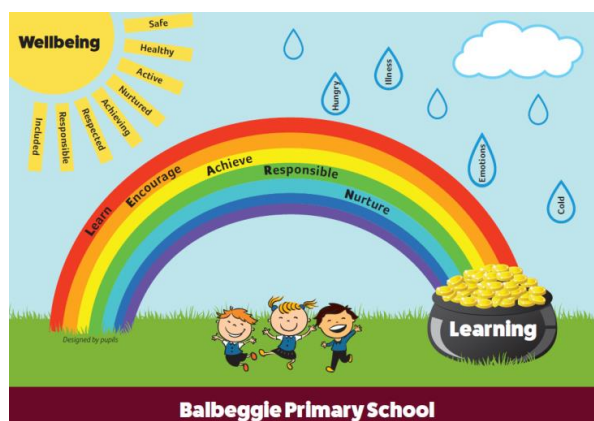


Balbeggie Primary School

Standards and Quality Report

2019-2020



The purpose of this report is to share information on the impact that school Improvement actions have had on pupils' learning during the session. Using How Good Is Our School 4 our self- evaluation in key quality indicators is shown below.

Quality Indicator		Evaluation
1.3	Leadership of change	satisfactory
2.3	Learning, Teaching and Assessment	satisfactory
3.1	Ensuring wellbeing, equity and inclusion	good
3.2	Raising Attainment and Achievement	satisfactory

These evaluations are based on a range of self-evaluation processes which we carry out over the year to evaluate our work and were agreed by HMI officers during our HMI visit in May 2018.

Balbeggie Primary School provides a nurturing, stimulating learning community: supporting children to reach their fullest potential, to be responsible and prepared for the wider world.

We aim to:

- ❖ Provide a broad, balanced and varied curriculum which meets the individual needs and expectations and develops successful learners.
- ❖ Develop a welcoming community, which builds a sense of security, identity, pride and commitment where links and involvement with all stakeholders are encouraged and sustained.
- ❖ Encourage and support children and adults to make healthy choices and pursue an active lifestyle.
- ❖ Ensure high standards through effective shared leadership and teamwork.

Attainment, Attendance and Achievement

NIF Drivers: Assessment of children's progress, School improvement, Performance information

Curriculum for Excellence is used to plan, deliver and evaluate our high quality curriculum for pupils from Nursery to P7. Teachers effectively assess children's progress in a variety of ways and use information to plan next steps in learning. This session we continue to use the Scottish National Standardised Assessments in P1, P4 and P7 to support teacher judgements on achievement of a level. Pupil progress is tracked through CfE levels.

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.

Attainment data for each pupil is recorded in Literacy and Numeracy. Careful analysis of our data gives us very good information on how we are performing as a school.

A review of attainment data until March 2020 for session 2019-20 highlighted the following:

- In P1 some pupils have achieved Early Level in Reading, Writing, Listening and Talking and Numeracy.
- In P4 the majority of pupils have achieved First Level in Listening & Talking, Reading, Writing and Numeracy.
- In P7 almost all pupils have achieved second level in Numeracy with the majority achieving second level in Listening & talking, Reading and Writing.

Children who are working below the expected level are supported in various ways; targeted support in class, dedicated time with the Support Teacher or regular time with the Pupil Support Assistant. Activities in class are differentiated to meet the needs of all children including those requiring extra challenge.

The use of our Pathways and Trackers informs staff of children's progress and ensures smooth progression through Curriculum for Excellence Levels. Last session they were updated to include the Benchmarks from Education Scotland. We also use the Perth & Kinross tracking and monitoring spreadsheet which allows us to better track pupil progress in Literacy and Numeracy as they move through the school to ensure that pupils make good individual progress towards their predicted levels of attainment. Children who require extra challenge or support are easily identified and targeted support is delivered.

This year our attendance record is very good at 96.2%.

Pupils are encouraged to share their wider achievements which are recognised in class and on our wall displays. We also celebrate achievement via social media platforms such as Twitter.

Learning

NIF Drivers: School leadership, Teacher professionalism, Parental engagement, Assessment of children's progress, School improvement, Performance information

As a school we continue to focus on improving learning and teaching through tracking, monitoring and moderation. Teacher judgements and the use of formative assessment ensure that we are identifying barriers to learning and targeting support to help address these.

This year we have been focussing on Numeracy and improving mental maths agility through the introduction of Number Talks. We regularly joined our LMG colleagues to share practice and evaluated our progress of using Number Talks to ensure consistency across schools. This had a positive impact on our pupils who learned a new range of new strategies and almost all were able to articulate how they used them to complete a calculation. Pupils now have more confidence in applying their skills across different contexts.

Improving the quality and progression of writing skills continued to be a focus this session. We have also continued to encourage pupils to improve and be proud of the presentation of their work. We have worked with staff from Collace to share practice and moderate pieces of writing to ensure consistency across our schools.

This session we have been evaluating our writing framework which identifies a detailed pathway through each stage of writing development. Each stage has a writing mat which identifies all aspects of writing and links to the Benchmarks. This has further improved the quality of writing by continuing to focus on and improve technical and creative skills. The Writing Mats have been evaluated by staff and have had a positive impact on the progression of literacy skills. This will continue to be evaluated and updated where required.

This session we have been working on increasing staff and pupil knowledge of Children's Rights and giving children a stronger pupil voice. We have achieved our Bronze Rights Respecting Schools Award (RRSA) and were making good progress towards our Silver Award. Due to the Coronavirus pandemic this has been suspended until we return to school and it is possible to continue with our progress.

Our PEF funding has allowed us to employ an ECP to work in P1, 2, 3 focussing on targeted support for pupils. Evaluation of this support shows that there has been a positive impact with an improvement in core skills of numeracy and literacy. Additional funding has also allowed us to establish a small group who receive support to develop their social and emotional skills.

Our Nursery continues to very successfully develop and implement the use of Loose Parts. The children are very active in their use of Loose Parts in their creative play activities inside and outdoors. The staff have worked hard this session to improve their outdoor learning environment which has enhanced the quality of outdoor experiences the children regularly access.

Unfortunately, due to the outbreak of the coronavirus pandemic, schools closed on the 20th March 2020, the pupils then started to undertake home learning. The staff used Seesaw to deliver learning activities to the pupils creating a new way of working for everyone. This created lots of challenges but parents/carers have worked admirably to ensure their children continue to engage with learning.

Leadership

NIF Drivers: School leadership, Teacher professionalism

The How Good Is Our School Quality Indicator 1.3 Leadership ensures that the Head Teacher and staff work closely with the Quality Improvement Officer to address areas for improvement and development.

We are well placed to confidently take forward the priorities from last year's School Improvement Plan and embed them into our practice.

The Head Teacher works with the Principal Teacher and staff to identify and prioritise areas for development for the coming session. All staff are involved in the rigorous self-evaluation process where areas of strength and next steps are identified for the school. Regular Collegiate activities provide the staff dedicated time to work on developing aspects of the school while staff meetings allow time for all staff to meet together and be consulted on decisions which affect the work of the school.

The staff identify Continuous Professional Development activities which link to the School Improvement Plan and will develop their own knowledge and skills to benefit the school community. Teaching and Support Staff are encouraged to take on Leadership roles and work in areas such as Pupil Council. This session we have achieved our Bronze award for Rights Respecting Schools and are now working towards our Silver Award. This improves children's knowledge and skills and has a positive impact on the school and its community.

Staff continue to work cooperatively with colleagues from our Local Management Group to moderate standards and develop new initiatives which has a positive impact on our children. Staff are integral in developing the School Improvement Plan which helps to drive our vision for the future of the school, community and learners.

Staff monitor learning and teaching and moderate learning activities to ensure appropriate pace and challenge and to identify strengths and next steps.

Our pupil trackers which include the Benchmarks produced by Education Scotland gives staff a clear picture of each child's progress.

All staff are involved in the school's Self Evaluation Programme where areas of strengths and next steps are identified.

Staff make excellent use of Continuing Professional Development opportunities, to develop their practice and enhance the learning experiences of our children.

Improvement Priorities

Due to the current Coronavirus outbreak we will adapt our curriculum appropriately, therefore our main priorities for session 2020-21 include:

- Supporting pupil and staff health and wellbeing and building relationships as they return to school after an extended period of home learning.
- Delivering a blended learning recovery curriculum through existing partnerships between home and school.
- Continue to increase staff and pupil knowledge of Children's Rights and give children a stronger Pupil Voice

The information in this report has been taken from a range of evidence sources throughout the year and includes feedback from parents, pupils, staff and Perth and Kinross Education and Children's Services. Please comment on the Standard and Quality report and return to school by 29/06/20