



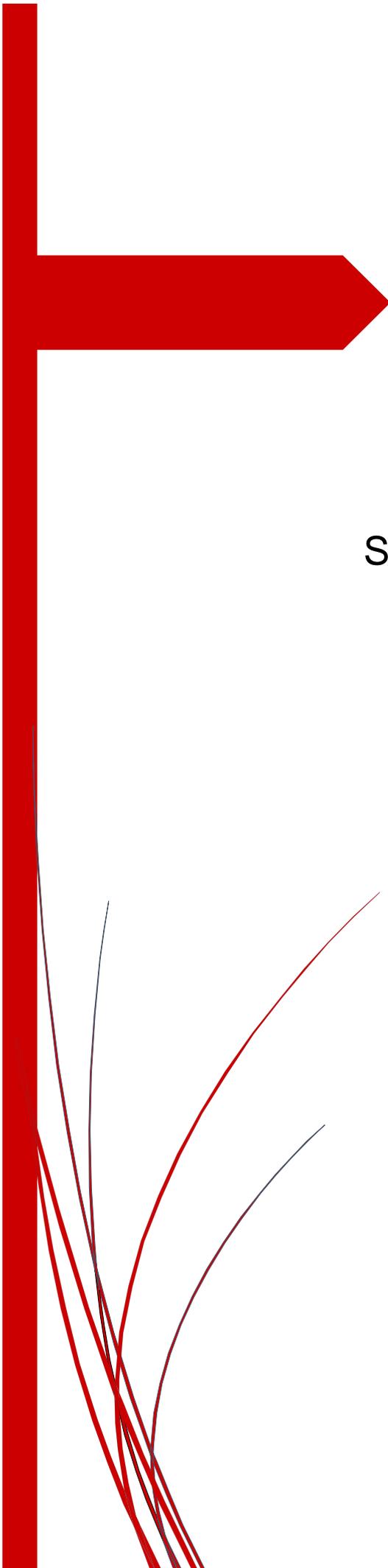
sustainable thriving achieving

East Dunbartonshire Council

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Balmuildy Primary School
Standards and Quality Report
2021/22



Context of the School



Balmuildy Primary
Vision Values and A

Balmuildy Primary is a non-denominational, co-educational school situated in the west of Bishopbriggs. It serves an area stretching from the Glasgow boundary to Hilton Road on the west side of Kirkintilloch Road. The catchment area is large and many pupils travel to school on transport provided by the local authority. Before coming to school, our P1 pupils attend a range of local authority and private early years centres and almost all of our P7 pupils transition to Bishopbriggs Academy.

The school was built in 1962 and has a traditional structure with 14 classrooms, a Library/GP Room, a large hall with a stage and a children's kitchen. The school has good sized grounds including a large grass area and separate concrete playgrounds. In September 2020 it was announced that a new Balmuildy Primary School building is planned and should be ready to open to pupils in August 2024.

The current role is 358 pupils organised into 14 classes. The teaching entitlement is 18.64fte, including a Head Teacher, two Depute Head Teachers and a Principal Teacher. The work of the school is further supported by 2 Classroom Assistants, 4 Support for Learning Assistants, 0.4fte Education Support Teacher allocation, 3 part-time instrumental Music Instructors, a Building Manager and a team of Cleaning and Catering staff.

Our catchment area consists mainly of owner occupied housing. Free meal entitlement within the school is currently 6.5% and data from the Scottish Index of Multiple Deprivation shows that 9.5% of pupils live within areas designated as having fewer opportunities for children and young people. Pupil Equity Funding is allocated to the school to support these children and families and to raise attainment for all. Last session the school was awarded a total of £45 087 to develop strategies to close the poverty related attainment gap. This included a 15% uplift to reflect the challenges created by the pandemic. Pupil Equity Funding was used to employ additional staff and to support our most vulnerable pupils through planned, targeted interventions focused on narrowing attainment gaps that emerged in Reading, Writing and Numeracy during the pandemic. Attendance is monitored and any issues are addressed in partnership with parents and carers. Our average attendance rate for this school year was 94%, with one exclusion.

The school community is strongly committed to its shared vision and values which underpin all aspects of the life and work of the school. We are proud of the strong partnerships we have built across our community to support children and families. Our dedicated Parent Council and PTA continue to meet and provide a high level of support to the school. Our curriculum has been enriched by a number of online presentations from partners and all of our staff have participated in high quality professional learning. Our outdoor learning space has continued to provide an important context for learning. Almost all parents have valued the introduction of SeeSaw this year, providing two way communication between home and school, an insight into the life of the classroom and helping support reporting of progress and next steps in learning.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Consistent use of nurturing approaches across the school	
<p>NIF Priority •Improvement in children and young people’s health and wellbeing</p> <p>NIF Driver parental engagement school leadership teacher professionalism</p>	<p>HGIOS?4 QIs QI 2.4 Personalised Support QI 3.1 Wellbeing, equality & inclusion</p>
<p>Progress and Impact: The school has made very good progress with this priority. This was Year 2 of a focus on wellbeing following on from the School Recovery Plan. The clear framework and programmes in place have ensured a consistent approach to identifying the need for any additional support for wellbeing. This support was offered in a range of ways.</p> <p>A bespoke ‘Respect Me’ programme was delivered between January and March 2022 providing clear, consistent teaching across all stages in anti-racism, anti-bullying and relationships education. Three Seasons for Growth programmes were offered over the session and effective relationships were built with our new Lifelink counselling service. Further targeted interventions were offered through the work of our wellbeing teacher, a 0.5fte teaching position funded through Pupil Equity Funding. Individual and small group work offered a range of therapeutic interventions for children experiencing wellbeing challenges for example anxiety, low confidence or friendship worries. An underused room was repurposed as a calm, nurture space furnished and resourced to engage and support children. Staff were offered one to one meetings with senior leaders to support their wellbeing at work and were provided with wellbeing planning tools from Barnardos.</p> <p>All staff completed a Compassionate Connected Community audit in relation to trauma informed practice and the leadership team met with the link Educational Psychologist to plan a half day professional learning input to be delivered in August 2022. The Autism Adviser gathered the views of parents and staff to plan the next part of our work in being an autism friendly school. All teaching staff undertook professional learning led by the Autism Advisor and link Educational Psychologist informed by the staff audit. Further professional learning in Autism Friendly School and Compassionate Connected Community are planned for next session (Year 3).</p> <p>All pupils took part in a wellbeing survey twice in the session, giving opportunities for staff to track wellbeing and offer support. In a recent survey almost all parents thought their child’s wellbeing was well supported and that the school created an environment where children feel safe secure and nurtured. Most pupils thought adults in the school cared for them and made them feel safe happy and ready to learn.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Further develop and embed nurturing approaches and trauma informed practice • Continue to provide targeted interventions for wellbeing • Continue to work towards recognition as an Autism Friendly School 	

School priority 2: Raise attainment in literacy and numeracy and close the poverty related attainment gap

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap

NIF Driver teacher professionalism
parental engagement
assessment of children's progress
performance information

HGIOS?4 QIs

- QI 3.2 Raising attainment and achievement
- QI 2.4 Personalised Support

Progress and Impact:

The school has made very good progress with this priority. Within the school improvement plan, groups of learners were identified to receive targeted support to raise attainment in literacy and numeracy. Planned programmes included the use of tailored resources strategies and teaching approaches in the classroom and the deployment of support staff and additional teaching time to offer targeted sessions. Progress has been monitored closely at every stage through robust tracking systems. Very good progress has been made in closing identified attainment gaps for learners and there has been an increase in the number of children across the school performing beyond expected levels.

All pupils have benefited from improved access to digital learning opportunities through the provision of new laptops, mobile devices, iPads, microbits and a range of new software. Children who require additional support in literacy have had particular success with the introduction of C-pens to reduce barriers to reading and Clicker 8 to support writing. As well as evidence of progress in learning, children using these tools have gained confidence in themselves as learners. ICT progression planners have been refreshed and lunchtime Coding Clubs were very popular with senior pupils. Internet Safety Week activities supported our children to remember the importance of their safety online.

SeeSaw was introduced across the school and provided a valuable tool for sharing learning, achievement and news between home and school. A small group of P4 children took part in 'Hear my Voice', a digital literacy project in which pupils researched, organised and shared information about sustainable living through voice recordings on i-pads. Children learned how to create QR codes through Seesaw and share their learning with the rest of the school, their families and the wider community.

Maths planners have been refreshed and updated throughout the year and skills based Reading planners have been drafted to support the current book banded reading pathways by articulating reading skills within each band. Further development and implementation of these planners will be the focus for a Reading development within next session's School Improvement Plan (Year 3 Literacy)

Next Steps:

- Implement new skills based planners in Reading
- Facilitate data driven dialogue with staff to support professional judgements
- Review teaching approaches/assessment tools for learners with dyslexia/dyscalculia
- Develop parental knowledge and understanding of reading skills development

School priority 3: Developing skills for learning, life and work, in partnership with parents

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap
- Improvement in employability skills

NIF Driver school improvement
parental engagement

HGIOS?4 QIs

- QI 3.3 Increasing creativity and employability
- QI 2.5 Family Learning

Progress and Impact:

The school has made good progress with this priority. Play continued to be developed across the school. Play based learning approaches were further developed within Early and First Levels and Pupil Equity Funding was used to enhance resources for this in P1 – P3 classrooms. Staffing changes saw a new leader of play and the Play Policy is drafted ready for further development and consultation next session. All classes benefited from a block of teaching with our PE specialist, Primary 4 pupils enjoyed specialist music lessons through the Youth Music Initiative, Primary 5 and 6 pupils were led through 'Money Minds', a financial education package, by staff from the Yorkshire Bank, Primary 6 pupils benefited from swimming lessons at the Leisuredrome and Primary 7 pupils took part in Bikeability. We continue to celebrate and recognise the range of wider achievements made by our pupils within our community.

Outdoor learning continued to be a strong feature of our practice and children at all stages enjoyed their involvement in growing a range of vegetables some of which were cooked in school and some taken home from our pop-up veg stall for parents. Food Technology skills based planners were developed and every pupil from P1 – P7 benefited from a cooking experience in the school kitchen. The school is currently involved in the Dandelion Project as part of a cluster initiative and our children are growing potatoes at school and at home with results being shared on SeeSaw and Twitter. Pupil Equity Funding was used to continue our partnership with a Ranger from Mugdock Park who provided outdoor learning sessions including wood whittling and fire building. Our link with Sustrans also continued with all children taking part in outdoor activities and learning walks throughout our local community. Outdoor Classroom day was celebrated with a range of activities over two days in May.

All children across the school took part in learning activities linked to climate change in line with the aims of the COP26 conference held in Glasgow. Learning for Sustainability was developed across the curriculum in a variety of ways. In a recent survey, almost all pupils said that our school helped them understand ideas about sustainability.

Rights based learning approaches continued to underpin our work and relationships. A bespoke 'Respect Me' programme was implemented in Term 3 and in Term 4 the school took part the NSPCC Speak Out Stay Safe online programme. In a recent survey almost all pupils said that children's rights are important in our school. Further development of this work to meet the requirements of the UNCRC (Incorporation) (Scotland) Bill will take place next session along with a refresh of vision, values, aims and curriculum rationale as we move towards the move into our new school building.

Next Steps:

- **Develop play based approaches P4 – P7**
- **Further develop rights based learning**
- **Refresh Vision, Values, Aims towards moving into new school building**

Progress in National Improvement Framework (NIF) priorities

- Pupils at P1, P4 and P7 continue to perform above the EDC average in all areas of literacy and numeracy. Data for June 2022 shows that attainment has remained consistently high across all curricular areas at P1 with most children achieving Early Level in reading and writing and almost all achieving in numeracy. Attainment in numeracy and writing has risen at P4 but in reading there has been a slight dip with most children achieving First Level in reading and writing and almost all achieving in numeracy. At P7, attainment levels have dipped in comparison to last session's P7 cohort but have risen consistently for this cohort from P1 and P4 with most children achieving Second Level in reading, writing and numeracy.
- Assessment evidence, including learning conversations with teachers, was analysed to identify gaps in attainment and achievement, particularly between our most and least disadvantaged learners. A range of targeted interventions were put in place and, through robust tracking systems, we have gathered evidence of their impact, particularly in closing the attainment gap for some identified pupils in the middle of First and Second Levels where some ground and momentum had been lost due to the constraints of the pandemic.
- We have had a clear focus on the health and wellbeing of staff and pupils as it is widely recognised these were adversely impacted by the pandemic and school closures. We have continued to develop our nurturing approaches, trauma informed practice and relationship education. Pupil Equity Funding was used to employ a part-time wellbeing teacher and develop a dedicated nurture space. The impact of this targeted nurture work on children is evidenced by parent/pupil feedback and learner engagement.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	almost all
First level by end of P4	most	most	almost all	almost all
Second level by end of P7	most	most	almost all	most

Impact of Interventions for Equity and Pupil Equity Funding (PEF)

Pupil Equity Funding was used to raise attainment for children at risk of not achieving, with a particular focus on narrowing identified attainment gaps. It was used to secure additional staffing to support wellbeing and provide targeted interventions to increase pupil engagement and ensure progress in learning. Digital devices were purchased to minimise barriers to learning, for example C-Pens to support reading and laptops and iPads with Clicker 8 to support writing. Additional Educational Support Teacher time was used to target identified groups and individuals in literacy and numeracy.

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection evaluation April 2019
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	not applicable
3.2 Raising attainment and achievement	Good	Good

Summary of School Improvement priorities for Session 2022/23

- 1. Raising Attainment in Reading
- 2. Wellbeing, Equality and Inclusion

What is our capacity for continuous improvement?

Our school community has worked well together and shown great resilience as we have managed the restrictions and challenges of the pandemic. Children, staff and parents have worked within a range of mitigations and have been flexible and responsive to changing demands in order to continue to provide a high quality service for our learners and their families.

The school worked through the priorities in the School Improvement Plan but was responsive to change, adapting and prioritising, as required. Some aspects of the plan will be carried forward into next session.

Recent changes to Covid guidance have seen us return to a range of learning opportunities and extra-curricular experiences that we have missed during the pandemic and we are very much looking forward to continuing to expand our service in these areas.

In September 2020, it was announced that a new school building was planned for Balmuildy Primary opening around August 2024. This significant improvement for our school community is an exciting prospect and we are well placed to work with our learners, staff, parents/carers, partners and community stakeholders to achieve the clear vision we have for our school within that new building.