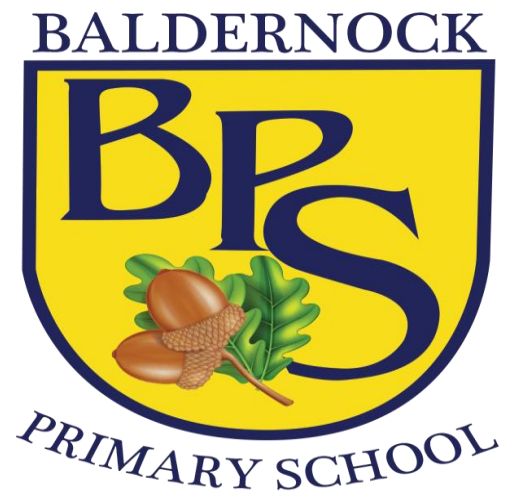


BALDERNOCK PRIMARY
STANDARDS AND QUALITY REPORT
JUNE 2021



Baldernock Primary 2021-22

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 50 pupils on our role, spread over 3 classes, P1/2, P3/4/5 and P6/7. Most children come from Balmore and surrounding areas.

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 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 staff form a cohesive and effective team aiming to deliver high quality education. Relationships are key to our school community thriving.

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. This year due to Covid-19 restrictions, our P.E programme has been delivered in the outdoor environment.

We have strong links with Douglas Academy where, this year, all 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.

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 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 very good progress from prior levels of attainment.

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 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.

ACHIEVEMENT OF A LEVEL											
P1 EARLY LEVEL				P4 FIRST LEVEL				P7 SECOND LEVEL			
LITERACY 18.19	LITERACY 20.21	NUMERACY 18.19	NUMERACY 20.21	LITERACY 18.19	LITERACY 20.21	NUMERACY 18.19	NUMERACY 20.21	LITERACY 18.19	LITERACY 20.21	NUMERACY 18.19	NUMERACY 21.21
Most	Almost All	Almost All	Almost All	All	All	All	Most	All	All	All	All

Explanation of terms of quantity

All means 100%

Almost all means over 90%

Most means 75% - 90%

Majority means 50% -74%

Less than half means 15% - 49%

A few means up to 15%

Section 2

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

Strengths and Next Steps

School Priority 1: Learning Provision

NIF Priority: Improvement in children and young people's health and wellbeing.

This session we have finalised our Attainment, Achievement and Equity for All Strategy incorporating our ASN Framework and Safeguarding procedures (AAE). This has been shared with and approved by Parent Council and once Covid-19 restrictions are lifted, parental workshops will take place.

We continue to use our cluster tracking programme to monitor progress and achievement in literacy, numeracy and health and wellbeing, however, further development in other curricular areas has been delayed due to the impact of Covid-19 on our curriculum. As part of recovery planning this year, we developed a school approach to tracking which recognised the importance of health and wellbeing as children and staff transitioned between school and home learning. Wellbeing wheel analysis shows almost all children feel safe and happy in our school and when returning from remote learning all staff supported children to ensure a smooth transition. 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.

The development of three covered adaptable outdoor spaces has given greater flexibility to take high quality learning and teaching outside. This has resulted in children taking greater ownership of their learning experiences.

During remote learning, most learners experienced activities that were appropriately differentiated to provide effective support and challenge. Almost all children engaged positively and, as a result, enhanced their digital literacy skills. Parental and pupil feedback indicated that remote learning this session was a much more positive experience than last time. Parents felt the experience was more structured with clear progression being made, particularly in literacy and numeracy. To support pupil mental and emotional health, a daily class call was held and feedback from pupils stated that they liked being able to talk to their teacher and friends. The context of our school allowed for individual phone calls to be made by the HT to support the health and wellbeing of our school community.

Our existing school system of reporting to parents has ensured regular updates of progress have taken place throughout this session. This has included an initial recovery update in October 2020, two written reports with staff, pupil and parent comments in November 2020 and June 2021, evidence from two assessment weeks and a child led digital report for each class.

Next Steps:

- Parental workshops on AAE strategy and updates regarding our ASN framework.
- Further develop our use of Progress and Achievement tracking on SEEMIS.
- Whole school to use the new Progress and Achievement Profile to track learning and achievements and report to parents.

School Priority 2: Leadership and management

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

Leadership roles have played an important part in our professional learning this session. We have focused on improving digital skills, particularly in relation to the use of Microsoft Teams to facilitate remote learning. All staff engaged in EDC training sessions and supported each other through time allocated from the collegiate calendar. This enabled a shared approach to remote learning, particularly in literacy and numeracy, and ensured appropriate support and challenge for all of our learners. Through professional dialogue additional resources for literacy and numeracy were purchased to help in the delivery of online lessons.

All staff have also further developed their understanding of Science Technology Engineering Maths (STEM), Developing the Young Workforce (DYW) and Rights Respecting Schools (RRS). Moving forward, this will allow us to maximise interdisciplinary (IDL) approaches and further develop opportunities for pupils to lead learning.

The use of outdoor learning, both in school and during remote learning, has been vital in promoting children's wellbeing. Both parents and pupils commented positively on the range of opportunities in literacy and numeracy, as well as other curricular areas, in limiting screen time while learning at home.

The importance of staff wellbeing was also recognised through the allocation of time from the collegiate calendar. All staff had opportunities to support each other through the challenges of remote learning ensuring an appropriate work/life balance.

Regular health and wellbeing meetings with staff have been held over the course of the year to provide a high level of pastoral support.

Returning to school, the Senior Leadership Team (SLT) have worked closely with all staff to ensure a smooth transition between remote and school learning for all pupils. They have supported the delivery of literacy and numeracy across the school, including blocks of team-teaching in assigned classes, to maintain our high levels of achievement.

Unfortunately, we have been limited in our development of our pupil planning walls and our approach to the use of evaluative language in planning next steps in learning. The recovery curriculum focused on literacy, numeracy and health and wellbeing and we prioritised these curricular areas to ensure minimal disruption to learning.

Next Steps:

- Develop the use of our pupil planning wall to help learners lead their own learning.
- Develop pupil understanding of evaluative language when planning next steps in learning.
- Leadership roles to cover RRS, STEM and DYW to facilitate the development of an IDL approach in these areas.
- Engage with the Reading Schools initiative to further develop literacy skills across the school.

School Priority 3: Successes and Achievements

NIF Priority: Improvement in children and young people's health and wellbeing.
Improvement in employability skills.

This session we have completed our school digital strategy and shared and agreed this with our Parent Council. Our strategy will now be shared with our Pupil Council and wider parent body.

Digital learning has been a priority for us this year due to the current circumstances we find ourselves in and most children have become proficient in its use. All children have access to a device that allows them to connect to the internet. Some families found it challenging to manage remote learning with adults working from home and were appreciative of the flexible nature of our remote learning programme. Parents commented favourably on how quickly the school adapted the programme in response to any issues that arose. As remote learning progressed, all staff grew in confidence in using digital platforms to deliver lessons.

Our outdoor space has been further developed this session. We have had an outdoor classroom built and a canopied area installed in the adventure area playground. Recently we have also had a covered structure built at the front of the school house. These spaces have allowed us to further develop and enhance our outdoor learning provision.

We use our outdoor environment for a variety of purposes and it plays an important part in our school curriculum. In addition to our outdoor learning programme, we have a garden club on a Thursday afternoon to support the mental and emotional health of children. The feedback from these sessions is very positive from both pupils and staff. Pupils comment on the calming effect of being outdoors and the enjoyment of learning actively through practical tasks. Nurture principles have been used to inform our practice when moving forward with learning. Staff are more aware of different learning styles when outdoors and recognise the need to take learning across the curriculum outside whenever possible. We also have an eco-committee comprising of P6/7 pupils who have taken responsibility this year for growing vegetables and maintaining the school garden. We have worked with a variety of partners when developing our outdoor environment this session, including the local golf club, our local community council and EDC partners. This help has been invaluable in allowing us to create a sustainable outdoor learning environment.

After a significant period of remote learning, we have worked hard to identify and build on the variety of skills and attributes achieved during this time. When analysing parental and pupil questionnaires as well as submitted work and photographs from pupils, staff recognised the importance of providing opportunities for the practical application of skills previously taught. We created displays from the evidence we gathered to highlight for children the variety and range of skills achieved during remote learning. This was linked to DYW and STEM. Our outdoor areas are in recognition of the need to further develop these employability skills within different learning environments.

We had planned this year to engage with the Young STEM Leader award with P6/7 delivering digital skills sessions to the rest of the school. Due to Covid-19 mitigations in school we have been unable to do this but look forward to implementing it next session if at all possible.

Next Steps:

- Engage with Young STEM Leader award with P6/7 pupils.
- Continue to develop digital literacy skills across the curriculum.

Section 3

Recovery Summary

Returning to school in August 2020 we prioritised the health and wellbeing of our school community. The senior leadership team worked in classes to support both staff and pupils transitioning from home learning. From this work it was obvious that almost all pupils felt happy and safe returning to school as did all staff. This was further evidenced by our analysis of the wellbeing wheel which was completed by all pupils.

Our garden club was introduced at this time to support pupil mental and social wellbeing. Staff were encouraged to take learning outdoors where appropriate to further enhance our nurturing ethos.

Parents and pupils were surveyed on their home learning experience and this feedback informed the initial curriculum on our return to school. It also highlighted to us the approach and skills we would need to develop should we return to a period of remote learning. This in turn informed the professional learning that staff would prioritise in the coming weeks.

The Single Word Spelling Test along with the Scottish National Standardised Assessments at P1, 4 and 7 were undertaken along with class based assessments. Analysis of results indicated that almost all pupils were working at expected levels. From this evidence, along with teacher judgement, we were able to progress learning in both literacy and numeracy. Through our quality assurance calendar, staff reported that pupils were engaged in learning and had quickly picked up relationships in class.

Prior to the October holiday, parents were issued with a recovery report. This detailed the work on return to school that had been consolidated before progressing learning, in both literacy and numeracy, along with a health and wellbeing update for each pupil. As part of our existing reporting system, a further written report with pupil and teacher comments was issued in November 2020. This allowed parents to see their child's progress and add their own comments to the document. In addition to this report assessment week evidence was shared with parents.

Following a return to remote learning in January 2021 we adapted our programme in response to pupil and parental feedback to establish a model that allowed parents to manage home learning around their own work commitments. Primary 1/2 were issued with packs containing reading books and both literacy and numeracy workbooks as parental feedback had indicated that it was challenging to engage young children in learning solely through the use of IT.

Daily class calls were held to set the learning for the day and allow children to see their teacher and chat to classmates. This was seen by staff, parents and pupils as a positive move forward. Over the period of remote learning, the HT contacted each family to ensure

the wellbeing of our school community. Parents were appreciative of this contact as it maintained important links with the school during what was a very challenging time for all.

Most pupils engaged during remote learning completing a variety of tasks across curricular areas. Most of the work submitted was of a high standard and all pupils received individual written feedback.

After returning to school in February for P1-3 and March for P4-7, all children completed a 'How I Feel Wheel' to allow us to monitor pupil wellbeing. Teachers discussed the results with SLT and any concerns were identified and addressed. Almost all pupils were again glad to be back in school and felt safe due to the mitigation measures in place.

Once again our outdoor environment played an important part in helping pupils transition from home. Staff recognised the importance of supporting pupil wellbeing through high quality outdoor lessons, taking learning outdoors on at least one occasion every day.

Assessment evidence was gathered during our focused assessment week in May. This was shared with parents along with an end of term report detailing the progression made this session and next steps in learning. Again pupils and parents contributed to this report.

In June each class made a presentation for parents highlighting the learning that had taken place over the course of this year. This replaced our annual child led reporting to parents afternoon.

Section 4

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 learning partnership 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.

Key priorities for Session 2021/22

1. Reading Schools
2. Interdisciplinary Learning
3. Maintenance Agenda

Evaluations for Baldernock Primary are:

Quality Indicator	School Self Evaluation	Education Scotland Nov 19
1.3 Leadership of Change	Very good	Very good
2.3 Learning, Teaching and Assessment	Good	Good
3.1 Ensuring Wellbeing, Equality and Inclusion	Very good	Very good
3.2 Raising Attainment and Achievement	Very good	Very good

The following terms are used when making judgements:

Excellent - Outstanding/Sector Leading

Very good - Major strengths

Good - Important strengths and some areas for improvement

Satisfactory - Strengths just outweigh weaknesses

Weak - Important weaknesses

Unsatisfactory - Major weaknesses