



Bearsden Primary School Standards and Quality Report 2018-2019

Context of the school:

Bearsden Primary recently worked with all stakeholders to revise its vision, values and aims.

Our vision at Bearsden Primary is:

'Challenging a community of learners to achieve excellence'

Our values are:

*Honesty
Fairness
Respect*

At Bearsden Primary we aim to:

- *Provide opportunities for every child to develop skills for lifelong learning. (Article 28)*
- *Create a nurturing environment which embraces and celebrates diversity. (Articles 3,8)*
- *Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)*

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. There are facilities to accommodate children with disabilities within the school. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing. Just over 12% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 17% of pupils are bilingual with 28 languages spoken. 4% of our pupils are identified through Pupil Equity Fund as either being in SIMD Bands 1-8 or in receipt of Free School Meals. Almost all other children are in SIMD bands 17-20.

The current school roll is 412 and the capacity is 474. At present, the school has a staffing entitlement of 18.75. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 21 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, bagpipes and woodwind. There are 2 full time and 1 part time clerical staff, 3 classroom assistants, 4 support for learning assistants and a janitorial assistant. Bearsden Primary After School Club caters for children before school and from 3pm until 5.55pm each day.

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. This session they contributed towards the funding for a teaching kitchen within the school which will be a valuable addition to us delivering the Health and Wellbeing curriculum while also developing some key skills for learning, life and work. Parent helpers are welcome and frequently assist with classroom activities and school outings. There are a large number of extra-curricular activities including football, cross country running, guitar, zumba, skiing, table tennis and netball. Pupil participation is encouraged through our Committees- every child in the school is part of a committee this session.

We also have very strong links with partners from the community. We work closely with Bearsden Baptist Church who allow us to use their gardens to deliver aspects of outdoor



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learning. We have connections with many of the local businesses around Bearsden Cross and had many partners coming in to support over the year, particularly during World of Work week where every class had a careers visits and culminated in the P7 Careers Fayre which featured over 20 partners.

We achieved this session UNICEF UK's Rights Respecting Silver Level School which we are very proud of. We are aiming to embed children's rights into all the work that we do and will begin working towards our Gold Award next session and will look at how we use the UN Sustainable Development Goals (Global Goals). We have also achieved our Digital Literacy award, for the school as an individual, and as part of the first Cluster in Scotland to achieve the Cluster Schools Award for Digital Literacy. We are also a Fairtrade school and have the SportScotland Gold Award which displays our providing our children with as active and healthy a lifestyle as possible.

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. The school was inspected in June 2015, with a follow up visit in June 2016. The follow up visit highlighted the very good progress the school had made since the initial visit and felt that the capacity to continue to improve was high. We have also had a follow through report done by East Dunbartonshire Council which again highlighted areas of strength and that we were in a good position to keep moving forward.

Our NIF results are below. We continue to attain well across the school and have recognised that we need to continue to have a focus on numeracy next session.

CfE Levels	Reading	Writing	L&T	Numeracy
P1 (Early)	60 children			
Attained level	100%	97%	100%	97%
Not attained level	0%	3%	0%	3%
Primary 4 (first)	54 children			
Attained level	94%	91%	100%	89%
Not attained level	6%	9%	0%	11%
Primary 7 (second)	64 children			
Attained level	94%	89%	97%	91%
Not attained level	6%	11%	3%	9%

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	Band 11
Reading P1 2018/19	0%	0%	8%	51%	22%	19%					
Reading P4 2018/19				4%	7%	9%	15%	22%	43%		
Reading P7 2018/19						2%	3%	8%	30%	25%	33%
Writing P4 2018/19				4%	6%	26%	19%	24%	22%		



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Writing P7 2018/19						3%	2%	23%	34%	23%	14%
Numeracy P1 18/19	0%	0%	3%	27%	42%	27%					
Numeracy P4 18/19				4%	4%	15%	21%	36%	21%		
Numeracy P7 18/19						3%	3%	11%	20%	33%	30%

We have also closely tracked attainment in P1 to ensure that Play2Learn is having a positive impact. By the end of P1 all children in P1 can decode simple words and sentences with 68% being able to read a selection of complex words and understanding simple sentences. We have also a further 16% of children in literacy who generally demonstrate an exceptional range of skills in reading, writing and communication for this stage. In Maths we have also made very good progress where at the start of the year only 5% of the children could read 3 digit numbers where now 76% of them can achieve this, count beyond 20 or in multiples of 2 and 10 and can add 1 and 2 digit numbers formally. A further 14% can also read 4 digit numbers and order 2 digit numbers.

School priority 1: Health and Wellbeing- Nurture, Food Education

NIF Priority: Improvement in children and young people's health and wellbeing

NIF Driver: Assessment of children's progress

HGIOS?4 QIs

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.3 Increasing creativity and employability

EDC NIF Implementation Plan

Improvement in children and young people's health and wellbeing

Progress and impact:

To create a whole school inclusive Positive Behaviour Policy.

All staff in the school have had training on adverse childhood experiences, attachment, ASD and promoting positive behaviour. We have been continuing to focus on Rights Respecting Schools and have achieved accreditation for the Silver award. RRS work has become embedded in all we do in class and throughout the whole school. We have changed our lines for coming in to the school and no longer have these- children enjoy this responsibility, it has reduced incidents in the lines between children and allows teachers to be at their class doors to greet the children, ensuring a positive start to the day. We also developed a behavior blueprint with the whole school community and this has been shared with all parents. On Parents night we surveyed about these changes and had 267 responses who agreed the changes we have made to behaviour have been positive this session to 2 who disagreed. There were lots of individual positive comments left by parents. Behaviour has improved in the school; there have been less SLT callouts, very few children losing break time and less behaviour meetings with parents. Staff are very positive about the changes.

To have a progressive Food Education curriculum.

We have developed a progressive skills curriculum from Early level to Second level for food technology. We have installed a teaching kitchen and resources to enable all skills to be taught. We have had visits to other schools to learn from their good practice and brought ideas back to use at Bearsden Primary. Due to a delay in getting the kitchen fitted we have just started to use the teaching kitchen after the Easter break with all classes but particularly P7 to allow them to use



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before they leave. This will be an area we will add to our plan for next session.

Next Steps: Continue to embed our nurturing approaches. Introduce Emotion Coaching to staff to help us with children who are struggling with their emotions. Continue to embed the food education ensuring a progression of skills from P1-7 including opportunities to make links with the world of work.

School priority 2: Raising Attainment in Numeracy

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Assessment of children's progress</p>	<p>HGIOS?4 QIs</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p>	<p>EDC NIF Implementation Plan</p> <p>Improvement in attainment in numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged.</p>
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Progress and impact:

We have trained teaching and support staff in the use of SEAL maths and Heinemann Active Maths. A working group has trialled the use of different Maths resources such as Numicon and Number Talks. The working group have made videos to support parents with different maths concepts and how we teach them. The whole school participated in Maths Week Scotland to raise the profile of Maths and change perceptions. Challenge has been focus - using flexible groupings, chilli challenges and the Scottish Maths Challenge (SMC). 6 children have been awarded Bronze awards in the SMC and 6 children have been awarded Silver and they attended an awards ceremony at Strathclyde University. A member of staff was employed to support Maths groups throughout the school through the use of Pupil Equity Funding one day per week. Levels of achievement in Maths this session have improved for both the P4 and P7 cohort (2% and 20% respectively) since their last achievement of a level result. All children identified as having gaps in numeracy were targeted for this support

- Sumdog*
- In October 2018 we used some of our Pupil Equity Funding to purchase the Maths and Spelling package from Sumdog. This package gives pupils full access to all the games on the site. The games are designed to motivate children to work on their Maths and Spelling. Sumdog personalises the questions for each pupil and tracks their progress as they play.
 - Our pupils have enjoyed playing the Sumdog games at home and at school. Since we purchased the Maths and Spelling package we have had a consistently high number of pupils playing the games.

October 2018 79% of pupils

November 2018 87% of pupils

December 2018 77% of pupils

January 2019 89% of pupils

February 2019 87% of pupils

March 2019 88% of pupils

April 2019 60% of pupils

May 2019 74% of pupils

Although funded by PEF this impacted on many children within the school. All year groups have



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made an improvement on their initial start points. Children identified through PEF all made progress apart from one child (this child is already on track). This ranged from 0.02 increase in level to 1.83. We targeted these children for lunchtime clubs also and this has helped them gain access to ICT.

Next Steps: Continue to embed SEAL maths. Use of PEF money to target individual children/groups to continue. Ensure mental agility teaching is interactive. Extend family learning in Maths.

School priority 3: Interdisciplinary Learning (IDL)

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Assessment of children's progress School Improvement</p>	<p>HGIOS?4 QIs</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>EDC NIF Implementation Plan</p> <p>Improvement and attainment in literacy</p>
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Progress and impact:

A progressive IDL curriculum will be created linked to our Curriculum Rationale.

Enquiry based learning will be embedded throughout the school, building on Play2Learn.

We have designed IDL planners and selected IDL possible topics for all stages. This was then piloted in various classes and linked this with outside agencies.

P7 have worked with EDC and West Partnership Regional Improvement Collaborative on Upstream Battle- a pupil enquiry on Plastic Pollution. P7 exhibition was a huge success and had MPs, MSPs, celebrities, Education Officers, parents, children and staff from other schools to see it.

We have now shared this at Cluster and at authority level and to present at training at Strathclyde University.

Next Steps: This will also now be rolled out across the school (this session P2, P4 and P7 piloted the approach) and will also form part of our SIP. Include opportunities for STEM learning into this.

School priority 4: Cluster work- Digital Literacy

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: School Improvement</p>	<p>HGIOS?4 QIs</p> <p>2.3 Learning, teaching and assessment</p> <p>2.6 Transitions</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employment</p>	<p>EDC NIF Implementation Plan</p> <p>Improvement and attainment in literacy</p>
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Progress and impact:

We introduced progressive planners in Digital Literacy across Early- Second Level, incorporating Computational Thinking. This was done through working with all cluster schools to have a consistent policy on Digital Literacy.

Digital Leads offered training for staff across the cluster on different areas to support class teaching.

We were successful at getting the Digital Schools Scotland Award, and the first Cluster in Scotland to achieve the Digital Cluster School Award.

Our report highlights excellent work across a cluster which they say is exemplary, and our



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planners which have incorporated Computational Thinking and Computer Science in our school should be an example of good practice.

Maintenance Agenda:

Moderation of Writing:

- Pieces of writing at First Level have been moderated across the Cluster Schools.
- A progressive staircase of writing genres agreed across the cluster.
- Examples of writing at First Level to be shared with all teachers.

Spanish:

- All P5-7 teachers received some training from Modern Languages teachers at Bearsden Academy.
- Continued to use the P5-7 planners for Spanish in all schools in cluster.

Growth Mindset:

- All P1-3 teachers received training from TeachMindset for strategies to use in classes.
- TeachMindset led a parents workshop in how to support Growth Mindset with their children at home.

Next Steps: STEM will be a focus for the cluster next session. Have applied for the Internet Safety Award and hoping to have this completed before the end of this session.

Key priorities for improvement planning 2019-2020

	IMPROVEMENT PRIORITY	TARGETS
1	Major Priority Health and Wellbeing	<p>Nurturing Approaches</p> <ul style="list-style-type: none"> • All children will be able to confidently discuss their HWB and identify areas for improvement. • All teachers will be able to use Emotion Coaching to support our pupils. <p>Food Education</p> <ul style="list-style-type: none"> • To develop food education knowledge and skills with clear progression.
2	Parental Engagement	<ul style="list-style-type: none"> • Parents and families are fully supported to be involved in the life and work of their child's school. • Parents and families are fully supported to engage in their child's education throughout their learning journey.
3	Interdisciplinary Learning including STEM (Cluster focus)	<ul style="list-style-type: none"> • To introduce STEM approaches within all stages of primary school, focussing on skills and linking to DYW, across the cluster. • Create opportunities for practitioners to meet, learn together and share expertise within cluster. • Provide space for practitioners to work collaboratively across sectors. • To facilitate an effective transition project based on STEM and provide opportunity to share learning across the cluster.