

# Baljaffray Primary School



## Standards and Quality Report 2021/22

## Context of the School

Baljaffray Primary School is a non-denomination, co-educational school situated within a residential area in the north of Bearsden. In June 2022, there were 287 children on the school roll organised in 11 classes. The school story is a two storey semi open plan building which was built in 1974 with extensive grounds including grassy areas and a MUGA.

Almost all of the children who enter Primary One have previously attended Local Authority, or private early years establishments. We have strong links and work in partnership with Bearsden Academy to which almost all of our pupils transfer at the end of Primary 7.

Almost all of our pupils live in SIMD 8 to 10. The Free School Meals Entitlement is 2.8%. A number of pupils live in areas prioritised for funding from the Pupil Equity Fund. Last session the school was awarded £17,622.

Our teaching entitlement during Session 2021/2022 was 16.03fte teachers including the Head Teacher, Depute Head Teacher and Principal Teachers. The work of the school is further supported by 4fte Classroom Assistants, 2.5fte Support for Learning Assistants, 1 admin and 1 clerical assistant. A Physical Education Specialist teacher provides high quality PE one and half days per week. The children have the opportunity for musical tuition provided by the Instrumental Music Service in violin and woodwind.

Our school has a committed and supportive Parent Council and Parent Teacher Association. The school's vision, values and aims were created in consultation with pupils, parents and staff, together with our curriculum rationale and underpin our schools ethos and philosophy. Our Vision, 'Be the best you can be' and our school values can be viewed on our school website [www.baljaffray.e-dunbarton.sch.uk](http://www.baljaffray.e-dunbarton.sch.uk)

Our pupils views, opinions and ideas are captured and acted upon through their active engagement in a wide range of pupil committees and opportunities include the Baljaffray Rights Respecting Bureau, Pupil Council, Primary 7 Captains and Primary 3 Junior Captains, Fair Trade and Charity Committee and a Eco Committee.

Our Standards and Quality report summarises the story of our school's performance, successes and achievements during Session 2021/2022 and identifies our main priorities for next year.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment (Learning, Teaching and Assessment)	
<p><b>NIF Priority</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap</li> </ul> <p><b>NIF Driver</b></p> <ul style="list-style-type: none"> <li>• assessment of children's progress</li> <li>• teacher professionalism</li> </ul>	<p><b>HGIOS4 QIs</b></p> <ul style="list-style-type: none"> <li>• QI 2.3 Learning, Teaching &amp; Assessment</li> <li>• QI 3.2 Raising attainment and achievement</li> </ul>
<p><b>Progress and Impact</b></p> <p>The school has made good progress with this Improvement Priority. Almost all staff participated in the West Partnership's Improving our Classroom (IOC) model which supports a whole school approach to improvement through a focus on highly effective teaching and learning and data informed intervention at classroom level. The Head Teacher and Depute Head Teacher delivered the model.</p> <p>As part of the IOC programme, whole school data was gathered and analysed to identify trends, patterns and any attainment gaps in Literacy and Numeracy. Almost all staff were introduced to a more robust format for tracking pupil's progress using the data gathered. Tracking meetings between teachers and the Senior Leadership Team were further developed with focussed professional discussions using a Fact, Story, Action approach. Most teachers have a strengthened knowledge of their pupils therefore supporting them to identify and tackle potential barriers to learning. All teachers were able to identify pupils who would benefit from additional support. All of these pupils were included in Targeted Intervention Groups for reading, writing and numeracy dependent on their needs which were delivered across the full school session. All children have made good progress and a few pupils have made very good progress. Pre and post assessment data evidences this progress. Most pupils in the Targeted Intervention Groups felt that their reading, writing or numeracy had improved and most pupils reported feeling more confident in these areas.</p> <p>Quality Assurance processes including class observations enabled the Senior Leadership Team to identify differentiation as an area of highly effective practice in Learning and Teaching which required improvement. Almost all staff undertook professional learning related to features of highly effective practice in differentiation and almost all staff participated in professional discussion around this reading and were able to effectively reflect on their own practice. Almost all staff engaged in further professional learning at curriculum development sessions focusing on Learning Intentions and Success Criteria, Feedback, Dialogue and Learning Conversations and Effective Questioning, Active Learning and Reviewing and Connecting the Learning. Quality Assurance processes have shown that most staff demonstrate deeper understanding of effecting Learning Intentions and Success Criteria when using these with pupils. Most staff are using a wider range of effective differentiation strategies in Literacy and Numeracy to ensure appropriate support and challenge for pupils.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Embed in identify areas of highly effective practice in learning and teaching including differentiation, Learning intentions and Success Criteria, Effective Questioning</li> <li>• Introducing and developing knowledge and understanding of metacognition</li> <li>• Embed processes for data informed tracking meetings using the Fact, Story and Action approach</li> <li>• Further develop Targeted Intervention Groups to support raising attainment in Reading based on analysis of data</li> </ul>	

## School priority 2: UNCRC Curriculum

### NIF Priority

- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

### NIF Driver

school improvement  
teacher professionalism

### HGIOS4 QIs

- QI 1.2 Leadership of Learning
- QI 2.2 Curriculum
- QI 3.1 Wellbeing, equality & inclusion

### Progress and Impact:

As a school we are working towards achieving Gold Level of the Rights Respecting Schools Award. Session 2021/2022 was our first year of a three-year journey to Gold accreditation.

Through staff consultation, it was identified that a focus on the UN Global Goal; Good Health and Wellbeing would be an appropriate starting point to develop curriculum pathways. A cross-curricular planner with a focus on Literacy, Numeracy and Health and wellbeing was created linking the Experiences and Outcomes to the overarching goal.

To ensure that there was strong pupil voice within our Rights Respecting Schools journey, a Global Goals committee was formed led by our EDC UNCRC Pupil Forum representatives. The EDC Pupil forum allows pupils across our Local Authority to expressive their views and opinions. Two of our Primary 6 pupils participated in this forum.

Our Global Goals committee was sub divided into a Fairtrade, Equality, Anti-Bullying, CRIS (Cyber Resilience Internet Safety) and ECO. To support pupils to explore a range of local and Global uses from the perspective of rights, staff members volunteered to lead a sub-committed alongside Primary 6 and Primary 7 children who had applied to become a member of their chosen committee. The committees planned focus days and a themed assembly. All pupils enjoyed learning about rights and preparing and presenting an assembly.

Through participation in COP 26, pupils across the school where able to explore Global Goals of Climate Action, Clean Water and Sanitisation, Responsible Consumption and Production and Sustainability. Most staff were able to identify areas of the UNCRC and Local and Global Goals they had explored with their pupils including:

- COP 26
- Climate Crisis
- Homelessness in Scotland
- The war in Ukraine
- Refugee Crisis

### **Next Steps:**

- To complete the curriculum pathways for all planners linking to each UN Global, ensuring that more specific 'I can' statements are directly linked to UNCRC. Implementing a possible working party to ensure quick completion of this will be set up in the new session.
- To further embed the Global Goals in our school, each committee will specifically focus on Global Goals and UNCRC that directly link to their committee remit/focus.
- Introduce a 'Global Goal of the Month', assessed by a quiz designed and led by our EDC UNCRC pupil reps.
- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within Human Rights.
- Continue to support and encourage teachers to make explicit reference to rights in their planning of a range of topics and in their daily interactions with children.
- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts. Also, consider with children, the difference between needs, wants, rights and values.
- Provide opportunities to explore and celebrate diversity in a range of ways.
- Continue to provide opportunities for children to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy**

Curriculum for Excellence data for June 2022 shows that attainment has remained consistently high in Literacy and Numeracy at Primary 1 with almost all pupils achieving Early Level. Almost all pupils at Primary 4 achieved First Level in Writing and Talking and Listening with most children achieving First Level in Reading and Numeracy and Mathematics. Almost all pupils achieved Second Level in Primary 7 in Reading, Writing, Talking and Listening and Numeracy. Attainment was above East Dunbartonshire averages in Primary 1 and Primary 7 and Writing and Listening and Talking in Primary 4.

### **Closing the attainment gap between the most and least disadvantaged children and young people**

Assessment evidence, including tracking meetings with teachers, was analysed to identify gaps in attainment, particularly between our most and least disadvantaged learners. A range of targeted interventions were put in place provide Targeted Intervention in Literacy and Numeracy for Identified Teachers. Pupil Equity Funding afforded the school the opportunity to release a class teacher to deliver high quality targeted learning and teaching.

### **Improvement in children and young people's health and wellbeing**

All staff undertook annual Children Protection training and all staff follow procedures appropriately. Staff are committed to providing a safe and nurturing learning environment for all learners. All staff are fully aware of their responsibilities with regard to GIRFEC and the wellbeing indicators. The wellbeing of all pupils is monitored through the use of the EDC Health and wellbeing tracker and interventions put in place when required.

## **Attainment and Achievement Data**

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

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

PEF funding was used to release an excellent classroom teacher to provide support to Targeted Intervention Groups in literacy and numeracy. PEF funding was also used to purchase IT programmes to support pupil learning both in school and at home. Data shows that pupil confidence and independence has increased. All identified pupils achieved First Level Reading and Writing with the majority making very good progress. The majority of identified children in Primary 4 achieved First Level Maths. All identified pupils in Primary 7 achieved Second Level in Reading, Writing and Maths.

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

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

### Summary of School Improvement priorities for Session 2022/23

- 1. Improving our School Programme Year 2 – Focus on Reading
- 2. Improving learning, teaching and assessment of reading – Year 1
- 3. Relationship, Behaviour and Learning, incl. Anti-bullying, UNCRC Year 2

### What is our capacity for continuous improvement?

Our school community has shown commitment and resilience managing the competing demands and challenges created by the pandemic. The school has worked through priorities in the school improvement plan and staff have adapted and prioritised activities.

We have a clear vision for improvement over the next 3 years and with support from the Local Authority and collaboration with children staff, parents/carers and partners we are well placed to achieve this.