Bishopmill Primary School

Standards and Quality Report: Review of Session 2022-2023

School Context and Overview

At Bishopmill Primary School our curriculum provides coherence from Primary 1 through to transfer to secondary education. Every child will have active, well planned learning experiences based upon sound pedagogical research. We aim to provide a broad, balanced experience that meets the needs of our children and which develops their skills for learning, life, and work. Our aim at Bishopmill Primary is for all children to become successful learners, confident individuals, effective contributors and responsible citizens. Our school vision is encapsulated in the statement 'From a little acorn grows a mighty oak.' Our community decided that to progress from a little acorn to a mighty oak we needed to GROW.

- **Goals**: set goals
- **Resilience**: Be resilient when faced with a setback
- **Optimistic**: Look on the bright side of life
- **Wellbeing**: Have a healthy mind and body

This is underpinned by our shared ACORN values of Achievement, Cooperation, Outstanding behaviour, Respect and New beginnings which are embedded across our school.

Priority 1

Priority 1
Learning and Teaching-To raise attainment in Numeracy and Literacy

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

☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3

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	☐ Performance Information				

Progress and Impact

Our achievement of a level data for Early, First and Second has shown an increase in the number of pupils achieving as expected in Numeracy and Literacy from 2021/22. We are performing significantly above national and Moray data for achievement of a level. Most children are attaining appropriate levels and a few have exceeded these. SNSA data over the last 3 years shows an increasing trend in attainment in reading , writing and numeracy at P1,P4 and P7.
As an ASG we have moderated writing as well as moderating writing across the school. This ensure consistency of approach to achievement of a level across schools and within schools.

Staff continue to undertake training to develop their knowledge in different areas of mathematics through workshops in Mastery Maths. This ensures that all learners develop a progressive conceptual understanding in mathematics based on a concrete, pictorial, abstract approach. We have implemented a whole school approach to the assessment of mathematics using Pre and Post Unit diagnostic quizzes, Autumn, Spring and end of term summative assessments which support teachers to identify and plan to close any learner's gaps. Learners are appropriately challenged and make connections to what they already know. This ensures all learners have opportunities to succeed and have an increased enjoyment in numeracy.
This year we implemented a whole school approach, Wrap Around Spelling, for the teaching and assessment of spelling. This approach is based on a phonic code, the meaning of words and the application of words. It makes the connections with decoding (for reading) and encoding (for spelling).All classes follow a weekly structure and children have reported they enjoy spelling more. In all classes we have seen an increase in spelling age.

We have purchased a wide variety of Big Cat Collins reading books to supplement existing reading resources to develop children's comprehension and enjoyment of reading.

Next Steps

- Engage in moderation within school and across the ASG on planning, teaching and assessment of Literacy and Numeracy
- A whole school approach to the teaching and assessment of reading and writing
- All staff to engage in Practitioner Enquiry based on the book Power Up your Pedagogy.

Priority 2

HWB- To ensure inclusion and the best possible outcome for all our learners

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

☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☐ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☐ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ Priority 1 – Improve Wellbeing ☒ Priority 2 – Safeguarding ☒ Priority 3 – Poverty ☒ Priority 4 – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3

Progress and Impact

We now track and celebrate wider personal achievement out of school through our collection of out of school activities homework twice a year and our Achievement assembly once a month. Pupils share their personal achievements at assembly. This is photographed and children keep a record of their achievements in their profile. Achievements are displayed on the school achievement board and are shared with parents/carers through Seesaw.

We have used PEF funding to employ Mrs Jenny King to raise attainment in Reading and Spelling, to run the Breakfast Club and to support children from Military families who are posted. PEF funding also employs Mrs Jack who provides reading support on a daily basis for children who are off track in reading. These interventions have been very successful in raising out attainment in Literacy and improving mental and emotional wellbeing for children in receipt of PEF and service children. We have completed 2 blocks of Seasons for Growth to support children with Change and Loss. This has supported children to be more resilient. Parents have also been able to access this service.

Our Parent council have funded the ingredients to allow us to use our Community Connections kitchen to cook for P1 to P7.

We have a created partnerships with the Moray College through our Mini Cook initiative, partnerships with parents during our Careers Fayre and partnerships with a range of local businesses through our Health Week which has contributed to providing a rich and varied experience for our learners.

Next Steps

- Develop partnerships with Elgin Academy through our Growing2gether initiative and through Reading Schools
- Develop parental engagement for learning, through learning and about learning
- Continue to develop a Learner Profile for each child which will include: LPS, achievements in and out of school, skills profile and personal targets. Children will be able to talk about their HWB in and out of school using the 8 wellbeing indicators.
- Continue to track wider achievement and ensure all children are celebrating achievement.

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Priority 3

Ensuring children's' Learning for Sustainability entitlements through curriculum planning

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

☒ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☐ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3

Progress and Impact

Learning for Sustainability is concerned with knowing and understanding our world and equipping children with values, knowledge, attributes, capabilities, and skills to enable them to contribute effectively to the common good. It is about who we are and the type of communities and world we want to live in. Teachers have completed planning Bundle 1 and 5 of our Sustainability Framework. Learners will explore sustainable practices next session which involves waste reduction, recycling, sustainable energy and water use, protecting biodiversity, responsible use of planet's resources, growing food and tackling climate change. Learning will be responsive to children's' interests, involve children in planning their learning and react to topical issues including local and national events and projects. Children will have greater participation in relevant contexts at a local and global level.

Children will also be involved in Bundle 5 exercising positive activism. Next session all children will be able to join a Council and Committee which will give them a voice in school improvements.

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Next Steps

- Develop and share our Bishopmill Badge to include Skills for learning, life and work
- Continue to develop our tracking and celebrate children's achievements in and out of school
- Implement a food technologies progression
- Continue to develop partnerships and groups to support our service children as they transition in and out of our school.
- Develop further partnerships with UHI Moray -science, horticulture and sport