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East Dunbartonshire Council

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BALDERNOCK PRIMARY
Standards and Quality Report
2024/25

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 54 pupils on our roll, organised into 3 classes, P1/2, 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, a 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. Our P.E programme is delivered using our outdoor environment with 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 assistants, a building manager and 2 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 92%. 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 Silver Rights Respecting School working towards our Gold 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: Raising Attainment in Literacy		
NIF Priority	Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	HGIOS?4 QIs QI 1.3 Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 2.2 Raising Attainment and Achievement
NIF Driver	school improvement parent / carer involvement and engagement teacher professionalism	
Progress and Impact:		
Very good progress has been made this year.		
Parental workshops were held in November 2024 to support the development of phonics and spelling skills across the school. Primarily parents attended the level their child is currently working at but were encouraged to engage with other workshops in order to develop a better understanding of the progression of spelling skills through levels. 41% of parents attended at least one workshop. Teachers explained the approaches used to introduce initial sounds, blending and the development of letter patterns at Early, First and Second Levels. Parents took part in a variety of		

spelling activities allowing them to replicate strategies ensuring a consistency of support between home and school. Active approaches were demonstrated by teachers and these were well received by parents.

'It was all very informative the phoneme was useful to know and the different strategies especially the letter board.'

'I feel more confident making things fun at home with secret code words and brain dump.'

Initial results from standardised spelling assessments as well as ongoing teacher observations indicate an increase in attainment in spelling this year compared with previous years.

We were delighted to achieve our Reading Schools Silver Award in October 2024. The Reading Schools Committee has worked hard to gather evidence showing our commitment to encouraging our whole school community to read for pleasure. We received excellent feedback from the Scottish Book Trust as part of the accreditation process.

'Your learners play a pivotal role in promoting positive readership, your staff are reading widely around reading rich pedagogy and children's literature, your families are engaged and you are beginning to make waves in your local area as champions of reading for pleasure.'

We are now working towards Gold Accreditation and recently had our action plan accepted. This session our focus has been on raising awareness of the importance of reading for pleasure with our local community. As such we have organised a lending library for adults at the school gate and have been working with Baldernock Parish Church on a joint reading activity. Staff have continued to undertake Scottish Book Trust training this session to further develop a positive reading culture within our school.

We have recently purchased a small outdoor library unit which will be installed at the school gate as a lending library for parents and the wider community. We hope that this will encourage anyone passing by school to stop and borrow a book to read. We have also asked the local community to contribute books towards this endeavour.

Our project with the church involves creating reading bags for young children that can be used during church services. The Reading Schools Committee have sourced books and created activities for each bag. Our local minister, Rev. Lyndsay Brennan, has joined our committee to support this project.

We will continue to gather evidence for our next award and are hopeful of achieving this early next session.

This session we have introduced new literacy planners to further ensure appropriate pace and progression at all levels. Staff have a clear overview within each level and organiser allowing for support and challenge to be easily identified and planned for. Through allocated collegiate time, staff have had opportunities to evaluate the usefulness of the planners as an effective tool in tracking pupil progress through a level.

'As the session has progressed, I have found the planners easier to use. I like the fact that skills are broken down within each level allowing me to plan effective next steps for my learners.'

We have also had a focus on the assessment of writing this session. Staff have moderated writing from Early to Second levels and have developed a shared understanding of standards and expectations at each level. Moving forward this will ensure we have robust processes in place to monitor and evaluate learners' progress. Our Literacy Champion has also been involved in the moderation of writing with colleagues across East Dunbartonshire to further develop professional judgement.

Through the collegiate calendar, time was allocated for staff to audit our current listening and talking resources to ensure alignment with Curriculum for Excellence benchmarks and our updated literacy planners. Listening and talking permeates all aspects of our curriculum and helps our learners become confident individuals. This session through the development of enquiry based learning approaches, pupils have taken ownership of their learning as evidenced in the high quality presentations to parents from P3-7 pupils.

Next Steps:

- Listening and Talking
- Reading comprehension
- 1+2 languages with a focus on pedagogy

School priority 2: Interdisciplinary Learning (IDL)

<p>NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver school leadership school improvement</p>	<p>HGIOS?4 QIs QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.5 Family Learning</p>
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Progress and Impact:

Very good progress has been made this year.

This session we have worked closely with East Dunbartonshire Council's Primary Science Development Officer (PSDO) to further enhance our delivery of Science Technology Engineering and Maths (STEM) throughout the school. Our Principal Teacher and the PSDO have refreshed our school science programme making links where possible with other STEM disciplines. All staff have started to implement this new approach and we will evaluate it next session.

All staff have undertaken training in enquiry based learning pedagogy to develop leadership skills for pupils at all stages. Pupils from P3-7 applied these skills in different contexts and held presentations for parents and carers to showcase their work. These workshops have allowed us to engage with parents and involve them in the life and work of the school. 93% of parents/carers were able to attend a class presentation and 85% of attendees rated them as extremely useful in understanding the learning taking place in their child's class.

'Presentations were wonderful. Good to see the incredible amount of work done on the topics during class and so enthusiastically and informatively presented. Also a great opportunity for children to practise public speaking at a young age.'

We had planned to run parental workshops to support the development of numeracy and maths skills across all stages this session. Due to our focus on class IDL presentations to parents, we decided to move these workshops to next session.

We have also implemented new numeracy and IDL planners. The numeracy planners ensure staff can easily track progression through and across levels identifying appropriate support and challenge for our learners.

'I find the planner much easier to use than our previous one. You can see all the levels at the same time clearly linking with the benchmarks.'

Our updated IDL planners track skills across different curricular areas. This has enabled staff to encourage children to have the confidence to lead their own learning developing self-management, innovation and social intelligence across the curriculum. These skills are vital to ensure learners are prepared for the world of work. In consultation with pupils, we are continuing to review our Social Studies programme to ensure our topics are current, relevant and incorporate our commitment to the Rights of the Child as we work towards our Gold Award.

A variety of resources have been purchased this session to further develop our delivery of the STEM curriculum, particularly in regard to engineering. These resources encourage collaborative working, problem solving and also develop creativity and innovation at all stages. All staff have undertaken training to ensure skills are developed progressively from Early to Second Levels.

This session we have continued to deliver the Young STEM Leader programme in the upper school. Two pupils achieved a level two award and one pupil a level three award. The programme involves pupils inspiring, leading and mentoring their peers through the delivery of STEM activities. P3/4/5 pupils enjoyed creating a 3D replica human skeleton led by our Young STEM leaders.

Our House Captains have further developed their leadership skills by planning and running a series of lunchtime clubs this session. They have mentored younger pupils in coding and engineering making links with possible future careers.

Next Steps:

- Introduce meta skills framework
- Parental workshops to support the development numeracy and maths skills across the school.
- Complete refresh of Social Studies programme

School priority 3: Wellbeing

NIF Priority Improvement in children and young people's health and wellbeing
Placing the human rights and needs of every child and young person at the centre

NIF Driver school leadership
school improvement

HGIOS?4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.7 Partnerships

Progress and Impact:

Very good progress has been made this year.

All staff, including clerical and facilities management, attended training on the use of the CIRCLE resource. This resource has been implemented across EDC as a way to make sure our schools and learning environments are inclusive for all. This session we have focused on our physical and social environment both inside and out and also on structures and routines. Staff, pupils and parents have been surveyed and teaching staff have used the information gathered to create an action plan for each classroom. From this we have ensured that all resources are clearly labelled and accessible for all, classroom spaces are organised and clutter-free and that visual timetables are displayed in each room. From surveys carried out, almost all parents have said our

environment is calm, friendly and welcoming. The majority of pupils recognise that we are all different and we celebrate this in school.

In February all staff, including clerical and facilities management, undertook training in The Promise. This is a Scottish Government initiative stating that all Scotland's children and young people will grow up loved, safe and respected with a focus on those who are care experienced. Staff completed assessments and we subsequently achieved a We Promise Award recognising our commitment to Children's Rights.

P5 pupils have been working on the Join in Award Scheme (JAS) this session and have made very good progress. They have completed a block of dance classes, developed skills at home, such as baking and painting, and taken part in a five mile walk around our local area. The children have been enthusiastic and engaged throughout. Next session, we will use the final section of the award to bring P5 pupils, who are currently split across two classes, together through team-building activities in partnership with EDC's Outdoor Education Officer.

'I have enjoyed working on my JAS award as I have learned new things and had fun with my friends along the way.'

Our Rights Respecting Schools Committee meet throughout the session and are currently working towards a Gold Award. This session they have been busy identifying priorities for their action plan and promoting Children's Rights and Pupil Voice across the school. The committee's focus has been looking for opportunities to make links with our local community and beyond. This will allow our children to develop as rights respecting citizens and become ambassadors for the rights of others.

Next Steps:

- The CIRCLE
- Pupil voice through improvement planning
- Work towards achievement of RRS Gold 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 organisation of our playground spaces. Our House Captains prepared and delivered a presentation on articles 23 and 31 for pupils at assembly. They related these articles to the use of our playground space leading to a pupil consultation and redesign of the area. Within our three areas children agreed suitable activities audited current resources and created a wish list of play equipment. We were very fortunate in receiving a donation from Baldernock Community Council to help us purchase items. This work has helped us

to create an inclusive playground recognising and supporting personalisation and choice. These spaces can also be accessed as learning environments throughout the school day.

Our Pupil Council consists of a member of teaching staff and a pupil representative from P2 to P7. The Pupil Council continues to work closely with our Rights Respecting Committee to take forward and coordinate the gathering of evidence for our UNCRC Gold Award. This session, our Rights Respecting Committee designed posters for each class to enable them to record the learning in class and how it links to children's rights.

Two Primary 6/7 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. This session they have consulted on the refreshing of the Education Service Vision, Values and Aims.

P5/6/7 pupils had the opportunity to take part in an energy literacy project at Glasgow Science Centre and the University of Glasgow. Learners engaged in a range of activities to help develop their understanding of sustainable living both now and in their future. Pupils were encouraged to think about the impact human activity can have on the Earth, and how this can lead to issues such as climate change, poverty, and inequality or injustice. Taking part in this project gave children the opportunity to become energy experts so that any future energy decisions they make are better for the environment and global communities.

'I found the project really interesting. It has made me think about using less fossil fuels and buying less things that you don't need.'

Pupils further developed their knowledge of learning for sustainability through the creation of small ponds for each class. Pupils from P3/4/5 researched how to make a pond using Belfast sinks. They found out about suitable plants to attract wildlife into the ponds. Each class then used money donated by our Parent Teacher Association to set up their own pond. Pupils are monitoring the ponds to find out about life cycles and biodiversity.

- 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 and in moderation processes 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 and a few working ahead of their expected levels. Analysis of data over time shows that attainment in literacy and numeracy across the school is high with most pupils achieving national levels at the expected time. We have comparator data to track cohorts of learners across Curriculum for Excellence levels year on year and over time. In session 2024-2025 data for achievement of Curriculum for Excellence levels in numeracy, reading, writing and listening and talking are all above the national average. When there is a dip in attainment targeted intervention is in place to support identified children. Evidence to achieve a Reading Schools Gold Award is currently being gathered and we are confident that this will be completed early next session. Newly purchased STEM resources and a focus on applying numeracy skills across the curriculum continue to have a positive impact on our learners as evidenced through learner conversations and assessment week results. We continue to gather all relevant information and closely track progress to ensure consistently high attainment in literacy and numeracy for all of our learners.

- 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. Results of these surveys demonstrate that most pupils are positive about their wellbeing with any concerns identified and addressed timeously.

This session most P6/7 pupils took part in the SHINE mental health survey a tool used by schools in Scotland to assess and monitor the mental health and wellbeing of pupils. As a small school we do not receive an individual report but can access Douglas Academy cluster report and use the information to best support our learners.

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. Children's emotional wellbeing is supported through the use of check in emotions cards which provide opportunities 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. We work in partnership with a variety of agencies to ensure all wellbeing needs of both pupils and families are met.

At points of transition, we work closely with secondary and nursery colleagues to ensure all pupils are prepared for the next steps in their learning.

Our timeout space in the garden along with calm boxes in each class continue to support pupils in managing and regulating their emotions and behaviour. Our curriculum is adapted, in consultation with pupils, to enable a smooth transition between home and school to ensure positive outcomes for all.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2025				
	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

Summary of School Improvement priorities for Session 2025/26

- 1. Raising Attainment in Literacy
- 2. Interdisciplinary Learning (IDL)
- 3. Wellbeing

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 very 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. Working in partnership with EDC's PSDO has allowed us to refresh our delivery of STEM and IDL through an enquiry based learning approach. We have also had the opportunity to update our science programme and will implement and evaluate this next session. Having successfully delivered Young STEM Leader training for the second year, pupils are more confident in leading STEM activities for their peers. Our new resources have also had a positive impact in developing engineering skills at all stages of the school. Embedding children's rights within our school community continues to be a focus as we work towards our Gold Rights Respecting Award. 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. This session our literacy champion has worked with colleagues from across the authority to moderate writing at early, first and second levels. Moving forward we will continue to look for further opportunities for staff to engage with colleagues from other schools.

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 what an inclusive school should look like, the importance of school trips, the role of the PTA and the impact of parental workshops and class presentations. 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 including their learning environment and the structures and routines of school. Our learners know that when their views are sought they are acted on. Allocated house time continues to ensure the How Good is OUR School resource captures pupil voice leading to improvements across our school community. 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.