self and peer evaluation.



Botriphnie Primary School

Standards and Quality Report: Review of Session 2023-2024

Priority 3-Raising Attainment in Numeracy

- ⦿ Building an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy.
- ⦿ Learners to experience increased support and challenge within their numeracy curriculum.

Key links to Moray Education Priority Area(s):

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

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Progress and Impact

Teachers continue to build an ASG approach to learning, teaching and assessment supporting the moderation process throughout session 23/24. The numeracy pedagogy team has created: 'A How to Administer Assessments Guide', completed most third level assessments, started to create a bank of application tasks and completed strategy booklets to track numeracy strategy development. Botriphnie Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers for the last three sessions. This is supporting data driven dialogue around progress and attainment over time. Teachers report increased confidence levels and can articulate how their planning is more responsive using assessment results. To support partnership working, this is shared with parents via reports and reflection jotters to provide more detailed data around progress and next steps. This session, the ASG is in a position to share P7 data to support an effective numeracy 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 and take responsibility for the progress they are making. Learners can articulate whether their numeracy and maths lessons have had the 'goldilocks' effect and set targets based on performance. 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 at first level. We recognise that application of numeracy and maths skills will continue to be a focus of our moderation activity as will further development of numeracy profiles to include tracking strategy development.

Next Steps

- Continue to moderate resources created by Numeracy Pedagogy Team-building ASG approach –third level assessment focus
- Further develop and moderate a bank of 'application' tasks to develop conceptual understanding alongside procedural fluency
- Pilot use of the second level Problem Solving resource in Newmill at Botriphnie
- Support learners to track numeracy strategies they know and are able to apply- to develop conceptual understanding alongside procedural fluency –carefully consider systems for this as part of collegiate time.
- Ensure all learners build a numeracy and maths profile to support transitions and continued progress –use strategy booklets and overviews with pupils
- Opportunities for family learning – Use addition and subtraction strategies with parents –open evening –design some activities to develop whole school under of strategies.