

Baljaffray Primary School

Standards and Quality Report

2025/26



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 2026, there were 273 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 5.8%. 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 2025/2026 was 15.7 fte teachers including the Head Teacher, Depute Head Teacher and 1 Principal Teachers (1fte). The work of the school is further supported by 2 fte 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.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. Baljafray 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 Baljafray Rights Respecting Bureau, Fair Trade, Charities, Eco, Garden, Reading Schools, Road Safety, Digital Technologies, Equalities and Diversity and BSL. 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 achieved Silver Reading School status which acknowledges the robust reading ethos within the school as we work towards Gold.

Our Standards and Quality report summarises the story of our school's performance, successes and achievements during Session 2025/2026 and identifies our main priorities for next year.

Progress in School Improvement Plan (SIP) priorities

School priority 1: Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing	
NIF Priority Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children NIF Driver teacher professionalism school improvement	HGIOS4 QIs QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement
Progress and Impact: The school has made very good progress with this improvement priority and is well placed to develop further next session. Draft writing guidance and assessment criteria has been successfully introduced with all staff. Two teachers participated in training facilitated by EDC resulting in two successful collegiate sessions focusing on the explicit teaching of writing. This has provided a very good foundation to build on next session with all teaching staff participating in professional development. Draft guidance introduced has proved to be very useful in developing consistency of approaches across all classes. Daily short writing sessions have had a positive impact with almost all learners showing increased confidence. Increased attainment and achievement of writing at all stages has been observed. Teachers report having a greater understanding of the pedagogy of writing as well as the assessment of writing. Structured, progressive assessment criteria has enabled all teachers to feel more confident in their ability to critically assess and identify next steps for all pupils. Pupil friendly assessment criteria has empowered most children with regards to self-assessment and ability to identify individual next steps Termly moderation of writing across stages and levels ensures greater consistency, impacting directly on key next steps for pupils. In addition, all teachers now feel more confident with their own professional judgement of writing based resulting in achievement of a level data being far more robust and directly evidence based. Next steps • All staff will participate in Dyslexia Professional Learning • All staff will participate in online pedagogy professional learning with a focus on differentiation and adaptive teaching linked to writing.	

School priority 2: Improvement of Wellbeing and Equity through the Implementation of the CIRCLE Framework

(Year 2)

NIF Priority

Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children

NIF Driver

teacher professionalism
school improvement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

The school has made good progress in aspects of this priority.

All teaching staff have a greater understanding of the Circle Framework and more specifically the participation scale and associated supports. Supports implemented are regularly reviewed at Learning and Teaching Meetings with SLT as well as Support for Learning meetings. The Circle advisor has ensured momentum is maintained.

All teaching staff have used the Circle Inclusive Classroom Scale to evaluate and adapt classroom environments. As a result all classroom environments provide a consistent and supportive base throughout the school. All staff have used the Circle Personalised Supports to identify individual learner strengths and areas for development.

Next Steps:

- Continue to embed Circle Framework.

School priority 3: Learning for Sustainability/ Outdoor Learning/Meta Skills (Year 2)

NIF Priority

Improvement in children and young people's health and wellbeing

Improvement in children and young people's health and wellbeing

NIF Driver

curriculum and assessment

school improvement

HGIOS4 QIs

QI 3.1 Wellbeing, equality & inclusion

QI 2.3 Learning, Teaching & Assessment

Progress and Impact:

Almost all teachers have participated in Climate 180 online modules as well as two face to face practical outdoor learning development sessions. After an extensive climate change audit, staff identified aspects for development and appropriate online modules undertaken. Effective use has been made of Education Scotland Outdoor learning for Sustainability Wakelet, with particular focus on Climate changes. This has been linked directly to IDL themes throughout all stages. Effective wider community links have been established to support the development of outdoor space.

Next Steps:

- Purchase sets of woodworking tools for indoor and outdoor learning.
- Develop progressive skills development for tool use, linking to meta skills for woodwork.
- Link with wider community, parents/carers, community groups to provide training and support for staff and parent body to strengthen teaching of woodworking skills.

Progress in National Improvement Framework (NIF) priorities

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

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 very good attainment over time. In 2025-26 our pupils made very good progress in numeracy, reading and writing. Almost all children in Primary 7 achieved second level in reading, writing, talking and listening and numeracy. In Primary 4 almost all children achieved first level in reading, writing, talking and listening and numeracy. All children in P1 achieved Early level in numeracy and literacy.

Pupil surveys indicate that almost all children enjoy reading for pleasure across the school. Our journey to become a Gold Reading School continues with reading for pleasure being spotlighted. All classes have visited the newly reopened Bearsden library, which has inspired children to take out memberships. All class libraries have been enhanced with pupils selecting and purchasing the books to ensure children's interests are provided for as well as ensuring diversity and cultures are promoted. In addition to well-resourced school libraries we have outdoor libraries in two playground areas enabling children to access and enjoy books at interval and lunchtimes. After a very successful parent/carers event 'Cuppa and a Chat' we have established a lending library for all parent/carers in the main school foyer. We have strengthened links with Bearsden Academy, working alongside the school librarian. We have enjoyed reciprocal visits and have enjoyed paired reading experiences with S6 and P5. Almost all teachers participated in training from the librarian as well as visiting a local bookshop to learn more about contemporary fiction for our learners.

- **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 for those with literacy difficulties. 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. We continue to devise bespoke supports to meet the needs of individuals including LIAM and Lifelinks. The EDC wellbeing tracker is used effectively to identify trends or patterns which need to be addressed through adaptations to the curriculum or provide targeted support for our learners.

We offer a wide selection of extra-curricular activities throughout the year including football, netball, tennis, scootering, cricket and Spanish.. 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.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	all	all	all	all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	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 2026-27. PEF was used to purchase

- ICT resources to support Literacy and Numeracy
- Novels to enhance class libraries and novels for group reading
- Waterproof Suits – to support outdoor learning in all weathers
- Online training – Explicitly teaching Writing – implemented in Session 26/27

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. In response to pupil suggestions, we have extended our selection of graphic novels. Our school library is well resourced and welcoming. The space is used flexibly but all classes have timetabled slots to enjoy reading. We participate in World Book Day, Reading Schools' Week and Book Week Scotland. All class libraries have undergone a refresh driven by pupils – books were selected by pupils to purchase covering a wide range of diversity. We have insured that we have a strong focus on diversity and inclusion when purchasing new 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 almost all 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. Almost all 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	Very good	Good

Summary of School Improvement priorities for Session 2026/27

1. Raising Attainment in Literacy through Pedagogy for Learning, Teaching and Assessment in Writing – EDC Toolkits and Guidance – Differentiation and Adaptive Teaching
2. Improvement of Wellbeing and Equity - EDC Dyslexia Guidance and Education Scotland Whole School Approach to Anti Racism

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. 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.