

# Bannockburn Primary School, Autism Provision and Nursery



## Standards & Quality Report for 2018/2019

**Bannockburn Primary School, Autism Provision and Nursery  
Standards and Quality Report  
June 2019**

At Bannockburn Primary School, our learners are at the centre of everything we do. We promote our school values with PRIDE- Positivity, Respect, Integrity, Determination and Enthusiasm. We believe these values are central to achieving the aims of the school and are an important part of life at Bannockburn.

In line with Curriculum for Excellence and Stirling Council, the vision that we have for our school and nursery is one of high achievement, attainment, ambition and inclusion. We strive for excellence and equity in all that we do.

In line with Scottish Government aims for Scottish learners, the core aim of our school and nursery is to ensure that all our learners develop the skills of successful learning, confidence, responsibility and the ability to contribute effectively in a variety of settings.

We aim to do this by providing the highest quality learning and teaching within a nurturing, supportive and challenging learning environment. We have an agenda of continuous improvement which can only be achieved through very effective partnership working with all our stakeholders. This report forms part of Stirling Council's commitment to providing high quality services and ensuring continuous improvement in these services.

The Standards and Quality Report for 2018-2019 is a summary of the performance of our Nursery, Autism Provision and School with specific reference to the priorities we set ourselves in May 2018. The report also highlights our intended next steps to ensure progress.

Our progress and achievements are the result of the enthusiasm and commitment of children, parents and staff who work very effectively in partnership to ensure the very best learning and teaching opportunities and experiences for all.

We have considered priorities for the school year ahead in the light of:

- learner outcomes as identified in standardised assessments and ongoing formative classroom assessments
- outcomes from our own monitoring and evaluation
- consultation with staff, learners, parents/carers and partner agencies

In May 2018 we set ourselves the following strategic priorities:

School-

- To enhance the teaching of numeracy and mathematics leading to improved learning experiences for all children
- To develop a more consistent approach to the teaching and assessment of writing
- To enhance the digital literacy learning opportunities for all children across the school and nursery
- To improve children's wellbeing and learning by improving and developing parental engagement

Nursery-

- To develop a more consistent and approach to monitoring and tracking of Literacy and Mathematics and Numeracy using the Benchmarks and Milestones
- To develop children's understanding of their health and wellbeing by embedding the language of the wellbeing indicators in daily practice
- To support children, parents, families and staff through the transition to extended provision

Autism Provision-

- To develop a more consistent and approach to monitoring and tracking in Literacy and Mathematics using the Benchmarks and Milestones.
- To improve children's wellbeing and learning by improving and developing parental engagement through consultation to develop Family Time opportunities

The following details the progress we have made:

**Review of Progress for session 2018-19  
Standards and Quality Report**

<p><b>School Priority:</b> To enhance the teaching of numeracy and mathematics leading to improved learning experiences for all children</p>	
<p><b>National Improvement Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<p><b>HGIOS4 Quality Indicators and HGIOELC</b></p> <p>2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement</p>
<p><b>Key Drivers for Improvement</b></p> <ul style="list-style-type: none"> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> </ul>	<p><b>Integrated Children's Services Plan Outcomes</b></p> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> </ul>
<p>Progress</p>	<ul style="list-style-type: none"> <li>Analysis of SNSA undertaken for P1 showed that in numeracy 9% of learners were Band 6 and above. There were no learners in Band 1.</li> <li>Analysis of SNSA undertaken for P4 showed that in numeracy 2% of learners were Band 9 and above. 12% of learners were Band 4 and below.</li> <li>Numeracy team created Early, First and Second Level PowerPoints for daily numeracy challenges to develop mental maths.</li> <li>All staff encouraged to use the PowerPoints as part of their daily numeracy routine.</li> <li>TJ Mental Maths also booklets provided to support staff with daily mental maths activities.</li> <li>Active mental maths resources have been bought to ensure all classes have access to necessary resources.</li> <li>Numeracy home learning bags have been created for Early and First Levels and issued to families in P1-3.</li> <li>All teaching staff have participated in CLPL undertaking focusing on moderation of numeracy.</li> </ul>
<p>Impact</p>	<ul style="list-style-type: none"> <li>PowerPoints have supported new staff developing their confidence in teaching numeracy. One probationer shared positive project for Professional Enquiry.</li> <li>ACEL data showing an increase in attainment in comparison to last year for Primary 1 and Primary 7. Dip in attainment evident at P4</li> <li>Extremely positive feedback received from parents on the home learning bags provided: <ul style="list-style-type: none"> <li><i>Brilliant pack with lots of different fun ways to improve numeracy skills, enjoyable for everyone in family to get involved.</i></li> <li><i>The pack was very helpful. F enjoyed using the materials in the pack to help her learn more.</i></li> <li><i>Fantastic for all the family to sit down and try all the different numeracy challenges. B enjoyed showing us how he has been learning in class.</i></li> </ul> </li> <li>Learners are very engaged and enthusiastic about the packs. They are keen to share their learning at home and find the packs "fun to use."</li> <li>Staff benefitted from professional dialogue and sharing practice opportunities.</li> </ul>
<p>Next Steps</p>	<ul style="list-style-type: none"> <li>Increase number of numeracy home learning packs available</li> <li>Rollout of Numeracy home learning packs for Second level</li> <li>Research Big Maths and Heinemann Active Maths to support further development in Numeracy</li> <li>Track and monitor progress of P4 cohort to reduce gaps in attainment</li> </ul>

**School Priority:**

To develop a more consistent approach to the teaching and assessment of writing.

**National Improvement Priority**

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.

**HGIOS4 Quality Indicators and HGIOELC**

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 3.2 Raising attainment and achievement

**Key Drivers for Improvement**

- Teacher professionalism
- Assessment of children's progress

**Integrated Children's Services Plan Outcomes**

- The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.

**Progress**

- Writing assessments from 2017/18 reviewed and amended
- Writing assessments for Early, First and Second Levels rolled out in August 2018
- All staff engaged with use of writing assessments for using across the session.
- Read, Write Inc. introduced across Early Level in Primary 1
- Free Start (Read, Write Inc. follow on) being used to support individual learners from P3-P7 through targeted support.

**Impact**

- Writing assessments ensure progression through the levels and staff confidence has grown.
- Key aspects identified which become the focus for further writing lessons.
- Primary 1 learners have been ready to write more quickly and write with better accuracy, fluency and at more length than with the previous resource.
- Analysis of SNSA undertaken for P1 showed that in literacy 9% of learners were Band 6 and above. There were no learners in Band 1.
- Analysis of SNSA undertaken for P4 showed that in writing 0% of learners were Band 9 and above. 14% of learners were Band 4 and below.
- Primary 1 staff have shared that their children are producing high quality pieces of writing and are more able to transfer their skills to other aspects of learning. The learners are writing confidently and without support.
- Improved attainment in P1 writing.
- ACEL data showing an increase in attainment in reading and writing in P1 compared to June 2018 attainment.

P1	Reading	Writing
Jun -16	67%	67%
Jun -17	80%	63%
Jun-18	74%	68%
Jun-19	80%	72%

**Next Steps**

- Development of Literacy packs to support home learning
- Rollout of Read, Write Inc. to Primary 2 with more staff being trained
- Refocus teacher use of Literacy World across First and Second Level to ensure consistent and progressive learning and teaching

<b>School Priority:</b> To enhance the digital literacy learning opportunities for all children across the school and nursery	
<b>National Improvement Priority</b> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<b>HGIOS4 Quality Indicators and HGIOELC</b> <ul style="list-style-type: none"> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ul>
<b>Key Drivers for Improvement</b> <ul style="list-style-type: none"> <li>Teacher professionalism</li> <li>School improvement</li> </ul>	<b>Integrated Children's Services Plan Outcomes</b> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>CLPL sessions for staff on the use of Google Classrooms, Micro:bit, Kahoot and Scratch.</li> <li>Chromebooks purchased for allowing increased access for all classes.</li> <li>Chromebooks effectively used to support learning at all levels.</li> <li>Visualisers installed in every classroom – staff beginning to use to support learning</li> <li>Clicker Apps- Sentences, Docs and Connect have been installed on all the Chromebooks to provide further opportunities for enhancing literacy across the school.</li> <li>Digital Leaders learning group met regularly throughout the year tackling many different tasks including the Brilliant Bannockburn Broadcasting News channel.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Upper Years classes have seen the impact of their teacher implementing Google classroom and Kahoot in the classroom.</li> <li>Parents positively engaged with Kahoot at a recent Family Time.</li> <li>Internet Safety presentations were made by the Digital Leaders and shared across the school leading to increased awareness of safety using technologies.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>Further CLPL opportunities to be included in the calendar for 19/20</li> <li>Monthly sessions to allow staff to share technologies, resources and ideas</li> <li>Digital Leaders to continue the work started this year</li> </ul>

<b>School Priority:</b> To improve children's wellbeing and learning by improving and developing parental engagement	
<b>National Improvement Priority</b> <ul style="list-style-type: none"> <li>Improvement children and young people's health and wellbeing.</li> </ul>	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion
<b>Key Drivers for Improvement</b> <ul style="list-style-type: none"> <li>Teacher professionalism</li> <li>Parental engagement</li> </ul>	<b>Integrated Children's Services Plan Outcomes</b> <ul style="list-style-type: none"> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> <li>Children's and young people are mentally and emotionally healthy.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>SIP group held a parent consultation and 12 parents attended the focus group. Their responses are included as Appendix 1.</li> <li>Parents shared that the school tries their best to encourage parental engagement.</li> <li>Parents indicated that they were keen to attend a variety of activities with their children.</li> <li>Sessions on cooking, engineering, art and craft, boxing and hair design.</li> <li>Display created to show parents/carers what we had done in response to their suggestions.</li> <li>A variety of partners supported Family Time e.g. NSPCC, Credit Union and Sleep Scotland. These on average are attended by approx. 70 parent/carers.</li> <li>HWB Officer also delivered a session on Sleep to the Nursery.</li> <li>Organised Parental Engagement Week in May, various activities have been offered to enhance the HWB of our parents/carers.</li> <li>Credit Union launched the Junior Savers programme. Parent volunteers engaged to lead initiative on a weekly basis which will support their CV to help get back to work.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Increased opportunities for engagement activities.</li> <li>63 parents in total engaged and feedback has been positive, stating they enjoyed the sessions, enjoyed spending time with their child and would certainly take part again and they are happy to see an increase in after school activities.</li> <li>Of the 35 who returned the evaluation questionnaire, 100% said they enjoyed the sessions. 23% recorded that they would attend this type of activity again and 77% recorded that they would like to attend similar sessions.</li> <li>HWBO attended Staged Intervention meetings and engaged with parents who have been reluctant in the past.</li> <li>HWBO has built relationships with 4 of our more reluctant parents and they are now engaging via text rather than coming in to school.</li> <li>Families Connect has proved popular with one of our own parents being trained to deliver the discussions.</li> <li>Credit Union- 7 volunteers run the Junior Savers Club. Training has taken place, volunteers have had a PVG and the savings club started on Friday 31<sup>st</sup> May.</li> <li>Parents brought on board with various events in school due to HWBO's suggestions at Staged Intervention Meetings.</li> <li>Parental Engagement week - parents have signed up for various events: Sports Day, Yoga, Fitness, Bannockburn Walks, Highland Dancing and Eco Clean Up.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>Evaluation of the parental engagement sessions with a view to expanding this next session</li> <li>Family Time - new ideas, new format to engage with more families</li> <li>Workshops - Sleep, Families Connect, Triple P/Parenting by school staff</li> </ul>

**Nursery Priority:**

To develop a more consistent and approach to monitoring and tracking of Literacy and Mathematics and Numeracy using the Benchmarks and Milestones.

**National Improvement Priority**

- Improvement in attainment, particularly in literacy and numeracy.

**HGIOS4 Quality Indicators and HGIOELC**

- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 3.2 Securing children's progress

**Key Drivers for Improvement**

- Assessment of children's progress
- School improvement
- Performance information

**Integrated Children's Services Plan Outcomes**

- The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.

**Progress**

- Literacy, Numeracy and STEM leaders have been appointed within the nursery.
- Audit of journals, planning books and care plans has taken place.
- Consultation with team/curriculum leaders to develop tracking paper work.
- Initiate new tracking paperwork/tool.
- Reflect/evaluate on progress and effectiveness of tracking method adapt if necessary.

**Impact**

- Curriculum leaders able to build more thorough knowledge of learner's progress.
- All care plans updated to include links to learning and parental consultation notes.
- SECEs developed tracking paperwork now operational and all learners in core learning groups relevant to stage.

**Next Steps**

- Adapt tracking paperwork to include the new Local Authority, Play and Learning Framework Milestones.
- Continue to monitor and evaluate.

<p><b>Nursery Priority:</b> To develop children’s understanding of their health and wellbeing by embedding the language of the wellbeing indicators in daily practice</p>	
<p><b>National Improvement Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in children and young people’s health and wellbeing.</li> </ul>	<p><b>HGIOS4 Quality Indicators and HGIOELC</b></p> <p>2.2 Curriculum 2.3 Learning teaching and assessment</p>
<p><b>Key Drivers for Improvement</b></p> <ul style="list-style-type: none"> <li>Parental engagement</li> <li>Assessment of children’s progress</li> </ul>	<p><b>Integrated Children’s Services Plan Outcomes</b></p> <ul style="list-style-type: none"> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children’s and young people are mentally and emotionally healthy.</li> </ul>
<p>Progress</p>	<ul style="list-style-type: none"> <li>Visual representation created using children’s photos/drawings, demonstrating the wellbeing indicators.</li> <li>Regular discussion of wellbeing indicators during whole nursery circle times.</li> <li>Staff to embed the language of the wellbeing indicators in to daily practice.</li> <li>Raise parental awareness of GIRFEC and SHANARRI during HWB family time.</li> <li>Wellbeing indicators evident in text around the nursery, care plans and newsletters.</li> </ul>
<p>Impact</p>	<ul style="list-style-type: none"> <li>Children are beginning to use the language of the wellbeing indicators.</li> <li>Children are beginning to recognise to the wellbeing indicators and Care Inspectorate icons.</li> <li>Staff and children beginning to use the language, i.e. “that’s an achievement!”</li> <li>Increased awareness amongst families of SHANARRI/GIRFEC through conversations and shared leaflet.</li> </ul>
<p>Next Steps</p>	<ul style="list-style-type: none"> <li>SHANARRI/GIRFEC leaflet in induction pack for new families starting.</li> <li>Continue to embed wellbeing language throughout nursery.</li> <li>Gather data through Strengths &amp; Difficulties questionnaires at each year end.</li> </ul>

<b>Nursery Priority:</b> To support children, parents, families and staff through the transition to extended provision	
<b>National Improvement Priority</b> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.2 Curriculum 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion
<b>Key Drivers for Improvement</b> <ul style="list-style-type: none"> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>Performance information</li> </ul>	<b>Integrated Children's Services Plan Outcomes</b> <ul style="list-style-type: none"> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children's and young people are mentally and emotionally healthy.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>Further development of nursery environment such as, softer lighting, outdoor lighting, sofa, folding beds etc</li> <li>Development of environmental checklists for quality assurance.</li> <li>Completion of Strengths &amp; Difficulties (S&amp;D) questionnaires at end of academic year.</li> <li>Liaise with other services to ensure vital services are maintained during school closure times.</li> <li>Work collaboratively sharing info and best practice with others in Phase 1 and those joining in Phase 2 of the expansion.</li> <li>Ongoing observations re Rhythm of the day (Leuven Scale of Engagement).</li> <li>Opportunities for family feedback regarding 1140 hours, question of the month, two stars and a wish, informal discussion during family times and parent consultations.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>More homely feel is supporting transitions such as between home and nursery, particularly in the morning. Learners present as calmer at the start and end of the day.</li> <li>Improved quality of learning environment through regular use of environmental checklists.</li> <li>S&amp;D questionnaires are helping to build data around impact of longer learning days for year 1. This is a longitudinal survey and data will be available after 3 year cycle.</li> <li>Leuven scale observations are helping to assess the rhythm of the day and impact of children being in nursery for longer periods of time.</li> <li>Practice has been adapted in response to these observations.</li> <li>Continued engagement with other services is helping to ensure smooth transition between term time and school closure periods.</li> <li>Regular contact with other settings through various methods is ensuring best practice, BLC roadshow, email, improvement partnership meetings, etc.</li> <li>Family feedback regarding 1140 hours overwhelmingly positive.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>Continued gathering and monitoring of data related to longer learning days.</li> <li>Further monitoring of environmental checklists, ensure they are being populated each week.</li> <li>Continue to seek parental views and feedback as 1140 hours fully embed through second year.</li> </ul>

<p><b>Autism Provision Priority:</b> To develop a more consistent and approach to monitoring and tracking in Literacy and Mathematics using the Benchmarks and Milestones.</p>	
<p><b>National Improvement Priority</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> </ul>	<p><b>HGIOS4 Quality Indicators and HGIOELC</b></p> <p>2.2 Curriculum 2.3 Learning teaching and assessment 3.2 Raising attainment and achievement</p>
<p><b>Key Drivers for Improvement</b></p> <ul style="list-style-type: none"> <li>Teacher professionalism</li> <li>Assessment of children's progress</li> <li>Performance information</li> </ul>	<p><b>Integrated Children's Services Plan Outcomes</b></p> <ul style="list-style-type: none"> <li>The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.</li> <li>All children thrive as a result of nurturing relationships and stable environments in their own school and community.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>Milestones and Pre-Early Milestones were copied into Excel spreadsheets along with Early and First Level Benchmarks and copied for each AP learner.</li> <li>AP Teacher Overview folders were created to bring AP staff in line with school.</li> <li>All learners completed a baseline assessment using milestones or benchmarks.</li> <li>Next steps in learning planned using milestones and benchmarks.</li> <li>More robust way to track progress in Literacy and Numeracy.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Increased staff confidence in staff planning next steps for learners as well as seeing progress over the year through using trackers.</li> <li>Improved transition between classes has been more effective as more data to share.</li> <li>All gaps in learning now indicated on tracker facilitating targeted learning and teaching.</li> <li>Increased parental awareness of progress made and next steps in learning.</li> <li>Detailed trackers ensure that the smallest amount of progressed can be tracked.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>Amend AP Teacher Overview folder contents and continue to use for 19/20.</li> <li>Create and use Excel Spreadsheets for Milestones and Benchmarks for Health and Wellbeing.</li> <li>Create an evidence of learning folder to cross reference tracking and monitoring.</li> </ul>

<b>Autism Provision Priority:</b> To improve children's wellbeing and learning by improving and developing parental engagement through consultation to develop Family Time opportunities	
<b>National Improvement Priority</b> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> </ul>	<b>HGIOS4 Quality Indicators and HGIOELC</b> 2.5 Family Learning 2.7 Partnerships
<b>Key Drivers for Improvement</b> <ul style="list-style-type: none"> <li>Parental engagement</li> </ul>	<b>Integrated Children's Services Plan Outcomes</b> <ul style="list-style-type: none"> <li>Children, young people and their families are respected as equal partners in decision making and planning.</li> <li>Children's and young people are mentally and emotionally healthy.</li> </ul>
Progress	<ul style="list-style-type: none"> <li>Parents were surveyed in June 2018 about the format of Family Time for the Autism Provision, 7 out of 11 responded, responses said they would be interested in activities linked with current topic, involving outside agencies and opportunities to chat with parents.</li> <li>Family Time activities included:             <ul style="list-style-type: none"> <li>Sleep Scotland information along with the rest of the school</li> <li>Class visits seeing Literacy themed learning and free play</li> <li>Coffee and chat session with Speech and Language Therapy and Occupational Therapy handouts.</li> </ul> </li> <li>Discussion during the year resulted in a coffee morning being arranged for families across both Bannockburn and Riverside Autism Provisions. 15 families attended this and plan to repeat next session.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>Jo Kennedy (Speech and Language Therapist) shared that the session she attended was worthwhile as parents had the chance to chat more informally as meetings are normally home visits and Staged Intervention Reviews.</li> <li>Attendance has been low, around 4 parents attended every session however only 3 of 11 parents did not attend any sessions at all over the year.</li> <li>It is noted that information is shared through Home Diaries and Twitter updates, there are three Staged Intervention Reviews held throughout the year and regular contact with parents at pick up and drop off.</li> <li>As a result of these regular contact and communication, this could explain lower attendance alongside work and sibling commitments (3 of our families have another child in their family with or pending an ASD diagnosis)</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>Improvements to current playground to allow full safe access to play with peers</li> </ul>

## Progress and impact of Pupil Equity Fund:

Last session the school was allocated £69,600 of additional funding through the Pupil Equity Fund. As a result of teacher professional judgement along with consultation with staff and parents, the following learning and teaching priorities were identified:

- To develop the early and first literacy and numeracy skills of our P1- P4 children.
- To improve the confidence of learners working with core numeracy concepts.
- To increase the emotional health and wellbeing of our children and their families.

As a result of these priorities, the school identified the following interventions:

- Continued employment of additional Support for Learning Assistants to undertake small group and individual work within literacy and numeracy.
- Employment of a Health and Wellbeing Officer (HWBO) to support learners and families with all aspects of health and wellbeing including attendance, punctuality, sleep routines, parenting support and family learning through our Families Connect programme.
- Employment of a children's Counsellor through Action in Mind to undertake individual work focusing on aspects of health and wellbeing including anxiety, bereavement and self-esteem.
- Development of a variety of after school and lunchtime clubs to support wider engagement and participation levels in a wider range of experiences e.g. music, sports, cooking, theatre and Digital Leaders.
- Development of numeracy and mental maths activities to raise attainment in numeracy.

Progress of these priorities are threaded throughout the content of the Standards and Quality Report. In terms of PEF specific interventions, we can report the following:

- Due to difficulties surrounding the availability of supply teachers to release staff to focus on the numeracy and mental maths activities, the PowerPoints were completed without using the funding available. This led to an underspend and the decision was taken to purchase a variety of numeracy resources to create Home Learning packs. These packs have been made, issued and the feedback has been extremely positive.
- There is an improvement in learner attainment in Numeracy within P1 and P7:
  - P1 8% improvement
  - P4 7% decrease \*\*\* targeted intervention for 19/20
  - P7 6% improvement
- Additional monies were also spent on Clicker Apps- Sentences, Docs and Connect. These were installed on our Chromebooks and have supported learners to enhance their learning and teaching in literacy.
- The work undertaken with additional support staff in the Early Years as well as the introduction of Read Write Inc into Primary 1, has led to an improvement in teacher professional judgement across all areas in P1:
  - Reading 6% improvement
  - Writing 4% improvement
  - Talking & Listening 4% improvement
  - Numeracy 8% improvement
- Over the course of the year, a range of after school and lunchtime clubs ran. These groups involved a variety of learners including those from families experiencing hardship. The learners were supported with resourcing and costumes for the school show, with the food required for cooking. Feedback received was very positive.
- The impact of the HWBO has been positive. She has tracked and monitored attendance of our most vulnerable learners, engaged with parents effectively and developed relationships by conducting home visits and supporting with non-attendance issues. One learner has historic low attendance despite engagement with Social Work and attended school 43% in P1, 45% in P2 and this year after positive relationships established with the HWBO, her attendance is 68% for P3.
- The counsellor was able to support 8 learners across the year. Whilst the sessions were confidential, she was able to share positive feedback, sharing that the learners opened up during their sessions and she was able to contribute to Staged Intervention meetings which provided a strong link between the school and the family.

### **Wider achievements:**

Over the course of the school year, several notable achievements occurred. These were shared with parents through social media on our Twitter and through school and nursery newsletters.

Here is a selection of our achievements:

- Participation in the Sanitary Working Group
- Two winners in the Stirling Council Reindeer Trail design competition
- Contribution to Operation Christmas Child in conjunction with our local church
- Our Primary 5 Team won the Bannockburn Athletics Festival and attended the Stirling Finals
- Bannockburn Musical Theatre Club had the opportunity to sing for the Community Council
- Hosted a special visit from Pottermus and Sky Sports News at the Christmas Carol Concert!
- Positive engagement with @Founders4School to talk about values in the workplace
- Wonderful performance from the Musical Theatre Club in Bugsy Malone
- Awarded our 5<sup>th</sup> Eco Green Flag following more initiatives particularly dog fouling
- Primary 7 team participated in the Stirling Rotary Quiz
- Celebrated World Autism Awareness Week
- Hosted Japanese visitors in conjunction with Artlink Central learning about inclusion and the Autism Provision
- One of our parents and another member of staff trained in Families Connect
- Participation in #lightondumyat for our P6 and P7 learners
- Hosted a visit from Deputy First Minister, John Swinney to share the story of staff participating in the Open University TELT initiative and how this has impacted positively on the learning and teaching of Spanish in P1 and P2
- Very good Care Inspection report from the Nursery, scoring Very Good in Care & Support and Management & Leadership.
- Supported Children in Need, Red Nose Day and our chosen charity for the year, Strathcarron Hospice

### **Comments from pupils, parents, stakeholders, staff:**

What do you like about Bannockburn Primary School?

Parents-

- *Teaching staff are very supportive of children*
- *I like that the staff are approachable and feel my children are well looked after at school*
- *All staff are very friendly and approachable*
- *Love the fact that my son is receiving the additional support that he requires*
- *I think the staff are great. Always very positive about how proud they are of our kids*
- *Caring staff and easy to approach. Love that you are proud of wider achievements*
- *Excellent staff team, approachable and caring. Supportive with children who may be struggling settling into school life*
- *Teachers energy and new ideas*
- *Family Time is fantastic, I love being able to see what my child is learning*

Learners-

- *It is filled with happiness, kindness and respect*
- *We learn new things every day*
- *The teachers are nice*

What would you suggest to improve Bannockburn Primary School?

Parents-

- *Keep using Twitter, not keen on the app*
- *More communication through the app rather than Twitter*
- *Better and quicker communication of things that are happening*
- *New playground*
- *New or refurbished building*
- *A move away from traditional behaviour management charts*
- *More insight into what is being done in class in order to allow us to support children more*

Stakeholders- *I work in partnership with Bannockburn PS on a regular basis and help support them to provide more and higher quality opportunities for their learners to take part in sport and physical activity. The success of this partnership can be seen in the fact that Bannockburn Primary School currently hold the sportscotland Gold School Sport Award*

Quality Indicator	Key Strengths	Areas for improvement
<b>1.3 Leadership of change</b>	<ul style="list-style-type: none"> <li>- SLT are supportive of staff trying new and innovative ideas leading to positive change for our school community</li> <li>- Effective leadership opportunities for all staff e.g. growth mindset, sports leaders, nurture</li> <li>- Staff actively engage in professional dialogue within Bannockburn Learning Community</li> </ul>	<ul style="list-style-type: none"> <li>- Develop use of monopoly feedback board for learners, partners, visitors and staff</li> <li>- Question of the Month introduced in school to gather more regular feedback on how we are doing</li> <li>- Encouragement of all staff members to be part of SIP groups next session</li> </ul>
<b>2.3 Learning, teaching and assessment</b>	<ul style="list-style-type: none"> <li>- Introduction of Resilient Kids into the Early Years</li> <li>- Learners positively engage with planning of learning opportunities and contexts</li> <li>- Learners engage with different forms of assessment and with evaluations</li> <li>- Proactive approach to sharing the learning</li> <li>- Variety of tools in school for the celebration of achievements</li> </ul>	<ul style="list-style-type: none"> <li>- Consistency with planning across the whole school</li> <li>- More robust assessment procedures</li> <li>- Support older learners with Resilience Kids</li> <li>- Develop positive relationships across the whole school</li> <li>- Consistent use of 5-point scale</li> </ul>
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	<ul style="list-style-type: none"> <li>- Robust Staged Intervention processes with parents and learners fully involved at all stages</li> <li>- Learners and staff have developed a strong understanding of the wellbeing indicators</li> <li>- Almost all learners demonstrate our school values effectively</li> <li>- Staff are committed to improving outcomes for learners especially those from our most deprived areas, Young Carers, Care Experienced or those with Additional Support Needs</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure all staff feel that they are able to contribute to school improvement priorities</li> <li>- Promote positive relationships across all areas of the school including the playground</li> <li>- Embed Nurturing Approaches across the whole school and nurture principles</li> </ul>
<b>3.2 Raising attainment and achievement</b>	<ul style="list-style-type: none"> <li>- SIP groups focusing on literacy and numeracy this session</li> <li>- Effective transition with extended opportunities if required</li> <li>- Targeted support for learners on Staged Intervention using Fresh Start</li> <li>- Many opportunities to celebrate achievements in and out of school, no matter how big or small</li> <li>- Star Learners celebrated weekly</li> <li>- Some AP learners integrated in mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>- Implement and embed new Tracking &amp; Monitoring across the whole school</li> <li>- More consistent approach to learning and teaching in literacy and numeracy</li> <li>- 'Back to Basics' approach for literacy and numeracy</li> </ul>

**Evaluation of school's capacity for continuous improvement:**

Self-evaluation and ongoing reflection are key features of practice at Bannockburn.

A shared calendar of quality assurance activities ensures regular opportunities for professional, dialogue focused on improving outcomes for learners. This calendar includes shared learning experiences, jotter sampling, staged intervention and feedback.

Feedback is sought from a range of key stakeholders. Throughout the school year staff make use of a range of opportunities to gather the views of children, parents, staff and partners. Views have been gathered in the following ways through the Pro-Active Parliament, through the Monopoly feedback board and through discussions at Parent Consultations. This feedback is used to inform priorities and influence progress.

Through planned moderation activities at school and learning community level, staff are becoming increasingly confident in making judgements about achievement of levels.

## Key priorities for improvement planning 2019-2020:

Throughout the School, Autism Provision and Nursery year we make use of several methods to gather parental and stakeholder views on a wide range of topics.

This session we have collected feedback in the following ways:

- Parent Consultation monopoly feedback board
- Parent Council verbal feedback at monthly meetings
- Feedback provided at Staged Intervention meetings
- Verbal feedback from Class Representatives who meet with the headteacher



We use the feedback from these to inform both our Standards and Quality Report and our School Improvement Plan.

Considering our self-evaluation and as a result of the self-evaluation exercise carried out with staff, learners and parents, the following core priorities have been identified for 2019-2020:

1. To enhance learning experiences for children by developing a consistent approach to the learning and teaching of Literacy, in particular the use of resources to ensure progression and increased attainment.
2. To enhance learning experiences for children by developing a consistent approach to the learning and teaching of Numeracy, in particular the use of resources to ensure progression and increased attainment.
3. To further support learners by developing a consistent approach to promoting Positive Relationships incorporating respect and nurture.

As well as these specific core targets, staff will be undertaking work in the following areas:

- To further enhance digital learning opportunities through CLPL for staff
- Development of consistent planning approaches for all staff
- Development of robust Tracking & Monitoring spreadsheet
- Moderation activities for staff to work together to use Benchmarks within Literacy and Numeracy to ensure valid judgements being made for attainment
- To further develop parental engagement opportunities through a number of measures including the introduction of whole school home learning opportunities

This report will be published on our School App and sent out via email. Parents will be directed to it via Twitter, the Bugle newsletter and nursery newsletter. Printed copies will be made available at the school office.

We would welcome any comments in relation to our report.

## Appendix 1

### Parental Engagement

- **What are we doing well at Bannockburn Primary?**

Very caring staff who had an interest in their job

Welcoming

Tried various things to get all children involved

Apps for communication

After school clubs have improved

Family Time

Uniform bank

- **What activities would encourage you to engage more?**

Scottish Dancing

Toy Swap

Hairdressing

Craft Themes

Lego

Quiet Time

STEM activities

Board games - but not monopoly as there are too many fights!!!

- **What would make parental engagement better for you and your children?**

Drop in relaxed meet the teacher sessions

Invite parent to pupil assemblies

Pupil led events

More social media as some do not have Twitter

Parent forum

More communication

Support for twins - one at a time

Rotating family times - better timings

- **What are the barriers to parents/carers coming to school?**

Siblings out with school

Work commitments]

Child care

Own experiences of school

Timing of events - no bus or car

Health problems both physical and mental

Working parents

Some adults do not have an interest in what happens to their children between 9am and 3.15pm and other things are a priority.