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East Dunbartonshire Council

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Bearsden Primary School
Standards and Quality Report
2022/23



Context of the School

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. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing.

In session 2022-23 our school roll was 422. The children were accommodated over 15 classes, 3 classes at P1 and double stream for all other stages. Our staffing entitlement was 21.16 FTE which includes a teacher for the Early Years Centre. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 20 class teachers, some of whom job share, for our 15 classes. There is a specialist teacher for French who provides cover for reduced class contact time. There is additional learning support provided through the Education Support Team. Instrumental tuition is available for violin, cello and woodwind. The school is very well supported by administrative staff, classroom assistants and support for learning assistants. We have a Building Manager and 2 day cleaners who support the running of the school. We also have two Housekeepers to assist in the lunch hall, support children in the playground and complete toothbrushing with P1 and P2.

15% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 4.8% of our children are bilingual with 25 languages spoken across the school. Our Free School Meals is 2% and almost all of our pupils live in an area described as highly affluent according to the Scottish Index of Multiple Deprivation (SIMD). This session we received £11025 in Pupil Equity Funding (PEF) and used this to target small group teaching in literacy and numeracy and digital programmes to support this. We also recognised a gender gap in our reading attainment so used the funding to target improving attainment in reading for our boys. Attendance is 96% with no exclusions.

We also have an Early Years Centre which opened its doors to children in July 2021. This has a staffing allocation of a Depute Head of Centre, 2 Senior Early Years Workers, 1 teacher and 24 Early Years Workers (some who work part-time), 3 Early Years Support workers, 1 full time Clerical assistant, 1 part-time clerical assistant, a Housekeeper and a janitorial assistant. It has spaces for 95 children from 2-5 years old. We have 133 children enrolled across the whole centre (111 3-5 year olds and 22 2-3 year olds). We are almost at full capacity with scattered availability some afternoons.

The Early Years Centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. There is also a covered mezzanine level that can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.

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. 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. We have very strong links with Bearsden Cross Church and with the Bearsden Baptist Church. The Baptist Church kindly let us use their gardens for outdoor learning and almost all classes have made use of this during this session.

All of our families are connected to the school via SEESAW and almost all parents engage regularly (weekly basis). They value the two way communication and we use it for reporting termly, class posts, homework and school announcements. The Parent Council and Fundraising Group also use this to communicate with our families. Parents and carers have welcomed the return to in-person this session and all events are very well attended. Opportunities to attend class assemblies, sharing the learning in class and events such as school fairs and sports days are attended by almost all our parents. Likewise, formal Parents Meetings twice per school year are attended by almost all parents. We have gathered parent's views through online forms and surveys when they are in the building. Pupil voice is at the heart of our work as a Rights Respecting School and we have worked with different groups of children to look at the 'How Good is OUR School?' self evaluation document to take account of what children think about the school and what we could do better.

This report was written in collaboration with pupils, staff and parental feedback.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver curriculum and assessment school improvement</p>	<p>HGIOS?4 QIs</p> <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact: Very good progress was made within this priority this session. The year started with a successful Reading Schools Core Award and the focus changed to looking at Silver Award. The Fundraising Group (FRG) gave every class money to choose more books for their class libraries and pupils chose the books they wanted. Library visits for every class were arranged this session, and we had a focus on reading during Book Week Scotland, with Drop Everything Read, Macastory videos and paired reading with different classes.</p> <p>Pupil Equity Funding was used to purchase Clicker 8 for the school and this has been embedded in almost all upper school classrooms, and home access has been given to identified children. This has removed some barriers for writing for the children using this and has been motivational, particularly for some of our boys. We also looked at increasing motivation for the boys through using Macastory who provided writing workshops for every stage in the school. A new reading scheme for upper school was also funded by the FRG and staff started to use this alongside our current reading pathways. These books did not go home but were used as the focus for their reading work in school and comprehension materials were also available.</p> <p>Genre writing progression pathways were introduced and these have helped the staff to be clear on their expectations for writing, clearly being able to identify next steps for children in their writing. It also ensures there is a breadth and depth to the writing as the skills are built on from P1-7. Moderation sessions allowed staff to use the marking criteria and share standards to ensure consistency of approach across the school.</p> <p>As a result of these interventions our literacy results have improved. Almost all children in all stages are achieving or on track to achieve in line with national standards.</p> <p>Next Steps: We will continue to develop the bank of writing that we have at each level. As we embed the Big Cats reading scheme we will evaluate whether this would be extended into the lower school also. Literacy will remain on our maintenance agenda to ensure that the new planners are working and if they need adaptations. We will continue to work towards the Silver Reading Award for Reading Skills.</p>	

School priority 2: Play into Enquiry/ IDL	
<p>NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Placing the human rights and needs of every child and young person at the centre</p> <p>NIF Driver curriculum and assessment school improvement teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 2.2 Curriculum</p> <p>QI 2.3 Learning, Teaching & Assessment</p> <p>QI 3.2 Raising attainment and achievement</p> <p>QI 3.1 Wellbeing, equality & inclusion</p>

Progress and Impact:

Play development has been a focus for improvement over the past seven years and during this time a strong evidence base has been established in the benefits of play pedagogy to the children of Bearsden Primary, both in attainment and social skills. This priority was to build on this and good progress was made within this priority. Staff have looked at the 5 key skills that the children should be using in their enquiry work- these are

- Self Management Skills
- Research Skills
- Communication Skills
- Thinking Skills
- Social skills

All classes from P1-7 will use the same language and the skills will be developed over their time in primary school. This approach allows us to really allow children to lead their own learning and the teachers are in a different role of facilitator. Staff worked together to create progressive framework of contexts which ensure that there is a full coverage of the outcomes from P1-7 and the children will then work with their teacher to decide which lines of enquiry they are interested in, and how they will then find out and present this information. Collegiate sessions were used to allow staff to collaborate over how to devise lines of enquiry with the children and all staff trialled one enquiry this session with their class. We have also presented the Enquiry work to parents and it was very positively received. Our staff also led the authority group on Enquiry and our children presented at the showcase event to share our good practice with other schools in East Dunbartonshire. We have looked at our planning as a whole and devised a clear overview of 6 key areas of learning to be covered in a year through blocks of learning – these are a novel study (which links closely to the Reading Schools Award), Enquiry Based Learning using the scaffolded planning/lines of enquiry, either a second enquiry or a more traditional IDL approach, Rights Based Context, Social Enterprise and a Science based context.

Next Steps: All staff will use the progression framework and enquiry will be used throughout the year.

School priority 3: Curriculum Development

NIF Priority	HGIOS?4 QIs
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all NIF Driver curriculum and assessment teacher professionalism	QI 2.2 Curriculum QI 2.4 Personalised Support QI 2.7 Partnerships QI 3.3 Increasing creativity and employability

Progress and Impact:

At the start of this session, we were pleased to receive our Gold Rights Respecting School Award. As a recommended area for further development, we incorporated explicit links to children's rights across all eight curriculum planners. Training from WOSDEC allowed our staff to further develop their knowledge of learning for sustainability, with links to rights based learning. Skills 31 was reintroduced, providing children with an opportunity to choose the skills they would like to learn. Split across the upper and lower school, and linking with parents and partners, we widened the choice of skills on offer to incorporate mandarin, sewing and active sports.

During this session, we were invited to participate in the HMIE Thematic Inspection on Anti-Bullying and Equalities. Feedback from the inspectors was incredibly positive and we were selected as a case study of good practice. The case study evidenced that rights are embedded within the curriculum and that children's voice is heard and acted on:

"Children's rights are well-established and support restorative conversations. Importantly, children understand their right to express their views and have them considered and taken seriously. Children speak extremely positively about the use and impact of restorative conversations. Children recognise conflict is being resolved quicker and more positively through this approach. Senior leaders track incidents

carefully and records demonstrate a significant reduction in referrals for behaviour or conflict. The school's work on children's rights is helping children to meaningfully connect their learning and understand clearly how bullying relates to issues such as respect, equality and diversity. Children show care, value each other, and are welcoming towards visitors of the school. Through ongoing work, the school was awarded the richly deserved Rights Respecting Schools Gold Award for their highly-effective work with children's rights."

All teaching staff participated in LGBT Inclusive Education training allowing us to reflect on diversity across our curriculum, and identify opportunities for further development. Staff self-evaluation identified the need to examine our curriculum closely to ensure it is reflective of our school community and the wider world in which our children live. A range of books and resources to support diversity across the curriculum at all levels were purchased and will continue to be developed next session. Self-evaluation also highlighted that our curriculum has changed significantly over the last 7 years and it is now time to revisit our curriculum rationale to ensure it reflects our focus on rights, play, enquiry and diversity.

Next Steps: Committees to be reintroduced in a meaningful way for all children. Continue to develop opportunities to embed diversity into the curriculum. Revisit the curriculum rationale

Progress in National Improvement Framework (NIF) priorities

- **Placing the human needs and rights of every child and young person at the centre of education**

We were awarded Gold Rights Respecting Schools Award this session to recognise the work of the school community to embed rights into the work and curriculum. They recognised the following as strengths of the school:

- *Happy, confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.*
- *There is an excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.*
- *Highly effective leadership of the rights related work at all levels, including from young people.*
- *The concept of equity was clearly impacting on policy and practice and was well understood by children and adults alike.*
- *Pupil voice is helping to shape learning and teaching, with responsive practice the norm across all ages and stages.*

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

Although Health and Wellbeing did not feature on our School Improvement Plan this session, we maintained a focus on this area. Our annual Health and Wellbeing survey provides useful data across all wellbeing indicators for all children. This year key highlights were that almost all children reported that they felt safe in the school. The main concerns noted by children were around a variety of sensitive family issues. In P1-3 there were individual concerns regarding the school toilet and stairs to the canteen. Class teachers are given time to analyse individual responses and have follow up conversations with children. As a result, a range of supports are put in place including Seasons for Growth, counselling and increasing access and participation in clubs and activities.

There are strong positive relationships within the school. Almost all children are pro-active in initiating ideas and staff are supportive of this. All children report that they feel safe and secure in school. Staff are aware of their responsibilities within GIRFEC and work alongside the SLT to plan for children on the staged intervention process. These plans are reviewed regularly in line with our three planning blocks. A range of strategies are in place to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. These include PATHS, ICE pack, emotional awareness groups, problem-busters and Seasons for Growth work. All classes operate different strategies/ systems for children to share their worries and concerns. This

session, we were able to have another staff member do the Seasons for Growth training – this gives us more flexibility next year to run more groups. Staff members have indicated that they would like to undertake Anxiety Management training, we are looking to see if training is available next session.

All P6 and P7 children across East Dunbartonshire participated in the SHINE survey this session. The results showed us that the general health of children is very good, with P7 children and P6 girls above the national average. P6 boys showed a dip and we were aware from our HWB survey and pastoral care that there were some issues within this area. To help address this we participated in the iheart resilience project to support and improve the resilience and wellbeing of all pupils in our identified P6 class. Most pupils noticed a positive change in themselves post-programme and feedback from the class teacher demonstrated a positive impact on pupils. In particular, there was an overall improvement in resilience when dealing with ongoing challenges and an understanding of how their negative behaviour affects other people. The post survey indicated a positive change in all areas that children were asked about.

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

In Bearsden Primary we have a very small group of children identified (1%) and most of these children are on track. We track these children carefully with class teachers, and we also identified a gender gap this session in writing. We have targeted children at risk of not attaining through tracking meetings with teachers and target small group interventions for literacy and numeracy. Our target group attainment in writing has improved by 20% to 90% on track in writing.

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

Overall children’s attainment in mathematics and numeracy and English language and literacy is very good. Almost all children achieve appropriate levels at P1, P4 and P7. A few children at each stage exceed these levels. Current P7 pupils have increased from P1 to P7 by 3% in Reading, 7% in writing, 2% in talking & listening and 4% in Numeracy, showing our attainment over time continues to improve. Current P4 pupils have also made improvements over time with 6% in Reading, 4% in writing, 5% in talking & listening and 1% in maths.

Learners are well supported through contextualised learning and through interactive displays. In Literacy and English, writing is an area for improvement. Most of our children still achieve their expected level but there are clear areas for development. We are also seeing a gender issue in this area where the girls are consistently achieving better in writing than boys, and this is still the case.

In reading, children across the school are using higher order reading skills in a meaningful way. Across the school children express an enjoyment of reading and can discuss favourite authors and why. In the early stages, almost all children are able to write simple sentences and stories independently. By Primary 7 almost all children demonstrate very good skills in discussing texts and in researching and presenting information. They are able to participate confidently in debating and give opinions and justify these.

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

We used most of our PEF funding (£11025) to support attainment in literacy.

Teacher = 1 day per week from September to March

Assistive Technology for writing- Whole school

Macastory Writing Workshops

The teacher worked with small groups on comprehension, writing and reading. Our target group increased their attainment in writing by 20% and we also worked with children across the school that were identified at tracking meetings with SLT and class teachers.

We also used money for assistive technology and training was provided for all teachers. This has helped many of our children with identified barriers to use technology in their writing. This level of package also allowed for us to give home access to families. The package has a licence for 3 years providing value for money over time.

We also used Macastory to motivate children in writing as described in priority 1.

The use of PEF to target literacy has helped us to enhance our literacy teaching and has contributed to almost all children across the school attaining in literacy.

We also used money to pay for children to attend clubs or trips. This session we had very little uptake on this and have only spent £20.

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

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	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. Embedding Inclusion, wellbeing and equality
2. Curriculum Rationale
3. Play into Enquiry and IDL

What is our capacity for continuous improvement?

The school is well placed to continue to improve. Pace of change is managed realistically and staff work together to be responsive to the needs of the children and families within our community. Families, staff and children all report that they feel safe and happy within the school, and children make very good progress in their learning. We are well supported by our Parent Council, the Fundraising Group and all of our families.

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