

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



**Balloch Primary School and Nursery, Culloden Road,
Inverness, IV2 7HQ**

Introduction: Local and National Context

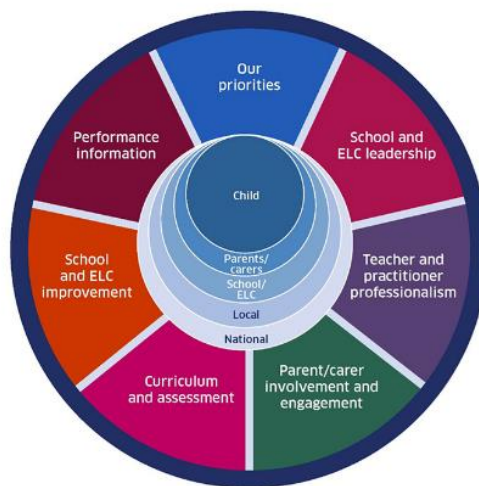
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

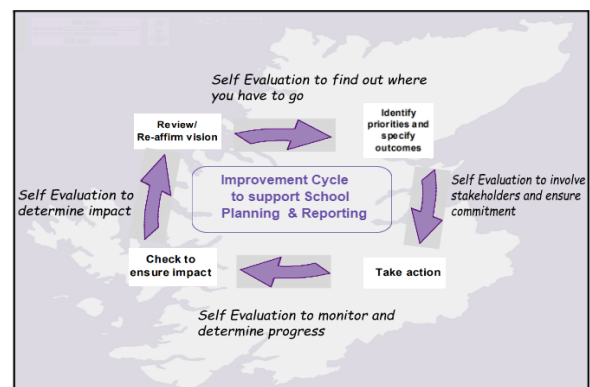
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

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



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Gill Rodgers
Head Teacher
Balloch Primary School

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance 96.8%	Average Class Size 25.1	Meeting PE Target Target Met
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Pupil Numbers (inc ELC) 176 (32)	Teacher Numbers 9	Pupil Teacher Ratio 20.2
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Female 40-50%	Male 50-60%	P1 12.5%	P2 16.5%	P3 13.6%	P4 15.3%	P5 13.1%	P6 15.9%	P7 13.1%
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SIMD Q1 ¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 20-30%	SIMD Q4 20-30%	SIMD Q5 50-60%	Unknown 0-10%
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ASN ² 20-30%	No ASN 70-80%	FSM ³ 70-80%	No FSM 20-30%	EAL 0-10%	No EAL 90+%
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2022/23 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Most	Writing Most	Listening and talking Almost all	Numeracy Most
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We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Caring, Ambitious, Active, Achieve
To be the best that we can be!

Our vision and values were introduced in February 2019 and reviewed in August 2021. We plan to complete a full review of the Balloch vision, values and aims in school year 2024-2025.

AIMS

At Balloch School we aim to:

Ensure all pupils experience a wide range of progressive and relevant learning opportunities within a safe, supportive, inclusive and welcoming environment.

Promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, learning to care for themselves, others and their world.

Involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.

Caring Ambitious Active Achieve
To be the best that we can be.

Ensure that school staff members work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority: Improvement Priority 1:

Consistent Approach Across Culloden ASG: Assessment and Moderation Strategies in Learning Teaching and Assessment.

Purpose:

To promote high attainment in literacy and numeracy across the ASG.

Progress:

This project was dependent on the appointment of a BGE DHT for the ASG which did not go ahead. Progress has been very limited.

The Working Time Agreement was agreed with staff at Balloch Primary with time set aside for Moderation across the school.

Moderation of writing was carried out with all staff in level groups.

Folders have been created with examples of writing at each level. The folders will be added to over time to build a picture of levels across a variety of genre.

Impact:

The impact has been unsuccessful in terms of ASG working. At a school level, all teaching staff have engaged successfully in moderation of writing in level groups.

All teaching staff engaged in high quality dialogue using the benchmarks and Es and Os to build an improved understanding of the standards required to achieve a level in Writing.

All teaching staff have a clearer understanding of the standards expected at each level.

All teaching staff can use the folders of evidence to find examples of writing at each level if they are unsure.

All Staff have high expectations of the standards required to achieve a level.

Next steps:

To participate in an ASG moderation event to ensure shared standards in Writing across the ASG. To engage in further moderation of writing to ensure consistency of standards across the school.

School Priority: Improvement Priority 2
Consistent Approach Across Balloch Primary: Learning to Write- Secretarial and Composing Skills in the 21st Century.

Purpose:

To ensure a consistent approach in learning and teaching of writing from nursery to Primary 7 that supports and challenges children to reach their potential now and in their chosen future careers.

Progress:

All teaching staff engaged in 5 training sessions delivered by our acting DHT who attended the Stephen Graham Writing training. This focused on identifying features of texts, the structure of different types of texts, selecting vocabulary to effectively construct texts.

All staff worked collaboratively to review secretarial skills- spelling, handwriting, punctuation, grammar, editing skills.

All staff worked collaboratively to review the composing skills- expectations of 21st Century, including digital, structures to support writing, planning, when and how much.

All staff worked collaboratively to produce a progression of writing skills from early level to second level.

Acting DHT captured the views of teachers, pupils and parents towards writing.

Impact:

All Staff have shared expectations of the different types of texts and how to break this teaching down to effectively teach our learners to create a variety of texts.

All staff have a clear picture of how we are teaching spelling, handwriting, punctuation, grammar and editing skills. We realised that we need to continue work in this area to ensure consistency of approach across the school. Valuable discussions with staff highlighted the need to develop this further next year.

All staff have created a clear progression based on the HLP Progression which is also a planning tool to ensure consistency for all learners across the school.

Teachers were positive about teaching writing but requested an effective planning tool.

Most pupils reported a positive attitude towards writing.

Most parents explained that they did not feel confident helping their child to write. As a result, we have issued parent help videos and articles each month to support parents.

Next steps:

To create a clear progression of skills in grammar and handwriting across the school.

To ensure a consistency of approach to spelling across the school, all teaching staff will engage in Wraparound spelling training.

A progression of spelling patterns will be created from early to second level to ensure clear expectations across the school.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below (Please colour code to spend plan)	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact
Primary 4	6	2	Pupils will receive regular practice of literacy skills- writing a sentence following direct teaching time in class - PSA 4.42 hours support £2153.	Target pupils in primary 4 to be able to write sentences independently with a full stop and capital letter.	PSA	P4- All the targeted children are now able to write a sentence independently. One child has progressed very well and has now achieved first level writing which is at the level expected in P4. Seven children have not yet achieved first level, six are predicted to achieve first level in P5. One child has now achieved early level in writing.
Primary 6	3	1	Pupils will receive regular practice of numeracy skills and concepts following direct teaching time in class - PSA 4.42 hours support £2153.	Target pupils in Primary 6 to attain CfE First level.	PSA	66% of children have achieved first level in Numeracy. 33% of children have made good progress.
Primary 7	3	1	Pupils will receive regular practice of numeracy skills and concepts following direct teaching time in class - PSA 4.42 hours support £2153.	Target pupils in Primary 7 to attain CfE First level.	PSA	P7- The three targeted children have all improved. One child has moved from D1 to C1 and his confidence has grown. All have now achieved first level. Two are working well within second level. One needs considerable support and has just achieved first level.

Wider achievements

Coileanaidhean nas fharsainghe

One of our P6 pupils won the Provost of Inverness Christmas Card Competition.
Pupils from across the Nursery and school were involved in a community project to decorate bird boxes for The Hedges- a walk in the local area.
P6 won the Highland EuroQuiz Competition and are now through to the Scottish final in Edinburgh.
P7 Maths Challenge Team entered a competition at Dingwall Primary School.
Rota Kids planned and held a walk for all pupils called Maggie's March to raise funds for Maggie's.
Rota Kids planned and held a dress down day to raise money for Comic Relief.
Expert Badges are issued by the Head Teacher to children who achieve something remarkable in their class work.
Nursery children participated in Safe, Strong and Free Workshops.
P7 Residential Trip to Fairburn Activity Centre for two nights, three days.
Pupil Learning Council organised and held a dress down day for fun.
P6 and P7 team entered the SSHAA Cross Country Competition.

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To be the best that we can be.*

P4, P5, P6 and P7 team entered the McRobert Cup Cross Country Competition.
 P5, P6 and P7 have participated in workshops at the Balloch Culloden Baptist Church about Harvest.
 P3 and P4 have participated in workshops at the Balloch Culloden Baptist Church about Christmas.
 P1 and P2 have participated in workshops at the Balloch Culloden Baptist Church about Easter.
 All classes participated in workshops led by local dance company, Street Struck Dance.
 P5 class collected shoeboxes and donations to fill shoeboxes for the Blythswood Shoebox Campaign.
 All classes attended the pantomime Peter Pan at Eden Court Theatre.
 P6 and P7 attended STEM workshops at UHI Health Sciences.
 P5 and P7 visited Culloden Battelfield and participated in a workshop.
 P7 organised a Christmas Coffee Morning for Senior Citizens in the school hall.
 All classes participated in a Christmas Concert at the Culloden Baptist Church.
 All classes participated in a Scots' Language Competition with the winners from each class performing at the Culloden Baptist Church during an assembly.
 P6 attended Culloden Academy weekly for a swimming lesson.
 P5, P6 and P7 attended Aikido Workshops with a qualified instructor.
 P7 pupils trained as Young Leaders by our Active Schools Co-ordinator and run games for the younger children in the playground.
 P4, P5, P6 and P7 pupils attended a workshop by the Benedetti Foundation.
 P7 class attended Bible Alive Workshops run by the Culloden Baptist Church.
 P3 participated in Kodaly Workshops regularly throughout the year.
 P7 pupils entered the STEM engineering project competition with some pupils achieving recognition for their design which has been put through to the final stage of the competition.
 P3, P4 and P5 enjoyed Tennis Workshops facilitated by Bellfield Tennis Club.
 P1 – P6 classes participated in Ross County Football Club workshops for 10 weeks in term 4.
 P4 – P7 participated in Shinty workshops.
 P7 participated in Mini Bridge Workshops during term 3 culminating in a competition against Avoch Primary which Balloch won, retaining the Mini-bridge Highland Trophy.
 P1, P2, P3, P4, P5 and P6 had the opportunity to participate in workshops led by the SSPCA.
 P5, P6 and P7 pupils had the opportunity to participate in after school Basketball Clun run by the parent of an ex pupil.
 P1, P2 and P3 had the opportunity to participate in a Multi-sport Club after school run by three former pupils working for their Bronze Duke of Edinburgh Award.
 P1, P2, P3 and P4 Team entered in the Baillie Cup Athletics Competition.
 P6 and P7 team entered in the SHSAA Ahtletics Competition.
 P1 and P2 are visiting Brodie Castle as part of their IDL.
 P3 and P4 are visiting Cawdor Castle as part of their IDL.
 P5 and P6 are visiting Ruthven Barracks and the Folk Museum as part of their IDL.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

Learners

We like the fair and equal timetables for the playground.

We are kind and creative.

We raise money for charity.

There are lots of kind people.

We'd like grass to play on.

We should go outside more for learning.

Ingredients for a perfect school- 1. Kindness, 2. Sports training, 3. Safe, 4. Education and fun, 5. Good staff.

Families

Loads of positives. Good focus on numeracy and literacy. Friendly teachers. Homework. Greeting pupils in the playground. Encouraging independence.

Excellent staff and happy children.

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 To be the best that we can be.*

Staff retention with some staff having been there a good while, good communication from child's teacher. Very supportive of additional needs, in our personal experience with ASD. I credit the school to making my son's education and life in general so much easier.

Inclusive & individualised approach - very welcoming to new pupils & families, teaching and support staff seem to be getting to know children well as individuals.

To All the teachers, Just a quick thank you for all the help and support with XXXXX. She is now loving school and is a delight in the morning. Thanks again XXXX

Thanks for a lovely morning it was so nice and I think both parents and kids all enjoyed it. Lots of feedback from parents saying how lovely it was to all be together for a chat etc on the field. Lovely addition to the sports day!

Stakeholders

We always get a warm welcome at Balloch.

Thank you to all staff for making me feel so welcome yesterday, what a lovely school.

To All the staff at Balloch, thank you for making me so welcome each week. I have enjoyed being here and getting to know you all. Love XXXX CSW

Staff

Consistent approach to handwriting across the school needed.

Tighten up with Wraparound lists so not having 3 or 4 group lists.

A more structured school approach to grammar- broken down as a clear overview.

We should consider involving other outdoor agencies/parents and professions.

We have high expectations of all our children.

We use our contexts to make writing meaningful.

We have strong pupil voice producing independent thinkers and problem-solvers.

We work well as a team, very supportive towards each other.

High expectations- behaviour, attainment, staff and pupils, boundaries are known.

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Literacy- to ensure consistency and continued development of literacy skills in spelling, handwriting and grammar.

IDL- to review our approach to IDL to ensure a clear progression of knowledge and skills across the school to prepare our children for life in the 21st Century.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://ballochprimary.org/> or by contacting the school office.