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East Dunbartonshire Council

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Bearsden Primary School
Standards and Quality Report
2023/24



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 2023-2024 our school roll was 430. 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 are flexible workers, 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.

12% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 5.8% of our children are bilingual with 27 languages spoken across the school. Our Free School Meals is 3% 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 £11820 in Pupil Equity Funding (PEF) and used this to target literacy resources as well as supporting children with costs associated with the school day. Attendance is 96% with no exclusions.

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 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. All children from P4-7 are in a Pupil Participation Group.

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

Progress in School Improvement Plan (SIP) priorities

School priority 1: Curriculum Rationale	
<p>NIF Priority Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver curriculum and assessment parent / carer involvement and engagement school improvement</p>	<p>HGIOS?4 QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement</p>
<p>Progress and Impact: The school has made very good progress with this target and are now ready to implement the newly refreshed rationale in the coming academic year. Through this session, all stakeholders were given the opportunity to contribute their opinions towards our refreshed Curriculum Rationale. Parents contributed to a 'graffiti wall' on parents' nights and this meant we gathered a wide range of opinions. Teachers and children were also consulted. All groups were asked 'What makes Bearsden Primary unique?' and 'What do you think our curriculum should include?'. We used all the ideas given and were able to make a visual representation of our Curriculum Rationale. This is now ready for publicising within our school community. All stakeholders within the school will now have a clear understanding of our curriculum rationale that is unique to Bearsden Primary.</p> <p>Another key aim for us this session was to increase opportunities for Pupil Voice. All children in P4-7 were given choices of which groups they would like to join. All children were allocated one of their choices (first or second) from the 16 groups available. All groups have been meeting regularly and have set their own individual workstreams. Some examples of success are the Maths club have run a maths competition, Road Safety group have led on the Walk to School week, Reading Schools group have been promoting reading in the playground with the introduction of the Reading Barrow, the community group have organised a tea, scones and board games afternoon for some of the elderly community from the local church. These groups are allowing children the opportunity to develop their leadership skills, apply their learning from class in a real life context and work closely with the children and adults across the school to develop their communication skills.</p> <p>The Junior Leadership Team have also been looking at contributing to the school's self-evaluation processes. They have used questions from 'How good is OUR school?' and have also given feedback as to what to spend next session's Pupil Equity Fund on. This has fed into the school improvement plan for next session such as in the pedagogical approaches children say they learn best from. It has been reflected in the spend for the coming session as the children were keen to ensure every child could attend trips and money from Pupil Equity Fund has been set aside to support this.</p> <p>Next Steps: To publicise the refreshed Curriculum Rationale with the whole school community. This will be referred to in classes and will be added to the school website.</p> <p>To investigate how we can meaningfully include P1-3 in Pupil Participation Groups.</p>	

School priority 2: Play into Enquiry/ IDL

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

NIF Driver

curriculum and assessment
school improvement
teacher professionalism

HGIOS?4 QIs

QI 2.2 Curriculum
QI 2.3 Learning, Teaching & Assessment
QI 3.2 Raising attainment and achievement
QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Our aim this year was to continue and build on the progress made within this priority in 2022/23 with children leading their own learning throughout the school through Play Pedagogy and Pupil Enquiry Based Learning (PEBL). Through collegiate sessions delivered by enquiry leads, staff have developed a clear understanding of what effective pedagogy is in both play and enquiry. This is reflected in the teacher's forward plans and in the learning in classrooms. We have held a number of showcase of learning sessions to parents where children have been the key leaders explaining their learning. Our children also confidently presented to other teachers across the authority on the benefits of Enquiry. Posters of the five core skills - Self Management Skills, Research Skills, Communication Skills, Thinking Skills, Social skills – are displayed in all classrooms, with the language being consistently used from P1-7. Staff developed 'Thrive to 25' which is a progression of the skills in more depth, with children being confident and secure in all 25 elements by Primary 7. The development of skills is evident in all curricular areas and children now reflect on their learning linked to the skills. Learning conversations with children confirm this, as does their ability to confidently present to teachers across the authority. Staff are using the language linked to skills when reporting to parents, whether in newsletters, Seesaw posts, parent meeting and end of year formal reports.

Staff in Primary One have trialled a new tracking document. This was created by the Principal Teacher, with the aim of having tracking children's abilities within the five core skills from Primary 1 to Primary 3, and then from Primary 4 to Primary 7. This will support class teachers with identifying core skills which should be taught discretely as a whole class, as well as skills that can be taught to support and challenge individuals. The tracker will be passed on to the children's next class teacher at transition meetings for information, and the new class teacher will update throughout the academic year when appropriate. This will be progressed and evaluated next session and any amendments made.

Throughout the session, staff have followed the updated progression framework and used the new scaffolded planning format to facilitate enquiry learning and develop high quality provocations. From this, children work with their teacher to decide what lines of enquiry they are interested in and how they will research and present this information. Staff had additional input from enquiry leads on developing and writing provocations linked to bundled Experiences and Outcomes. Staff and pupils have evaluated the enquiry process with SLT at Learning and Teaching Meetings and during Pupil Learning Conversations. This told us that children value learning in this way and showcases their ability to articulate their own learning journey. Our enquiry leads have continued to be part of the EDC Steering Group for PEBL and have presented at authority wide Professional Learning sessions, also linking with individual schools to provide support in this approach. They have also shared practice with individual schools in the authority. Parents have been invited in for Enquiry Showcase events through classroom visits and at class assemblies. This gives the learning a real purpose, and also reassures parents that while children are leading their own learning, they continue to make good academic progress.

To ensure that there are high quality provocations in Play throughout the school, with children being actively engaged in meaningful learning experiences, staff worked collaboratively at collegiate sessions to identify a clear understanding of what play is/is not. Following this, professional learning on approaches to play in the upper school was shared with staff by the Principal Teacher. This included sharing how to carry out observations in play to determine next steps in learning. Early indications show that quality learning experiences continue to be provided for our learners and will continue to be built on next session. Observation documents for P1-3 and P4-7 have been developed by the PT and P7 class teacher and are being trialled by staff at key stages this year. These documents have provided a valuable insight into what our next steps are in this area and further developed next session. Class teachers who have been

successfully facilitating play opportunities in P4-7 also shared examples of practice during the collegiate session. Teachers then had the opportunity to visit classes to see children from P1-7 engaging in play.

Next Steps:

Primary One and Two staff to begin using the Skills tracker to monitor progress and achievement of children's development of the five core skills.

Children learning through play-based pedagogy to be supported to identify the core skills that they are working on whilst exploring play provocation and open-ended experiences facilitated by the class teacher. All staff to be supported with completing the relevant planning format for their stage to evidence skills, knowledge and assessment within their Enquiry.

Support for staff to generate a provocation, using experiences and outcomes across the curriculum.

Opportunities for peer observation across stages within the school.

School priority 3: Embedding inclusion, wellbeing and equality

NIF Priority

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

NIF Driver

curriculum and assessment

teacher professionalism

HGIOS?4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

QI 3.1 Wellbeing, equality & inclusion

Progress and Impact:

Our aim this year was that children would recognise themselves within our curriculum and it will be reflective of our school community. Staff undertook Time for Inclusive Education training which led to teachers leading lessons within the class. We have achieved Part 1: LGBT Inclusive Education Implementation and Evaluation Toolkit and one of our class teachers was asked to share his work at a National Conference for LGBT Education.

Recognising the multi-cultural aspect of the school, we encouraged children and families to share their language on a display in our entrance way. We have 27 different languages within the school and children are proud to have their language, alongside their picture, on display. Books for every class were purchased that had diversity themes, exploring culture, race, languages and LGBT to be reflective of the community in which our families live. This has enhanced our library provision and provided easy access to this reading material for all children.

One of our Pupil Participation Groups is a Celebrating Diversity Group and they have planned activities this month for Pride Month, such as assembly input led by them, leading class lessons on Pride and different families.

Our assembly programme also had a focus on equality and diversity. We have reached out to the community to encourage other faith leaders to share at our assemblies and have made links with Sikh and Hindu speakers to come to the school. Parents were involved in aiding us in making these links, again enhancing the school aiming to be reflective of the community. This was introduced to ensure our curricular offer was representative and inclusive of all members of our school community. Our RME programme has been updated and gives a progression of learning from P1-7 allowing children to explore different religions and related morals. The new planners are ready to use for next session.

All teaching staff undertook the Anti Racist Education modules on Education Scotland. This has given teachers more confidence in addressing the issue in a supportive way. Teachers also identified existing lessons within the curriculum that would lend to the specific anti-racist teaching e.g. P7 have linked this into their work on World War 2 and the inequalities, P1 have linked it to Health and Wellbeing lessons on similarities and differences. This was important to ensure it was part of our teaching and not an additional, stand-alone lesson. Teachers trialled this within the last term and these have now been added to the relevant curricular plans.

Work has started on updating our Anti-Bullying Policy. This will continue next session in line with the publication of the new policy which is due in November 2024. Our Principal Teacher is part of the National Group writing the policy so this will ensure we have the most up to date information for the next session.

Next Steps:

Continue to work towards LGBT Level 2.

Extend our work on different cultures and build on the new links made with other faiths.

Update the Anti-Bullying policy and gather further parental input (once new National Policy agreed)

Member of SLT to complete Building Racial Literacy course from Education Scotland.

Progress in National Improvement Framework (NIF) priorities

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

We were awarded Gold Rights Respecting Schools Award last session to recognise the work of the school community to embed rights into the work and curriculum. We have continued to work on Rights through different areas of the curriculum and as discussed above we have focused this session on embedding equality and diversity across the school.

We have had 2 Pupil representatives (one P6 and one P7) attend EDC 'My voice, My choice' forum where they have been looking at UNCRC and sharing their opinions with other representatives from across the authority.

As part of our School Improvement Plan for next session, we are going to have a focus on 'The Promise'.

- **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.

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. There is a positive reading culture which is supported by the work towards Reading Schools Awards. Almost all children listen to one another respectfully and take turns. At second level, almost all children can confidently discuss and share ideas, participate in debates and present to class or school groups.

In Numeracy almost all children achieve the expected level. Again, we are seeing a gender difference in this area where this time boys are doing better than girls. As a result, we will look closely at these gender differences in our School Improvement Plan next session. We have a slight dip in P4 numeracy which we have started to address with Stages of Early Arithmetic Learning in Maths and will continue this next session.

Compared to National and East Dunbartonshire Council levels our 2022/23 attainment was higher than the average at P1, P4 and P7 in all areas.

- **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 have targeted children at risk of not attaining through tracking meetings with teachers and target small group interventions for literacy and numeracy. We know our children and families well, and have strong relationships with them. This allows us to target financial support through Pupil Equity Funding to those who need it as we are mindful of the Cost of the School Day for families.

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

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 friendship worries such as not having someone to play with in the playground and in the upper school, friendships changing. As in previous years, there were some health worries for parents, siblings and older family members. Pupils in P7 highlighted worries about their transition to Secondary school. 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. The reintroduction of Pupil Participation Groups in P4-7 have enhanced this aspect of pupil voice. Staff are aware of their responsibilities within Getting It Right For Every Child (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. All classes ensure they have 2 hours of PE each week.

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	almost all	almost all	almost all	most
Second level by end of P7	almost all	most	almost all	almost all

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

This session we were allocated £11,820. We were looking to upskill staff in supporting learners within their own classes. As discussed above we have 1% of children in the school who would be identified through living in deciles 1-4, or who are entitled to Free School Meals. Almost all these children are on track. This session we focussed on resources to support those at each stage who are off track in reading. Resources were purchased which would be age appropriate but at lower ability levels to support those at risk of not attaining. A delay in receiving resources ordered meant that the full impact of these interventions will not be realised until next session. Early indications show that children are motivated by them which should lead to an improvement in their skills.

We also used our PEF to purchase Seesaw. All families connected with Seesaw and it was used by teachers to share personal learning and targets in Literacy, Numeracy, HWB and one other area each term. We also shared weekly information from classes, whole school and Parent Council/ FRG updates. Our engagement is consistently high with all pupils having at least one family member connected and we have an average of 283 parental visits each week. An average of just over 3000 posts are made each month. This includes whole school announcements, posts from class teachers and learning journal entries. This ensures parents are involved in their child's learning and research shows that this has a direct link to attainment.

We also supported families with costs associated with the school day, namely after school clubs run by specialists, music tuition, trips and residential. These were for identified children who would otherwise not be able to participate in these areas.

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	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 2024/25

- 1. Pedagogy
- 2. Embedding inclusion, wellbeing and equality (Year Two)
- 3. CIRCLE Framework and The Promise

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.