

# **STANDARDS & QUALITY REPORT**

2022/23



## **Balnain Primary School**

**BALNAIN PRIMARY SCHOOL**  
HIGHLAND COUNCIL  
BALNAIN, GLEN URQUHART, INVERNESS, IV636TJ

# Introduction: Local and National Context

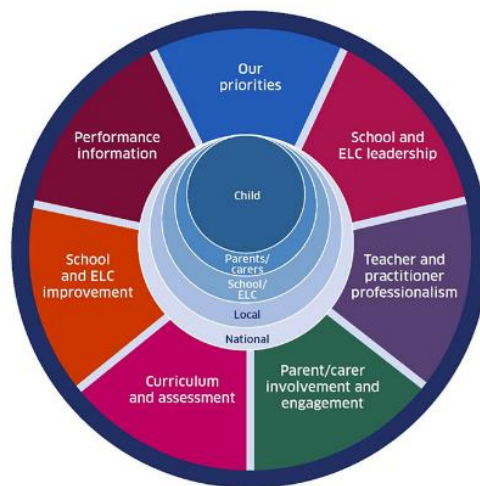
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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.

Julie MacLeod  
Head Teacher  
Balnain 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**  
97.1%

**Average Class Size**  
17

**Meeting PE Target**  
Target Met

**Pupil Numbers**  
17

**Teacher Numbers**  
2

**Pupil Teacher Ratio**  
8:1

Balnain Primary School is a small rural school, situated in the picturesque community of Glen Urquhart.

There are 17 children attending the school ranging from P1 – P7. The children are organised into two classes in the mornings with P1-4 and P5-7. All children come together in the afternoons as a multi-composite class.

The headteacher has overall leadership responsibility for Balnain Primary School along with having a teaching commitment as a teaching Head Teacher. The headteacher is supported by a class teacher who also provides Management Time. A part time PSA and Clerical Assistant also support our school, along with our Additional Support for Learning Teacher.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Almost all children who face barriers to learning are making very good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Very good progress

**Writing**

Very good progress

**Listening and talking**

Very good progress

**Numeracy**

Very good progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

---

#### **Our Vision:**

To provide motivating learning experiences to develop our pupils' skills and talents which will prepare them for learning, life and work in the future. We will do this within a supportive, challenging and safe environment where everyone is valued and respected. At Balnain Primary School, we work together in a caring community to bring out the best in each other and support all of our learners to achieve their best in life.

#### **We aim to do this by:**

- Providing a safe, welcoming, caring and happy environment where all children are valued as individuals and have their rights respected.
- Ensuring that our pupils are listened to and are actively involved in their learning.
- Developing positive relationships based on respect for each other with a focus on inclusion and equality.
- Providing an engaging and challenging curriculum with opportunities to develop every child's personality, talents, and abilities to the full, encouraging achievement and celebrating success.
- Working with community partners to offer exciting, engaging and relevant learning experiences.
- Preparing pupils for their lifelong journey of learning and help them develop skills for learning, skills for life and skills for work in the future.
- Developing an awareness of the world of work.
- Providing a sense of local community, culture and heritage.
- Connecting our learners to the wider world, beyond our local community, to learn about global issues and encouraging them to be respectful of diversity in the world.
- Encouraging an active, healthy and environmentally sustainable lifestyle, showing care and respect for the natural environment.
- Evaluating and reflecting on our work regularly and identifying areas for improvement.

#### **Our school values are:**

Kindness    Respect    Creativity    Teamwork

## 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:

### Develop Curriculum Rationale for Balnain Primary School

#### **Purpose:**

We want to revisit our school Vision, Values and Aims and develop our Curriculum Rationale with pupils, parents, staff and wider stakeholders to reflect our current circumstances so we can co-create a shared vision for our school.

#### **Progress:**

- ✓ We have engaged with all pupils, staff, parents and partners to identify what makes our school unique.

#### **Impact:**

- ✓ Positive feedback received from engagement identified the following unique features and strengths of our

Kindness    Respect    Creativity    Teamwork

- ✓ All pupils, parents and staff have been consulted on what they want from our school.
  - ✓ We have developed our shared vision, values and aims.
  - ✓ Staff have engaged with a variety of professional reading on building the curriculum.
  - ✓ We have developed our Curriculum Rationale.
  - ✓ We have identified local partners who have been involved in planning and developing our curriculum.
  - ✓ We have created a visual display of our Curriculum Map. We now need to share this with our families.
- school: our size and location, positive relationships, culture and heritage, and opportunities and experiences.
  - ✓ This has led to stakeholder views informing our vision, values and aims.
  - ✓ This has led to an increase in staff awareness of local and national guidance which underpins our curriculum development.
  - ✓ This has positively impacted on staff enthusiasm and motivation to deliver shared vision, values and aims.
  - ✓ Use of local partners has increased motivational and relevant learning experiences for our pupils.
  - ✓ This has led to staff and pupils having an increased awareness and knowledge of the contexts of learning in our curriculum.

#### Next steps:

- Deliver a Curriculum Information afternoon for families where we will explain our Curriculum Map to parents and carers.
- Curriculum Map will be shared on school website.
- School Vision, Values and Aims will be further promoted in school community.
- Continue to develop and improve each of our aims.
- Consider how each of our contexts for learning help to develop the 4 capacities in our learners.

School Priority:

## Curriculum Design

#### Purpose:

To develop curriculum and IDL rolling programmes to ensure breadth and coverage.

#### Progress:

- ✓ Staff mapped out curriculum coverage for year 1. We are finalising our rolling programmes of work for year 2 and 3 to ensure breadth and coverage of curriculum.
- ✓ Staff have developed new IDL planning format.
- ✓ Staff have participated in Northern Alliance Small Schools IDL project, working collaboratively with colleagues nationally to create IDL programmes of work.

#### Impact:

- ✓ Teacher feedback indicate this has positively impacted on their planning, with more focused programmes of work being created in collaboration with partners. We now require to further develop plans to complete a cyclical programme of work.
- ✓ This has led to an increase in staff confidence in developing IDL programmes of work.
- ✓ Staff are planning aspects of learning with pupils, this has led to increase in pupil involvement in leading their learning.



- ✓ Staff have planned IDL projects with pupil involvement.

- ✓ Feedback from staff and pupils indicate that pupils are finding learning experiences more engaging and relevant as they are more involved in planning and leading their learning.

#### Next steps:

- Continue to work with Northern Alliance to develop IDL projects for skills/DYW.
- Continue to finalise cyclical plans to ensure breadth and coverage of curriculum.
- Continue to involve pupils more in planning their own learning as part of IDL projects.
- Increase opportunities for personalisation and choice across curriculum.
- Link with partners to further develop progression planners for curricular areas.
- Continue to build learner participation across school, especially in learning, teaching and assessment.
- Further develop and embed skills for learning, life and work across school.
- Identify skills to be developed through curriculum progressions.
- Develop a skills progression framework.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

---

We have effective systems in place to monitor attainment and target interventions. Pupil Equity Funding was used for additional supply teachers to support class teachers to complete baseline assessments and deliver targeted interventions. Additional PSA hours were used to support individuals to increase attainment in spelling, reading and maths. New reading books were purchased to widen genre of texts to engage readers. New reading assessments were purchased to support the identification of targeted support. This is helping to reduce attainment gaps and support individuals to make good progress.

## Wider achievements

### Coileanaidhean nas fharsainghe

---

- ❖ All pupils have been trained in First Aid
- ❖ P6/7 pupils achieved John Muir Award
- ❖ All children have developed food technology skills through Cooking Club
- ❖ Head Teacher has completed Agile School Leadership Program
- ❖ Pupils have competed in Cross Country events
- ❖ Whole school has benefitted from visits to local library every term
- ❖ Organised community coffee morning and bake sale to raise money for Water Aid
- ❖ Whole School performed Christmas Show for local community with very positive feedback
- ❖ P1-4 pupils competed in Baillie Cup athletics competition – almost all pupils gained medals
- ❖ School team entered Inter School Sports – all pupils gained medals
- ❖ Introduced Orienteering After School Club with staff, parent and former pupil involvement
- ❖ Entered INVOC Schools Orienteering competition league
- ❖ Won Small Schools Orienteering Trophy
- ❖ Whole School Enterprise Project – making and selling Wild Flower Seed Bombs, raising money for Mikeysline and Bees Abroad
- ❖ Entered Mod art competition

# Comments from learners, families, stakeholders and staff

## Beachdan bho luchd-ionnsachaidh, teaghlachan, luchd-ùidhe is luchd-obrach

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

*We like working together, with P1-7 altogether in afternoons.*

*It's great that we all go swimming together too.*

*We worked together to perform our Christmas Show and got fantastic feedback from our audience.*

*We have done lots of things to help charities like our Water Aid Community Bake Sale, Red Nose Day,*

*We created our own Enterprise Project to help Bees Abroad and Mikeysline.*

*Our P6/7s planned and organised Red Nose Day.*

*We have enjoyed using our new reading books – 'We really like them.' 'There's some really interesting non-fiction books too.' 'The new books give us more to think about'. 'They talk about emotions so that we can think and talk about them too'.*

*We have done lots of Cooking Club this year and have developed our cooking skills.*

*It's great to visit the local library and choose our own books.*

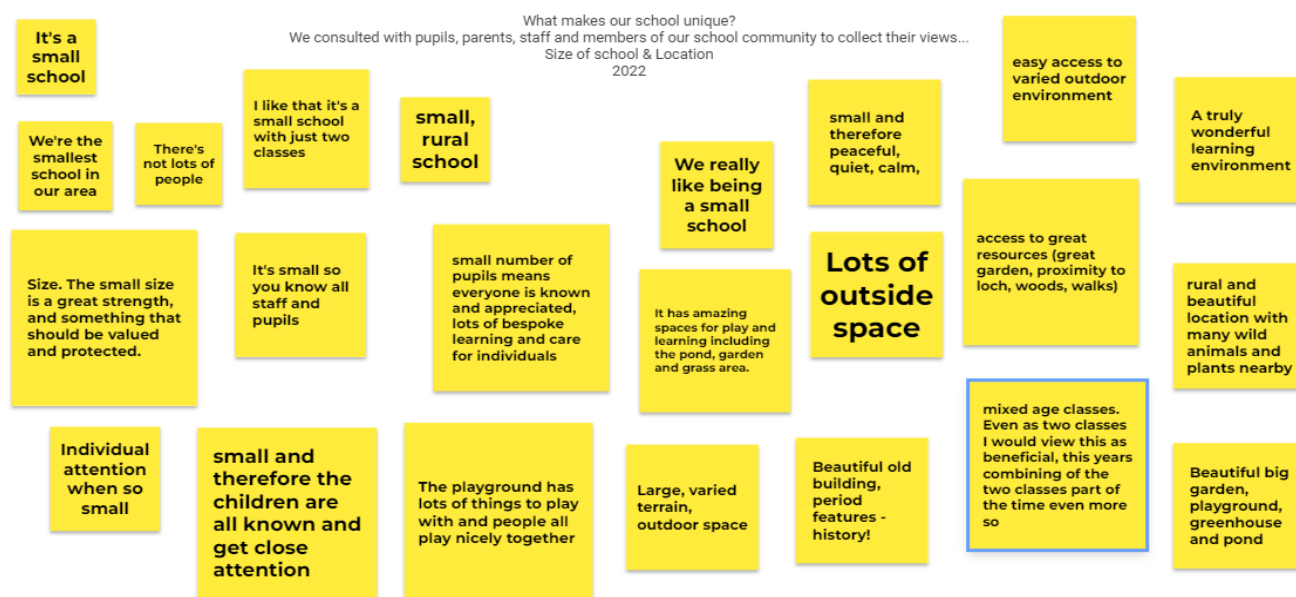
*We've had lots of school trips, interesting people to work with us (UHI, Generation Science, Mrs Livingstone, Mikeysline, Mini First Aid, Abriachan, Aigas, Archive Centre, drama worker)*

*We are happy to have After School Clubs again – MultiSports, Orienteering.*

*Entered competitions: Cross Country, Mod Art Competition, Shinty, Orienteering, Inter Schools Sports*

*We celebrate each other's achievements.*

Our pupils, parents, staff and partners identified the following strengths and unique features:





community & heritage



opportunities and experiences





Parent and Partner Feedback:

*'You draw the best out of the children, and it really shows how dedicated you all are.'* - Parent

*'Thank you very much for organising the trip to the Centre for Health Science. I'm really taken by how much she has learned and how enthused she is by it all. What a fantastic experience for the children.'* - Parent

*'It was lovely to see the school today, thank you so much for your visit! The kids worked so well together, you have obviously cultivated a culture of respect and teamworking at Balnain.'* – Aigas Nature Days

*'I was so impressed with your school performance! The children were so confident on stage' – Music Tutor*

*'Our children love all the outdoor learning experiences that you offer. The Abriachan trip really captured their interest and sparked their creativity. They wanted to do continue with the activities at home.'* - Parent

## 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:

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

Increasing pupil participation across school especially in learning and teaching.

Embed skills for learning, life and work.

Working with our Associated Schools Group to support moderation.

Raising attainment in literacy through Literacy for All.

## 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://sites.google.com/glenurquharhigh.org.uk/balnainprimary/home>

or by contacting the school office [balnain.primary@highland.gov.uk](mailto:balnain.primary@highland.gov.uk).