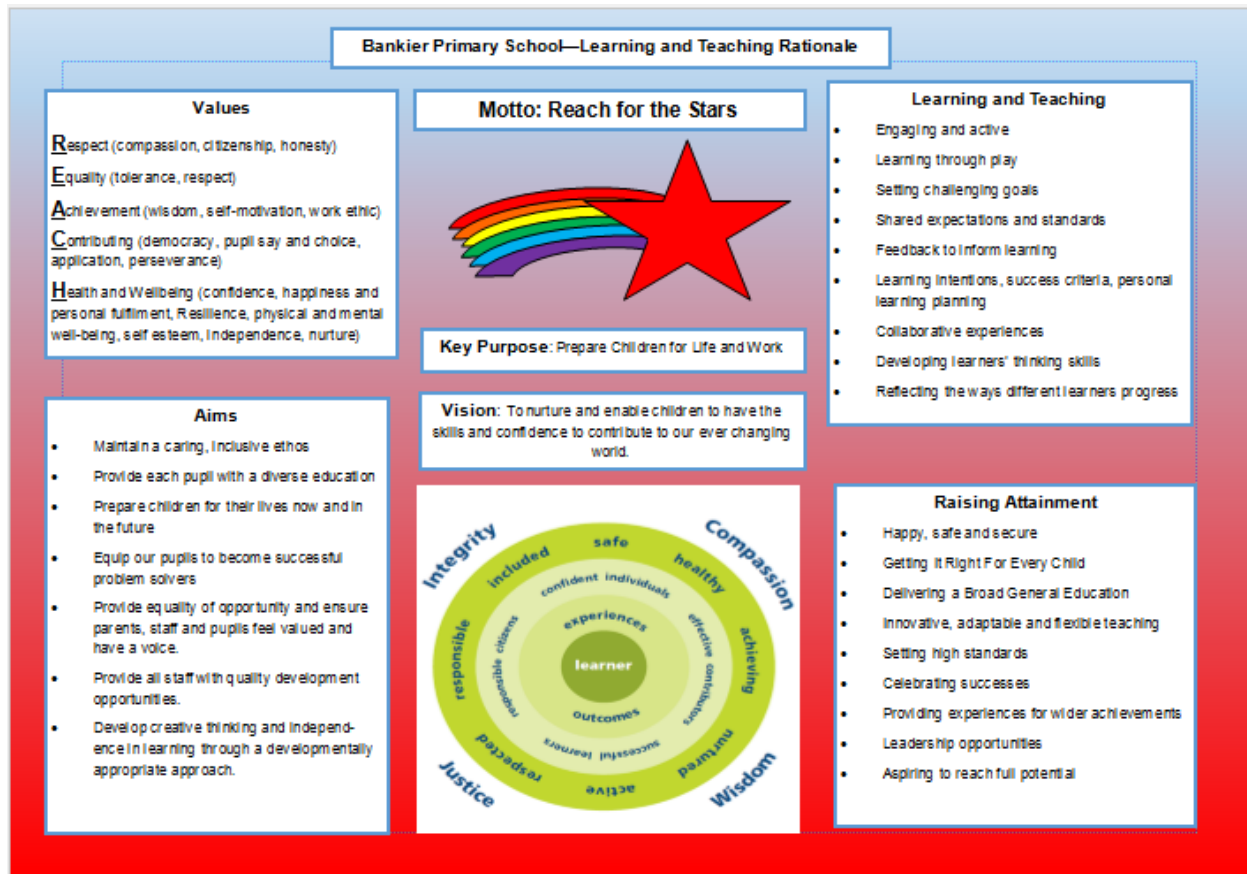




# Falkirk Council

Children's Services

## Bankier Primary School



## Standards and Quality Report

2020-21

in consultation with pupils, parents and staff

## **Standards & Quality Report 2020/21**

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2020/21. Ordinarily the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, then again in January 2021, planned improvement work was revised in term 1 and term 4 of the school session to take account of these closures. Improvement work was centred appropriately and successfully around: the provision of remote learning for children and young people; organisation and delivery of emergency childcare for keyworkers; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the two periods of remote learning closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2020-2021 remain relevant and will continue to be progressed in session 2021-2022. In line with Falkirk Council Children's Services priorities, focus areas for our next improvement plan will also include raising attainment and achievement and curriculum development.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across another exceptional academic session from August 2020 - June 2021

## Section 1

### Context of the School / Early Learning and Child Care Setting

Bankier Primary School is a nondenominational school located in Banknock, serving the villages of Haggs, Banknock, Longcroft and Coney Park. This is a semi-rural area. The school is located in a 1960s building which has been extended and includes a nursery class. The school has a roll of 206 pupils and an ELCC with capacity for 48 full time pupils. The school falls within the catchment of Denny High School.

Bankier Primary is accommodation rich having access to the Sports Hall next to the school during the school day, a STEM lounge (which is also a raised stage), Gym Hall, Dining Room, Nurture Room, ICT suite and library. There is ample storage. The school is equally spacious outside with a variety of areas equipped with play apparatus, hard standing and grassed areas; hard and soft landscaping, woodland and hedgerows, a BMX track and a multi-use games area (Astroturf Pitch).

Bankier Primary is part of a wider community and has close links with shops and businesses in the local area including Cloybank Estate as well as Bankview Nursing Home. The school works in partnership with them and other agencies such as voluntary services, police, health services and social work services. We also have a school chaplain who is the minister of Haggs Parish Church.

The school's vision, values and aims are shown in the diagram on the front page. The school is committed to supporting the development of its pupils as whole people and, as a result, wishes to encourage their development in academic, spiritual, moral, physical, social, and cultural terms.

28% of children in the school are entitled to Free School Meals. These figures place Bankier about average among Falkirk schools in terms of deprivation.

During session 20-21, the school was led and managed by a team of 3 people:

Mrs Sarah Ritchie, Head Teacher and

Mrs Carol Fraser, Acting Depute Head Teacher

Mrs Pamela Webster, Principal Teacher

Staffing consisted of 8 class teachers, 5 Support for Learning Assistants, 1 Clerical Assistant, 1 Janitor, 5 cleaners and 4 kitchen staff. There were 3 visiting specialists for Music and Physical Education. One of the SLA posts were funded using part of the £51, 691 Pupil Equity Fund allocated to the school. Moreover, children had access to music tutors in piano and violin.

In session 2020-21 the school building was closed to most pupils from 8.1.21 until 22.2.21. Children of key workers and vulnerable children continue to attend school during this time. Staff delivered learning and teaching via Microsoft Teams for the rest of the school.

A validation visit was made by Falkirk Council to the school in September 2017. Here are their findings:

Strengths identified during the 2015 Inspection have been maintained.

- Children in the nursery and across the school are very well behaved and have positive attitudes towards their learning.
- Relationships between adults and children across the school are respectful and caring.
- There is a clear and shared commitment to 'get it right for every child'.
- The focus on wellbeing across the school is helping children and families understand how to feel safe, healthy, achieving, nurtured, active, respected and responsible.

Action points:

- Improve the curriculum to ensure challenge and progression in children's learning in the nursery and at the primary stages.
- Develop more robust systems for tracking and monitoring children's progress.
- Improve children's attainment.

## Section 2

Review of progress for 2020-21	
<p><b>National Improvement Framework (NIF) Priority that we focused on:</b></p> <ul style="list-style-type: none"><li>• Improvement in attainment, particularly in literacy and numeracy;</li><li>• Improvement in children's and young people's health and wellbeing</li></ul> <p><b>NIF Driver that we focused on:</b></p> <ul style="list-style-type: none"><li>• Teacher professionalism</li><li>• Assessment of children's progress</li><li>• School Improvement</li><li>• Performance information</li></ul>	<p><b>Falkirk Council (FC) Priority that we focused on:</b></p> <ul style="list-style-type: none"><li>• Improving attainment</li><li>• Closing the attainment gap</li><li>• Improvement in children's and young people's health and well being</li></ul>
<p><b>How Good Is Our School? 4 (HGIOS? 4) / How Good Is Our Early Learning and Child Care? (HGIOELCC?)</b></p> <p><b>Quality Indicators (QI) that we focused on:</b></p> <ul style="list-style-type: none"><li>1.2 Leadership of learning</li><li>1.3 Leadership of change</li><li>1.5 Management of Resources to Support Equity</li><li>2.1 Safe guarding and child protection</li><li>2.2 Curriculum</li><li>2.3 Learning, teaching and assessment</li><li>2.4 Personalised support</li><li>2.6 Transitions</li><li>3.1 Ensuring wellbeing, equity and inclusion</li><li>3.3 Increasing creativity and employability</li></ul>	

## Progress and impact

### Priority 1: Transitions

#### Our planned outcomes were:

- 100% of attending pupils will feel secure within their new learning group (Bubble)
- 100% of pupils will be accessing learning 5 days a week through a blended or home learning model

#### What did we do?

- Implemented a remote transition programme for nursery/Primary 1.
- Developed a Teams Page in partnership with Denny High School to support Primary 7/S1 transitions.
- Personalised tour of classroom and school for all P1 children.
- Personalised induction arrangements planned in partnership with parents for vulnerable pupils.
- Teachers Tweeted a personal welcome message to pupils.
- Videos Tweeted to exemplify changes to school and the school day.
- Pastoral calls with every family during school closures.
- Social Story devised and shared to support the transition back to school.
- Rescheduled support meetings to take place online and reviewed individual plans for vulnerable pupils.
- Established intergenerational pupil support via class penpals.
- In partnership with the BHH and pupils, planned whole class fun activities to replace school trips.

#### What difference did it make?

- Pupils made smooth transitions to Primary 1 and S1.
- Vulnerable pupils and families made smooth transitions back to school.
- Appropriate programmes of learning were in place to support learners with ASN ensuring less repetition and clear progression.
- Individual pupil plans contained clear long- and short-term SMART targets based on recent assessment evidence.
- Differentiated activities which link to the Form 4 targets are being developed daily and weekly within classes.
- Pupils built relationships with their peers and peers from across the school.
- Pupils felt a sense of belonging, pride and responsibility.

#### Evidence

- Teams Page
- Class Twitter Feeds
- Pupil Plans
- Minutes from ASN team meetings

#### Next Steps:

- Revise transition arrangements for 2021-22 in response to most recent Covid Guidance.
- Increase intergenerational working in via class groups.

These Primary 7 pupils read their penpals stories via video link.



These Primary 3 pupils were delighted to get mail from their penpals.

## Priority 2: Pupil Wellbeing

### Progress and impact

#### Our planned outcomes were:

- 100% of pupils will have engaged in a progressive curriculum based on the 6 principles of nurture.

#### What did we do?

- Engaged 1.0 FTE (27.5 hours per week) SLA Grade D to work with targeted pupils 1:1 who are not on track for the expected level and who are in receipt of FME.
- Engaged a 0.3 (10 Hours per week) SLA Grade D to work with targeted pupils to support social and emotional development, social interaction and mental wellbeing.
- Surveyed pupil wellbeing and the causes of poor wellbeing. Engaged a pupil Counsellor.
- Led outdoor nurture groups with targeted pupils.
- Devised and maintained risk assessments in response to changing Covid guidance.
- Scheduled whole school events with no cost to the school day.
- Pastoral overview created for every class.

#### What difference did it make?

- 100% of children had access to a drop in counselling service
- 88% of pupils stated that counselling had helped them and they were glad to attend.
- 100% of pupils said they could talk to the counsellor and valued the service in school.
- 100% of parents and carers whose child accessed the service noted a positive change in their child.
- 36% improvement in number of pupils being reported to SLT for inappropriate behaviour.

#### Evidence

- Report from school Counselling Service
- Incident Record

#### Next Steps:

- Develop pupil voice in nurture through Bankier's Brilliant Bairns.
- Achieve Nurturing Schools Status



Pupils in Primary 3 created their very own mood monsters to help them talk about their feelings.



Primary 5 piece lockdown experiences together in a jigsaw.

### Priority 3: Moving learning forward (Curriculum; Learning, Teaching and Assessment)

#### Progress and impact

##### Our planned outcomes were:

- 100% of teaching staff can demonstrate and agreed lesson structure in literacy and numeracy.
- 100% of pupils have their literacy and numeracy skills assessed and tracked.

##### What did we do?

- Assessed pupils and updated tracking sheets to track pupil progress.
- Consistent approach agreed and implemented for literacy and numeracy lessons.
- Introduced weekly recovery planning meetings with staff.
- Increased Nesy Licences and targeted support.
- Purchased and implemented Heinemann Active Maths.
- Trained staff in Number Talks.
- Trained staff in using pressure points in maths.
- Introduced Foundations of Writing in Primary 1,2 and 3.

##### What difference did it make?

- An accurate baseline of pupil attainment and achievement was created.
- Planning could target identified gaps in learning.
- Pace in learning was maintained during school closures.
- 100% of pupils progressed to the next level in literacy and numeracy.
- Pupils more able to talk about their learning in maths.

##### Evidence

- Forward Plans
- Photographs
- Staff training records

##### Next Steps:

- Pupils without an individual child's plan will attain the expected level in literacy and numeracy.
- Develop Thematic approach to numeracy and maths.
- Develop literacy planning to show links between reading and writing.



## Priority 4: ELCC Only- Outdoor Learning

### Progress and impact

#### Our planned outcomes were:

- Pupils will have access to high quality outdoor learning experiences daily.

#### What did we do?

- Evaluated our outdoor space to see what improvements could be made.
- Sourced small tyres and purchased plants.
- A stage area for music was created.
- A fire pit area was created and the staff were trained.
- The wooded area was secured just before lock down and children have had a couple of visits.
- A tree swing was attached to the tree.
- Installed a new door to allow free flow to the outdoor area at all times.
- Sourced raised bed planters

#### What difference did it make?

- 100% of pupils had access to high quality outdoor learning on a daily basis.
- Increased pupil ownership of the outdoor area.
- Children have free access to the outdoors.
- Individual children plant and have responsibility for their plant/flowers.
- 100% of children planting and caring for flowers and vegetables.
- Vegetables grown to support marvellous meal times.
- Children observed transferring Mother Songs to the outdoor area.
- Increased opportunity for children to use the outdoors in different ways.
- Opportunity for gross motor development in the outdoors.

#### Evidence

- Outdoor Audit tool
- Capacity audit tool.
- Outdoor evidence folder
- Snapshot observations using the Leuven scale
- Floor Book
- Twitter
- E-Journals

#### Next Steps:

- Purchase resources to compliment outdoor play.
- Begin woodland visits.
- Reaudit environment against 4 capacities.





## Priority 4: ELCC Only- Froebelian Practice

### Progress and impact

#### Our planned outcomes were:

- 100% of pupils will be provided with opportunity to be creative with Froebelian Practice.

#### What did we do?

- Local Authority Froebelian Pedagogue delivered whole staff training on Frobleian Priniciples.
- Developed the playroom to include a wood work area.
- Introduced Mother Songs and Book Bug.
- Song and Rhyme spoons introduced to the playroom.

#### What difference did it make?

- 100% of pupils could access wood work on a weekly basis.
- Pupils have ownership of learning and are shaping the development of the curriculum.
- Links made between ELCC and home with family learning being shared through Twitter during lockdown.
- More children are singing throughout the day.

#### Evidence

- Froberlian Evidence Folders
- Floor Books
- Twitter

#### Next Steps:

- Three staff enrolled on Frobel Training with Edinburgh University.



## Section 3

### Key priorities for School Improvement Planning 2020-21

#### School:

- By June 2022 100% of pupils involved in school improvement and development.
- 100% of pupils at Bankier Primary School will develop digital technology skills to engage with quality learning and teaching across all areas of the curriculum.
- 100% of pupils progress on level within Numeracy and Mathematics by June 2022.
- By June 2022 we will reduce the attainment gap between FME target group and wider pupil body.

#### ELCC:

- By June 2022 partnership working will be evident in the delivery of the ELC curriculum.
- From September 2021 100% of pupils will spend 1 session a week in the woodland area.

#### Cluster:

- To be agreed at a later date.

### What is our capacity for continuous improvement?

The school is in a very strong position with regard to skills pathways for pupils in all areas of the curriculum. There are no gaps in the Broad General Education for our pupils. There are robust tracking procedures and staff training has been given a very high priority. There are highly effective quality assurance procedures in place. Strategies that we have implemented using our Pupil Equity Funding have impacted very well on pupil attainment and we have made further similar commitments into the new session using this funding.

This session the school was closed unexpectedly due to a global pandemic. This has impacted to quite a high degree on our attainment and our school improvement initiatives.

Next session the school will have its full Senior leadership compliment however, there is a new Acting DHT, new Acting Principal Teacher, a probationer, compulsory transfer and a temporary teacher. Although these are experienced staff, time will need to be given to their development and establishing effective team working.

To ensure continuous improvement, the Senior Leadership Team will track attainment closely and meet regularly with teachers and support staff to help them achieve the best possible outcomes for pupils.

The school is in a very strong position with regard to staff skill sets, attainment, pupil support, nurture, the curriculum and the benefits we are accruing from the PEF. Overall, our strengths far outweigh the adversities we face so the future looks very bright for the school in terms of our capacity for improvement.

### Self-Evaluation of the Core HGIOS? 4 / HGIOELCC? QIs

QI	School/Setting Self Evaluation	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3 Leadership of change	4 Good	NA	NA
2.3 Learning, teaching and assessment	4 Good	NA	NA
3.1 Ensuring wellbeing, equity and inclusion	4 Good	NA	NA
3.2 Raising attainment and achievement	4 Good	NA	NA
Additional QI			
1.4 Leadership and management of staff	4 Good	NA	NA
2.2 Curriculum	4 Good	NA	NA