

### School Context and Overview

Roll	Physical Capacity	Functional Capacity	Attendance	Exclusions	LAC	ASN pupils	SIMD profile	Staffing	Vacancies
21	66	50	95.47%	0	2	33%	7	1	Full time PT

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 21 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 Drummur 21 and Drummur 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 visits to local bee hives. This has been arranged through parental and wider community support. Drummur 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 demonstrates community affiliation. As a result, all parents and a wide range of community members attend events such as Christmas Concerts at Botriphnie Parish. All parents are supporting a celebration event in June 2025 to mark 150 years of Botriphnie Primary School. 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. We have been awarded a new shed to store PE and outdoor learning equipment. This session, parents nominated Botriphnie Primary as 'School of the Year'. We were delighted to have been shortlisted for Moray and Banffshire Hero Awards.





# Botriphnie Primary School

## Standards and Quality Report: Review of Session 2024-2025

### Priority 1

Third year of building and sustaining a reading culture to raise attainment in literacy. Second year of refreshing our writing curriculum to raise attainment in writing.

#### 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 type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carers involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input type="checkbox"/> School and ELC Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity <input type="checkbox"/> <u>P2</u> : Tackling child poverty <input type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing <input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support <input type="checkbox"/> <u>P5</u> : Improving CECYP outcomes	<div> <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           </div> <div> <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           </div> <div> <input type="checkbox"/> 3.1  <input checked="" type="checkbox"/> 3.2  <input type="checkbox"/> 3.3           </div>

### Progress and Impact

Botriphnie Primary School continues to benefit from the work of the pupil leadership group 'Reading Stars.' Together with parents and partners, they work towards Reading Schools' accreditation through implementation of a clear strategic action plan to implement change. As a result, we continue to build and sustain a strong whole school reading culture to support and raise attainment in literacy, with reading for pleasure at the heart of our approach. In February 2025, Botriphnie Primary achieved Gold Reading Schools Status. As a result of 'Reading School' activity, almost all children identify as readers and are able to choose and find books they enjoy. We now recognise and reward pupil and family reading achievement to sustain motivation. Reading is important within our school community and there are safe and comfortable places for our children to read, as well as access to books throughout our community. Across the school, almost all children attain national levels in reading. In writing, there is evidence all children's narrative and storytelling skills are developing as a result of their exposure to stories and books. 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 professional judgments and clarify expectations around standards, we have been creating levelled progressions for each text type and creating a bank of moderated pieces of pupil work to exemplify expectations at each level for three genres. All staff report to feel more confident in their professional judgment. The majority of children demonstrate a growing ability to identify key features of genres. Most children demonstrate a clearer understanding of the levels they are achieving in writing through the introduction of 'cold' and 'hot' assessments this session. All teachers report to have a clearer understanding of how to provide feedback to move learning forward. As a result, most children are developing their ability to set appropriate targets within a variety of genre (exposition, discussion, recount). The majority of children report the approach is supporting them to produce more high quality pieces of writing, demonstrating a developing ability to articulate word level and sentence levels decisions they have made, based on teaching input.

### Next Steps

- Continue to develop our writing curriculum through listening and talking –there has been a delay in accessing new listening and talking resources to support 'talk for writing' – impacting on progress within this area of literacy- review use of Daily 5 to develop talk for writing
- Continue to create our bank of moderated pieces of pupil work to exemplify expectations at each level- remaining text types. Use these to continue to support learners to develop skills to self and peer assess- supporting target setting and progress-aiming to move to almost all
- Develop holistic assessment- more opportunities for children to apply writing skills- create a bank of visuals to support
- Spelling Data demonstrates a greater need to - focus on tools- early intervention to support tools for writing through a focus on parental engagement in 25/26 at P1 and P4



# Botriphnie Primary School

## Standards and Quality Report: Review of Session 2024-2025

### Priority 2

*Second year of enquiry based approaches to establish a shared understanding of what makes great teaching (PUP).*

*Aim- All learners develop and become confident in the use of vocabulary to describe their learning.*

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### Progress and Impact

Botriphnie's Interactive Learning Pit was launched in Oct 2024. It empowers all 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. Throughout 24/25 we continue to develop a sustainable approach to ensuring UNCRC Rights sit at the heart of school life via the introduction of 'Ria the Rights Rabbit'. As a result, our evaluation of wellbeing tells us that almost all children feel they learn in a safe and inspiring place, where they are respected, their talents are nurtured and they are able to thrive. All learners are able to identify and describe their learning qualities, using ninjas, to articulate progress and achievement. Parents are now routinely sharing personal achievements, using our shared language, as documented in monthly Botriphnie Blether. Teachers continue to commit to professional learning through a focus on 'Power Up Your Pedagogy'. As a result of professional development activity, all teachers have developed their understanding of the stages of 'practice', how this links to solo taxonomy and how we can use this to support independence in learning across all stages. As a result, most learners feel empowered to influence and participate in decisions about approaches relating to 'how' they learn as well as to describe the progress they are making with 'what' they are learning via the use of 'the learning pit' and the PUP differentiation grid. Almost all learners report on whether learning experiences achieve the 'goldilocks effect' and demonstrate a growing ability to identify next steps using learning pit. Teachers identify individual professional learning needs and take part professional learning to improve their practice. All staff have taken part in professional learning this session to support transition to digital profiling from Moray LearnTech Team. Digital Profiles for each pupil have been created and a learning session for pupils planned to track progress through the pit across the four contexts. Pupils have started to add learning experiences with achievements to build a profile of progress.

### Next Steps

- Next – continue to develop learner participation and ownership via the development of digital profiles. This aim is to document progress, across the four contexts, using individual profiles to record attainment and achievement over time- throughout 25/26.
- Continue to improve, build and sustain the quality of learning and teaching across our school (commitment to 'Power Up Your Pedagogy') using peer observation toolkit and pedagogical coaching. Whole school focus to ensure our vision is a sustainable reality- focus next session will be:-Expectations, Behaviour and Relationships- focus on use of non-verbal cues, Questioning, Spotlight Assessment, Plenary Review.



# Botriphnie Primary School

## Standards and Quality Report: Review of Session 2024-2025

### Priority 3

Summary of Priority: **ASG approach to raising attainment in numeracy**

- ⦿ All staff to make effective use of data to inform learning, teaching and professional judgements.
- ⦿ All learners to experience increased support and challenge within their numeracy curriculum.

#### Key links to Moray Education Priority Area(s):

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- ☐ Empowering leadership at all Levels

- ☒ Curriculum
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### Progress and Impact

Botriphnie Primary School now hold individual data tracking attainment and progress across all maths and numeracy organisers for the last four sessions. This session, the ASG spreadsheet has been updated further, based on teacher feedback, to support teacher professional judgement at ASG level. 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

- Develop our curriculum to ensure children are offered the opportunity to problem solve through rich tasks- via play pedagogy. Develop curriculum offer to provide all learners with the opportunity for creativity and enjoyment whilst reinforcing the use of mathematics in the outside world.
- Moderation- planning for high quality assessment -Plan to create holistic assessments across early and first level- thinking about the role of play pedagogy.
- Ensure all learners build a numeracy and maths profile to support transitions and continued progress –use strategy booklets and overviews with pupils
- Mirror Reading Schools success- consider- how do we promote and celebrate success and achievement with numeracy and maths?