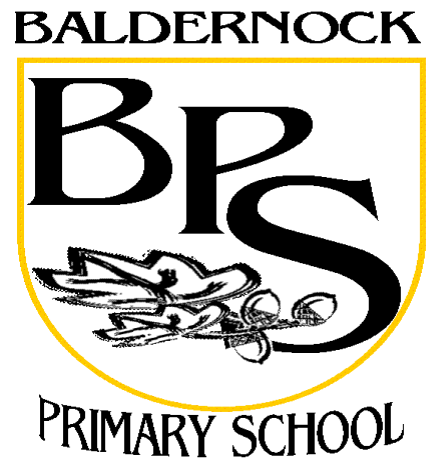


BALDERNOCK PRIMARY  
STANDARDS AND QUALITY REPORT  
JUNE 2017



## Baldernock Primary 2016-17

### Section 1

#### Context of the School

Baldernock Primary school 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 41 pupils on our role, spread over 3 classes, P1/2/3, P4/5 and P6/7. Most children come from Balmore and surrounding areas. Our staffing allocation for this session was 4.48 including the Head Teacher and Principal Teacher. We have input from the Education Support Service one half day per week and we also have the support of music teachers for percussion work and violin. The work of the school is further supported by a Clerical Assistant, a Classroom Assistant, 3 part-time Support for Learning Assistants, a Janitorial Assistant and 3 Facility Assistants. The school benefits from the support of its P.T.A. and Parent Council and strives to build good community links. Our accommodation consists of 3 separate buildings. The main building comprises of 2 classrooms, dining hall, cloakroom and toilet facilities. A portocabin houses the upper class and the Head Teacher's office, administration office and resource areas are located in the original school house. The children are bussed to a nearby school for part of their P.E programme, with the remainder being delivered in the outdoor environment. We have strong links with Douglas Academy where almost all our pupils transfer to at the end of P7. In line with the entitlement of our children to a coherent curriculum for 3-18, we will continue to develop capacity and a programme of cluster working overseen by the Cluster Management Team. This cluster working group will liaise with the voluntary playgroup housed on our premises to ensure a common understanding of learning and teaching with continuity and progression.

#### Our Vision, Values and Aims

##### **Vision**

Our school community will work together to promote lifelong learning by establishing a culture of mutual respect where children are happy and motivated. All children will have the confidence to enable them to realise their full potential within a safe, healthy learning environment.

##### **Values**

We value:

- An environment which celebrates all forms of achievements and success.
- Respectful words and actions throughout our school.

- Open honest and effective communication.
- An environment that is welcoming, nurturing and supportive.
- Partnership between pupils, staff, home and community.

### **Aims**

We aim to offer a high quality service and learning for life by:

- Providing a safe and stimulating environment in which our children learn positive attitudes, develop their self esteem and become confident individuals.
- Ensuring our children develop an understanding of their own and others' feelings, beliefs and cultures to become responsible citizens.
- Creating opportunities for learning which will stimulate children, encouraging their intellectual development which will enable them to become successful lifelong learners.
- Developing children's abilities to communicate ideas and feelings therefore becoming effective contributors across all curricular areas.
- Enabling all children to access an inclusive curriculum that provides the appropriate support and challenge to allow them to fully develop their skills and talents.
- Developing effective partnerships that are valued and recognised by the school and wider community.

Baldernock Primary School does not qualify for Pupil Equity funding as the majority of pupils fall into SIMD 15 & 16 with only a very small number of pupils in lower bands.

The quality of our attainment is good. This session, in Primary 1 80% of pupils achieved Early Level in Literacy and 100% achieved Early Level in Numeracy. In Primary 4 90% achieved First Level in Literacy and 100% achieved First Level in Numeracy and in Primary 7, 62.5% achieved Second Level in Literacy with 75% achieving Second Level in Numeracy. A programme of standardised assessment helps confirm the professional judgement of our teachers and our tracking system ensures that learners continue to make very good progress from prior levels of attainment.

Staffing changes over the course of this session have impacted on progress through the current improvement plan. As a result of this, leadership roles within the staff team have been adapted to ensure that key priorities have been addressed.

East Dunbartonshire Council Education Service undertook a Quality Improvement Review at Baldernock Primary in March 2016. The review team visited classes, sampled pupils' work, scrutinised key documentation and met with groups of staff, pupils, parents and members of the school/local community. In evaluating how well the school was progressing, the review team assessed the school's processes for self-evaluation and the impact of improvement planning. The identified areas for development informed the School Improvement Plan for session 2016-17.

## Section 2

### Update on Current SIP Priorities and Next Steps

#### **School Priority 1: Curriculum for Excellence**

HGIOS 4 QI 2.3 Learning, Teaching and Assessment

#### Progress and impact:

- Planning formats audited to reduce teacher workload
- Health and Wellbeing programme audited
- New Science programme implemented to ensure progression across all Es and Os
- Year 2 of Language 3 Spanish training completed and school programme developed
- Music and RME programmes have been implemented and evaluated

#### Next Steps:

- Health and Wellbeing programme updated to show a greater emphasis on social and emotional health using the ICE Pack resource
- Develop the use of the Wellbeing App to write Action Plans for targeted support
- Engage with whole school community when gathering information as part of self evaluation processes
- Revisit AfL principles with new staff team to ensure consistency across the school
- Develop the use of digital technology
- Develop the use of Benchmarks in Literacy and Numeracy
- Develop practitioner enquiry to improve practice

**School Priority 2: Self Evaluation**

HGIOS 4 QI 1.3 Leadership of Change

## Progress and impact:

- Progress evaluated against HGIOS 4 QI 1.3/2.3/3.1/3.2 to inform priorities when moving forward with new staff team
- Assessment data moderated and analysed to identify priorities for raising attainment
- Pupils have a greater understanding of how to evaluate learning through the use of planning walls

## Next Steps:

- Revisit Vision, Values and Aims with school community
- Revisit Curriculum Rationale with new staff team
- Engage with parents and pupils on SIP priorities
- Establish Parental Liaison Group
- Build relationships and roles with new staff team

**School Priority 3: Assessing and Reporting/Monitoring and Tracking/Moderation**

HGIOS 4 QI 3.2 Raising Attainment and Achievement

## Progress and impact:

- Tracking system developed to include all relevant data to enable accurate tracking throughout a level
- Cluster moderation work within data handling has resulted in increased teacher confidence in their judgement of a level
- Assessment data results discussed and modelled with pupils to enhance engagement in the assessment process

## Next Steps:

- Literacy and Numeracy Strategies revisited with new team
- Update Literacy and Numeracy resources as a result of reviewing strategies
- Engage with Developing the Young Workforce material in order to build skills for life
- Provide opportunities in which children can lead their own learning contributing to the life of the school and their community

#### **School Priority 4: Meeting Learners' Needs**

HGIOS 4 QI 3.1 Ensuring Wellbeing, Equality and Inclusion

##### Progress and impact:

- Staff have familiarised themselves with ICE Pack resource to support mental wellbeing
- SHANARRI wheel used by all children to help evaluate their own wellbeing
- SMT have engaged with NIF priorities as part of ensuring continued raised attainment for all

##### Next Steps:

- Develop Wellbeing Policy
- Engage parents with the use of SHANARRI indicators and terminology around Action Plans/levels of support
- Review Action Planning procedures in relation Wellbeing App
- Engage with Rights Respecting Schools Programme with a focus on Nurture Principles

## **Section 3**

### **Capacity for Improvement**

The School Improvement Plan is developed in line with authority guidelines and every effort is made to meet targets within timescales. Progress in its implementation is continually reviewed and carefully recorded. Clear links are made to the vision, values and aims of the school.

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.

Professional Update supports this process and ensures appropriate C.P.D. 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 cluster and other identified schools.

Questionnaires and surveys issued to parents and pupils over the session help to inform our practice and identify improvements we can make. Parents' views are valued and they respond positively with constructive feedback. Our learners know that when their views are sought they are acted on. Through high levels of consultation and engagement with staff, pupils and parents, we are committed to improving learning and teaching, setting high standards and expectations. The Senior Management Team continues to work hard to ensure the commitment of the whole school community in taking forward the school aims.

## **Section 4**

From a recent Self Evaluation undertaken using HGIOS 4 Quality Indicators the following information was gathered and this will now inform next session's Improvement Plan.

Quality Indicator	Evaluation
1.3 Leadership of Change	<b>GOOD-</b> An evaluation of good means that there are some important strengths within the school's work yet there remains some aspects which require improvement.
2.3 Learning, Teaching and Assessment	<b>GOOD-</b> An evaluation of good means that there are some important strengths within the school's work yet there remains some aspects which require improvement.
3.1 Ensuring Wellbeing, Equality and Inclusion	<b>GOOD-</b> An evaluation of good means that there are some important strengths within the school's work yet there remains some aspects which require improvement.
3.2 Raising Attainment and Achievement	<b>GOOD-</b> An evaluation of good means that there are some important strengths within the school's work yet there remains some aspects which require improvement.