



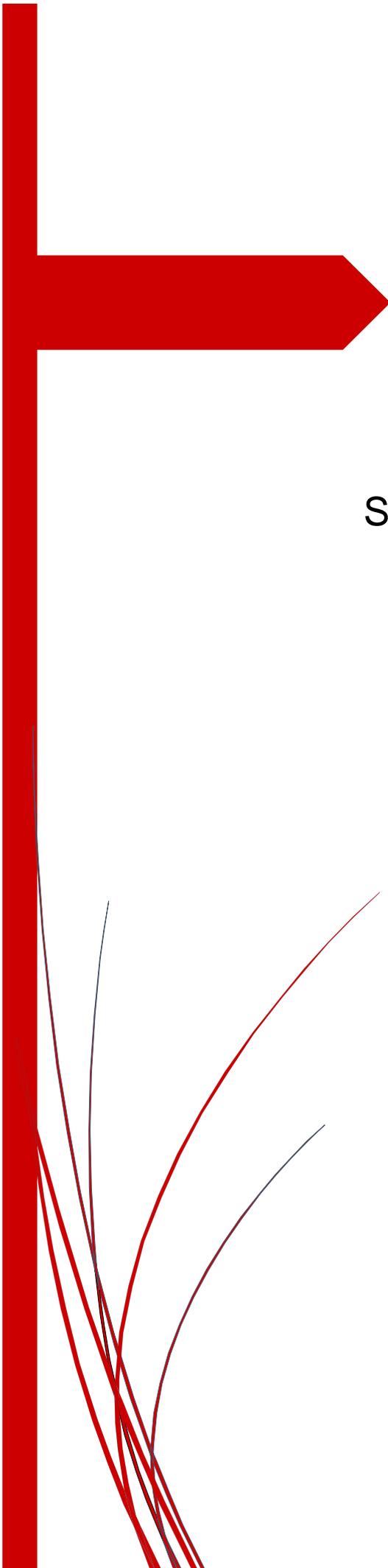
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East Dunbartonshire Council

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Balmuildy Primary School
Standards and Quality Report
2022/23



Context of the School



Balmuirdy Primary
Vision Values and A

Balmuirdy Primary is a non-denominational 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. Almost all 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 Balmuirdy Primary School building will be built. Plans are at an advanced stage and stakeholder consultations have taken place throughout this session.

The current role is 367 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, 4.5 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 9.8% and data from the Scottish Index of Multiple Deprivation shows that 8.5% 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 £34 560 to develop strategies to close the poverty related attainment gap. 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 92%.

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 all staff participating in high quality professional learning. Our outdoor learning spaces and cooking kitchen have continued to provide important contexts for learning.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Wellbeing, Equality and Inclusion	
<p>NIF Priority Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver School leadership</p> <p>Teacher professionalism</p> <p>Parent/carer involvement and engagement</p>	<p>HGIOS?4 QIs QI 3.1 Wellbeing, equality and inclusion</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>Very good progress was made with this priority. Pupil Equity Funding was used to recruit a 0.5fte Nurture Teacher. Children were identified for support in a range of ways with a focus on transitions, emotional regulation and ensuring quality learning times in the classroom because of interventions. Small group and targeted support were offered eg Seasons for Growth and Managing Anxiety alongside opportunities for play, including a soft start in the morning. The impact of this has been evident through the hugely positive feedback from pupils, staff and parents. All children who received support have spoken about the positive impact on their wellbeing and their learning. Almost all children spoke about a sense of calm, both in the room and in themselves, supporting them to return to class ready to learn. All teachers reported benefits to learners of being able to access support, both planned and unplanned and the positive impact on the learning environment for both the targeted children and the rest of the class. Most parents reported benefits for their children, and a few felt that without it their child would not have managed their school placement so well this session. Resources, in the form of a Calm Kit, were introduced to each class so that children had the opportunity to develop and practice self-regulation skills within the classroom setting. Almost all parents who took part in a recent survey said they felt the school created an environment where their child felt safe, secure and nurtured.</p> <p>In partnership with the link Educational Psychologist (EP), the Autism Adviser continued to develop inclusive approaches for learners. All staff took part in professional learning and developed their knowledge, understanding and skills when working with children who have autism. All classes took part in learning experiences about autism in the lead up to Autism Acceptance Week and shared their learning at assembly. The Autism Adviser carried out a targeted intervention pilot using Talking Mats and this strategy will be further developed next session. The link EP also supported further professional learning in Trauma Informed Practice (TIP). Staff views were gathered and collated showing what TIP looked like in our school. As a result, we agreed three key strategies to be consistently embedded across the school: Every learner welcomed to school every day, A child friendly communication tool in every class eg a worry box and Regular emotional check-ins after breaks, and as required for targeted children. Almost all teachers had these strategies well embedded in their classrooms. The evaluation of the impact of these strategies is on-going.</p> <p>Two members of staff have led the development of Pupil Enquiry Based Learning (PEBL) in one of our P6 classes. The class teacher has undertaken EDC professional learning and visited other schools to observe good practice. All teaching staff have had two professional learning inputs to introduce the PEBL approach and update on the progress of the pilot. The children in P6 organised an open afternoon for parents where they shared their learning and showed their parents around their classrooms. Feedback from both learners and parents was wholly positive and very enthusiastic about continuing with this approach. All teachers have shown an interest in trying out PEBL approaches next session and a few would like to access EDC PEBL training. A few teachers have also expressed an interest in EDC Play training and a Play/PEBL approach will be developed across the school.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Participation in Rights Respecting Schools Accreditation Programme/Autism Friendly School • Further development of Play and PEBL approaches to learning in line with school values 	

School priority 2: Reading

NIF Priority

Closing the attainment gap between the most and least disadvantaged children

Improvement in Attainment, particularly in literacy and numeracy

NIF Driver

Curriculum and assessment

Teacher professionalism

Parent/carers involvement and engagement

HGIOS?4 QIs

QI 2.3 Learning, teaching and assessment

QI 2.4 Personalised support

QI 3.2 Raising attainment and achievement

Progress and Impact:

Very good progress was made with this priority. Reading was identified as a priority through self-evaluation and quality assurance processes. A group of staff led the refreshment of our reading strategy to improve attainment in literacy for all learners and narrow the attainment gap between the most and least disadvantaged children.

A book banded pathway was in place and the first task for the Reading group was to link CfE skills progression to the book bands we used. An outcome of this was a review of book bands at the early stages to reflect the pathway more accurately through Early and into First Level. This task supported our raising attainment strategy as all teachers had a clear overview of the range of skills being taught, a better understanding of skills development, particularly in relation to critical reading skills, and a framework within which to identify learners who required support or challenge. This refreshed skills development pathway has also supported learning conversations and all teachers' confidence in their professional judgements when reporting on achievement of a level.

An important task for the Reading group was to ensure consistent approaches in the teaching of Reading across the school. This was achieved by investing Pupil Equity Funding to enhance our provision of the North Lanarkshire Active Literacy Approach. The programme is already being used successfully for Spelling and it was decided to fully invest in the Reading programme which is research based and proven to raise attainment through a critical literacy approach – Reading, Understanding, Analysis and Evaluation. All staff took part in professional learning throughout the session to develop their knowledge and understanding of the programme. To support teachers' planning, the group refreshed the forward planning format for Reading.

The most recent piece of work has focused on assessing and supporting the reading skills of learners with specific literacy difficulties. Our aim is for all learners to experience success in Reading by removing barriers to learning and to ensure that their potential to achieve a level is not unnecessarily delayed. Pupil Equity Funding has been used to invest in a range of texts including fully decodable phonics texts, Reluctant Readers novels, graphic novels and Barrington Stoke texts. These are being used to enhance our provision for targeted support and within classroom settings. Our attainment data in Reading shows high levels of attainment maintained or slightly higher at Early and First Levels and 96% of learners achieving Second Level at P7, a significant increase of 8.5% on last session. Data also shows children with specific reading difficulties can achieve a level, with appropriate supports in place.

Through our self-evaluation processes, staff identified as strengths the skills development framework and the implementation of consistent reading strategies. Almost all staff reported an increase in their own knowledge, understanding and confidence in teaching and assessing Reading, including in reporting on achievement of a level. They report learners being more confident and motivated to read.

In a recent survey of parents the top three areas in Reading that they would like more information about were: How do teachers know when children are ready to move on in their reading? How are children with reading difficulties supported in the classroom? and How can I support my child's reading at home?

Next Steps:

- Continuing to develop reading interventions to meet learners' needs and raise attainment
- Pupil voice and opportunities for pupil leadership through a Reading consultation
- Developing parental partnerships in Reading
- Commit to developing a reading culture through the Reading Schools Accreditation Programme

Progress in National Improvement Framework (NIF) priorities

- The school has committed to participation in the Rights Respecting Schools Accreditation Programme and has established a group to take this forward next session and is currently refreshing its values in consultation with all stakeholders
- Approaches to improving the health and wellbeing of our learners through the provision of professional learning for staff and nurture support have received very positive feedback from all stakeholders. Almost all parents who took part in a recent survey said they felt the school created an environment where their child felt safe, secure and nurtured
- Attainment data for P1, P4 and P7 shows that in literacy pupils living in SIMD Quintile 1 have performed as well or better than children living in SIMD Quintile 5. In Numeracy there is a small gap of 2% in attainment with children living in SIMD Quintile 1 performing at 93% and children living in SIMD Quintile 5 at 95%
- The development of Play and Pupil Enquiry Based Learning is supporting children to develop a range of transferable skills that will improve their chances of having sustained, positive experiences for their lives beyond Balmuldy Primary
- Across P1 and P4 attainment data shows that high levels of attainment in Reading, Writing and Numeracy have been maintained or have risen slightly. At P7 there were significant gains of 8.5% in Reading, 12% in Writing and 7% in Numeracy. At all stages there was a slight dip in attainment in Listening and Talking but overall almost all learners are still achieving the expected level

Achievement of Curriculum for Excellence (ACEL) data

ACEL data at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	most	almost all	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

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

Allocation of Pupil Equity Funding was outlined in the 2022/23 School Improvement Plan in line with the two key priorities for the school last session: **Wellbeing, Equality and Inclusion** and **Reading**. The two main areas of spend were on increased staffing to facilitate targeted nurture and wellbeing strategies and resources to enhance our school reading programme for all learners. The evaluation of this spend is outlined above in Priority 1.

The feedback we have had from pupils, staff and parents and the gains we have seen in attainment, particularly at P7, provide robust evidence that our decisions regarding the allocation of PEF, the identification of appropriate resources and the management of interventions have had a very positive impact on the learning and wellbeing of our pupils.

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	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	Very good	Choose an item.
3.2 Raising attainment and achievement	Very good	Choose an item.



Summary of School Improvement priorities for Session 2023/24

- 1. Wellbeing, Equality and Inclusion
- 2. Reading

What is our capacity for continuous improvement?

The school is well placed to continue to improve. An experienced leadership team and committed staff are looking forward to the challenges and rewards of working with pupils, parents, the Local Authority, partners and the wider community to transition its values, achievements and successes to a new school building over the next two years.

Standards and Quality report should be emailed to the link Quality Improvement Officer by Friday 9th June 2023.