



Bearsden Primary School Standards and Quality Report 2019-2020

Context of the school:

Bearsden Primary recently worked with all stakeholders to revise its vision, values and aims.

Our vision at Bearsden Primary is:

'Challenging a community of learners to achieve excellence'

Our values are:

*Honesty
Fairness
Respect*

At Bearsden Primary we aim to:

- *Provide opportunities for every child to develop skills for lifelong learning. (Article 28)*
- *Create a nurturing environment which embraces and celebrates diversity. (Articles 3,8)*
- *Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)*

Bearsden Primary is a co-educational, non-denominational school which is situated in Bearsden, a small town to the north west of Glasgow. The school was built in 1911 and is a traditional sandstone building, on two levels, with a central hall and closed classrooms. There are facilities to accommodate children with disabilities within the school. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing. Just over 12% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 7% of pupils are bilingual with 29 languages spoken. 3% of our pupils are identified through Pupil Equity Fund as either being in SIMD Bands 1-8 or in receipt of Free School Meals. Almost all other children are in SIMD bands 17-20.

The current school roll is 409 and the capacity is 474. At present, the school has a staffing entitlement of 18.75. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 21 class teachers, some of whom job share, for our 15 classes. There is a specialist teacher for French who provides cover for reduced class contact time. There is additional learning support provided through the Education Support Team. Instrumental tuition is available for violin, cello, bagpipes and woodwind. There are 2 full time and 1 part time clerical staff, 3 classroom assistants, 4 support for learning assistants and a janitorial assistant. Bearsden Primary After School Club caters for children before school and from 3pm until 5.55pm each day.

Parents are highly committed to supporting the school community. The Parent Council work cooperatively with the school and meet regularly. There is also a very active Fundraising Group which organises social and fundraising events throughout the year. This session they contributed towards the funding for additional ipads to allow us to further progress our Digital Literacy. Parent helpers are welcome and frequently assist with classroom activities and school outings. There are a large number of extra-curricular activities including football, cross country running, guitar, zumba, skiing, table tennis and netball. Pupil participation is encouraged through our Committees- every child in the school is part of a committee this session.

We also have very strong links with partners from the community. We work closely with Bearsden Baptist Church who allow us to use their gardens to deliver aspects of outdoor learning. We have connections with many of the local businesses around Bearsden Cross



Bearsden Primary School Standards and Quality Report 2019-2020

and had many partners coming in to support over the year, particularly during World of Work week where every class had a careers visits and culminated in the P7 Careers Fayre which featured over 20 partners.

We are a UNICEF UK's Rights Respecting Silver Level School which we are very proud of. We are aiming to embed children's rights into all the work that we do and are working towards our Gold Award next session and have begun to use the UN Sustainable Development Goals (Global Goals). We have also achieved our Digital Literacy award, for the school as an individual, and as part of the first Cluster in Scotland to achieve the Cluster Schools Award for Digital Literacy. We are also a Fairtrade school and have the SportScotland Gold Award which displays our providing our children with as active and healthy a lifestyle as possible.

The school supports a number of fund raising events for local, national and international charities throughout the year. There are very good links with the shops and businesses in the local community and well established links with local early years establishments, primary schools and Bearsden Academy. The school was inspected in June 2015, with a follow up visit in June 2016. The follow up visit highlighted the very good progress the school had made since the initial visit and felt that the capacity to continue to improve was high. We have also had a follow through report done by East Dunbartonshire Council which again highlighted areas of strength and that we were in a good position to keep moving forward.

Our SNSA results are below. P1 were not tested due to lockdown. Our results show that the majority of the children attained in the highest 2 levels at their stages in reading and Numeracy. Writing results were not as strong and indicate a need to ensure we have a focus on spelling and grammar next session. However we still had very few children who scored in the bottom 2 bands in any of the subjects. This would indicate that most children were on track to achieve the level at the point of lockdown.

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Band 11
Reading P4 2019/20				0%	3%	10%	19%	31%	37%		
Reading P7 2019/20						0%	2%	22%	23%	32%	22%
Writing P4 2019/20				2%	5%	19%	34%	16%	24%		
Writing P7 2019/20						2%	10%	32%	25%	27%	5%
Numeracy 2019/20				0%	2%	9%	30%	26%	33%		
Numeracy 2019/20						0%	8%	7%	30%	30%	25%



**Bearsden Primary School
Standards and Quality Report 2019-2020**

School priority 1: Health and Wellbeing- Nurture, Food Education

<p>NIF Priority: Improvement in children and young people's health and wellbeing</p> <p>NIF Driver: Assessment of children's progress</p>	<p>HGIOS?4 QIs</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.3 Increasing creativity and employability</p>	<p>EDC NIF Implementation Plan</p> <p>Improvement in children and young people's health and wellbeing</p>
---	---	--

Progress and impact:

Nurturing Approaches

*All children will be able to confidently discuss their HWB and identify areas for improvement.
All teachers will be able to use Emotion Coaching to support our pupils.*

All within the school using the Behaviour Blueprint successfully. Continue to have a focus on this throughout the year and reinforce at start of term. All children from P2-7 completed a Wellbeing survey in November. Then all children who were identified from this were given an opportunity to have discussions with their trusted adult, funded by PEF money. Many of the areas identified were about wider achievements and how we recognise/ celebrate these. We had been doing these publicly in assemblies but from our discussions many children did not want this public celebration so classes have introduced their own recognition of these within their classrooms. Staff found the time to have discussions valuable and were able to delve deeper into why a child had marked the various indicators as they had. This was then shared with SLT and next steps identified for particular children. Although PEF children were involved in this it also allowed us to use the funding to support the HWB of all children. At the start of the session we had identified that 35% of PEF group were not on Track with HWB- our evaluations had shown that this had decreased during term time down to 14%, however the impact of COVID19 has meant that we now have some additional concerns about how the children have been coping so this is an area we will have a continued focus on next session.

Emotion Coaching was postponed early on in the session and was due to take place in Term 4 but due to COVID19 this was unable to take place.

Food Education

To develop food education knowledge and skills with clear progression.

We trialled all planners from P1-7 to allow every child a cooking block this session. Due to COVID19 not all children were able to get their block of cooking. However the sessions that did take place were very successful. Clear progressive planners with a focus on skills were developed and changes made where necessary. Children were able to discuss the skills they had learned in the kitchen and able to apply these in activities such as Mini Masterchef. All staff received training and clear procedures in place for Health and Safety have been implemented.

Next Steps:

Continue with Emotion Coaching. Given the break from school it will be vital to ensure that HWB is main focus next session. A recovery plan will be made to look at the mental and physical wellbeing of the children on return to school. Continue to allocate time for staff to have 1-1 session with children as this gives valuable time to identify areas for support.

Due to nature of COVID19 we will have to leave teaching kitchen for some time until it is safe to do so.



Bearsden Primary School
Standards and Quality Report 2019-2020

School priority 2: Parental Engagement

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

NIF Driver: Assessment of children's progress
 Parental Involvement

HGIOS?4 QIs

- 2.3** Learning, teaching and assessment
- 2.5** Family Learning
- 2.6** Transitions
- 2.7** Partnerships
- 3.2** Raising attainment and achievement

EDC NIF Implementation Plan

Improvement in attainment in numeracy

Progress and impact:

Parents and families are fully supported to be involved in the life and work of their child's school. Parents and families are fully supported to engage in their child's education throughout their learning journey.

Learning Journeys were improved and made consistent. One class trialled online version of this through Class Dojo portfolios. As COVID19 then emerged this has proved useful as the children were already familiar with the system for uploading work. P1-3 to then took this area on for home learning too and this has been very successful in recording children's work.

Reports were extensively looked at as part of our Improvement Plan. Staff looked at examples from various different schools. All parents were surveyed on reports- what information they found useful, what they didn't want in the reports, what reporting throughout the year looked like. The results of these were that parents wanted more information more regularly and wanted clear information on what they could do at home to support. A focus group then looked at 3 different formats devised from the staff – this clearly indicated the need for short reports throughout the year rather than the large end of term report. Unfortunately, due to COVID19 we were unable to implement this and a short format was produced this session.

Home learning became a focus for us due to the COVID19 situation. Initially all children were given home learning packs before school closed. All activities were added to the website.

Following feedback from parents we moved to the following model:

P1-3 Using Class Dojo- weekly information given but with daily interactions/ tasks given

P4-7 Using Teams- weekly information given. Daily interactions with children online.

Each week weekly planner was also emailed to parents and added to school website.

Feedback has been that Class Dojo was much more successful- more user friendly, more reliable. Parents prefer the weekly format to allow them to plan work around their work commitments.

Children identified who had no access/ limited access to online and packs were made and posted/ delivered by staff regularly to these children. ICT access was applied for to support children with no access. Feedback is also that they would prefer online live teaching but this was not achievable at the time.

Next Steps: Implement the regular short reporting to parents through Learning Journeys.

Investigate the continued use of online reporting to parents- look at Seesaw etc. If blended learning the model use format by P1-3 as more successful and user friendly. Blended learning would have to be follow on from work in school/ be introduction to lessons in school.

School priority 3: Interdisciplinary Learning (IDL) including STEM (Cluster focus)

NIF Priority: Improvement in attainment, particularly in literacy and numeracy
 Improvement in employability skills and sustained, positive

HGIOS?4 QIs

- 2.2** Curriculum
- 2.3** Learning, teaching and assessment

EDC NIF Implementation Plan

Improvement in attainment in numeracy



Bearsden Primary School
Standards and Quality Report 2019-2020

school destinations for all young people NIF Driver: School Improvement Teacher Professionalism Parental Involvement	3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	Improvement in employability skills and sustained, positive school leaver destinations for all young people
--	---	---

Progress and impact:

*To continue to embed Pupil Led Enquiry throughout the school.
 To raise attainment in numeracy.*

All classes within the school had made plan for their Pupil Enquiry. Those classes who had completed it found it worked well. P5 would move the timing of this from Term 2 to Term 3 as felt this term was too short to get the in-depth research done. We showcased this work at Regional Improvement Event for Headteachers and it was well received. All staff within the school received some training and support for this from Helen Crossey- teacher who led the work. This proved invaluable in raising staff confidence.

We continued to have Maths focus weeks and videos are ready to go on website but delayed due to current circumstances. PEF money was used to support small group teaching in maths. At the start of the session 17% of identified children in this group were not on track in numeracy- after this session's interventions this has come down to 7% not on track. Other children were also targeted during these sessions and have made improvements across all children targeted.

Cluster

To introduce STEM approaches within all stages of primary school, focussing on skills and linking to DYW, across the cluster.

Create opportunities for practitioners to meet, learn together and share expertise within cluster.

Provide space for practitioners to work collaboratively across sectors.

To facilitate an effective transition project based on STEM and provide opportunity to share learning across the cluster.

One member of staff had begun to attend STEM training and shared this with other staff. Additional resources were identified and bought to support the teaching of STEM. All stages made STEM plan for throughout session and shared this with cluster colleagues. This sharing of practice gave staff additional ideas/ resources to use.

Every stage was due to take part in STEM week events and many of these took place successfully engaging with many different partners to ensure a variety of visitors. This was successful and an event we would like added to our annual calendar.

P7 pupils worked with Bearsden Academy ambassadors to plan a STEM showcase event but this was cancelled due to COVID19.

Next Steps:

Continue with Pupil Enquiry and embed in our curriculum- revisit our curriculum rationale to ensure this approach is reflected in this. Continue to work with cluster on developing STEM approaches, although this will need to wait until we have managed the transition back to school effectively. Look at using what we do to apply for STEM award.



Bearsden Primary School
Standards and Quality Report 2019-2020

Key priorities for improvement planning 2020-2021

	IMPROVEMENT PRIORITY	TARGETS
1	Health and Wellbeing including Nurture	<ul style="list-style-type: none">• All children will feel welcome and safe back in the school environment.• Staff will feel equipped to discuss emotions with the children.• All children will be tracked on the SHANARRI indicators
2	Family engagement including educational continuity	<ul style="list-style-type: none">• Engage with the whole parent body digitally on chosen platform.• Home learning to be communicated through digital platform.• Reporting to parents to be more timely and meaningful.
3	Continuing to ensure equity and excellence	<ul style="list-style-type: none">• To determine where gaps are in children's knowledge as a result of lockdown• Continue to raise attainment and achievement in literacy and numeracy