

Baljaffray Primary School  
Standards and Quality Report  
2023/24



## Context of the School

Baljafray Primary School is a non-denomination, co-educational school situated within a residential area in the north of Bearsden. In June 2024, there were 275 children on the school roll organised in 11 classes. The school is a two storey semi open plan building which was built in 1974 with extensive grounds including grassy areas and a MUGA.

Almost all children who enter Primary One have previously attended Local Authority, or private early years establishments. We have strong links and work in partnership with Bearsden Academy to which almost all pupils transfer at the end of Primary 7.

Almost all of our pupils live in SIMD 8 to 10. The Free School Meals Entitlement is 2.5%. A number of pupils live in areas prioritised for funding from the Pupil Equity Fund. Last session the school was awarded £16,393.

Our teaching entitlement during Session 2022/2023 was 16.8 fte (Full Time Equivalent) teachers including the Head Teacher, Depute Head Teacher and 2 part-time Principal Teachers (1fte). The work of the school is further supported by 2fte Classroom Assistants, 2.3fte Support for Learning Assistants, 1 admin and 1 clerical assistant. A Physical Education Specialist teacher provides high quality P.E. one and half days per week. The children have the opportunity for musical tuition provided by the Instrumental Music Service in violin and woodwind.

Our school has a committed and supportive Parent Council and Parent Teacher Association. The school's vision, values and aims were created in consultation with pupils, parents and staff, together with our curriculum rationale and underpin our school's ethos and philosophy. Our Vision, 'Be the best you can' and our school values can be viewed on our school website [www.baljafray.e-dunbarton.sch.uk](http://www.baljafray.e-dunbarton.sch.uk)

Our pupils' views, opinions and ideas are captured and acted upon through their active engagement in a wide range of pupil committees and opportunities. All children are included in a Beehive consisting of pupils from P1-7. This provides opportunities for children to lead on a range of issues within the school. The Beehives include the Baljafray Rights Respecting Bureau, Fair Trade, Charities, Eco, School Grounds, Reading Schools, Road Safety, Digital Technologies, Equalities and World of Work. Fund raising for charities takes place regularly and the money is donated locally, nationally and globally. This helps to give children an understanding of global citizenship. We have digital ambassadors, reading ambassadors, P7 Captains and Vice Captains and Peer Mediators. These roles enable children to develop leadership skills whilst being involved in whole school improvement. Pupil leadership continues to thrive with children leading lunchtime clubs throughout the year. Our P4 and P5 pupils have participated in the Junior Duke Awards. This has been met with great enthusiasm by pupils and parents/carers. Wider achievements are celebrated throughout the school and tracked to identify and address any gaps through lunchtime clubs and after school clubs.

Our Standards and Quality report summarises the story of our school's performance, successes and achievements during Session 2023/2024 and identifies our main priorities for next year.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Learning for Sustainability/IDL/ Big Question Planning (Year 1)	
<p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all</p> <p><b>NIF Driver</b> curriculum and assessment school improvement</p>	<p><b>HGIOS4 QIs</b> QI 2.3 Learning, Teaching &amp; Assessment QI 2.2 Curriculum</p>
<p><b>Progress and Impact:</b></p> <p>The school has made very good progress with this improvement priority and is well placed to develop further next session.</p> <p>Staff self-evaluation identified the need to examine our curriculum closely to ensure it was reflective of our school community and the wider world in which our pupils live. As a result, we have devised a whole school approach to Learning for Sustainability (LfS) ensuring LfS is hardwired into the curriculum and fabric of school life linking global citizenship, children's rights and social justice. The heart of our revised curriculum comprises the seventeen Sustainable Development Goals (SDGs).</p> <p>Experiences and outcomes have been grouped under the themes:</p> <p>Global Citizenship Peace and Conflict Culture and Heritage Sustainable Practices Creativity Activism</p> <p>These themes are covered over two years ensuring both progression and depth. Within these themes we have identified a range of possible topics through which experiences and outcomes can be met but these are led by the children, their 'Big questions' and KWOL grids. The 'Big Question' approach to Interdisciplinary Learning (IDL), provides opportunities for pupils to lead and direct the learning in the classroom. Teachers and pupils report that the KWOL to planning how to answer big questions provides a fluid and rewarding structure to learning. Pupils are fully involved in the planning and evaluating of learning. All learners have learning experiences that develop their understanding of the inter-relationships of environment, society and economy. The programme ensures that children engage locally, nationally and internationally as active global citizens as they progress through the school. Teachers are now confident identifying key rights to focus on as they develop different aspects of learning. Rights are now fully embedded throughout our curriculum, school ethos and environment. We have submitted our evidence for the Gold Rights Respecting Schools award and we have had a Gold accreditation visit. A recommendation has been made and we eagerly await the outcome. The assessor commended both pupils and staff for their knowledge and understanding and praised the school on their curriculum map which embeds Rights and SDGs.</p> <p>Evidence shows that there has been a positive impact due to progressive programme. Pupils report being empowered knowing and understanding their own rights as well as speaking confidently about how children's rights are promoted in our school. Parental feedback indicates strong support of the school's new curriculum approach. All pupils being involved in 'Beehives' ensures pupil voice is strengthened.</p>	

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Almost all pupils report to now enjoy IDL lessons, feeling more knowledgeable about the local, national and global world and most pupils are able to verbalise the relevance of their learning. Observations of classes and discussion with pupils demonstrate that pupils have ownership of IDL within the classroom. Almost all teachers report that most children are more enthusiastic and most children show an eagerness to embark on personal research. Teacher observations have evidenced that pupil engagement and focus within IDL sessions has improved for most pupils. All teachers now express that they are more confident in their delivery of IDL and almost all have expressed that the IDL approach is more focused, purposeful and rewarding.

#### Next steps

- Outdoor Learning – All staff participated in Outdoor learning training this session and now feel more confident. Next session we will take outdoor learning further linking to the curriculum ensuring all learners have weekly opportunity for contact with nature within the school grounds throughout the seasons.
- Embed meta skills programme within IDL and track effectively.

### School priority 2: Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading /Phonics/Spelling/Writing

#### NIF Priority

Closing the attainment gap between the most and least disadvantaged children  
Improvement in attainment, particularly in literacy and numeracy.

#### NIF Driver

curriculum and assessment  
school improvement

#### HGIOS4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

#### Progress and Impact:

The school has made good progress with this improvement priority and is well placed to develop further next session.

After the introduction of the 3 day reading programme throughout the school all learners have experienced a more consistent and robust experience. Comprehension strategies are displayed in every class and referred to daily. The clear and consistent structure to reading lessons focusing on reading tools and comprehension strategies have resulted in most pupils stating they are familiar with all comprehension strategies taught. Pupil surveys from P4-P7 indicates that almost all pupils are able to list all six comprehension strategies.

A new decodable reading scheme has been introduced at Primary 1 and Primary 2. Teachers report improved pace of progress. Pupils requiring higher levels of support have made considerable progress and their engagement and self-belief and motivation has been observed. Most children in Primary 1 have achieved Early level and almost all children are now on track in Primary 2

Teachers at Second Level have observed a positive impact on confidence, questioning skills and reading aloud of almost all pupils. Pupil surveys support this with almost all children reflecting that their comprehension skills have improved. Standardised assessments indicate that almost all pupils are attaining.

Standardised National Assessments evidence the impact of the changes to reading approaches through improved attainment at Primary 4 and Primary 7.

All class teachers state that they are confident in the teaching of reading comprehension as well as feeling more confident in the assessment of reading skills with greater confidence in identifying next steps. Teachers report that most children are more enthusiastic during reading sessions and most children feel more confident in offering responses and contributing to discussions. All teachers report to having more focused and purposeful reading sessions. Teacher observations have evidenced that pupil engagement and focus within reading sessions has improved for most pupils

The Principal teacher has participated fully in all reading recovery training and has supported targeted individuals at P2 stage. This involved daily intensive reading intervention and all children who participated made exceptional progress with all now being identified as on track with reading.

**Next Steps:**

To continue with structured reading approach in all classes.

To review the writing programme in order to support writing approaches and progress through effective use of high quality reading materials.

To develop consistent approaches to teaching of all genres of writing.

**School priority 3: Raising Attainment in Mathematics and Numeracy through Pedagogy for Learning, Teaching and Assessment**

**NIF Priority**

Closing the attainment gap between the most and least disadvantaged children  
Improvement in attainment, particularly in literacy and numeracy.

**NIF Driver**

curriculum and assessment  
school improvement

**HGIOS4 QIs**

QI 2.2 Curriculum

QI 2.3 Learning, Teaching & Assessment

**Progress and Impact:**

The school has made good progress with this improvement priority.

All staff have improved their knowledge and skills in numeracy and maths this session enabling them to provide a range of effective learning and teaching approaches to further develop learner's skills and understanding. Staff confidence in delivery of mathematics has increased as a result of curriculum development sessions. Most staff now have a much stronger understanding of maths pedagogy. Whole school maths guidance now in draft form outlining what a good maths lesson looks like at Early, First and Second level. Teachers report more positive attitude towards maths in class with children demonstrating a growth mindset. Uniform maths learning walls in all classrooms, effective consistent maths talks, and walking the wall have had a positive impact in all learners with most learners on track to attain at their level. Assessments at the end of each block of learning demonstrate that most pupils at every level have a strong understanding of learning. Year group maths tracker linking to planning and assessment enables easier identification by teachers of development aspects for individuals. Maths resource trolleys provide a 'hub' for materials which children can freely access to support their learning. Sharing good practice has ensured consistency across the school which has been observed through SLT class observations. By moderating work in numeracy and mathematics across the whole school staff are clear about standards and can confidently report on CFE levels. All staff and learners have benefitted from this unified approach to mathematics, sharing understanding and expectations across all three CFE levels. The spiral learning approach has enabled teachers to provide additional challenge for higher attaining pupils. Primary 7 pupils experienced success in the Primary Maths Challenge with Gold, Silver and Bronze awards being

achieved across the year group. For the second year we have participated in the Young Stem Leaders Award. Our Young STEM leaders have been sharing their passion for maths and learning by supporting younger children to engage in STEM challenges. We have participated in the STEM Nation Programme this session with a focus on Leadership in STEM, STEM curriculum and learner pathways and Equity and Equality in STEM. All staff have participated in training which was followed by a very successful STEM focus week.

**Next Steps:**

To finalise maths guidance for all staff.

Adapt maths programme to divide into 4 blocks of teaching and assessment.

Compare attainment at the end of year 2 of programme.

Continued participation in STEM Nation Programme covering and aiming to achieve all elements.

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

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

Standardised assessments support observations of learners and teacher professional judgement indicating that across the board comprehension skills have improved in Reading. Teacher observations further support the data gathered from standardised assessments.

Staff have engaged with CfE benchmarks and moderation to enable them to make confident professional judgements about achievement of a level. Our data shows a consistently high standard with almost all pupils attaining appropriate levels in literacy and numeracy at every stage. We have a robust tracking system and use effective interventions to ensure continuous progress for learners.

NSA (National Standardised Assessments) data has supported teacher judgements with almost all children at P1, P4 and P7 scoring above average when compared to the cohort nationally. Our data shows consistently high standards across all stages with good attainment over time. We have comparator data to track cohorts of learners across CfE levels over time. Since 2015/16, data for achievement of CfE levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages. In 2023-24 our pupils made very good progress in numeracy, reading and writing. Most children in Primary 7 achieved second level in reading, writing and almost all achieved talking and listening and numeracy. In Primary 4 almost all children achieved first level in reading, talking and listening and numeracy with most achieving first level writing. Most children in P1 achieved Early level in numeracy and literacy.

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

The promotion of equity is integral to the ethos of Baljaffray Primary. We have clear processes of tracking attainment across various demographics including SIMD and FME. The progress of our pupils who experience barriers to their learning is closely monitored and support is targeted and tracked. We use evidence-based interventions and strategies and evaluate their impact throughout the year. The Senior Leadership Team work with class teachers to review assessment evidence and analyse data, identifying existing or emerging gaps in attainment and achievement between our most and least disadvantaged. There is effective use of ICT to support learning, particularly for those with literacy difficulties. Throughout the school there is an identified gap between the most and least advantaged pupils within the school across literacy and numeracy and mathematics. Our school curriculum is underpinned by the social justice agenda focusing on equity, participation, diversity and human rights. Outside achievements are tracked. Gaps are identified and addressed where it is seen that individuals may not have access to resources outwith school opportunities are provided within the school day. Progress has been made reducing this poverty related attainment gap.

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

All staff are fully aware of their responsibilities with regards to GIRFEC (Getting It Right For Every Child) and understand the wellbeing indicators. Across the school we continue to observe a significant number of children displaying stress and anxiety. As a result, we continue to devise bespoke supports to meet the needs of individuals. In addition, we have offered a range of additional supports including LIAM and Lifelinks Counselling. Both pupil and parent feedback in relation to LIAM has been very positive with observations reinforcing this. Pupil feedback illustrates that most pupils have a good understanding of wellbeing and are aware of action to take or strategies to adopt if they feel that their wellbeing has dipped. The EDC Wellbeing tracker is used effectively to identify any negative trends or patterns which need to be addressed, in addition to any child who requires 1:1 support from a trusted adult. We use Talking Mats with individuals to consider and express their views using the symbols as a basis for communication. This has been highly successful supporting learners with communication difficulties to express themselves in a visual way which can be recorded.

We offer a wide selection of extracurricular activities including football, netball, dance and running. Active schools have supported small groups of children with outdoor exercise. We have been supported by Sustrans to introduce scootering to the school. Resilience and Growth Mindset is promoted in all classrooms and during assemblies. Comprehensive Universal and Targeted support plans are in place for individuals and reviewed termly. Planned use of HWB resources such as Promoting Alternative Thinking Strategies (PATHS), Bounce Back, the Compassionate and Connected Classroom and Growth Mindset facilitate further development of self-control, emotional awareness and interpersonal problem solving. These are part of the learning and teaching planned for every class every year.

After the success of last session's Junior Duke Programme we have extended so that Primary 4 participate at Bronze level and Primary 5 at Silver level. Most children in Primary 4 and Primary 5 have participated in this programme. Our involvement with this programme has been highly successful with positive feedback from parents. The end of term festivity provides an opportunity for pupils to celebrate and share their learning and newly developed skills. Parental feedback has been very positive.

The whole school participated in Autism acceptance week with individuals empowered to share their experiences with others. An autism assembly raised awareness and helped develop a greater understanding.

## Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2023				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	most	most
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	most	most	almost all	almost all

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

Most of our Pupil Equity Funding was focused on literacy in Session 2023-24. PEF was used to purchase:

- Book banded reading books
- Novels to enhance class libraries
- Novels for group reading
- Phonetic Reading Books for P1 and P2
- ICT programmes to support literacy – phonics, spelling and reading
- Diagnostic literacy assessment packs
- Teaching Guides and resources to support structured reading programme

The biggest focus of PEF spend was on the introduction of a wider range of reading materials. Staff development was undertaken within curriculum development sessions focusing on metacognition and on a

comprehensive approach to teaching reading built upon research and assessment evidence. Together these have had a positive impact on the poverty related attainment gap with the gap.

To further tackle this gap at the earliest point phonetically decodable reading books were purchased at primary 1 and primary 2. Teachers have reported an increased pace for most children and most children are attaining appropriate levels.

Money spent on novels to support structured reading approaches and novels to enhance class libraries to motivate and inspire children to read were selected by members of the Reading Schools Committee. Pupil surveys indicate that these have had a positive impact on pupils. Almost all pupils report to be more confident in reading comprehension and most now state they spend more time reading for pleasure. ACEL data indicate that at First almost all children have achieved expected levels and most have achieved at Second level.

PEF funding was also used to purchase IT programmes to support pupil learning both in school and at home. Data shows that pupil confidence and independence has increased. Almost all pupils achieved First Level Reading and Writing with the majority making very good progress. Almost all of identified children in Primary 4 achieved First Level Maths. Almost all identified pupils in Primary 7 achieved Second Level in Maths and most achieved Second level in Reading and Writing.

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	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Good
3.2 Raising attainment and achievement	Good	Good

Summary of School Improvement priorities for Session 2024/25

- 1.Learning for sustainability/ Outdoor Learning/ IDL (Including STEM)
- 2. Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework and Promoting Positive Relationships and Behaviour.
- 3. Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading /Phonics/Spelling/Writing

What is our capacity for continuous improvement?

Our rigorous tracking and monitoring and robust quality assurance and self-evaluation practices have ensured that we know what is working, how well, and what needs to happen next. We pride ourselves on our inclusive, friendly and respectful ethos which has the school values at its core. Individual pupils are well supported and we have a number of effective, timely interventions in place. We recognise that there are some gaps in children's learning and PEF money has been spent to ensure that gaps are bridged. We have a clear vision for improvement over the next 3 years and with support from the Local Authority and collaboration with children staff, parents/carers and partners we are well placed to achieve this.

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