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East Dunbartonshire Council

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BALDERNOCK PRIMARY



Standards and Quality Report
2021/22

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.

Context of the School

Baldernock Primary 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, organised into 3 classes, P1/2, P3/4/5 and P6/7. Most children come from Balmore and surrounding areas.

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. Recently, our P.E programme has been delivered using our outdoor environment.

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, Full-Time Equivalent, including the Head Teacher and Principal Teacher. The Leadership Team have been in post for a number of years and provide strong and effective leadership to the school. We have input from Education Support one half day per week and we also have the support of a music teacher for violin. The work of the school is further supported by a clerical assistant, a classroom assistant, a support for learning assistant, a building manager 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 and at all levels are based on our vision and values.

The school benefits from the support of its Parent Teacher Association (P.T.A.) and Parent Council and strives to build good community links. Partnerships are important to us to ensure we build positive and supportive relationships with our parental body. Parents are consulted on the work of the school.

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.

The majority of 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.

We are a Bronze Rights Respecting School working towards our Silver award. We are committed to promoting and realising children’s rights and encourage our school community to respect the rights of others.

All learners are encouraged to be engaged and involved in the life of the school. Pupils are consulted about their learning, views and decisions about school life. We encourage pupils and staff to take on leadership roles to develop the work of the school.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Reading schools	
<p>NIF Priority • Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver parental engagement assessment of children's progress</p>	<p>HGIOS?4 QIs QI 2.2 Curriculum</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>The school has made good progress within this improvement priority and is well placed to achieve Reading Schools accreditation.</p> <p>We started our Reading Schools journey by undertaking staff training and a self-evaluation exercise to gather information on pupil and staff attitudes to reading for pleasure. Following on from this, we used the information to create an action plan to inform our next steps. We also established a Reading Schools committee to drive this work forward. Our committee consists of children from each stage of the school as well as teaching and support staff.</p> <p>Across the school, we now have daily Everyone Reading in Class (ERIC) time using both indoor and outdoor space. Feedback indicates that almost all pupils agree these sessions are important in developing a love for reading both at home and in school.</p> <p>P6/7 pupils have been reading to P1/2 pupils and our partnership nursery children to model good reading habits and help establish a positive ethos of reading for pleasure. This work has resulted in most pupils indicating increased confidence when reading aloud to younger children.</p> <p>In consultation with pupils and staff, we have displayed signs to encourage and value reading both in and outside the class. Each class has a reading recommendation wall where pupils and staff can recommend books and authors to each other. Reading prompts and ‘Ask me what I’m reading?’ badges are used to stimulate discussion and encourage everyone to participate in reading for pleasure. This work will help us to promote a reading culture within our school.</p> <p>Pupils have audited class libraries and created a wish list for new books. They wanted to explore new authors and update the shelves with different genres. Whilst we have made a good start updating and refreshing our class libraries, this work will carry on next session as children continue to expand and develop their reading skills.</p>	

Each class produced a newsletter for parents to inform them about our progress with reading developments within the school. Parents were also given information about reading activities that can be used to encourage their children to read at home as part of our World Book Day celebrations. Parental feedback from this highlighted that most families had engaged with the suggested activities contained in the information sent home.

During the spring holiday, our pupils were involved in a reading hunt around Milngavie with our Douglas Academy cluster schools. This consisted of following a map to find pupil recommendation videos displayed in local shops. The activity allowed parents and pupils to work together and parents were encouraged to visit Milngavie library to further explore different authors and genres with their children.

We are close to submitting our evidence and hope to achieve our Reading Schools Award at the beginning of next session.

Next Steps:

- Parent representative to be appointed to Reading Schools committee
- Continue to refresh and evaluate class libraries
- Staff recommendation wall to include all staff
- Achieve Reading School core award
- Embed Reading Schools approach across our whole school community

School priority 2: Interdisciplinary Learning

NIF Priority

- Improvement in attainment, particularly in literacy and numeracy
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people
- NIF Driver school leadership
school improvement

HGIOS?4 QIs

QI 2.3 Learning, Teaching & Assessment

QI 3.3 Increasing creativity and employability

Progress and Impact:

Over this session the school has made good progress through this priority. A Rights Respecting Committee was established with representation from all stages of the school and an action plan for achieving a Rights Respecting Silver Award was completed. All staff undertook training resulting in a consistency of approach when delivering rights based learning across the school. Almost all pupils developed a greater understanding of their rights and most are becoming confident in expressing their views.

This work was led by a class teacher with a leadership role in the Rights Respecting Schools programme. Planners are currently being piloted in literacy, numeracy H&W and social studies to allow us to track engagement with rights based learning. These will be reviewed and evaluated before extending into other curricular areas.

Our Pupil Council and Pupil Forum pupils have been have working with our Rights Committee to develop pupil voice by exploring ways in which children can be involved in evaluating school life through consultation with pupils, staff and parents. An information leaflet for parents has been produced by the Rights Respecting Committee to inform them about the programme, its awards and what we are striving to achieve at Baldernock Primary School to ensure we all respect the rights of others in our school. This will lead to a shared understanding of children's rights across our school community.

By undertaking professional learning, all staff have 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.

Staff at P6/7 and P3/4/5 have had opportunity to work with the Glasgow Science Centre in order to deliver lessons on Climate Change and Renewable Energy. This opportunity allowed us to develop our approach to delivering STEM through an IDL approach. Children were involved with the planning of their topic as part of our Learner Engagement week ensuring they are actively involved in their learning. Educational visits to the Science Centre consolidated concepts taught.

Rather than take pupils through their Young STEM Leader Award this year, we engaged in an EDC Digital Pedagogy Project with Education Scotland. After two years of interrupted learning and the reliance on parental support during remote learning, we surveyed parents about their experiences. Whilst almost all parents were positive about the tasks set for their children to complete at home the parents of Primary One indicated that they were unsure of how to explain the concepts of addition and subtraction to their children. Primary Seven initially worked with a parent who is a sound engineer to learn how to add audio to a video. They then identified suitable maths strategies for P1 pupils in consultation with the P1/2 teacher. Video clips were produced showing the use of concrete materials and the outdoor environment for addition and subtraction.

On surveying pupils, all indicated they had developed a range of digital skills to present, record and edit information. They worked collaboratively and demonstrated an ability to transfer creativity skills to new contexts. They were more confident in filming, editing and adding audio to videos.

"I really enjoyed making the videos and learnt a lot".

"I normally use my phone to make videos and it was different on the iPad".

"I already knew how to make videos but I learned how to use a new editing app. I also had to work on my communication skills so that everyone knew what to do when we were filming".

This project also allowed us to link with our priority of Developing the Young Workforce as the parent working with us at the first part of the project spoke to the children about his career path and the subjects he had taken at school. We built on this experience by researching different careers through the My World of Work website.

Next Steps:

- Complete Young STEM Leader Award to further develop STEM skills across the curriculum.
- Develop STEM and DYW skills with an outdoor focus.
- Engage with the Great Science Share programme to give opportunities for children to lead learning within STEM.
- Implement STEMaStory into our IDL topics

School priority 3: Maintenance Agenda

NIF Priority •Improvement in children and young people's health and wellbeing
 •Closing the attainment gap
 NIF Driver assessment of children's progress
 • parental engagement

HGIOS?4 QIs
 QI 3.1 Wellbeing, equality & inclusion
 QI 3.3 Increasing creativity and employability

Progress and Impact:

Very good progress has been made with all aspects of this priority.

The new Relationships, Sexual Health and Parenthood (RSHP) programme was introduced to all classes this session. The content of this resource meant that all stages had to look back to the previous year before covering the updated material to ensure we were fully supporting the learning needs of children in today's society. Information letters with topics to be covered were sent to parents prior to starting this work. This allows parents to support their children with this learning at home. Almost all parents indicated that notification of when the sexual health lessons were being taught prepared them well for any conversations that may be required.

Health and Wellbeing has been a major focus in recent times to ensure that on returning to school from online learning we supported transitions from home to school, built resilience and ensured positive mental wellbeing for all. Wellbeing wheel analysis shows almost all children feel safe and happy in our school. 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 use of our outdoor environment for a variety of purposes plays an important part in our school curriculum and has been vital in promoting children's wellbeing. In addition to our outdoor programme we have a Garden Club on a Thursday afternoon to support the mental and emotional wellbeing of children. The feedback from these sessions is very positive from both staff and pupils. 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. Staff are aware of different learning styles and take learning across the curriculum outdoors whenever possible. We have continued to deliver both sessions of PE outdoors this year. Latterly as Covid mitigations lifted one of these sessions was at Mugdock. On a three weekly cycle classes visited Mugdock for a morning of PE and outdoor learning. The outdoor learning session developed skills taught from our own environment in literacy, numeracy and across the curriculum. All staff and almost all pupils indicated that these sessions have been positive in allowing our outdoor learning skills to expand beyond our school setting.

We also have an Eco-Committee who drive the maintenance of our school grounds including the growing of vegetables. This work allows children to develop their understanding of sustainable living. The committee also work with local partners, including the golf club and community council, to further increase our community links.

All staff have undertaken refresher training in Mindfulness and Emotions Coaching and this training has allowed us to support emotional wellbeing especially those who have experienced difficulty transitioning from home to school after the pandemic. Emotions check ins are undertaken with pupils over the week using an emotions card. Children can assess their wellbeing and share this with classmates or with the teacher confidentially should they prefer. All staff engaged in collegiate time to develop Growth Mindset material to support our work on emotions. This is displayed and referred to in each class. We are committed to giving our learners the best opportunity to flourish in order to reach their full potential.

All staff have undergone training on Lego therapy. A Lego club was set up from this to support children in developing positive social communication skills. The sessions reinforced the need to listen carefully, follow instructions and communicate effectively. For those who find communication difficult, this club has had a positive impact and children indicated they would listen more to the teacher as they had found it annoying when people didn't listen to them when giving instructions.

A knitting club was also introduced this year to provide a forum for children who needed some time out of class. These sessions allowed children space and an opportunity to talk or not about their feelings while learning a new skill. Children indicated that because they had to concentrate on knitting they were able to regroup and go back into class. Both the knitting and Lego club have improved social communication skills.

Learning Journeys have now all been replaced by Progress and Achievement Profiles. These documents allow us to track achievement of a level, record work from assessment week and report to parents. Parents receive a report three times a year and then discuss their child's learning with them. After these discussions parents contribute to the document by adding their comments. We will continue to develop a consistent approach in the use of evaluative language in planning next steps in learning

We have been engaging with SEEMIS Progress and Achievement Tracking system alongside our own bespoke tracker. Moving forward we will be developing the use of the information contained in the trackers to ensure a robust database to identify trends. By identifying trends, we can target support to fully meet the needs of all our learners.

Next Steps:

- Staff professional learning to improve our analysis of data over time.
- Expand self-evaluation resources to ensure a robust approach to improvement
- Develop a strategic approach to looking inwards, outwards and forwards.

Progress in National Improvement Framework (NIF) priorities

- Improvement in attainment, particularly in literacy and numeracy:

Attainment data in literacy and numeracy is based upon standardised assessments, summative assessments and teacher formative assessments through observations and ongoing classwork. Staff engage with benchmarks to enable them to make confident professional judgements about achievement of a level. This data shows a consistently high standard with almost all pupils attaining appropriate levels in literacy and numeracy at every stage, and the majority working ahead of their expected levels. Analysis of data over time shows that attainment in numeracy is high with almost all pupils achieving national levels at the expected time. We now have comparator data to track cohorts of learners across Curriculum for Excellence levels year on year and over time. In session 2021/22 data for achievement of Curriculum for Excellence levels in numeracy, reading, writing and listening and talking in P1 and P7 are all above both the EDC average and national average, with all improving on or remaining the same as the data from session 2020/21. There has been a dip in attainment in P4 in literacy and numeracy however, targeted intervention is in place to support identified children and meet the needs of our learners. Work to achieve a Reading Schools award has reinforced the importance of reading for pleasure and has promoted a positive ethos amongst both staff and pupils towards reading. This work will be embedded next year and will then be used to help develop writing skills.

- Closing the attainment gap between the most and least disadvantaged children and young people;

Stringent procedures and planned programmes ensure the promotion of equity in terms of success and achievement for all pupils. The progress of our pupils who experience barriers to their learning is closely monitored to ensure appropriate and timely support is given and impact recorded. Effective use of data enables the school to successfully support those pupils identified or affected by the poverty gap or as being vulnerable or disadvantaged. Data relating to children who receive free meals, clothing grants or live in SIMD 1-3 shows that all of these pupils are attaining their appropriate levels or beyond in all areas. We are mindful that the cost of living crisis may impact all families and are currently reviewing our plans for next session.

- Improvement in children and young people's health and wellbeing;

Health and Wellbeing is at the heart of all that we do at Baldernock. 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. We ensure wellbeing and improving outcomes for all pupils and their families, is central to our work. We use surveys and a SHANARRI wheel, which includes the eight wellbeing indicators, annually to gather pupil viewpoints on Health and Wellbeing. Results of these surveys demonstrate that most pupils are positive about their wellbeing with any concerns identified and addressed timeously.

All staff are proactive in responding to any noted concern and undertake annual training with regard to Child Protection procedures. The leadership team have undertaken enhanced CP training to enable them to carry out this most important aspect of their work effectively.

Staff training on Emotions Coaching, Mindfulness and Growth Mindset have all impacted positively on children's emotional wellbeing and check in emotions cards provide opportunity for pupils to discuss their feelings and emotions. Conversations from these sessions resulted in a link with Lifelink Counselling Service to support pupils. This has been well received.

We have created a timeout space in our garden where pupils can drop into should they need time out of class. This space allows pupils to manage and regulate their emotions and behaviour.

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people (secondary schools).

Baldernock has worked to develop employability skills in a range of ways. One development has been through STEM approaches, including digital literacy, which have supported improvement in developing the young workforce (DYW) skills. Children have been engaged in STEM learning throughout the year and through observations and discussions we know they understand it's importance in life and work. Our annual curricular tracking shows that almost all children are on track or ahead of expected levels in Science and Technologies and our Maths Attainment is also very good with almost all pupils attaining expected targets.

Attainment and Achievement Data

Curriculum for Excellent Levels at the end of June 2022				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
On track for achievement of a level P1, P4 and P7	most	most	most	most

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

We had no Pupil Equity Funding this session.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Very good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Very good	Very good

Summary of School Improvement priorities for Session 2022/23

- 1. Embed Reading Schools approach
- 2. IDL
- 3. Self-Evaluation for Continuous Improvement

What is our capacity for continuous 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 Career Long Professional Learning 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.