

Standards & Quality Report 2022-23

Balhousie Primary School



Our vision for Balhousie 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

The purpose of this report is to share evaluative information from the 2022-23 academic session on the performance of Balhousie Primary School against national quality indicators for Scottish Schools. We are extremely proud of the improvements and direction of the school over the past three years. Our evidence validates our self-evaluation process and confirms that our team approach focusing on the highest standards of learning and teaching, combined with continuous support for children, has improved outcomes.

Through our robust self-evaluation process, regular data collection and analysis, continuous reflection of our action plans, clear team communication and a shared understanding of our school journey we have demonstrated our capacity for continuous improvement.

The following self-evaluations, based on progress against national quality indicators are as follows:

Quality Indicators	Grade
1.3 Leadership of Change	Very Good
2.3 Learning, Teaching and Assessment	Satisfactory
3.1 Ensuring wellbeing, equity and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

ATTENDANCE, ATTAINMENT & ACHIEVEMENT

	2020/21	2021/22	2022/23
Attendance	94%	90.5%	89.4%

Arriving on time and attending school is essential for pupil learning and progress. We are committed to supporting all families to ensure we increase our attendance rate: this will continue to be a high priority as we establish Riverside Primary.

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

Our review of the attainment data for session 2022-23 highlighted the following key points:

Almost all **P1** pupils have achieved Early Level in Listening and Talking, Reading and Numeracy. Most pupils have achieved Early Level in Writing. All children have made good progress with their developmental milestones, benefitting from the support of an ECP.

The majority of pupils in **P4** have achieved First Level in Listening and Talking, Reading, Writing and Numeracy.

Most pupils in **P7** have achieved Second Level in Listening and Talking, Reading and Numeracy. The majority of pupils have achieved Second Level in Writing.

PARENTS/CARERS

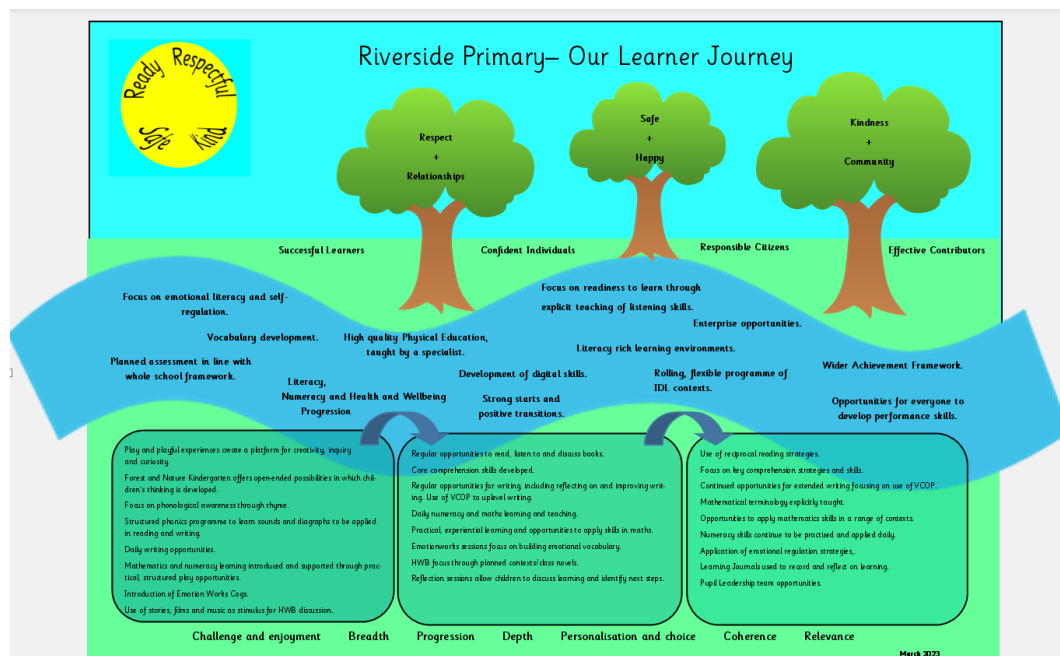
Our Parent Council has merged with North Muirton and will now become Parents & Friends of Riverside Primary. They have continued to work hard to support our schools, giving strategic advice and encouraging parental involvement through for example organising a very successful Bingo Tea to strengthen depleted funds following the pandemic. We are committed to continuous improvement, therefore the support given to staff and pupils during this important year as we have worked to develop our new school is very much appreciated.

LEARNING

Meeting learners' needs is a priority for us. Universal and targeted learning and support for identified pupils is embedded in our practice and is ensuring we are making good progress in supporting children's engagement and participation. Staff training in Trauma Informed Practice, Restorative Approaches and CALM Theory Interventions means we are better equipped to support children with emotional and behavioural needs. This session, building on our status of Bronze Award, we have made good progress towards achieving our next accreditation for Rights Respecting Schools Award. This learning has been in tandem with North Muirton Primary and has further guided our relationship building as we have merged.

Connecting and engaging with our North Muirton learners has been a key driver as we navigated both this school session and the critical work of merging our communities successfully.

Our evaluations have confirmed that there is improved consistency in the quality of learning and teaching across the school and that increasingly, staff are becoming reflective in their practice. This has ensured our learners have continued to experience more creative learning experiences and many more opportunities for wider achievement. Some of these experiences are evidenced through this Learning Highlights Sway



- <https://sway.office.com/DGKh16SxRj4Cosuj?ref=Link> Almost all our children value learning and understand the importance of developing a can-do attitude. We continue to identify that some children require intensive support to develop their resilience and reduce anxiety levels, and this has been supported by relink work from our Community Link Workers and Community Learning Assistant, as well as Outreach Support. This has strengthened children's ability to engage and has enabled greater celebration of individual progress. A wide range of learning opportunities have been facilitated by Loose Parts Play, Extended Play provision in our Early Years classes, Jungle Journey and motor skills development led by our Modern Apprentices, outdoor learning opportunities and expanding our improved digital skills. Weekly Assemblies in person and on teams with North Muirton Primary have been pivotal in developing strong connections and delivering shared messages. Some key aspects of our community focused learning can be found in this Sway - <https://sway.office.com/Ds7YqYJBbVAIRT9Q?ref=Link>

LEADERSHIP

The ethos of our school is very much about shared involvement, shared leadership and shared responsibility. This session staff have successfully collaborated with the North Muirton staff team. The staff's commitment to the merge and teamwork has been highly commendable. Aspects of this journey can be found in this Sway - <https://sway.office.com/RWAYoAod8wlzQBoo?ref=Link> As part of our improvement priorities, we have successfully completed all work stream action plans for Riverside Primary. These included creating an attractive and meaningful school logo which was rooted in pupil voice, coproducing with our children and families an inspiring Vision, Values and Aims and developing a clear and progressive Curriculum Rationale and Learner Journey based on the needs identified through interrogation of our school data.

An Achievement Framework has been outlined to ensure all children experience opportunities for leadership and to contribute to the life and ethos of the school. This will be introduced in August and evaluated throughout next year. This framework will allow a range of skills for learning, life and work. Utilising the outdoors, children have been able to take on leadership roles, particularly in our upper classes. House Captains, Prefects, Buddies, Play Leader programme and i-bike have supported children's self-confidence and communication skills, as well as the development of perseverance and resilience, which we continue to identify as a priority for many of our children.





Curriculum Rationale

Our Curriculum— the package of learning we offer our children— has been carefully designed, taking into consideration the needs of our community and the factors which make our school a unique place to grow and learn.

This is the rationale for our curriculum— the 'why' which underpins the 'what'. It has been created in consultation with our whole school community.

What are our drivers?

What did we consider when designing our curriculum?



What makes us unique?

We are at the heart of our community and our community is at the heart of our Vision, Values and Aims.

Relationships between staff and children are nurturing and child-centred.

Our school is highly inclusive and we strive to ensure equity of experience.

We plan shared opportunities and experiences for our children as part of their curriculum.

Our children participate in shaping their learning and making decisions and choices.

What do we offer and why?

Our children need to build on and revisit prior learning, we have progressive pathways in place for Literacy, Numeracy and Health and Wellbeing to ensure this.

Our wide achievement framework offers all children experiential learning and equity of experience. While allowing them to develop skills for learning, life and work.

Our programme of play and interdisciplinary learning has been designed to give children a breadth of learning across experience and outcome with a flexible approach to content, as well as providing time and engagement and broadening children's understanding of the world.

Our data shows a vocabulary gap for many of our children, we have an explicit focus on building vocabulary and listening and talking.

Our learners have more access to digital devices than ever before, we are increasingly using these to present, create and share learning whilst developing skills in the use of technology.

A focus on our physical environment through visual hygiene, CEM and in school children's sensory demands are reduced. This has influenced the design of our new school.

Consistent use of a core programme of learning around feelings and actions along with Restorative Approaches supports all children throughout the school.

Readiness to learn is very important. This is supported by creative and bespoke approaches to meeting learners needs.

March 2023

PEF

This session we have allocated PEF funding to promote excellence and ensure equity in Literacy, Numeracy and Health and Wellbeing, while supporting parental engagement and communication.

Funding has supported purchase of:

- Annual subscriptions for Seesaw, School App, Sumdog, Fischy Music, Emotions Works and Big Maths
- Intervention resources e.g. Dyslexia friendly texts, Nessie, and other Apps to support literacy and numeracy
- Additional teaching, Early Childhood Practitioner in Primary 1 and Support staff
- Additional teaching staff to create opportunities for our more vulnerable learners
- Modern Apprenticeship to support engagement and participation
- School uniform and the P.6 and P.7 trips to Willowgate
- Resources to provide a range of supports to children to self soothe and calm

PRIORITIES FOR 2023-2024

Our focus and commitment remain on settling our children into our beautiful new school building, fostering positive and inclusive relationships and creating the community of Riverside Primary School.

As the year has progressed there continues to be an evident need to support some children further with strategies for self-regulation, reducing anxiety and building resilience, and this will be reflected in our priority focused on developing inclusive practice and embedding our universal offer for our new school and cohort at Riverside Primary. There will be a focus on Writing to support learning and teaching as well as further development of our Rights Respecting Schools work to establish Rights Respecting Ambassadors and complete our Silver Award.

In reporting on the progress made by our school during the last session we have been informed by staff meetings, continued dialogue with parents/carers and learners, ongoing liaison with Parent Council and consultation with our local authority officers.

Annabelle Burns, Headteacher