

BALDERNOCK PRIMARY



Standards and Quality Report 2022/23

Our Vision and Values

Our cluster community have created a shared vision that we all work towards.

Our Vision: **Working Together Respecting Others Pursuing Excellence**

This vision ensures that our community work together to promote lifelong learning by establishing a culture of mutual respect where children are happy and motivated. Our ethos allows children to have the confidence that enables them to realise their full potential in a safe, healthy learning environment.

Our Values: **Environment Resilience Wellbeing Inclusion Community**

We value our unique environment as a learning tool to promote wellbeing and build resilience ensuring inclusion is at the heart of our community.

Underpinning our vision and values are two articles from the United Nations Convention of the Rights of the Child.

Article 29: You have the right to an education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 12: You have the right to an opinion and for it to be listened to and taken seriously.

Context of the School

Baldernock Primary is a small non-denominational co-educational school situated in a rural environment perfect for promoting the ideals of Curriculum for Excellence. This session we have 51 pupils on our role, organised into 3 classes, P1/2/3, P3/4/5 and P5/6/7. Most children come from Balmore and surrounding areas.

Our accommodation consists of 2 separate buildings. The main building comprises of 2 classrooms, dining hall, cloakrooms and toilet facilities. A third classroom, the Head Teacher's office, administration office and resource area are located in the original school house. Recently, our P.E programme has been delivered using our outdoor environment with only a short block of time allocated to Torrance Primary in the winter months.

We have very high expectations of all our pupils. There are high standards of behaviour across the school reflective of our Positive Relationships and Anti Bullying Policies.

Our staffing allocation for this session was 5.0, Full-Time Equivalent, including the Head Teacher and Principal Teacher. The Leadership Team have been in post for a number of years and provide strong and effective leadership to the school. We have the support of music teachers for violin and percussion. The work of the school is further supported by a clerical assistant, a classroom assistant, support for learning, a building manager and 3 facility assistants. The staff form a cohesive and effective team aiming to deliver high quality education. Relationships are key to our school community thriving and at all levels are based on our vision and values.

The school benefits from the support of its Parent Teacher Association (P.T.A.) and Parent Council and strives to build good community links. Partnerships are important to us to ensure we build positive and supportive relationships with our parental body. Parents are consulted on the work of the school.

We have strong links with Douglas Academy where, this year, the majority of our pupils will transfer to at the end of P7. A comprehensive transition programme is in place which is overseen by the Cluster Management Team.

In line with the entitlement of our children to a coherent curriculum for 3-18, we will continue to develop capacity within our Learning Partnership Group.

Our school liaises with Baldernock Childcare, housed on our premises, to ensure a common understanding of learning and teaching with continuity and progression between Early Years and Primary.

The majority of pupils in Baldernock Primary School fall into SIMD bands 15-16 and above. The quality of our attainment is very good as evidenced in our Education Scotland Inspection in November 2019. A programme of standardised assessment helps confirm the professional judgement of our teachers and our tracking system ensures that learners continue to make good progress from prior levels of attainment.

Attendance rates across the school are consistently high with latest performance data indicates attendance at school is 94%. Attendance statistics also highlights no exclusions.

High expectations are set for learning. Developing key literacy and numeracy skills are fundamental to our curriculum rationale. We know our pupils very well and their progress is tracked carefully so that those not achieving their full potential are quickly identified, supported and encouraged. Interventions including the use of our Principal Teacher allow us to identify at an early stage the need for support and challenge ensuring high attainment for our learners.

We are a Bronze Rights Respecting School working towards our Silver award. We are committed to promoting and realising children’s rights and encourage our school community to respect the rights of others.

All stakeholders are encouraged to be engaged and involved in the life of the school. Parents and pupils are consulted regularly and their views are gathered to inform decisions about school life. We encourage pupils and staff to take on leadership roles to develop the work of the school.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Embed the Reading Schools approach	
NIF Priority • Improvement in attainment, particularly in literacy and numeracy NIF Driver parental engagement school improvement	HGIOS?4 QIs QI 1.5 Management of resources to promote equity QI 3.2 Raising attainment and achievement
Progress and Impact: Very good progress has been made with all aspects of this priority. We achieved our Reading Schools core award in October 2022 recognising the hard work of our pupils and staff and our engagement with parents. Our committee continued to meet throughout	

this session and had their Silver Action Plan accepted in February 2023. We are on track to achieve this award in session 23-24.

This session a parent has joined our committee enabling us to further develop opportunities for parental engagement. We have introduced a book swap and share for pupils allowing them to have access to a variety of genres and to promote a culture of reading for pleasure out with school. This session each pupil has been gifted a book on their birthday to further promote reading for pleasure across our school community. Our book swap and share and birthday book initiatives ensure equity for all our learners.

Two members of staff ran a parental reading workshop as part of Book Week Scotland. Parents were given ideas and strategies to help them engage their children when reading at home. Feedback from almost all parents was positive indicating a greater confidence in how to support literacy skills at home.

Pupils have the opportunity to take part in our lunchtime book group known as A Book, Bite and Blether. This runs twice a month and has proved to be very successful with pupils from across the school attending. Children have commented on how much they enjoy this group.

'It is really fun. You can do different activities based on a book or you can sit in the reading corner and read peacefully. Sometimes we have a story read to us and I like listening to these.'

Each class has taken part in an Authors Live event to develop their knowledge and understanding of the writing process and this, along with updated class libraries, has resulted in a greater depth of understanding of writing genres. It has been evidenced through robust quality assurance processes such as observations, learning conversations, jotter monitoring and tracking that children are more confident when writing for different purposes and audiences.

Class libraries have been updated with new reading material, particularly contemporary non-fiction texts and a range of graphic novels. As part of this process, children audited the books available, researched current authors and created a wish list. A recent survey of pupils indicated that almost all enjoy reading for pleasure with many more aware of a greater range of books and authors.

Across the school, pupils have commented on the importance of good reading skills in their daily lives both now and in the future. They are more aware of the benefits reading for pleasure has on overall literacy skills.

'I use my literacy skills for lots of different things. I know how to scan a text for important information when I am researching in science. I think these skills will help me when I go to secondary school.'

Our staff book recommendation wall has been updated to include all staff within our school community. The impact of our Reading School approach has increased almost all staff confidence and motivation for reading as demonstrated by the following quote.

'I used to read for pleasure when I was younger but as an adult I had less and less free time and had stopped reading. Becoming a member of the Reading Leadership Group has inspired me to start reading again and I recently finished two books in the holidays. I am really enjoying discussing what I am reading with my colleagues and we have started a book swap box in the staff room. I often take my book out when I am supervising playtimes and lunchtimes and I talk to the children about what they are reading.'

Next Steps:

- Achieve Reading Schools silver award

- Family outdoor reading sessions
- Audit and refresh literacy planning approaches
- Monitor the impact of reading for pleasure on writing skills

School priority 2: Interdisciplinary Learning

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people
- NIF Driver school leadership
school improvement

HGIOS?4 QIs

QI 1.2 Leadership of Learning

QI 3.3 Increasing creativity and employability

Progress and Impact:

Good progress has been made with this priority.

This session two members of staff completed training to become Young STEM Leader Tutor Assessors. We are now a Young STEM Leader delivering centre which allows us to run the programme for our pupils. Early indications are that this will motivate pupils to develop important leadership, communication and employability skills. A group has been established comprising of pupils from Primary 5 and 6 to take part in the Young STEM Leader award. The group are in the process of planning fun and engaging Science Technology Engineering and Maths (STEM) activities for their peers and will deliver this next session.

We have developed our use of the STEMaStory resource with Primary 1-4. This resource develops STEM skills through a literacy focus. Six lessons were delivered as part of a cross-stage working approach. Four children from Primary 7 also had the opportunity to develop leadership skills as they supported the delivery of these lessons. Feedback from staff indicated a high level of commitment and engagement from those involved and children enjoyed sharing their STEM skills with each other. This resource will now be rolled out across the school and evaluated with pupils and staff next session.

A staff leadership role allowed us to refresh our approach to science education this year and further enhance our STEM curriculum. We have developed Buzzing Baldernock, a calendar overview with links to science and outdoor learning. This will be piloted next session and feedback from pupils and staff gathered to inform next steps.

Each class has taken part in the Great Science Share this session. This approach allows children to ask and investigate scientific questions and share their findings with others. The pilot will be completed in June with each class having the opportunity to present their work at a whole school assembly. Feedback so far from pupils has been very positive.

'I like talking to my friends about farming and conservation. We have been finding out about hedgehogs and barn owls and we designed a home for a hedgehog.'

We have continued to embed Children’s Rights throughout our curriculum. Learning conversations and observations indicate that almost all children have a good understanding and greater awareness of their rights. As we continue to work towards our silver award, evidence indicates a shared understanding of children’s rights across our school community. This will ensure our pupils are confident in expressing their views allowing them to become responsible citizens and effective contributors within society.

Two of our Primary 7 pupils have achieved a Dynamic Youth Award in recognition of the work they engaged in as part of East Dunbartonshire Council’s Pupil Forum. They have linked with our own Pupil Council and Rights Respecting Committee to share information and further develop pupil voice within our school and local authority.

P5/6/7 have undertaken a social enterprise project this session. They investigated different roles, carried out market research, wrote a business plan and designed a product. The children were presented with a Social Enterprise Academy award in Edinburgh highlighting the excellent work undertaken. After taking part in this project, our pupils have shown a greater understanding of future careers and the World of Work.

Next Steps:

- Young STEM Leaders to lead learning by supporting the development of STEM skills with younger pupils.
- Audit school science programme to ensure breadth and depth of learning
- Implement newly resourced active maths boxes to raise attainment in maths.

School priority 3: Self-Evaluation for Continuous Improvement

NIF Priority • Improvement in attainment, particularly in literacy and numeracy

HGIOS?4 QIs
QI 1.1 Self evaluation for self improvement

NIF Driver performance information
• school improvement

QI 1.2 Leadership of Learning

Progress and Impact:

Good progress has been made with all aspects of this priority.

This session we have completed an initial draft of our school self-evaluation rationale. We have reviewed our calendar of self-evaluation to ensure a cyclical engagement with all quality indicators involving all staff, pupils and parents. Four quality indicators are evaluated annually and the rest are covered within a three-year cycle. As part of this work our monitoring record reflects a shared vision of how our quality assurance calendar raises attainment, achievement and equity for all.

Pupils have been involved in a variety of self-evaluation surveys and have once again begun to engage with How Good Is OUR School 4.

Reading surveys showed that most children enjoy reading and think it is important to have good reading skills. They also recognise the importance of literacy skills across the curriculum.

Monday morning clubs were trialled as a means of evaluating wellbeing. Surveys showed that almost all pupils had a positive outlook and recognised positive emotions within themselves. Gratitude journals are used in each class allowing children to reflect on their emotions and develop their understanding of evaluative language. Staff feedback indicates that most pupils are more confident in sharing how they are feeling both with staff and peers.

A confidence skills survey indicated that the majority of pupils are confident in their day to day interactions but a few feel less confident in new situations. Next session we will continue to focus on building confidence and resilience in all our pupils.

Throughout this session, we have further developed our use of the SEEMIS Progress and Achievement Tracking Tool. This tool enables us to identify and track any potential gaps in attainment and achievement across all curricular areas allowing for interventions to be put in place. Our school wellbeing tracking system continues to provide a means of collecting robust data from a range of sources in order to raise attainment and achievement for all.

Data gathered from both of these tracking systems forms the basis of discussions at termly Target Setting and Meeting Learners' Needs meetings allowing for detailed analysis of attainment trends.

As part of our collegiate calendar, staff audited our literacy programme. It was identified that some of the reading material was outdated and needed refreshed. In consultation with staff and pupils, this session we have purchased new books, both fiction and non-fiction, that are more relevant to children's experiences and interests. We also purchased phonic readers to support the development of early literacy skills. Learning conversations indicate that almost all pupils who have engaged with the new material are enjoying the diversity of the new texts.

'I like what happens in the stories but I don't always read the blurb in new books because I want them to be exciting.'

'The books are colourful, the pictures are good and some of the stories are very funny.'

Staff undertook peer observations to moderate writing. They visited each other in class to observe the teaching of imaginative writing from early to second level. From these visits, staff moderated the writing produced against curriculum benchmarks to ensure a shared understanding of standards across this genre of writing. Additional resources were purchased to further develop the teaching of imaginative writing at early and first level. The impact of these resources will be evaluated next session.

Next Steps:

- Survey parents on engagement of pupils with new literacy materials at home.
- Evaluate the impact of new writing resources in imaginative and non-fiction genres within early and first level.
- Complete update of literacy programme and continue to monitor impact on raising attainment.
- Achieve United Nations Convention on the Rights of the Child (UNCRC) silver award

Progress in National Improvement Framework (NIF) priorities

- Placing the human rights and needs of every child and young person at the centre

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced. The convention has fifty-four articles that cover all aspects of a child's life and sets out civil, political, economic, social and cultural rights that all children everywhere are entitled to. At Baldernock Primary, article 12 (I have the right to be listened to and taken seriously) and article 29 (I have the right to an education which develops my personality, respects the rights of others and the environment) underpin our vision, values and motto. We regularly consult with pupils through assemblies, surveys and questionnaires and learner conversations. This session, pupils have had a voice in the development of our outdoor space, the updating of class libraries and new literacy resources. Our Pupil Council consists of a

member of teaching staff and a pupil representative from P2 to P7. The Pupil Council has worked closely with our Rights Respecting Committee to take forward and coordinate the gathering of evidence for our UNCRC Silver Award. Two P7 pupils represent Baldernock Primary at the East Dunbartonshire Pupil Forum. Pupils feedback to the whole school at assemblies and gather views to be discussed at future meetings.

- Improvement in attainment, particularly in literacy and numeracy:

Attainment data in literacy and numeracy is based upon standardised assessments, summative assessments and teacher formative assessments through observations and ongoing classwork. Staff engage with benchmarks to enable them to make confident professional judgements about achievement of a level. This data shows a high standard with most pupils attaining appropriate levels in literacy and numeracy at every stage, and a few working ahead of their expected levels. Analysis of data over time shows that attainment in numeracy is high with almost all pupils achieving national levels at the expected time. We now have comparator data to track cohorts of learners across Curriculum for Excellence levels year on year and over time. In session 2021/22 data for achievement of Curriculum for Excellence levels in numeracy, reading, writing and listening and talking in P1 and P7 are all above the EDC average with all improving on or remaining the same as the data from session 2020/21. Where there has been a dip in attainment targeted intervention is in place to support identified children and meet the needs of our learners. Work to achieve a Reading Schools silver award will continue over the next session. Newly purchased literacy resources and a continued focus on the importance of reading for pleasure is having a positive impact on our learners. Information will be gathered next session to evaluate the effect of these resources on attainment in literacy.

- Closing the attainment gap between the most and least disadvantaged children and young people;

Stringent procedures and planned programmes ensure the promotion of equity in terms of success and achievement for all pupils. The progress of our pupils who experience barriers to their learning is closely monitored to ensure appropriate and timeous support is given and impact recorded. Effective use of data enables the school to successfully support those pupils identified or affected by the poverty gap or as being vulnerable or disadvantaged. Data relating to children who receive free meals, clothing grants or live in SIMD 1-3 shows that all of these pupils are attaining their appropriate levels or beyond in all areas. We are mindful that the ongoing cost of living crisis may impact all families and recognise this when planning for next session.

- Improvement in children and young people's health and wellbeing;

Health and Wellbeing is at the heart of all that we do at Baldernock. The supportive ethos of our school reflects a commitment to positive relationships between staff and children which in turn creates a calm and nurturing learning environment. We ensure wellbeing and improving outcomes for all pupils and their families, is central to our work. We use surveys and a SHANARRI wheel, which includes the eight wellbeing indicators, annually to gather pupil viewpoints on Health and Wellbeing. A Schools Health and Wellbeing Improvement Research Network survey (SHINE) was carried out with pupils in P6 and P7. The purpose of this survey is to use health and wellbeing data to support improvements in mental health in schools. Results of these surveys demonstrate that most pupils are positive about their wellbeing with any concerns identified and addressed timeously.

All staff are proactive in responding to any noted concern and undertake annual training with regard to Child Protection procedures. The leadership team have undertaken enhanced CP training to enable them to carry out this most important aspect of their work effectively.

Staff training on Emotions Coaching, Mindfulness and Growth Mindset have all impacted positively. Children’s emotional wellbeing is supported through the use of check in emotions cards which provide opportunity for pupils to discuss their feelings and emotions. Lifelink Counselling Service can be accessed to support pupils in the upper school both on an individual and group basis. This session Lifelink has had a role in supporting pupils as part of transition.

Our timeout space in the garden continues to support pupils in managing and regulating their emotions and behaviour.

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people (secondary schools).

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
On track for achievement of a level P1, P4 and P7	most	most	most	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

We had no Pupil Equity Funding this session.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Very good	Very good

What is our capacity for continuous improvement?

The School Improvement Plan (SIP) is developed in line with authority guidelines and time is allocated within the Collegiate Agreement to ensure key priorities are addressed. Progress in its implementation is continually reviewed and carefully recorded. Clear links are made to the vision and values of the school. This session we have made good progress with our SIP priorities. Our self- evaluation focuses on key aspects of learners’ successes and achievements and draws on a wide range of advice and evidence. It is rigorous, systematic and transparent. We reflect on current practice and evaluate new initiatives and changes we have introduced identifying strengths and areas for improvement.

Our school has benefited from Distributed Leadership remits involving staff in both curricular and policy developments. This has allowed us to refresh our approach to science education, become a Young STEM Leader delivering centre and work towards our Silver Rights Respecting Award.

Pedagogy within literacy and numeracy is being reviewed as we ensure continuous improvement to raise attainment for all.

Professional Update supports this process and ensures appropriate Career Long Professional Learning opportunities are sourced. Staff development is matched to school and authority priorities as well as individual needs.

We work hard to ensure effective communication at all levels, both within our school and the wider community. This is paramount in teamwork and collegiality. Collaborative work and peer observation visits give staff opportunities to share, moderate and develop good practice within our school. Moving forward we recognise the need to expand this model to cluster and learning partnership schools in order to learn beyond our immediate school community.

Questionnaires and surveys issued to parents and pupils over the session help to inform our practice and identify improvements we can make. This session we have consulted parents about their views on Reading School initiatives and safeguarding. Parents' views are valued and they have responded positively with constructive feedback. Our open door policy continues to encourage parents to be actively involved in the life and work of the school.

Pupils have been consulted, both formally and informally, on a range of issues this session and our learners know that when their views are sought they are acted on. Moving forward, the How Good is OUR School resource will have a higher profile in capturing pupil voice. Through high levels of consultation and engagement with staff, pupils and parents, we are committed to improving learning, teaching and assessment, setting high standards and expectations. The Senior Leadership Team continues to work hard to ensure the commitment of the whole school community in taking forward the school vision.

Summary of School Improvement priorities for Session 2023/24

- Raising Attainment in Literacy
- Interdisciplinary Learning through a STEM focus
- Self-Evaluation for Continuous Improvement