



Bearsden Primary School
Standards and Quality Report



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk



Context of the School

(Including some or all of the following: school vision, values and aims, local contextual issues, factors affecting progress (e.g. staffing changes/issues), and outcomes from authority review/inspection etc)

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. 13% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 19% of pupils are bilingual with 26 languages spoken. Just under 3% of our pupils are entitled to Free School Meals. 3% 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. Our average attendance this session was 98%. Children were unable to attend school in person at the start of this calendar year. P1-3 were learning at home for 30 days (15%) of their school year and P4-7 were learning from home for 45 days (24%) of their school year. At Bearsden Primary we have been fortunate to have only 1 Covid case and that class lost an additional 2 days (25% home learning in total).

The current school roll is 403 and the capacity is 474. At present, the school has a staffing entitlement of 19.86. 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. It also includes a nursery teacher who has been based at Castlehill Early Years Centre this session due to the delay to our EYC opening as a result of Covid. The children who were enrolled for Bearsden Early Years have been placed at Castlehill so the teacher has been able to support them here.

This session we have adapted how we cover Non Class Contact Cover (NCCT) for teachers as a result of Covid mitigations. Each class teacher has taken one day per fortnight or pro rata. We have used two full time teachers and one day a week from one of our teachers who is contracted to us 0.2FTE (one day per week). There is additional learning support provided through the Education Support Team. Instrumental tuition is available for violin, cello and woodwind- these classes have continued on line and have recently started to come back into the school building. There are 4 office staff who all work part-time, 4 classroom assistants (2 are job-share), 7 support for learning assistants (5 full time and 2 job-share) and a janitorial assistant. We have also had 2 day cleaners this session as a result of Covid. 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 this has continued with fundraising being mainly remotely. It

has allowed us to buy additional resources for the playground zones for each class bubble, play materials for the early stages, Christmas pantomime and show for every class in the school.

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.

School priority 1: Health and Wellbeing including Nurture

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

NIF Driver: Assessment of children's progress

HGIOS?4 QIs

2.1 Safeguarding and child protection

2.2 Curriculum

2.4 Personalised support

2.5 Family learning

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.3 Increasing creativity and employability

Progress and impact:

Classes have been using the Emotion Works programme to allow them to discuss emotions. We invested in storybooks/ teacher resources to use in classes such as 'The Colour Monster', 'The Little Iceberg', 'The boy, the mole, the fox and the horse'. Many of our assemblies have been focused on Wellbeing. In classes teachers report almost all children are able to discuss and identify their emotions and classes have their own methods for children to share their emotions. Wellbeing phone calls were done by the SLT to the whole school during the lockdown and this allowed us to directly target support where needed. We put in place individual check ins for identified pupils, specific work programmes and arranged hub placements where this was required to support the children. 90% of families strongly agreed/agreed that the school had supported their child's wellbeing during lockdown through our parental evaluations.

All support staff have had training on Connected and Compassionate Classrooms. We shared with staff Place2Be webinars on staff wellbeing. There was continued liaison with EP during Lockdown to support wellbeing of individual pupils and provide placements within Hub. Teachers/SLT also supported individuals by doing daily video wellbeing check-ins during Lockdown.

We have begun to engage with 'Lifelink' who are the counselling service available to the school, and arranged sessions as required. 4 children have engaged in these sessions over this period.

We also used some of our PEF funding to support individual children with access to trips. Due to Covid, there weren't many trips for classes this session. However, for those trips that went ahead we paid for the identified children to have their trips paid in full. It was also offered out to all parents that we could help if there were any financial difficulties with participation, as we may not have known about changes in circumstances that had come about as a result of the pandemic.

Next Steps: Continue to use the full SHANARRI survey with the children to track children's progress in this over time. Training for teaching staff on Connected and Compassionate Classrooms will be added to next year's SIP as we were unable to do this due to the lockdown. Wider achievement programme to be introduced next session. Continue to offer to support families with financial help if required, being aware of impact of Covid on this.

School priority 2: Family Engagement including educational continuity

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

Progress and impact:

We used Teams to use as a whole school until Seesaw was available for us. Teams was used for homework initially and this allowed children and families to become accustomed to the platform. 'How To' guides were produced for all areas of this platform and it was used by all classes for home learning. Devices were obtained for families who required them and packs made for families who required this. Teachers utilised a variety of pre-recorded and live lessons with their classes. Teachers used Breakout Rooms for co-operative learning and pupil enquiry tasks. Throughout the period of lockdown we sustained between 95% and 97% engagement. We held fortnightly pre-recorded assemblies then live assemblies on Teams- this was done while children were in school and during the lockdown period.

Feedback from parents is that they would wish for one platform as we move forward. Our plan is to use Seesaw for learning journals, general class/ school information and sharing of learning events and homework. At present we would still need to use Teams in the event of a class self-isolating as Seesaw does not allow for video calls. Parents reported a greater engagement during lockdown when the teachers were able to do live meetings- children also in their feedback requested more live teaching during lockdown.

We communicated progress to parents through a written report in November and through continuous feedback during Jan- Mar on Teams on the children's work. Some teachers piloted audio feedback during Lockdown. We then issued a full report in June 2021. Our evaluations of parents found that parents were pleased with the progress their child had made in reading, writing and maths (64%, 65%, 67%). Alongside the next most common answer was Don't Know (26%, 24%, 26%). This tied in with the most common feedback theme was the request for face-to-face meetings with the teacher. Also the end of term report had not been issued at the point of the evaluations from parents. How we communicate with parents for next session is being discussed at authority level and this will hopefully enable us to have more direct communication with parents.

We also purchased Sumdog and Bugclub with our Pupil Equity Funding. This would allow for us to use this as homework and in the event of a lockdown. We were aware from the initial lockdown last session that some of our children were needing books during this extended period away from school and arranged to drop off/ post out books to families. Having Bugclub would give them access to hundreds of books digitally and we had ensured all families had access to a device. Whilst this allowed us to target children identified by PEF, it also allowed us to raise attainment for all as all children could use it. 58% of our identified children have used it. We have seen improvements in both literacy and numeracy results for our PEF children- this is fully discussed in the next session in attainment. Across the school the uptake is higher at 78%. This is an area we will continue to monitor and promote next session.

When individuals are identified for self-isolation, we have packs prepared for 2 weeks that are sent directly to parents. We have also enrolled children in the virtual class on e-sgoil and this has been well-received by those who have used it.

Next Steps: Continue to extend our use of Seesaw to communicate progress with parents. Use of Seesaw as our main platform for home use. Extend the use of Sumdog and Bug club to target children who are not using it.

School priority 3: Continuing to ensure Excellence and Equity

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

HGIOS?4 QIs
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

NIF Driver: Assessment of children's progress

Progress and impact:

Returning to school in August, and again in March, we spent a great deal of time supporting children's wellbeing. We also carried out baselines in Literacy and Numeracy and used this to target groups for support. Some of these groups were short-term groups. We looked closely at including the children identified by PEF, and if appropriate, these children were part of the groups. Using our money from PEF we paid for a teacher 0.6FTE from January. They worked with identified groups over Teams during lockdown-areas identified were SEAL maths, phonics, dyslexia support and comprehension. We also used our Principal Teacher to work with identified groups. We have managed to give group support for these areas to 43% of our school. We also ensured each class had a slot that the teacher could select groups to work with as they saw best to support. This has impacted a great many children in our school to close their attainment gaps, some of which were a result of lockdown.

This has all contributed to our successful attainment as detailed above, and in addition our PEF children have made improvements as below:

On Track	Reading	Writing	Listening and Talking	Maths
October 2020	64%	57%	72%	50%
June 2021	86%	79%	93%	72%

We intend to continue to target these groups, and literacy is the main focus of our improvement plan next session. Teachers reported that they found it tricky to teach writing remotely with their classes and on return this was the area we identified as having the biggest gaps in attainment. Teachers focused on this and used the Big Writing resources for the final term and this improved results but there is still more development needed to ensure we have a progression of skills and genres across the school.

On closer scrutiny of our attainment results, we have also discovered that we have a gender gap. Of those children not attaining, most of them are boys - see table below:

Gender On Track %	Reading			Writing			Listening and Talking			Maths		
	P1	P4	P7	P1	P4	P7	P1	P4	P7	P1	P4	P7
Girls	100	100	97	100	97	100	100	97	100	100	100	90
Boys	100	86	97	90	89	87	100	100	100	93	93	90

It is particularly noticeable in literacy, and more so in writing. This is replicated across the school:

On Track %	Girls	Boys
P2	94%	76%
P3	95%	92%
P5	92%	90%
P6	92%	77%

This is an area we will need to work on next session.

Next Steps: Target literacy, and in particular writing in next year's improvement plan. Continue to work with teachers to identify children for support. Introduce an initiative to target boys- raising their interest and attainment in literacy. Aim for Reading Schools award- core level.

Key Priorities for School Improvement Planning 2021 – 2022

	IMPROVEMENT PRIORITY	TARGETS
1	<p>Major Priority</p> <p>Raising Attainment in Literacy</p>	<p>Reading - To raise attainment in reading through:</p> <ul style="list-style-type: none"> • Teaching staff professional development of effective learning and teaching approaches to develop reading skills (developed through initial reading, reading tools, thinking reader, reciprocal reading, etc). • Development of paired reading/ reading buddies. • Increased enjoyment and engagement in reading. • Moderation of reading across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels). • Achieve Core level in Reading Schools Accreditation. • The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention (PEF). <p>Writing - To raise attainment in writing through:</p> <ul style="list-style-type: none"> • Teaching staff professional development of effective learning and teaching approaches to develop writing skills (developed through genre approach, review of resources, use of intervention materials etc). • Create overview of writing to ensure opportunity to develop skills across genres at each level (Early, First, Second). • Use of technology to support writing. • Moderation of writing across P1-7 (Staff have a shared understanding of standards and expectations and can confidently report on CfE levels). • The poverty related attainment gap in Literacy and Numeracy will be reduced (P1-7) through literacy intervention. (PEF)
2	Health and Wellbeing	<ul style="list-style-type: none"> • Staff will feel equipped to discuss emotions with the children. • All children will be tracked on the SHANARRI indicators • All children will have opportunity to have discussion with their one key adult.
3	Digital Learning	<ul style="list-style-type: none"> • Communication about learning will be extended through the use of Seesaw. • Digital approaches to learning and teaching will be incorporated into planning where appropriate.