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East Dunbartonshire Council

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BALDERNOCK PRIMARY
Standards and Quality Report
2025/26

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 50 pupils on our role, organised into 3 classes, P1/2, P3/4/5 and P6/7. The majority of 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. This session a short block of time was allocated at The Allander Leisure Centre.

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 clerical assistants, 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, all 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.

Most pupils in Baldernock Primary School reside in areas described as affluent by the Scottish Index of Multiple Deprivation. 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 96%. 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 1.1 Self evaluation for self improvement QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising Attainment & Achievement
NIF Driver	school improvement curriculum and assessment teacher professionalism	
Progress and Impact:		
Very good progress has been made this year.		
In October 2025 we were delighted to receive a Gold Reading Schools Award. This recognised our commitment across the school and wider community in promoting reading for pleasure. As part of this work, pupils engage with our fortnightly lunchtime book club, Book, Bite, Blether. Pupils from all stages have the opportunity to enjoy their lunch while taking part in quiet reading sessions, pupil led activities relating to books and book swaps. These sessions remain popular and enhance the reading culture within our school. We will continue to promote reading for pleasure through this lunchtime club as well as the broader school curriculum.		

'I like Book, Bite, Blether because it is a good way to learn about new genres and books and activities are random and fun.' P5 pupil.

'The book swap makes you try genres you think you might not like.' P5 pupil

All teaching staff evaluated our updated literacy planners. As part of this process staff identified the need to supplement our current reading comprehension resources. Staff indicated that there was a need for shorter reading passages that allowed learners to engage more easily with the text in order to focus on the structure of their answers. Feedback from both pupils and staff has been positive. Almost all staff say that the shorter texts are more accessible allowing for a better understanding of reading comprehension skills. We will continue to monitor attainment in reading as part of our Quality Assurance processes.

Our Literacy Champion continues to work with colleagues from across East Dunbartonshire. Part of this involves sharing ideas and resources between schools. The newly established East Dunbartonshire Literacy Hub has been created to allow practitioners to better access a range of resources and we are currently awaiting updated Listening and Talking materials to be added. This will help inform our next steps in raising attainment in Listening and Talking.

As part of our enquiry-based learning approach children have had opportunity to further develop listening and talking skills across the curriculum. They have worked both individually and in groups to research, prepare and present information to parents as part of a showcase event.

'They were so confident and happy delivering the presentation. Very creatively pulled together too. Learning in a fun way and they were so engaged. They're developing so many skills for the future without even realising it. Well done all.' Parent evaluation response.

Primary 5-7 have taken part in Mandarin lessons this session with the Mandarin teacher from Douglas Academy. They have been learning about Mandarin language and culture.

From this initial work, P6/7 have been involved in an Eco Learning Partners project in conjunction with SCILT, Scotland's National Centre for Languages. This is an innovative and international partnership project linking Scottish and Chinese primary classrooms in learning about their environment, climate action and the climate crisis.

The eight-week long interdisciplinary project combined language learning with science, technology, social subjects and global citizenship. Learners from both countries shared their discoveries and planned actions to take on a path towards a more positive future. The learning incorporated environmental, carbon and climate literacy, as well as developing confidence using Mandarin Chinese with native speakers.

'I have really enjoyed taking part in this project. It has been fun learning a new language and speaking to children in another part of the world.' P6 pupil.

This session we have refreshed the delivery of our French programme across P1-5. Professional learning undertaken by a member of staff highlighted the success of language development through relevant contexts for children. This led us to sourcing dual language French/English books and French song books. Using this approach has allowed for the introduction of a wide range of vocabulary that children can relate to. Senior Leadership observations highlighted that almost all learners were engaged and motivated in these lessons. Further discussions through Pupil Focus Groups also indicated that almost all pupils think that French lessons are important as preparation for future careers and learning.

'If you go to France you need to know the language to speak to people. You might move to France for a job and you need to be able to communicate.' P3/4/5 Pupil Focus Group.

Professional discussions with Douglas Academy and cluster colleagues resulted in Mandarin and French being the focus languages for this session. Our secondary colleagues are in the process of reviewing their language programme to ensure that the languages delivered meet the needs of our young people in the world today. Moving forward, cluster schools will work with Douglas Academy's modern language department to ensure a smooth transition for learners between primary and secondary.

Next Steps:

- Audit writing programme and review pedagogy
- Audit spelling programme and review pedagogy

School priority 2: Interdisciplinary Learning (IDL)

NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all Placing the human rights and needs of every child and young person at the centre NIF Driver school leadership school improvement teacher professionalism	HGIOS?4 QIs QI 1.3 Leadership of Change QI 3.3 Increasing creativity and employability
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Progress and Impact:

Very good progress has been made this year.

The majority of teaching staff undertook introductory training with Skills Development Scotland on how to use meta-skills within the classroom. A leadership role allowed for this work to be disseminated to the whole staff team. Following on from this, the meta-skills framework has been introduced in all classes. Through Pupil Focus Group feedback, most children recognised the importance of these skills and were able to link them to their learning in class and how they relate to future careers.

'We learned that you use meta-skills all the time without even realising it. They will help you at secondary and when you are studying for exams.' P7 pupil.

All staff engaged in professional dialogue to review current practice and planning approaches within interdisciplinary learning (IDL). Part of this work was to complete the audit of our current social studies programme with our learners. Relevant and engaging contexts for learning have been identified at Early, First and Second Levels. In doing this almost all staff have developed their knowledge and understanding of an enquiry-based learning approach to IDL. Pupils in P3-7 have undertaken a Scottish history topic where they have worked in enquiry groups to explore an area of interest. They researched, collaborated and presented their work to each other and parents. Pupil and parent feedback indicates this approach has a positive impact on learning.

'I enjoy working this way because it gives me a better understanding as we learn something we didn't know from another group. We don't get confused with learning too much information at the one time.' P6 pupil.

'I enjoyed learning this way because we all got to choose what we did.' P4 pupil

'My child was extremely excited during the planning and preparation of the presentation. The work displayed was outstanding and the children were wonderful at presenting. Having the performance followed by the class based presentation gave everyone a chance to be part of it in a way they enjoyed and were comfortable with. Thank you for inviting us to share the children's wonderful learning experience.' P3-7 parent.

'Learners definitely seem more engaged and motivated. When they lead their own learning and steer their own enquiry questions, they feel more accountable for what they produce and more invested in the process. In addition to this, learners enjoy exploring a range of creative ways to showcase their learning, such as through drama, podcasts, Powerpoint, Canva, 3D models etc. This motivates learners who maybe find traditional writing in jotters to be more challenging.'
Teacher feedback.

This session we have continued to develop our pedagogy and planning approaches in Science. We have built on the progress made last session in relation to the development of our STEM learning opportunities. All teaching staff have used the Raising Attainment in Science Education (RAiSE) resource to plan and deliver high quality progressive science lessons for our learners. Pupils have enjoyed a range of experiences, both in class and utilising our outdoor environment. During Pupil Focus Groups, almost all learners indicated an increased confidence in their knowledge and understanding of science. Senior Leadership monitoring also highlighted a greater range of science lessons being delivered across all classes. A staff leadership role within science will ensure this work will continue next session.

In November 2025, parental workshops were held across the school. P1-3 parents came into school to work with their children as part of the Bookbug and Read, Write, Count initiatives. Teaching staff also held numeracy workshops for parents of P4-7 pupils. The aim of these workshops was to give parents an insight into how we teach active maths strategies, allowing them to replicate these at home to support their children. Although the turnout for these workshops was relatively low at 20%, the feedback from those who were able to attend was extremely positive. Almost all parents indicated a greater confidence in helping their children at home by using similar language as was being used in school. Moving forward, we will continue to seek opportunities to best involve parents in supporting their children at home.

Next Steps:

- Embed Skills Development Scotland Meta-skills Framework
- Further develop staff and pupil confidence in using an enquiry-based approach to learning

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.

Almost all teaching staff have engaged with the Circle Participation Scale (CPS). The CPS provides a baseline to measure a pupil's participation in school life. It gives an overview of a learner's strengths and potential areas for development. Should support be required, strategies are identified and, from here, specific assessment can be targeted. On completion of the CPS staff were able to look for patterns across the categories scored in order to ensure an inclusive classroom environment for all learners. The identified strategies were incorporated into support plans and shared with pupils and parents. This strengthened ties between home and school and allowed pupils to have a clear understanding of what was in class to support them. Moving forward, we will review our procedures for gathering information to support pupils and adapt our current support plans to incorporate the evidence gathered through the CPS.

The school has continued to make positive progress on its journey towards achieving the Rights Respecting Schools Gold Award. Key developments this year include the introduction of a school mascot and Rights Respecting diary, which are regularly sent home to strengthen links between school and families and promote children's rights beyond the classroom. Staff and pupils have further developed their understanding of the concepts of rights holders and duty bearers, with increased awareness evident across the school community. A dedicated Rights Respecting Schools display has also been established, celebrating learning, achievements, pupil voice and fundraising efforts, while raising the profile of children's rights throughout the school. These developments have contributed to embedding a rights-respecting ethos and culture across the school and provide a strong foundation for further progress towards Gold accreditation.

This session, our Pupil Council produced a child friendly version of our School Improvement Plan (SIP). They identified areas of our SIP that they felt were most relevant to learners across the school. They then put the priorities and associated tasks into language that was accessible for all pupils. From this, Pupil Council created a PowerPoint that they presented at assembly to ensure a shared understanding across our whole school community.

[Pupil Council SIP](#)

Pupil Council then evaluated the progress made with SIP priorities.

'Pupil Council created a Pupil School Improvement Plan to help students get a deeper understanding of what goes on behind the scenes of our school. We then presented this as a PowerPoint to the rest of the school at assembly.'

As part of our Mandarin Programme we have been receiving Mandarin lessons since October 2025 and are now collaborating with a school in Tianjin, China. We have been and will be discussing our different biodiversity and landscapes in our local area. The Reading Schools committee have achieved their gold award in quick succession of their silver. We have piloted new science and social studies topics which have been very successful, like Primary 6/7's recent Solar System topic. In August, the Primary 6s successfully completed their JAS booklets after nearly one year of work, walking and lots of other fun stuff along the way.'

Lewis, Alexander and Zach Baldernock Primary Pupil Council

All Primary 6 pupils successfully completed the Join in Awards Scheme (JAS). This is an internationally recognised, accessible and highly flexible entry level award programme. It is designed to encourage, capture and celebrate personal achievement. Completing the award built confidence and encouraged teamwork while allowing pupils opportunities to be more active

and involved in their local community. A range of skills were developed over the course of this award, including art, street-dance and baking. This pathway provides a platform for starting vocational learning and can act as a next step towards other initiatives, awards and certificates.

Next Steps:

- The CIRCLE Participation Scale and EDC Equity in Literacy Frameworks used to support specific learning needs
- Staff training on updated Dyslexia guidelines
- Improved tracking of pupil wellbeing over time

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.

In Term 2 of this session, Primary 6/7 pupils ran a block of lunchtime clubs for younger pupils. Pupils researched, planned and carried out a range of activities such as music, art, dance and pop culture. These were very well attended and younger pupils developed a range of skills. At the end of the block, P6/7 pupils evaluated the success of their clubs and almost all indicated that they would like to carry on with this initiative next year. Pupils identified a range of meta-skills they had used in delivering the clubs and were very honest in their feedback about some of the challenges they faced.

'I enjoyed it but it was also hard. It was difficult to stop the younger ones from talking over each other.' P6 pupil

'I really enjoyed taking the club. I developed lots of skills like leadership because I had to lead the activity. I also had to collaborate with the person I was doing the club with and communicate clearly. I would definitely like to run a club again.' P6 pupil

Our three Houses, Iona, Jura and Tiree, have each worked on an aspect of self-evaluation using the pupil friendly How Good is OUR School document (HGIOURS). Led by P7 House Captains, pupils created surveys and questionnaires relating to our school.

Jura focused on Theme 1- Our Relationships. Pupils worked together to find evidence of how relationships have a positive impact across our school community. They made posters to demonstrate their findings and almost all pupils spoke of feeling safe, included and happy at school.

Iona looked at Theme 2- Our Learning and Teaching. Pupils created a questionnaire to look at what we do well and what they thought could be better. Learners liked being involved in the planning of their topics for the year. This enabled them to have a sense of ownership within their classes. Digital technology was seen as beneficial to their learning, however, poor wi-fi and old equipment resulted in a sense of frustration.

Tiree found out about Theme 4- Our Health and Wellbeing. Pupils decided to use the SHANARRI indicators to investigate this theme. They walked around the school to find examples of how the

school community is meeting the eight indicators. From this, Tíree created their own SHANARRI wheel and made question cards to gather views. Most children have engaged with the wheel and we will continue to monitor its impact.

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.

- 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 the majority of 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. When there is a dip in attainment targeted intervention is in place to support identified children. 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 timely 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 timely.

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 liaise 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 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
On track for achievement of a level P1, P4 and P7	majority	majority	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 2026/27

- 1. Wellbeing
- 2. Pedagogy and Meta-skills

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 and the authority. 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. Staff participation in EDC's professional learning programme relating to Enquiry-based Learning resulted in a better understanding of pedagogy from P3-P7. Through this work, staff reviewed planning approaches to ensure progression and a member of staff has now delivered training to new staff. Moving forward, the meta-skills framework will be embedded into enquiry-based learning approaches. Young STEM Leader training continues to be delivered. This session, pupils were more confident in leading STEM activities for their peers and all successfully completed the award. Opportunities for pupil voice continue to be developed across our curriculum to ensure all learners are involved and engaged. 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 all staff were trained in the use of EDC's Equity in Literacy Framework. This resource aims to identify potential barriers to learning and helps teachers to select appropriate strategies to best support their learners. Moving forward, we will review the paperwork for support plans.

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 enquiry-based learning in P3-P7 and maths workshops. 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 playground resources, enquiry-based learning and lunchtime clubs. 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.