

Balhouses Primary School



Standards and Quality Report 2019 – 2020

Our vision for Balhouses Primary School, where we encourage

Confidence – where we give opportunities to

- try new things and become ambitious for learning and life
- develop a 'have a go' attitude,
- recognise what they are good at, and how to get better

Respect – where we give opportunities to

- listen, think, talk and learn together
- learn from and with each other, valuing that we are all different
- grow with a sense of fairness

Security – where

- children's needs are recognised and supported in a nurturing way
- we support families to make good choices for happy, healthy children

Values

Shared values lead to a culture within a school. All adults in school recognise that shared values must be modelled for our children and families – they should be seen, heard and 'lived' in and around our school. Through our curriculum and relationships we will promote:

Respect Tolerance Honesty

Our Aim is to have happy, healthy children who are prepared for the future.

We will do this by:

working together, with families and other professionals, to meet children's needs

providing relevant experiences which develop a child's skills for learning, life and work

fostering hope and ambition for our children, through good relationships and the curriculum we provide

celebrating children's achievements to foster a sense of pride

We will achieve our vision, values and aims through teamwork – children, families, staff and community working together for the same purpose – to benefit our children.

Improvement priorities for session 2019-2020

This year we concentrated on the following improvements:

1. Improving children's attainment in listening and talking across the curriculum
2. Improving children's attainment through more robust assessment procedures
3. Learners to gain an understanding, develop and be able to articulate the skills they are learning with a relevance to Learning, Life and Work

ATTAINMENT & ACHIEVEMENT

National Expectations	
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some

A recent review of the attainment data for session 19/20 highlighted the following key points:

The majority of **P1** pupils are continuing to progress towards expected national levels in Literacy and Numeracy and on track to achieve early level.

Most **P4** pupils are on track to achieving First Level in Listening & Talking and Reading and the majority of them for Numeracy.

The majority of **P7** pupils are on track to achieve second level in Listening & Talking, Reading and Numeracy.

Achievement is the important aspect of recognising that not all progress can be measured with or by attainment data. Our pupils at Balhousie school are measured for their progress in attainment data in many ways, but most importantly teachers and parents recognise children's achievements through their individual journey from one point to another.

We are proud to say almost all of our children are now more able to recognise and talk about their own learning through our improvement priority work in Assessment. Our focus on sharing Learning Intentions and Success Criteria, combined with effective feedback and encouraging children to actively talk about their learning is helping children understand their skill development. This remains a work in progress as the journey to be an excellent reflective learner is a long one. We recognise there is still more work to be done here and it will remain as an improvement priority for the near future.

Attendance

	2017/18	2018/19	2019/20
Attendance	93%	93%	92%

The School attendance figure for this year for Terms 1, 2 and 3 (prior to Lockdown) remains steady at 92%, which has remained very similar to the previous 5 years. Authorised absences have increased slightly to 5.4%. Attendance has actually decreased (by 1%) but authorized absences have increased by 1%. There is no change in un-authorized absences, remaining at 2%. Our attendance is 'above' (better than) our other comparator schools in PKC. The onset of

Covid19 saw a marked difference in attendance for the last 2 school weeks in March, where parents chose to keep many children at home. That involved 9% of our pupils being absent from school.

Learning

We continued to use the Scottish National Standardised Assessments (SNSA) with children of Primary 7 this year, although were unable to assess the P1 and P4 pupils due to Covid19 measures.

Nursery welcomed a visit from the Care Inspectorate in August 2019, where they graded us with a grade 5 (very good) for Quality of Care and Support and a grade 4 (good) for Quality of Environment. This grade made reference to some works that were needed regards painting in the nursery and nursery toilets. We are pleased to tell you these works were then carried out swiftly and was quickly turned around. The CI noted the staff team were held in high regard by parents/carers who were very positive about the nursery and the experience it offered.

We continued to invite parents into school to join us for open afternoons, which were well attended. We also opened the library at the end of 2 school days so that parents and children can browse and borrow together. Sadly, this opportunity was not taken up well by families so we will continue to seek parent feedback about how to best offer literacy opportunities to them.

We were successful in gaining School Library Improvement Fund of £3400. This funding enabled the school to employ a part time librarian in school to support children accessing the school library more consistently. A good plan exists, to support children and families in accessing and benefitting from our library, which will be continued into next year, as the impact of Covid 19 sadly interrupted our work in this area.

This year, Pupil Equity Funding (PEF) has supported the purchase of lots of materials, for all children to benefit, from play and active learning. One of the major purchases this year was online access as well as teaching materials in the form of Big Writing Adventures, which helped promote writing activities through context and was very well received by pupils. Teacher judgement is that this resource helped raise pupil attainment in writing, and evidence exists to show that children's writing increased in quality and quantity through its use. We will continue to access this resource next learning year.

Leadership

Leadership is undertaken at all levels within the school. All teachers are leaders in their own classrooms and members of support staff lead small group activities throughout the learning day. Our approaches to leadership of change have been satisfactory.

Mrs Crossley has supported staff leadership at all levels in the undertaking of development within Listening and Talking programmes. Due to training and support, all staff have a better understanding of a framework for supporting children's skills in this area. Training will continue here, to ensure all children have access to

This year we continued to incorporate the Skills for Learning, Life and Work throughout our curriculum opportunities. Learners are still working on becoming familiar with the language of 'skills' and making connections to their learning. As a school we are now aiming to 'tap into' the

excellent resource of business partners to show children how much learning in the classroom has a purpose and link to 'real life', such as our visit from Simon Howie the butcher, children's visits to the new Art Centre, links with the local Care Home etc. Continued links within our community (and beyond) will be high on our agenda for next year.

The Parent Council was re-established this year, providing a platform for close partnership with the school. This has enabled us to ensure Parent Council finances and paperwork are all in order.

Learners have continued to play a significant role in their learning this year, with several pupil groups to help lead and support learning in the school such as Pupil Council, House Captains, Eco Committee and Playground Helpers.

Improvement Priorities for 2020-2021

The school recognises that a key challenge for us on our return in August 2020 is 'recovery planning'. Staff have a clear understanding that our priority is to re-establish our excellent relationships with children and families. Health and Wellbeing will sit at the front of our learning and teaching programmes to ensure our children feel safe, confident and ready for a return to school. Core literacy and numeracy will also feature in our teaching programmes. We feel confident that Balhousie School will continue to meet the needs of our families and learners in an inclusive way through partnership approach relating strongly to our school values.