

BALDERNOCK PRIMARY  
STANDARDS AND QUALITY REPORT  
JUNE 2020



# Baldernock Primary 2019-20

## Section 1

### Context of the School

Baldernock Primary school 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 49 pupils on our role, spread over 3 classes, P1/2/3, P4/5 and P6/7. Most children come from Balmore and surrounding areas. Our staffing allocation for this session was 4.48 including the Head Teacher and Principal Teacher. We have input from Education Support one half day per week and we also have the support of a music teacher for violin and viola. The work of the school is further supported by a Clerical Assistant, a Classroom Assistant, a part-time Support for Learning Assistant, a Janitorial Assistant and 3 Facility Assistants. The school benefits from the support of its P.T.A. and Parent Council and strives to build good community links.

Our accommodation consists of 2 separate buildings. The main building comprises of 2 classrooms, dining hall, cloakroom and toilet facilities. A third classroom, the Head Teacher's office, administration office and resource area are located in the original school house. The children are bussed to a nearby school for part of their P.E programme, with the remainder being delivered in the outdoor environment.

We have strong links with Douglas Academy where almost all our pupils transfer to at the end of P7. In line with the entitlement of our children to a coherent curriculum for 3-18, we will continue to develop capacity and a programme of cluster working overseen by the Cluster Management Team.

This cluster working group will liaise with the voluntary playgroup housed on our premises to ensure a common understanding of learning and teaching with continuity and progression.

### 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.

Most 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 recent Education Scotland Inspection in November. A programme of standardised assessment helps confirm the professional judgement of our teachers and our tracking system ensures that learners continue to make very good progress from prior levels of attainment. In session 19.20 we received £1080 from the Pupil Equity Fund and this money was spent on iPads to raise attainment in numeracy and literacy through the use of apps.

ACHIEVEMENT OF A LEVEL											
P1 EARLY LEVEL				P4 FIRST LEVEL				P7 SECOND LEVEL			
LITERACY 17.18	LITERACY 18.19	NUMERACY 17.18	NUMERACY 18.19	LITERACY 17.18	LITERACY 18.19	NUMERACY 17.18	NUMERACY 18.19	LITERACY 17.18	LITERACY 18.19	NUMERACY 17.18	NUMERACY 18.19
100%	80%	100%	90%	100%	100%	100%	100%	100%	100%	89%	100%

Interventions including the use of our Education Support Teacher and our Principal Teacher allow us to identify at an early stage the need for support and challenge ensuring high attainment for all our learners.

We have made some progress through our School Improvement Plan this session, however, lockdown has impacted on our ability to meet all targets.

## Section 2

### Inspection Report and Next Steps

#### **School Priority 1: Learning Provision**

##### HGIOS 4 QI 2.3 Learning Teaching and Assessment

###### Inspection findings:

- Relationships across the school are caring and positive between staff and children and amongst children
- The school's values of working together, respecting others and pursuing excellence support a safe, secure and welcoming environment for children to learn.
- Children enjoy lessons in class and outdoors and respond positively to well-planned and organised learning experiences.
- Staff plan learners' experiences well to meet children's needs.
- Overall the quality of teaching across the school is good and teachers use differentiation well, showing awareness of different levels of individual need within composite classes.
- Teachers share the purpose of learning with children and discuss and agree how learning will be successful.
- Staff have made a good start to developing children's skills in leading their own learning.
- Children use digital technology well across the school to enhance their learning.
- Teachers engage in moderation activities to develop their understanding and support their professional judgement in achievement of a level in literacy and numeracy.

###### Next Steps:

- Finalise our Attainment, Achievement and Equity for All Strategy incorporating our ASN Framework and Safeguarding procedures
- Continue to develop the new cluster tracking programme to monitor progress and achievement
- Support for learners and families as we move from lockdown
- Partnership working across our school community to ensure smooth transition between school and home learning
- Ensure continuity and progression in literacy and numeracy through robust monitoring and tracking procedures

## School Priority 2: Leadership and management

### HGIOS 4 QI 1.3 Leadership of Change

#### Inspection findings:

- Parents, partners, children and staff have recently agreed the vision, values and motto of the school through a successful consultation process.
- The school's values underpin positive relationships and support children's work in school very effectively.
- The leadership team communicates very effectively the school's agreed vision.
- Staff are very motivated and work well together to ensure continuous school improvement.
- SLT are highly visible in supporting staff in class, working very well with groups and individual children to enrich learning experiences.
- Staff work very well together and are committed in bringing about improvement to the school.
- Staff, parents and children are becoming more involved in setting school priorities.
- Teachers take on important leadership roles which are linked to the school improvement plan and work very effectively as a team to share professional learning and expertise.
- Children are making good use of How Good is Our School to support their role in school self-evaluation, they are developing leadership skills and learning to work cooperatively together.
- Children contribute effectively to aspects of school life in their leadership roles e.g. house captains and JRSO.
- The leadership team work well with staff to bring about raised expectations and attainment through regular professional dialogue.
- The school continues to build effective partnerships and relationships with parents to support children across the school.

#### Next Steps:

- Develop the use of pupil planning wall to maximise IDL approaches (including STEM, DYW and RRS)
- Further develop opportunities for pupils to lead learning
- Develop current staff leadership roles to enhance professional learning as we move from lockdown
- Ensure staff wellbeing and appropriate pastoral support as we move out of lockdown
- Ensure new members of staff are well supported to increase their confidence and develop sound pedagogies

### **School Priority 3: Successes and Achievements**

#### **HGIOS 4 QI 3.2 Raising Attainment and Achievement**

##### **Inspection findings:**

- Attainment in literacy is very good.
- Almost all children are making good progress in listening and talking, they interact well with their teachers and are articulate and expressive in their conversations.
- Almost all children are making very good progress in reading and are able to name several popular children's authors, having an awareness of a range of genre.
- Across the school almost all children are making very good progress in writing and can apply their writing skills with confidence.
- Children are making very good progress in numeracy and mathematics.
- Almost all children at early level and all at first and second levels attain or exceed national expectations.
- Overall children make very good progress over time. Over the past four years almost all children achieved the expected national standard in literacy and numeracy.
- Children are achieving well across a range of contexts. They enthusiastically participate in a range of after school and lunchtime clubs developing valuable skills.
- Children contribute effectively as members of their local community.
- The school has robust attendance procedures and these are effective in ensuring that children are in school.

#### **HGIOS 4 QI 3.1 Ensuring Wellbeing, Equality and Inclusion**

##### **Inspection findings:**

- The school has a well-developed culture of collaborative working to promote health and wellbeing.
- Children feel valued, safe and happy in their school.
- All children are familiar with the wellbeing indicators and can discuss them in relation to their everyday experiences of school and use them to evaluate their wellbeing.
- Robust procedures are in place to identify children's learning needs as they arise and address them successfully.
- Staff are strongly committed to using outdoor learning to deliver a range of creative approaches to support the social and emotional wellbeing of all children.
- SLT effectively monitor the work of the school and in doing so they provide effective feedback to ensure children's needs are being met.

- The school has a planned programme of assemblies which supports children to celebrate the school's values encouraging children to reflect on social and global issues.
- All staff are aware of the need to ensure all children have a developed understanding of diversity and equality.
- Children have a good awareness of rights and recognise how they inform the vision, values and motto of the school.

Next Steps:

- Continue to develop the use of digital technology to enable children to work between school and home.
- Complete Digital Strategy
- Build on the variety of skills and attributes achieved during lockdown to ensure progression from prior levels of attainment
- Continue to ensure equity for all by further developing our outdoor programme

## **Section 3**

### **Capacity for Improvement**

The School Improvement Plan is developed in line with authority guidelines and every effort is made to meet targets within timescales. 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.

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.

Professional Update supports this process and ensures appropriate C.L.P.L. 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 cluster and other identified schools.

Questionnaires and surveys issued to parents and pupils over the session help to inform our practice and identify improvements we can make.

Parents' views are valued and they respond positively with constructive feedback. Our learners know that when their views are sought they are acted on. Through high levels of consultation and engagement with staff, pupils and parents, we are committed to improving learning and teaching, 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.



## Section 4

Here are Education Scotland's evaluations for Baldernock Primary following our Inspection in November 2019.

Quality Indicator	Grade
1.3 Leadership of Change	Very good
2.3 Learning, Teaching and Assessment	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
3.2 Raising Attainment and Achievement	Very good