



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024-2025

Balloch Primary School



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

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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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

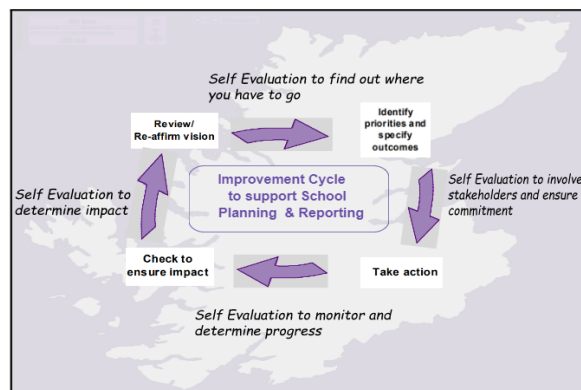
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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
94.2%

Average Class Size
24.9

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
178 (+37 nursery)

Teacher Numbers
9

Pupil Teacher Ratio
19.3

N3	N4	P1 14.4%	P2 13.2%	P3 12.1%	P4 14.9%	P5 15.5%	P6 16.1%	P7 13.8%
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SIMD Q1¹ 0-10%	SIMD Q2 0-10%	SIMD Q3 10-20%	SIMD Q4 20-30%	SIMD Q5 50-60%	Unknown 0-10%
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ASN² 20-30%	No ASN 70-80%	FSM³ 0-10%	No FSM 90+%	EAL⁴ 0-10%	No EAL 90+%
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2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Almost all

Writing

Most

**Listening and
talking**

Almost all

Numeracy

Most

We have had no exclusions this year.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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 2025-2026.

AIMS

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.

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.

At Balloch School we aim to:

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:

1. Continue to develop a progressive interdisciplinary curriculum which is engaging and equips our children with the knowledge, skills, values and attributes required for life in the 21st Century.

Purpose:

This project is a continuation of work started last year.

Teachers have reported on numerous occasions that they need time to embed this project, particularly the new contexts for learning which we have introduced, time is needed to develop them.

We did not complete everything we wanted to do last year.

Planning meeting discussions and self-evaluation exercises in nursery and school revealed that there was interest from pupils and staff in developing outdoor learning across the nursery and school. We are going to be gaining a large grassed area for our playground.

The new planning documents we have developed in school need time to embed and be adapted as necessary.

Nursery staff are keen to develop their methods of recording their planning and what the children have learned.

We will continue to develop knowledge of the Global Goals and UNCRC in nursery and school.

We need to work collaboratively to create a method of tracking skills.

Progress:

New IDLs, based on the interests of the children have been introduced and covered in each class.

Assemblies have a focus on the Global Goals and UNCRC articles. Most children will be able to identify a Global Goal and what this means for them in their local context and in a global context.

A new skills tracker has been developed which will allow the children to track and demonstrate the progression of their learning and skills.

The IDL planner has been reviewed and teachers given additional time to complete the IDLs covered this year. All planners will be ready for use in the new session in August.

Outdoor learning has been a part of the learning in most classes and included in some classes on a weekly basis.

The nursery have developed their outside play spaces to provide more opportunities for the children to access the curriculum outdoors. Children have access to literacy and maths areas outside. Sand and water is also included in both areas. New loose part resources have been purchased to enhance the activities on offer.

All nursery staff have attended training and participated in discussions which have further developed their use of floor books to plan and demonstrate the children's learning experiences.

HT has sent many emails and attended meetings, but we still do not have a grassed area for our children to play on.

Impact:

- ✓ All classes have benefitted from the introduction of the new IDLs. The impact is clear in wall displays, in the children's work and from speaking to the children.
- ✓ All children are familiar with the Global Goals and articles of the UNCRC. Most children are able to identify a global goal and recognise articles from the UNCRC.
- ✓ All children are not yet able to consistently identify the skills they are learning and apply them to a real-life context.
- ✓ The new planners are used consistently in all classes.
- ✓ P1 and P2 classes learn outdoors in the woods and other areas of the local area weekly. All classes go outdoors to learn when it enhances what is being taught in the classroom, e.g. measure in maths.
- ✓ All children in nursery have access to a wider range of play activities and experiences outside.
- ✓ All floor books demonstrate that the children's voice is very strong and they are accessible to parents. Our recent EYESO visit identified the floorbooks as a particular strength of the nursery.
- ✓ This has impacted our ability to provide an outdoor learning loose parts area in the playground.

Next steps:

All staff will continue to improve their knowledge and understanding of the teaching of IDL.

To continue developing the children's knowledge of the Global Goals, the UNCRC, their rights and the importance of respect for the rights of others through our IDL Contexts, H&WB and assemblies.

To review the skills tracker in May 2026 to measure the progression of skills for life and work and ensure that it is effective for children to use.

To continue to ensure the children are aware of the skills they are developing and the skills they need to succeed in the future.

Continue to ensure that the children will develop enquiring minds with the skills to learn independently.

All teaching staff to continue to review the new IDL planning document and through collaborative discussion adapt as necessary.

Nursery staff will develop an outdoor bag to take to the woods with pegs, tarpaulins and rope etc.

Nursery will develop seasonal resource packs.

Develop indoor and outdoor loose parts play across the school using the expertise of the nursery staff.

School Priority:

2.Consistent approach across Balloch Nursery and Primary: developing and learning the skills to read which will enable us to be enthusiastic and competent readers for life in the 21st Century.

Purpose:

Parents, children and teachers have reported a reduction in the time children are spending reading books.

Children are not always read stories at home.

At our Book Fair, parents were very keen to buy books as they felt their children were not reading enough at home.

Many children do not choose to read for pleasure in nursery and school, they would pick up a device rather than a book.

Pupil Council reported that lots of our reading books and novels were old and their class libraries were limited.

Through our work on Writing last year, we noted increasing numbers of children are struggling to find imaginative ideas for writing stories.

There is not a consistent approach to teaching comprehension skills across the school.

We realised through staff discussion, our approach to teaching reading has not changed in a number of years and we are aware of new research in this area, we want to ensure that we are following evidence based best practice.

Progress:

Self-evaluation exercise conducted with all staff at the beginning and end of year.

Impact:

✓ All teachers have indicated feeling more confident in teaching reading,

comprehension and reading for enjoyment.

The Reading Schools action plan is well underway, we have recently gained our first award to become a Reading School. Evidence of progress is on Google Classrooms/Displays/Facebook and Website. Displays in the classrooms and around the school recommend books.

- ✓ All children have opportunities to read regularly for pleasure in class. The profile of reading for pleasure in all classes has been raised.

A weekly whole school reading for enjoyment session has been introduced on a Friday morning.

- ✓ Most children have reported that they enjoy these sessions and are enjoying reading for enjoyment.

Reading has been consistently improved across the school.

- ✓ Data shows improvement in NSA, SOFA assessments and ACCEL.

Parents were surveyed at the beginning and will be again at the end of the year and will indicate that their children are reading more at home.

- ✓ Some parents report that their children are more interested in reading books at home.

Teachers have participated in comprehension training. Classes are using a variety of approaches to teach comprehension which allows all children to display their comprehension skills regardless of reading ability. Teachers have shared ideas at a Staff Meeting.

- ✓ All classes are following the comprehension skills progression.

The books we use to teach reading have been evaluated by teachers and pupils and new resources purchased.

- ✓ Children are more engaged in their reading.

Children have been consulted to develop a motivating and welcoming library in the open area upstairs where they can enjoy reading. New resources have been purchased by the Pupil Council and Digital Developers.

- ✓ No impact yet- this is a work in progress.

Next steps:

Continue on our Reading Schools journey towards a silver award.
Continue to develop and update our reading resources.
Continue to develop our library area, making it a welcoming and motivating place to read.
Continue to document our progress on our facebook, google classroom, displays for parents.
Continue our Friday morning reading for enjoyment sessions.
Continue to monitor and track progress in reading, looking at SOFA, NSA and ACCEL data.

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	Interventions / actions linked to spend below	Measurement evidence	Target group, Timeline, Teacher
P2	3	1	Pupils will receive regular practice 3X per week with phonics, reading and writing with a PSA individually and in small groups.	Target pupils achieve CFE Early Level SOFA Assessments	PSA
Progress/ Impact: Two of the targeted pupils have made progress and are able to identify their single sounds with greater consistency. They have all achieved early level. One pupil is continuing to receive individual support and should achieve early level by Feb 2026.					
P3	3	1	Pupils will receive regular practice 3X per week with phonics, reading and writing with a PSA individually and in small groups.	Target pupils achieve CFE Early Level SOFA Assessments	PSA
Progress/ Impact: Two pupils have achieved early level. One pupil is in the late stages of early level and should achieve this by Feb 2026. All three pupils are continuing their five minute box intervention.					
P4	5	1	Pupils will receive regular practice once per week for 20 mins of spellings and writing with a PSA individually and in small groups.	Target pupils achieve CFE First Level NSA Assessments	PSA
Progress/ Impact: All 5 pupils have made progress and are on target to achieve First level by the end of May 2026. The extra input was increased to 30 mins per week. They are all now able to write sentences independently. Spelling of common words has improved, with children now working on their gold words. Three of the children are being monitored for dyslexia using Literacy for All, consider more formal assessments in P5.					
P5	6	1	Pupils will receive regular practice once per week for 20 mins of spellings and writing with a PSA individually and in small groups.	Target pupils achieve CFE First Level SOFA Assessments	PSA
Progress/ Impact: All targeted children have made progress. Five children are on track to achieve first level in May 2026. Their spelling of common words has been consolidated, and their writing has improved as a result. They have started the Literacy for All monitoring. The other child is receiving extensive support, and his attendance is being monitored very closely. He has started Literacy for All and will be formally assessed in P5.					

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project	Interventions / actions linked to spend below	Measurement evidence	Target group, Timeline, Teacher
P5	6		Pupils will receive regular practice once per week for 20 minutes of number bonds, tables, place value to 1000 with a PSA individually and in small groups.	Target pupils will achieve CFE First Level SOFA assessments	PSA
Progress/ Impact: Five of the targeted pupils have achieved first level. One pupil should achieve by the middle of P6. All are able to work with increased confidence.					
P6	5	1	Pupils will receive regular practice once per week for 20 mins of spellings and writing with a PSA individually and in small groups.	Target pupils achieve CFE First Level SOFA Assessments	PSA
Progress/ Impact: All five children have improved in their spelling, particularly with common words. For two children, spelling is still tricky. Good progress in writing for one child and steady for another. Four children have been given an identification of dyslexia, and one child is in the process of being assessed. Five of the children achieved first level during the P6 year. One should achieve early in P7.					

Wider achievements

Coileanaidhean nas fharsainghe

- P7 Residential trip to the Abernethy Centre at Nethybridge.
- Christmas Coffee Morning.
- Euro Quiz for P6.
- Rotary Quiz for P7.
- Buddies- nursery and P6, P1 and P7.
- Bible Alive with Culloden Balloch Baptist Church.
- STEM lego workshop.
- STEM workshops as part of the A96 and A9 project with Jacobs
- UHI- Health Science Workshops.
- Christmas Experience at Culloden Balloch Baptist Church.
- Easter Experience at Culloden Balloch Baptist Church.
- Harvest Experience at Culloden Balloch Baptist Church.
- Whole school visit to the Pantomime.
- Theatre visit pantomime, The Golden Goose for nursery children.
- School Christmas Show involving all pupils from nursery to P7 for parents.
- Music Tutors- singing, strings, woodwind, brass, chanter.
- Maths Challenge in Dingwall for P7 pupils.
- Feis Rois for P6.
- Swimming lessons for P6 at Culloden Academy.
- Health and Well-being Group organised a dress down day.
- Health and Well-being Group ordered new playground toys.
- Pupil Council development of the school library.

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- Digital Developers leading Online Safety assembly.
- Digital Developers leading various digital training sessions with classes e.g. Book Creator
- Nursery children participated in Safe, Strong, Free workshops.
- P1 Safe Strong and Free refresher for P1.
- Expert badges issued by HT to children who have achieved something remarkable in their classwork.
- P6 and P7 team entered the SSHAA Cross Country Competition.
- P4, P5, P6 and P7 team entered the McRobert Cup Cross Country Competition.
- P5 class collected shoeboxes and donations to fill shoeboxes for the Blythswood Shoebox Campaign.
- P4 class organised a Christmas jumper swap shop at the November Parent's Evenings.
- P6 carried out a crisp packet survey and recycling campaign.
- P6 visited Culloden Battlefield as part of the Jacobite IDL.
- All classes participated in a Scots' Language Competition with the winners from each class performing at an assembly.
- P7 pupils trained as Young Leaders by our Active Schools Co-ordinator and run games for the younger children in the playground.
- P3 participated in Kodaly Workshops regularly throughout the year.
- P3 and P4 enjoyed Tennis Workshops facilitated by Bellfield Tennis Club.
- P5, P6 and P7 pupils had the opportunity to participate in after school Basketball Clun run by the parent of an ex-pupil.
- P1 and P6 classes organised visits from the Police Dogs.
- Nursery workshops organised by a parent who works for Ballstars.
- P1, P2 and P3 had the opportunity to participate in a Multi-sport Club after school run by three former pupils.
- P1, P2, P3 and P4 Team entered in the Baillie Cup Athletics Competition.
- P6 and P7 team entered in the SHSAA Athletics Competition.
- Nursery visit to Farmness.
- P1 and P2 are visiting Brodie Castle as part of their IDL.
- P3 and P4 are visiting The Highland Folk Museum as part of their IDL.
- P5 and P6 are visiting the Crazy Golf and Whin Park.
- P7 visited Landmark for their end of P7 trip.
- P5 taught P1 how to use QR codes and Book Creator.
- P7 taught P5 how to use the micro:bits.

Comments from learners, families, stakeholders and staff

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

Learners

'I like having fun playing with my buddy and I'm excited about primary one.'

I like playing on the monkey bars with my buddy, I'm happy about P1. I'm looking forward to learning.'

'I would like some grass to play on so we don't get hurt when we fall.'

'It's a great school.'

'I think my school is good and I feel safe.'

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'I have the best friends since I moved here.'

Parents

'I had such a lovely time with the class, they listened so nicely. Thank you for having me in.'

'And thanks for having us yesterday, we love that our child is part of such a fabulous school community.'

'We just wanted to say how much we enjoyed the concert. It was just brilliant, so lovely to see all the smiling faces and to hear the happy singing. Some funny moments in many of the performances too. Both of our girls loved it.'

Your organisation of it all is top notch and we just wanted to thank you and the other teachers so much.'

Stakeholders

"We enjoy our visits to Balloch, we are always given a warm welcome."

'Thank you to yourself and your staff and helpers and all the children in Balloch Primary School for a delightful morning of entertainment, coffee/tea plus chat to other grandparents.'

'You've made me feel so welcome, and it's been a joy to be part of such a kind, dedicated and inspiring team.'

'The staff look happy which in this day and age is remarkable.'

Staff

'Limited engagement with families, could we try an alternative to questionnaires?'

'Reading homework should be going home from P1 to P7.'

'10 minute read, all staff and children are on board/engaged.'

'Children are choosing to read, interest is high.'

'Added to novels and reading books. Bought more of each Rising Star- very engaging, kids like.'

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

1. Continue to engage with Reading Schools to gain a silver award next year and develop our library area, continue to improve our reading attainment and embed comprehension skills.
2. Update our vision, values and aims and review our curriculum rationale.
3. Authority priority – Raising Attainment and Achievement.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website

<https://ballochprimary.wordpress.com/>

or by contacting the school office.