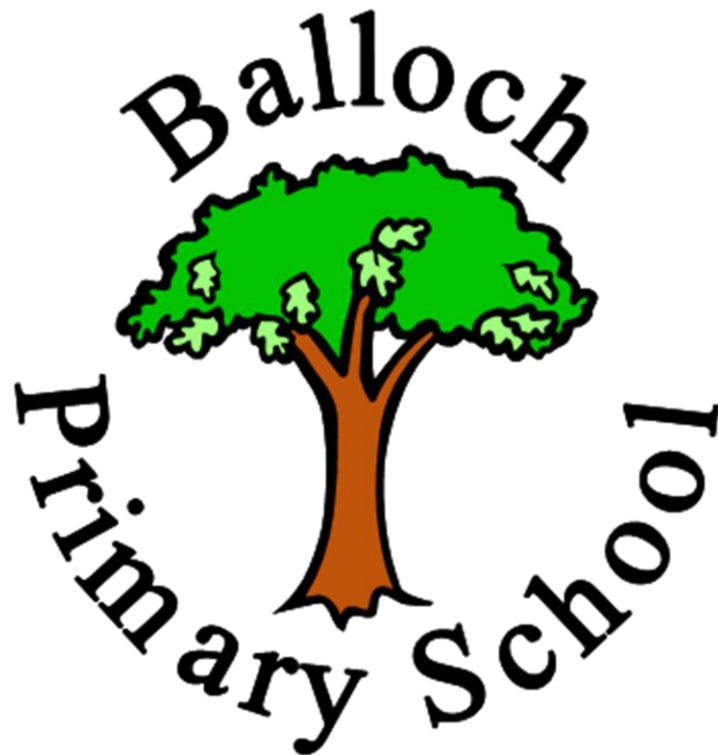


Standards and Quality Report

2021/22



Balloch Primary School
Culloden Road
INVERNESS
IV2 7HQ

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we are progressing towards achieving these positive outcomes and changes.

Our School

Balloch Primary is a medium sized school situated in the village of Balloch on the outskirts of Inverness. It is a very warm, welcoming school with a very good ethos. There are 193 children from Primary 1 – 7 and 28 nursery children whose attendance is flexible. The school roll has been falling over the last few years. There are presently 8 classes and 2 nursery rooms. There are six full time permanent teachers and six part-time permanent teachers, including the ASL teacher. The DHT is full time permanent. The HT post is presently a job share – the HT retires at the end of the session and a new HT will take up post in August. In addition, there is a complement of Pupil Support Assistants and 5 Early Years Practitioners. 33.7% of children in Primary 1 – 7 are placing requests. Children in the school come from a wide range of backgrounds, both socially and economically.

All curricular areas, teaching approaches and interaction between staff and pupils contribute to the overall atmosphere in school. The atmosphere within school is calm, happy and productive. The pupils display a sense of pride in their school and their good behaviour and inquiring attitude are often commented on by visitors and when on trips out of school. The pupils are involved in decision making as much as possible, at class level and at whole school level. The staff recognise the importance and value of working in partnership with parents to enhance the pupils' experience.

The school was visited by HMI in September 2019. No major issues were raised.

Our School Values and Aims

CAAA – Caring, Ambitious, Active, Achieve (August 2021)

Caring, ambitious, active, achieve to be the best that we can be! (February 2019)

Caring, Ambitious, Active, Achieve

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- There are lots and lots of ways to achieve – too many to list like certificates and thumbs up. We like the new way of assembly and finding out about achievements out of school.
- P.E. is good and healthy lunches.
- We have friends and we know how to make up if we fall out. We help each other and adults help. Adults know your name and you can speak to them.
- We are listened to by the adults in school.
- There are lots of good learning activities of different types. There are lots of different ways of learning in school, it's fun, can be hard and sometimes we learn through playing. Teachers make it easy to understand and we use ICT.

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More outdoor learning.
- Afterschool clubs to start again.
- Start having more visitors and going places to learn again.
- ICT for everyone, not just P6 and P7.
- We would like a grass area.
- Some people need to take more responsibility for their homework.

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose: Improving health and wellbeing for learners post-Covid-19

Progress and impact:

- All classes recorded an improvement in scores on the SHANARI Wellbeing Wheel from September 21 to May 22.
- Our Positive Relationships Policy was developed throughout the session with input from children, parents and staff. There is a consistent approach to managing relationships and behaviour.
- 90 + % of children in Primary 6 and 7 say they understand how to stay safe online and understand how to behave responsibly.
- The relationships and sexual education programme was updated based on RSHP. All children from nursery to Primary 7 are following a progressive programme based on CfE benchmarks.
- Using the Beep Test, 72% of children P1-7 improved their score from Sep 21 to May 22, 4 % remained the same.

Next steps:

- Embed the Positive Relationships Policy.
- Embed the changes to the relationships and sexual education programme.
- Continue to encourage children to take responsibility for their physical fitness, including re-introduction of after school clubs and continued focus on improving the playground and walking / cycling / scootering to school. (We would be interested in other forms of data other than Beep Test to measure fitness.)

Improvement Project 2/3:

Primary focus: Performance Information

Year of Project: 2

Purpose: Recovery of learning, teaching and assessment and attainment

Progress and impact:

- We have regular tracking meetings to review progress of all children. Gaps are identified, next steps agreed and interventions prioritised.
- We make effective use of all data – this session we trialled an in-house P1 assessment which helped identify gaps in skills based learning, intervene and track interventions.
- Our attainment for this session is very good.

	P1	P4	P7
READING	95%	86%	90%
WRITING	90%	86%	92%
NUMERACY	95%	86%	87%
L & T	100%	100%	97%

Next steps:

- Review learning in secretarial skills – spelling, handwriting, punctuation and grammar, editing skills.
- Review learning in composing skills – expectations of 21st century, including digital, structures to support writing, planning, when and how much.
- Work with ASG on moderation of levels.

PEF REVIEW

It is worth noting that our FSM grew by 33% from 12 to 16 throughout the session and so our target group became 20.

TARGET - 80% of target group of 20 pupils (FSM / SIMD / other reasons) - SPP at least consistently performing at standard for their stage in numeracy.

TARGET – 10% of target group of 20 pupils (FSM / SIMD / other reasons) SPP to move from not yet to sometimes performing at expected standard for their stage in numeracy.

Progress and impact:

65% of target group of 20 pupils are consistently performing at standard for age and stage in numeracy.

25% of target group of 20 pupils are sometimes performing at standard for age and stage in numeracy.

10% of target group of 20 pupils are not yet performing at age and stage.

Whilst the targets have not been fully met, no child in the target group has had a reduction to SPP level. Individually, all children have made progress, particularly in number related work. The challenges / barriers to progress for some are when literacy is involved.

TARGET – Primary 1, 4, 7 attainment of a level FSM 100% in numeracy.

Progress and impact:

Primary 1, 4, 7 attainment of a level FSM 75% in numeracy.

Absence, including Covid related absence, meant that full use of PSA time was not available to us and so the target children did not always receive the directed practice time with an adult that we had highlighted was required.

TARGET – Targeted pupils in Primary 5 and Primary 6 to attain first level.

Progress and impact:

70% of targeted pupils in Primary 5 and Primary 6 have attained first level. Individually, all children have made progress, particularly in number related work. The children who have not achieved have their own individual challenges / barriers. Without the time from PEF, the % of children would have been lower.

Being able to target the PEF resourced teacher time to a specific area of the curriculum did result in improved outcomes for the children. This was only because two skilled teachers were job sharing and had the capacity to work extra PEF hours. Recovery teachers were directed to learning and teaching in literacy.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Very good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

Our children and young people believe we have made the following progress this session:

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Good

Theme 4 Very good
Our health and wellbeing

Theme 5 Very good
Our successes and achievements

Our overall evaluation of our school's capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.