

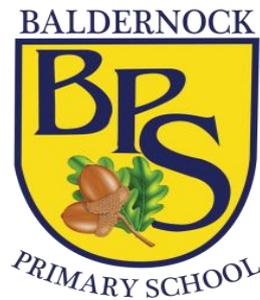


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**East Dunbartonshire Council**

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# BALDERNOCK PRIMARY



## Standards and Quality Report 2023/24

## **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 49 pupils on our role, organised into 3 classes, P1/2/3, P4/5 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, a dining hall, cloakrooms and toilet facilities. A third classroom, the Head Teacher's office, administration office and resource area are located in the original school house. Our P.E programme is delivered using our outdoor environment with a short block of time allocated to Torrance Primary in the winter months.

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 5.0, 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 the support of music teachers for violin and percussion. The work of the school is further supported by a clerical assistant, a classroom assistant, support for learning, a building manager and 2 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, the majority of 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 good progress from prior levels of attainment.

Attendance rates across the school are consistently high with latest performance data indicates attendance at school is 92%. Attendance statistics also highlights no exclusions.

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 Principal Teacher, allow us to identify at an early stage the need for support and challenge ensuring high attainment for our learners.

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

All stakeholders are encouraged to be engaged and involved in the life of the school. Parents and pupils are consulted regularly and their views are gathered to inform 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: 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 school improvement parent / carer involvement and engagement teacher professionalism</p>	<p>HGIOS?4 QIs</p> <p>QI 1.3 Leadership of Change</p> <p>QI 2.3 Learning, Teaching &amp; Assessment</p> <p>QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact:</p> <p>Very good progress has been made this year.</p> <p>In November we held parent sessions to introduce the Primary 1 Bookbug resource and the Primary 2/3 Read Write Count resource. Teachers worked with parents and children to show them different literacy and numeracy activities that can be carried out at home to support learning in school. Activities allowed parents explore both the indoor and outdoor environment to develop skills, confidence and independence. Almost all parents indicated that the workshops had been helpful and informative in highlighting the work carried out in school and how this can be best</p>	

supported at home. Parents also indicated a greater confidence in adapting the activities shown to other texts.

*'The activities make reading more enjoyable and my child is excited to read at home.'*

The majority of parents were previously unaware of resources available on the Scottish Book Trust website but indicated that they would now explore the resource further.

The Reading Schools Committee continue to work towards achieving their Silver Award. This session our committee has consisted of children from P1 to P7 as well as teachers, support staff and a parent. The committee meets regularly to take forward actions and gather evidence for our award. We have created suggested book lists for each teacher to help them recommend books to their class, continued to celebrate and encourage reading for pleasure through gifting a birthday book to each pupil and we have organised a family outdoor reading session. The outdoor reading session was well attended and parents commented positively on having a dedicated time to read quietly with their child in a calm, open environment.

Our lunchtime book club, 'A Book, a Bite, a Blether', is now well resourced with a variety of texts suitable for all levels and is well attended fortnightly over the course of the year. A variety of activities take place including quiet reading sessions, book swaps and pupil led story times.

*'I love reading and doing the activities about the story, like reading the bat story and guessing the fruit under the cups.'*

*'Swaps are great, with lots of books to choose from, you will always find something new to read.'*

To further develop a reading culture across the school community, we have a programme of shared reading between school stages and playgroup. Each class had the opportunity to visit Milngavie Library this session. Children had a talk from the Children's Library Assistant about the resources available to them with their library card. All pupils selected a book to take home and read. Two members of staff have school library cards which will help us to update and refresh class libraries with a selection of current literature. Visits will be arranged next session for children to accompany staff to choose books for their class.

The Reading Schools Committee are on track to achieve their Silver Award early next session.

Most teaching staff attended a two-day training course delivered by West Partnership focussing on the delivery of a six-week practitioner enquiry. To reflect the priorities outlined in the school improvement plan, teaching staff decided to target writing skills, in particular learners' awareness of assessment strategies and criteria. In order to track progress, learners completed a cold piece at the beginning of the enquiry and a final hot piece at the end of the six weeks. With a focus on imaginative writing, learners were given example texts and encouraged to construct success criteria based on these. Learners used the co-constructed success criteria to assess their initial cold piece which enabled them to generate their own next steps. The final hot pieces revealed that almost all learners made progress with their imaginative writing skills and with their ability to self-assess. As a result, learners have been able to apply these skills across the curriculum. As well as this, classroom observations indicate most learners have a stronger understanding of the overall writing process.

In May this work was further developed to include parents and carers. We held workshops showing the development of writing skills from Early to Second levels. Staff shared approaches used in school and explained how writing is assessed at each stage. Attendance at the workshops was high and parent feedback was positive. Almost all parents said that they had a better understanding of how writing skills develop and how assessment criteria are used.

*'I think it is useful in particular if the children are clear on the criteria and can, therefore, self-assess.'*

*'An understanding of the assessment criteria aids better conversations with children about their learning.'*

Planning approaches in literacy have been audited to ensure they are relevant for today's curriculum. Collegiate time allowed staff to moderate current planners using evidence gathered

from professional dialogue and planners have now been updated to reflect refreshed pedagogy and resources. These planners will be implemented and evaluated next session as we continue to raise attainment in literacy.

**Next Steps:**

- Pilot new literacy planners
- Work towards Reading Schools Gold Award
- Parental workshops to support the development of phonic/spelling skills across the school
- Audit current listening and talking resources

**School priority 2: Interdisciplinary Learning through a STEM Focus**

NIF Priority Improvement in skills and sustained, positive school-leaver destinations for all  
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver school improvement  
school leadership

HGIOS?4 QIs  
QI 1.4 Leadership and management of staff  
QI 3.2 Raising attainment and achievement

**Progress and Impact:**

Very good progress has been made with this priority.

This session five pupils from Primary 6 and 7 have achieved their Young STEM Leader Level 2 Award. This award has allowed pupils to develop leadership skills by creating challenges and leading tasks. The Young STEM leaders have led learning across all stages of the school in both science and coding. Pupils have spoken of their enjoyment and sense of achievement in completing this programme:

*'I enjoyed doing coding with the younger pupils and being creative with the activities.'*

*'I had to do a lot of research to complete the award.'*

We plan to continue with the Young STEM Leader programme next session to train a new cohort of pupils to lead learning across the school. Alongside this initiative our ICT Committee will have responsibility for auditing current practice and gathering evidence to achieve a Digital Schools Award. This is a national award that promotes, recognises and encourages a whole school approach to the use of digital technology.

We have a STEM career workshop planned for June 24, involving parents and volunteers. Children will have the opportunity to find out about future STEM career opportunities available to them and will recognise the skills and attributes required for these. This workshop is a valuable opportunity to build relationships with our wider school community as well as further developing pupil understanding of the world of work.

We have started to audit our current Science programme to ensure it is relevant for our pupils and incorporates meaningful links across the STEM disciplines. Through professional discussions, we have developed an interdisciplinary planner to allow staff to plan for appropriate curriculum coverage and progression. This planner will be piloted and evaluated next session. When planning topics during learner engagement at the beginning of each term, staff and pupils have recognised the need to audit current social studies topics to ensure links are made with the Rights of the Child, Learning for Sustainability and Global Goals.

All staff, including support staff, undertook professional learning related to active maths approaches. This was to implement our newly resourced active maths boxes in each class. Staff have looked at a range of concrete materials to support learning and teaching and have had opportunities, through the collegiate calendar, to moderate this work. In discussion with pupils and through quality assurance, it is evident that the resource has increased attainment and pupil confidence in applying maths strategies.

*'I love spinning the spinners. Whatever the two numbers they stop at I times them.'*

*'The beads help me with my three times table.'*

Staff have indicated that they now feel more confident in the use of a concrete/pictorial/abstract approach.

*'My learners find it beneficial to visualise different mental maths strategies and are becoming more confident sharing these with others.'*

This session staff have also developed an updated numeracy planner. This planner reflects changes in pedagogy and resources and will help teachers plan appropriate progression through the numeracy curriculum.

Next Steps:

- Pilot new interdisciplinary learning planner
- Audit social studies programme
- Pilot new numeracy planners
- Professional learning in enquiry based learning
- Parental workshop to support the development of numeracy and maths skills across the school

### School priority 3: Self-Evaluation for Continuous Improvement

NIF Priority Placing the human rights and needs of every child and young person at the centre  
Improvement in attainment, particularly in literacy and numeracy.

NIF Driver parent / carer involvement and engagement  
school improvement  
performance information

HGIOS?4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.3 Learning, Teaching & Assessment

QI 2.6 Transitions

Progress and Impact:

Good progress has been made this year.

In September we were awarded our Rights Respecting Schools Silver Award. The feedback we received was very positive and highlighted children's knowledge and understanding of their rights. Pupils feel empowered to recognise their rights and are able to speak confidently about how children's rights are promoted in school. Parents, school staff and pupils from Primary 1 to Primary 7 were involved in the accreditation process showing the importance of a shared understanding of children's rights in our community. Rights are at the heart of everything we do in school and UNCRC articles are linked appropriately across the curriculum. Our Rights Respecting Schools committee are in the process of producing a Gold Award action plan and have started to gather evidence towards this.

Our pupil house groups are working on three themes from the How Good is OUR School self-evaluation resource. Tíree are looking at Health and Wellbeing, Jura are looking at Relationships and Iona are looking at Learning and Teaching. The information gathered will support pupils in contributing to school improvement. Our pupil committees encourage children to develop a range

of skills including leadership, team working and communication. Through these roles, children gain a better understanding of their right to be listened to and taken seriously.

Two pupils from Primary 6/7 achieved a Dynamic Youth Award in recognition of the work they engaged in as part of East Dunbartonshire Council's Pupil Forum. They have linked with our own Pupil Council and Rights Respecting Committee to share information and further develop pupil voice within our school and local authority.

In November Primary 1 to Primary 3 parents were surveyed about our new school reading resources. Almost all parents indicated that they liked the new books and that their children engaged with reading at home. When consulted, almost all pupils said that they liked the reading books. They spoke about them being funny and colourful with different characters. This session we have expanded the range of reading material and will now monitor the impact of these new resources in raising attainment in reading.

Writing approaches in both imaginative and non-fiction genres at Early and First Level have been further developed this year. Learner conversations and the analysis of samples of imaginative writing show that children have a better understanding of the structure and language used to engage the reader. Attainment data and learner conversations indicate an increased confidence in children writing independently and for a variety of purposes and audiences. West Partnership professional learning also allowed opportunities to moderate writing across Early and First Level therefore strengthening staff confidence in supporting the writing process for their learners.

Next Steps:

- Introduce the CIRCLE framework
- Staff and pupils audit school environment using the Circle Inclusive Classroom Scale
- Completion of Rights Respecting Schools Gold Award action plan
- Develop staff understanding of The Promise
- Primary 5 pupils complete JAS award to develop leadership skills

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

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

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced. The convention has fifty-four articles that cover all aspects of a child's life and sets out civil, political, economic, social and cultural rights that all children everywhere are entitled to. At Baldernock Primary, article 12 (I have the right to be listened to and taken seriously) and article 29 (I have the right to an education which develops my personality, respects the rights of others and the environment) underpin our vision, values and motto. We regularly consult with pupils through assemblies, surveys and questionnaires and learner conversations. This session, pupils have had a voice in the development of how we celebrate achievements, both in and out of school. They have designed certificates, decided on how points are awarded culminating in a suitable reward. Our Pupil Council consists of a member of teaching staff and a pupil representative from P2 to P7. The Pupil Council has worked closely with our Rights Respecting Committee to take forward and coordinate the gathering of evidence for our UNCRC Gold Award. Two Primary 6/7 pupils represent Baldernock Primary at the East Dunbartonshire Pupil Forum. Pupils feedback to the whole school at assemblies and gather views to be discussed at future meetings.

Our Rights Respecting Committee prepared and delivered a presentation on articles 3 and 4 for pupils at assembly. They made a PowerPoint and designed an activity where everyone had the opportunity to sort needs and wants. The children then discussed results to highlight the difference

between the two. All children participated in the activity and further discussions indicated that almost all children had a better understanding of their rights. Next session children will have the opportunity to lead learning across the curriculum to ensure pupil voice shapes the work of the school.

In May Primary 5 and 6 pupils took part in a Climate Ready Classrooms day. They found out about the effects of climate change on our world and have started to think about actions they can take to mitigate these changes. Next session we will develop this work by completing an action plan and pupils will share this across the school community.

Two pupils from Primary 7 participated in the Milngavie Week parliamentary debate held at Douglas Academy. A range of topics were debated across the day and Baldernock Primary were judged to be the winners of the overall debate. A very successful outcome for our pupils.

- 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 and in moderation processes to enable them to make confident professional judgements about achievement of a level. This data shows a high standard with most pupils attaining appropriate levels in literacy and numeracy at every stage, and a few working ahead of their expected levels. Analysis of data over time shows that attainment in literacy and numeracy across the school is high with most pupils achieving national levels at the expected time. We have comparator data to track cohorts of learners across Curriculum for Excellence levels year on year and over time. In session 2023/24 data for achievement of Curriculum for Excellence levels in numeracy, reading, writing and listening and talking are all above the data from session 22/23. When there is a dip in attainment targeted intervention is in place to support identified children and meet the needs of our learners. Evidence to achieve a Reading Schools Silver Award is being gathered and we are confident that this will be completed early next session. Newly purchased literacy resources and a continued focus on the importance of reading for pleasure is having a positive impact on our learners and families as evidenced in our family outdoor reading session. We will continue to gather information to evaluate the effect of our new resources on raising attainment in literacy.

- 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. We are mindful that the ongoing cost of living crisis may impact all families and recognise this when planning 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 child

protection training to enable them to carry out this most important aspect of their work effectively. Children’s emotional wellbeing is supported through the use of check in emotions cards which provide opportunity for pupils to discuss their feelings and emotions. Lifelink Counselling Service can be accessed to support pupils in the upper school both on an individual and group basis. We work in partnership with a variety of agencies to ensure all wellbeing needs of both pupils and families are met.

At points of transition, we work closely with secondary and nursery colleagues to ensure all pupils are prepared for the next steps in their learning.

Our timeout space in the garden continues to support pupils in managing and regulating their emotions and behaviour. Our curriculum is adapted, in consultation with pupils, to enable a smooth transition between home and school to ensure positive outcomes for all.

### Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2023				
	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? (4<sup>th</sup> 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 2024/25

- 1. Raising Attainment in Literacy
- 2. Interdisciplinary Learning
- 3. Wellbeing

### What is our capacity for continuous improvement?

The School Improvement Plan (SIP) is developed in line with authority guidelines and 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. This session we have made very good progress with our SIP priorities.

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. This has allowed us to refresh our approaches in delivering reading, writing and active maths at all stages. Our work auditing current practice in STEM has resulted in an updated planning format within interdisciplinary learning which will be piloted next session. Having successfully delivered Young STEM Leader training, the programme will continue to further develop the STEM curriculum, raising attainment for all. Embedding children's rights within our school community will become a focus as we work towards our Gold Rights Respecting Award. 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 school. This session we have worked with one of our cluster schools to develop planners and resources to support the introduction of new reading books. Moving forward we will continue to look for further opportunities for staff to engage with colleagues from other schools.

Questionnaires and surveys issued to parents and pupils over the session help to inform our practice and identify improvements we can make. This session we have consulted parents about their views on reading books and Progress and Achievement Profiles. Parents' views are valued and they have responded positively with constructive feedback. Our open door policy continues to encourage parents to be actively involved in the life and work of the school.

Pupils have been consulted, both formally and informally, on a range of issues including reading resources, Progress and Achievement Profiles and outdoor learning. Our learners know that when their views are sought they are acted on. Allocated house time has ensured the How Good is OUR School resource has had a higher profile in capturing pupil voice this session. Through high levels of consultation and engagement with staff, pupils and parents, we are committed to improving learning, teaching and assessment, 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.