

Baljafray Primary School

Standards and Quality Report

2024/25



Context of the School

Baljaffray Primary School is a non-denomination, co-educational school situated within a residential area in the north of Bearsden. In June 2025, there were 266 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 of the 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 of our 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%. A number of pupils live in areas prioritised for funding from the Pupil Equity Fund. Last session the school was awarded £16,200.

Our teaching entitlement during Session 2024/2025 was 15.3 fte 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, 3 fte 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.baljaffray.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. Baljaffray is a Gold Rights Respecting School. 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 Baljaffray 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, P5 and P6 pupils have participated in the Junior Duke, Bronze, Silver and Gold 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. The school has received a Silver Sports Award as recognition for sporting activities during the school session. We have now achieved Reading School status which acknowledges the robust reading ethos within the school.

Our Standards and Quality report summarises the story of our school's performance, successes and achievements during Session 2024/2025 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Implementation of the Circle Framework (Year 1)	
<p>NIF Priority 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</p> <p>NIF Driver teacher professionalism school improvement</p>	<p>HGIOS4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.1 Wellbeing, equality & inclusion</p>
<p>Progress and Impact:</p> <p>The school has made very good progress with this improvement priority and is well placed to develop further next session. All teaching staff participated in The Circle Training sessions led by the Circle Advisor throughout the year focusing on the classroom environment. All staff made effective use of the Circle Inclusive Classroom Scale to evaluate the classroom environment. Changes, adaptations and improvements were made to all classrooms as a result of self-evaluation. The Circle Beehive have ensured that pupil voice is central to all adaptations. Pupil Beehives have presented to a whole school assembly to ensure that all children are aware of the reasoning for changes to the classroom environment. Pupil suggestions were acted upon. Results from pupil surveys confirm that all pupils are more confident in how and where to access supports in the classroom. Pupils speak with confidence about key features of the classroom environment. All classes have consistent visual supports displayed.</p> <p>All staff completed training with regards 'The Promise'. As a result all staff now report to have a better understanding of care experienced children and The Promise Scotland.</p> <p>Next steps</p> <ul style="list-style-type: none"> Class teachers and SLT will continue to ensure physical classroom environment inclusive and supportive of pupil needs. Whole school will work on a further aspect of the Circle –the social environment. 	

School priority 2: Learning for Sustainability/ Outdoor Learning/IDL/ Big Question Planning/STEM (Year 2)	
<p>NIF Priority Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver teacher professionalism school improvement</p>	<p>HGIOS4 QIs QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment</p>
<p>Progress and Impact:</p> <p>The school has made good progress in aspects of this priority with some aspects being further developed next session.</p> <p>Good progress has been made in the introduction of meta skills throughout the school. Meta skills are embedded in IDL planning and most teachers effectively teach and assess a couple of skills per term.</p>	

Education Scotland Meta Skills booklets have been introduced at P5-P7. Some classes have used these effectively but they will be adapted next session and guidance produced to ensure consistency across the stages so that impact can be measured. Within P1-3 meta skills have been introduced within the context of play. Almost all pupils are able to identify meta skill used and provide an explanation. Good progress has been made with outdoor learning with the Outdoor Beehive and Eco Beehive developing school grounds for all.

Most staff participated in outdoor training and expressed enthusiasm. All classes from P4-P7 have enjoyed nature trips to Mugdock Country Park. Pupil views have been gathered and all children expressed their enjoyment of the excursions and were able to identify and explain meta skills used. Feedback from parents/carers has been very positive. Observations from staff will feed into a programme for next session which will link in with meta skills. Pupil voice has again proven strong with many pupils making suggestions for future excursions and activities. Eco and Outdoor Beehives have been involved in planting and growing. Almost all children in both Beehives can explain skills acquired. This is now supported by grandparent volunteers. Effective links have been made across the ECO, Outdoor and Family Learning Beehives. Active Schools have worked with P6 pupils with great success. Pupils are now leading facilitating playground games during break times for P1-3 classes. All playground leaders have provided positive feedback on this leadership opportunity and survey data demonstrates that all have developed their Social Intelligence meta skills.

Next Steps:

- Outdoor learning linked to curricular areas to be timetabled fortnightly.
- Termly sharing good practice sessions re outdoor learning.
- Make effective use of Education Scotland Outdoor Learning Wakelet and Learning through Landscapes resources.
- Further develop nature trips for all classes throughout session.
- Learning walks to include meta skills

School priority 3: Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Reading /Phonics/Spelling/Writing (Year 3)

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. Aspects which covered writing will continue next session. EDC planners have been implemented by all teachers. Comprehensive reading guidance has been created to ensure consistency of approach throughout the whole school. As a result all learners have experience a more consistent approach. By improving libraries in classrooms and creating a school library as well as mobile lending library we have raised the status of reading within the school. We have introduced Book Swap days and Reading ambassadors who share their favourite books at assembly. We have a system in the school where pupil can recommend books to be added to libraries. Almost all learners' attitudes to reading has improved. Having achieved core Reading Schools' award, evidence has now been submitted for our Silver Award. Almost all learners across the school are making very good progress in reading. All teachers have a greater understanding of teaching reading. There is no attainment gap in reading

between the most and least disadvantaged children in the school. Within every class almost all children are able to identify reading tools and comprehension strategies. A highly structured phonics programme has been introduced in P1 and P2 with decodable books linked to phonics programme introduced. Pace of phonics in P1 has increased with almost all children achieving early level in reading and writing. We have observed an improved accuracy in reading at Primary 1. The increased phonemic knowledge of almost all learners has had a positive impact on confidence levels and writing competence. All teachers participated in training relating to phonics programme to ensure all staff had an understanding of the structured approach and had an appreciation of the raised expectations in Primary 1 which will have a consequential impact on future years.

Next Steps:

- Effective use of EDC literacy framework to assess reading and identify next steps.
- Devise writing guidelines to ensure all class teachers have a robust understanding of writing pedagogy.
- Revise phonics and subsequent spelling planner in light of quicker pace at P1.

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 reading skills and motivation have improved.

Staff have engaged with 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 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 Curriculum for Excellence levels over time. Since 2015/16, data for achievement of curriculum for excellence levels in Numeracy, Reading, Writing and Listening and Talking has remained above national averages. In 2024-25 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 a number of 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 in Literacy. Our school curriculum is underpinned by the social justice agenda focusing on equity, participation, diversity and human rights. As a Gold Right Respecting school rights permeate all learning. 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 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 well being 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 as a means 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. All staff have completed training and now the school has been awarded The Promise accreditation.

We offer a wide selection of extra-curricular 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. As a result of all the physical opportunities offered to our learners we have now gained a Silver Sports Award. 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. We have introduced nature excursions for classes from P4-P7 visiting Mugdock Country Park. This will be extended next session to include P1-3. The purpose of the excursions is to provide opportunities to experience our wonderful countryside which has a positive impact on both mental and physical well being whilst also developing team working skills and developing knowledge of nature.

Our participation in the Junior Duke Programme continues to expand. Now three year groups are involved. Primary 4 participate at Bronze level, Primary 5 at Silver level and Primary 6 at Gold level. Most children in in all 3 year groups have participated in this programme. Our involvement with this programme has been highly successful with positive feedback from parents. Pupils are now making links with the meta skills they are developing when embarking in the plethora of activities and challenges. The end of term celebration provides an opportunity for pupils to applaud and share their achievements and newly acquired 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	almost all	most	almost all	almost all
First level by end of P4	most	most	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)

Most of our Pupil Equity Funding was focused on literacy in session 2024-25. PEF was used to purchase

- ICT resources to support Literacy

- Novels to enhance class libraries
- Novels for group reading
- Phonics Programme for P1 and P2
- Staff training for Phonics Resource
- ICT resources to support numeracy

The biggest portion of PEF spend was on the introduction of a highly structured Phonics programme at P1 and P2 and staff training. The programme was introduced and resourced at Primary 1 and Primary 2 with class teachers undertaking online training. All teaching staff have undertaken a general introduction to the programme so that all staff have a basic understanding of the approach. Initial observations and assessments indicate that the programme has been successful with almost all children achieving early level in reading and writing. There has been an increased pace of learning and teaching of phonics in P1 which has had a positive impact on both reading fluency and writing. At P2 decodable books were introduced to align with the programme. Almost all children are attaining appropriate levels in literacy.

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. Pupils themselves were involved in enhancing class libraries and identifying books to purchase. This greater ownership has had a further impact on the reading culture with children initiating book swaps supporting our sustainability agenda. Pupils at P5-7 are involved in selecting group novels rather than banded reading books. Pupil responses to questionnaires suggest that all pupils feel more motivated and inspired reading 'real' books. 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 level most children have achieved expected levels and almost all have achieved at Second level. This is reflected at all other stages within the school.

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. Most pupils achieved First Level Reading and Writing and Mathematics with the majority making very good progress. Almost all pupils in Primary 7 achieved Second Level in Maths and Reading and most achieved Second level in Writing.

Self-evaluations of How Good Is Our School? (4th 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 2025/26

1. Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework
2. Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing
3. Learning for sustainability/ Outdoor Learning

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.