

Summarised inspection findings

Banchory Primary School

Clackmannanshire Council

17 December 2024

Key contextual information

Banchory Primary School is a non-denominational school serving the town of Tullibody in Clackmannanshire Council. At the time of inspection, the school roll consisted of 126 children across eight classes. The headteacher has been in post since 2019 and is supported by one deputy headteacher and two principal teachers, one of whom works four days a week. There are 11 full time equivalent (FTE) teaching staff and 6.5 FTE support staff. Staffing levels across the school are high, resourced through Pupil Equity Funding (PEF) and local authority enhanced staffing.

A majority of children live in Scottish Index of Multiple Deprivation (SIMD) quintile one.

There have been no exclusions in the last year. The school reported that 48% of children have additional support needs.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All staff know children and their families well and good relationships are evident between staff and children across the school. Most children are positive about their school and enjoy learning. The relationship framework, developed by staff and parents, supports children to develop respectful relationships with each other. Staff use a nurturing approach which results in children learning in a calm and supportive environment. Clackmannanshire Support Services provide staff with strategies to support children's social and emotional difficulties effectively. As a result, children across the school behave well. Children interact well with each other and are polite to staff and visitors. They use calm spaces and resources when required to regulate their emotions and maintain a focus on their learning. However, a few children report that they do not feel safe in school and that not all children respect each other.
- In a majority of classes, children are engaged and enjoy learning and teaching appropriate to their learning needs. However, this is not consistent across the school. In a few classes, children experience whole class lessons. As a result, children are not actively engaged in their learning as lessons are often not at the right level of difficulty for all. Teachers should now ensure that they differentiate learning and teaching appropriately. The headteacher and staff have developed a toolkit to help improve approaches to high-quality learning and teaching. This is at an early stage of implementation but is beginning to improve approaches to learning and teaching across the school. As planned, staff should work together to share good practice across the school.
- In the majority of lessons, staff share the purpose of learning with children. Staff should now involve children more frequently in identifying how they will know that they have been successful. In the majority of lessons, staff provide clear explanations and instructions. Staff should develop further their use of questioning to extend children's learning. In a few lessons,

teachers provide effective verbal and written feedback. This is beginning to help children make better progress in their learning, particularly in writing. In the majority of lessons, children have some opportunities to work in pairs and small groups to undertake practical activities. However, in too many lessons the learning is teacher directed resulting in some disengagement in learning. Overall, teachers should increase the pace of learning. Staff should review the effectiveness of the smart start, snack and story time to ensure all learning time in school is used effectively.

- Children have access to expansive school grounds. A majority of staff are not yet using these effectively. Staff should now review the planning of outdoor learning to ensure children develop skills in a planned and progressive way. The leadership team and staff have taken steps to improve how children learn through play in primary 1. Staff should engage further with national practice guidance and professional learning to inform the continued development of play-based learning for younger children. This should support staff to develop the play environment, provide experiences that challenge individuals, and develop further their interactions with children.
- In a few classes, children use digital technology as a regular feature of their learning experiences. The school have achieved a digital schools award for their work in this area. In the classes where it is used regularly, children are motivated and engaged in their learning. Staff are beginning to share good practice in digital learning across the school to help motivate and engage learners.
- The leadership team have recently introduced a wider range of standardised and summative assessment for literacy and numeracy across the school. Staff have engaged in professional learning in how to develop high quality assessments to measure children's progress. There remains work to be done to ensure information from assessment directly informs learning and teaching in all classes. Teachers should continue to engage in the local authority moderation activities to develop a shared understanding of children's progress through Curriculum for Excellence (CfE) levels.
- In a few classes, staff capture examples of children's work, achievements and assessment information in individual folders. In the majority of classes, staff use an online tool to inform parents of children's learning. However, parents would like more information about their children's progress and would like to reinstate homework across the school. The majority of children have opportunities for self and peer assessment, particularly in writing. As planned, staff should extend these opportunities across the curriculum. This should support children to understand better what they do well and what they need to do to improve.
- As a result of a recent local authority support visit, the school have recently improved their approach to planning learning and tracking children's attainment. Staff now plan in a more streamlined way using progression pathways for literacy and numeracy. This is helping ensure progression in learning is clearer. The headteacher should now ensure staff plan more effectively to meet the needs of cohorts of children and integrate ongoing assessment opportunities more effectively. This would support teachers to better challenge and support the wide range of learners in class.
- Staff meet with the headteacher termly to discuss children's progress in relation to literacy and numeracy. As a result, they identify effectively children who would benefit from additional support in their learning. The support for learning teacher plans a range of interventions to support children's needs, for example, phonic revision programmes, spelling programmes and number revision. The support for learning teacher reviews the impact of planned interventions to ensure improved outcomes for learners. As a result, children who require additional support

in their learning are making good progress. The leadership team should review the use of flexible learning arrangements. They should consider making use of alternative learning spaces within school for some children who find accessing a class all day challenging.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, attainment in literacy and numeracy is satisfactory. A majority of children across the school achieve appropriate CfE levels in literacy and numeracy. A few children across the school could be achieving more. Children who require additional support with their learning are making good progress towards their individual targets.

Attainment in literacy and numeracy

- Overall, most children are making satisfactory progress in literacy and English.

Listening and talking

- At all stages, a majority of children are sociable and talk about their thoughts and opinions clearly, appropriate to their age and stage. The majority of children at early level follow instructions and share experiences within a small group. A majority of children at first and second level contribute their ideas and opinions to group and class work. At all stages children could improve their listening and turn taking skills during class discussions. Children across the school are not yet confident in using the skills of talking in groups, presenting to an audience or taking part in debates.

Reading

- Across the school, reading for enjoyment is promoted and all children have access to high quality reading material. Most children speak positively about the range of reading books in classrooms and in the school library 'Book Nook'. A majority of children who have achieved early level, use their knowledge of sounds, letters and patterns to read words. They are beginning to read familiar texts with expression. At first level, the majority of children read aloud familiar texts fluently and a few use expression well. They talk confidently about their favourite books and the key features of their chosen texts. They identify the difference between fiction and non-fiction books. A majority of children at first level summarise and answer evaluative questions about the texts. At second level, a majority of children read with fluency and answer a range of literal and inferential questions about texts. They explain their preferences for texts and authors by referring to genres and select novels as their reading texts. Across the school, there is scope to develop children's reading skills at a faster rate using text appropriate to their reading ability.

Writing

- A majority of children who have achieved the early level use their knowledge of letters and sounds to spell familiar words and attempt to write sentences using punctuation accurately. Children who are working towards the early level should be developing writing skills at a faster pace. All children at early level would benefit from more opportunities to write across the curriculum and through play to further develop their skills in writing independently. At first level most children have made satisfactory progress with their writing as a result of a new

structured writing program. The majority of children write independently and punctuate sentences accurately. At second level the majority of children write for a variety of purposes such as personal and imaginative writing. Most children at first and second level are not clear on what their next steps are to help them improve their writing. Children across the school would benefit from increased opportunities to write extended texts independently on a more regular basis. They need support to improve the overall quality of handwriting and presentation of written work.

Numeracy and mathematics

- Overall, most children are making satisfactory progress in numeracy and mathematics.

Number, money and measure

- Almost all children at early level create repeated patterns. Children who have achieved the early level recognise the symbols for the four operations. Most children count up in fives and in tens to 100. A majority of children at first level are confident in adding and subtracting two-digit numbers and finding simple fractions of a whole number. However, they lack fluency in recalling times tables facts. They are not yet confident in multiplying and dividing two digits by one digit. At second level, children confidently use the four operations to solve problems. However, they lack confidence in multiplying and dividing large numbers. They have a good understanding of fractions, decimals and percentages. At all stages, staff should regularly revisit previously taught concepts and improve mental agility. Across the school children show limited understanding in the use of measure.

Shape, position and movement

- Children who have achieved early level correctly identify two-dimensional (2D) shapes and most three-dimensional (3D) objects and a few could identify their properties.
- Most children at first level use mathematical vocabulary correctly to describe the names and properties of 2D shapes and 3D objects. Children at second level have a good understanding of angles. They calculate the perimeter of shapes but lack confidence in calculating the area of simple shapes.

Information handling

- At early and first level, children have very little understanding of collecting and displaying information on graphs. At second level children collect data using appropriate methods, create bar charts and line graphs and analyse this information effectively. Older children should extend their skills through the effective use of technology to support their data collection and analysis.

Attainment over time

- Overall, attainment over time shows satisfactory but improving attainment over recent years in literacy but less so in numeracy. Recently, staff have focused on improving pedagogy in the teaching of writing. This is helping improve children's progress. Support for learning staff are implementing targeted action which supports children to make steady progress in recognising sounds, reading and number. Senior leaders and staff should ensure the information gathered is used effectively to address gaps in learning timeously. Overall, the leadership team should use the tracking of attainment to create a strategic overview of how to raise attainment and measure progress over shorter timescales.
- Attendance is in line with the national average. The leadership team monitor the attendance of children to identify those who are falling below 90% attendance. They plan interventions to best support individuals and their families to improve attendance. This includes working effectively with the attendance and welfare officer and the home school link officer. They build relationships and work with families to maximise attendance. Staff make good use of

the breakfast club to encourage children to have a soft start to school. They have worked well with parents to reduce the cost of the school day to ensure all children can participate fully in the life of the school. These approaches are beginning to impact positively on improving the attendance of a few children who have difficulty attending school.

Overall quality of learners' achievements

- Across the school most children have a wide variety of opportunities to develop a range of skills through opportunities such as Value Ambassadors, Banchory's Got Talent and enterprise activities. The majority of children develop their leadership skills well through pupil leadership groups, such as Reading Champions, Eco Warriors and Glee club. A few children are developing leadership skills by completing awards such as the Hi-5 and Dynamic Youth Award. Older children develop their confidence and skills such as communication, teamwork and co-operation through links with local business, sports clubs and community groups.
- The majority of children are involved in sports events organised by teachers, Active Schools Scotland and Alloa Wasps. This helps them become healthier, improve their fitness and develop their teamwork skills. The school has achieved a second national sports award.
- Teachers celebrate children's achievements during whole school weekly assemblies, boosting self-esteem and confidence. Parents share achievements from home through the shared digital platform promoting positive home school links. A next step for staff is to track children's wider achievements more thoroughly and link this to a skills framework. This will help children have a greater understanding of the skills for learning, life and work they are developing.

Equity for all learners

- The headteacher and staff know the needs of their children and families well. They understand the socio-economic challenges in their community. Staff work closely with the Parent Hive to support families providing access to recycled uniform, dressing up outfits, Christmas jumpers and subsidising school trips. In partnership with Alloa Wasps, they provide a breakfast and after school club to support children and families. These are helping to provide equity of opportunity for all children.
- The leadership team use PEF appropriately to implement a range of interventions to support targeted children to improve their learning and social and emotional wellbeing. Staff provide children with a range of out of school learning, for example, the P7 residential trip and a skiing trip. The school supports parents meet the cost of these outings to allow all to participate. The local authority has also provided significant additional staff to support the school meet the needs of all learners. Senior leaders should strengthen further approaches to gather evidence on the impact of PEF on targeted children. They should take steps to show how they are raising attainment and accelerating the progress of children adversely affected by their circumstances. The headteacher consults and informs parents on the PEF spend annually.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole-school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and the school meals provider. Aspects of good practice were identified in relation to food and health promotion in the school.
- All children receive their full entitlement to two hours high-quality physical education each week.
- All children receive their entitlement to learn 1+2 modern languages. Children learn French from P1-7 and Spanish from P5-7 in a planned and progressive approach as they move through the school.
- Children receive their entitlement to Religious and Moral Education in line with national expectations.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.