

Balhouse Primary School



Standards and Quality Report 2018 – 2019

Our vision for Balhouse 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.

Improvement priorities for session 2018-2019

This year we concentrated on the following improvements:

1. Raising all children's attainment in reading
2. Enhance children's engagement in planning for learning
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, Attendance and Achievement

Attendance

The School attendance figure for this year is 93%, which is the same as last year's figure. We will continue to monitor this in the coming session and we continue to encourage all families to book their holidays out-with school term time and to arrive in school prompt for a 9.00am start.

Attainment and Achievement

Our progress with raising attainment this year has been good. In Primary One, the majority of children have achieved early level in Mathematics, Reading, Listening & Talking and Writing. We recognise that the allocation of additional staff to deliver strategies through the use of Pupil Equity Fund (PEF) has made a positive contribution to the increase in literacy attainment at early level .

In Primary Four, Half of children have achieved First Level in Maths and Reading. The majority of children have achieved First Level for Writing and Listening & Talking.

In Primary Seven, the majority of learners have achieved Second Level in Maths, Listening & Talking, Writing and Reading.

Learning

We have continued the use of interactive Learning Journals, using an online resource , which gives families the opportunity to share in their child's achievements. This year we note that 90% of families are using the tool regularly. Of those who aren't, the comments indicate a lack of internet or phone storage space being the barriers to this. For these parents, we continue to send some information on paper and will also improve our use of the school website from August 2019. Open Afternoons continue to offer parents a chance to see their child's learning collated on Seesaw using a school i-pad.

Some pupils continue to benefit from Inter-generational work with a local Care Home, which provides the children with skill development in the areas of communication and social and emotional wellbeing. This year our learners engaged with community members to create a community tartan along with the residents of the Care Home. This working together has established a strong bond which will lead to further opportunities next session for Enterprise skills.

This year we began to use a tool called the School App, which is a free communication tool for parents, where we can message and inform the school community of events, dates and information useful to families. We audited parental feedback on online digital tools where almost all parents are using both these tools and rate them as being very good. Feedback from parents/carers of P1-7 told us that 96% believed the parent contact meetings have been helpful to them.

Teachers are increasing their skills in using a range of assessment materials to support their planning of learning and teaching to support their judgements of pupil progress. This includes the use of Scottish National Standardised Assessments(SNSA) at P1, P4 and P7.

Nursery developed their planning of the curriculum to enable families to have a clear understanding of what is being learned and how. This has resulted in a new planning wall being visible to parents on arrival in the nursery. The children play a pivotal role in the planning of their learning through discussions and self-evaluations. All children's responses are visible on the planning wall. Learning is now even more responsive to the children's interests and needs.

This year all children benefited from timetabled music lessons and our appreciation of the expressive arts remains an important feature of our curriculum. This includes taking part in local musical events such as GLEE and productions in and near Perth. 18% of P4-7 pupils have taken up an instrument from visiting music specialists (guitar or violin – a new instrument at Balhousie this year).

We hosted a Curriculum Night for parents and family members, to support their knowledge and understanding of how we teach reading in school. The feedback from the small number who attended was positive, with parents telling us they learned something useful to take home to support their own child's reading. On that date and at a later Open Afternoon in March we were able to show parents our improved library. All children are now borrowing books regularly to read in class and to take home. Next year we will open the library at the end of school days so that parents and children can browse and borrow together. PEF continues to support the operation of the Library with a member of staff who keeps it looking orderly and supporting children with their borrowing skills. We will continue to make the most out of our library next year.

This year, Pupil Equity Funding (PEF) has supported the purchase of lots of materials, for all children to benefit, from play and active learning. This includes maths resources across the whole school, so that every classroom now have up-to-date materials suited to the needs of the children. PEF continues to enable us to access high quality and current learning resources. These are learning materials that children may also access at home to support their learning whilst 'playing'. Our progress with supporting children's wellbeing, equality and inclusion in our school is good.

This session a curricular focus was developing children's engagement in reading and raising children's attainment in reading. Our improved tracking procedures for each child now enables us to monitor children's progress across the years and plan for support where necessary. Teachers have researched together and are now using new planning tools to ensure children's skills in reading are meaningful, relevant and on track for their age and stage.

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.

This year we have, along with our colleagues at other feeder schools for Perth Grammar, been raising our awareness of skills for learning, life and work. We have been increasing our talk about these skills with learners who are now starting to become familiar with the language of 'skills' and making connections to their learning. All teachers have engaged in a working group to develop this further in the classroom next year.

The role of play in the early years has been developed in the Primary 1 through collaboration with Nursery staff and colleagues across the authority. We now observe children who are fully engaged in learning through play. Nursery staff have developed leadership of the nursery curriculum to devise tracking documents that incorporate the Perth and Kinross local guidance, National Expectations and Outcomes and milestones. This will now provide a more strategic overview of early learning of progression across the early level for the whole school.

The Parent Council continued to support the direction of the school by providing input in school decisions on behalf of the interests of parents and our local community between August and December. In December our Chairperson (Mrs Anderson) and Treasurer (Mrs Dodds) decided to step down. We are grateful to a few parents who offered their support in an informal way and this will now help us to reestablish the parent council in the new school year.

The Pupil Council this year helped create our House names – and named them after local streets: Balvaird, Barrack, Ballantine and Blackfriars. House and Vice Captains were then voted for and these children have had a leadership role in organising some events and activities throughout the year, as well as leading on assemblies. The Pupil Council and Eco Committee have attended meetings with staff and been responsible for leading assemblies and school events including ECO Day of Action.

Improvement Priorities for 2019-2020

- Raising children's attainment in listening and talking skills.
- Assessment to inform teachers planning and children's learning.
- Learners articulating the skills they are learning with relevance to learning, life and work.

As a school, we will continue to have high expectations of ourselves – as teachers and learners. Our capacity for improvement is good, with a clear plan of our current strengths and our areas for development. We will continue to work closely with learners and their families in order to achieve this.