



Bearsden Primary School Standards and Quality Report 2016-2017

Context of the school:

Bearsden Primary recently worked with all stakeholders to revise its vision, values and aims.

Our vision at Bearsden Primary is:

'Challenging a community of learners to achieve excellence'

Our values are:

*Honesty
Fairness
Respect*

At Bearsden Primary we aim to:

- *Provide opportunities for every child to develop skills for lifelong learning. (Article 28)*
- *Create a nurturing environment which embraces and celebrates diversity. (Articles 3,8)*
- *Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (Articles 12, 29)*

Bearsden Primary is a co-educational, non-denominational school which is situated in Bearsden, a small town to the north west of Glasgow. The school was built in 1911 and is a traditional sandstone building, on two levels, with a central hall and closed classrooms. There are facilities to accommodate children with disabilities within the school. A gym hall and a cafeteria are situated in an annexe in the playground. The catchment area consists mainly of private housing. Just over 29% of pupils attend the school by placing request, mostly from other areas of East Dunbartonshire. 18% of pupils are bilingual.

The current school roll is 435 and the capacity is 474. At present, the school has a staffing entitlement of 19.86. This includes the Head Teacher, two Depute Head Teachers, a Principal Teacher and 20 class teachers, some of whom job share, for our 16 classes. There is a specialist teacher for French who provides cover for reduced class contact time. There is additional learning support provided through the Education Support Team. Instrumental tuition is available for violin, cello, and woodwind. There are 2 full time and 1 part time clerical staff, 2 classroom assistants, 4 support for learning assistants and a janitorial assistant. Bearsden Primary After School Club caters for children before school and from 3pm until 5.55pm each day.

Parents are highly committed to supporting the school community. The Parent Council work cooperatively with the school and meet regularly. There is also a very active Fundraising Group which organises social and fundraising events throughout the year. Parent helpers are welcome and frequently assist with classroom activities and school outings. There are a large number of extra-curricular activities including football, cross country running, guitar, skipping, skiing, enjoy-a-ball, table tennis and netball. Pupil participation is encouraged through the Pupil Council, the ECO Committee, Rights Respecting Schools Committee and Playground Buddies. Bearsden Primary has been as ECO School since 2004.

The school supports a number of fund raising events for local, national and international charities throughout the year. There are very good links with the shops and businesses in the local community and well established links with local early years establishments, primary schools and Bearsden Academy. The school was inspected in June 2015, with a follow up visit in June 2016. The follow up visit highlighted the very good progress the school had made since the initial visit and felt that the capacity to continue to improve was high.



**Bearsden Primary School
Standards and Quality Report 2016-2017**

School priority 1: Attainment and Achievement

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Assessment of children's progress</p>	<p>HGIOS?4 QIs</p> <p>2.3 Learning, teaching and assessment</p> <p>2.6 Transitions</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and impact: Transitions have been a focus and a programme of activities for nursery-P1 has been devised. All staff are working on devising the transition information for between stages and piloting in term 4. New transition forms have been devised – copy given to new teacher and SLT. All children given opportunity for move up session with new class/ teacher where available. Children requiring enhanced transition to Secondary school worked closely with Bearsden Academy and had extra visits supported by member of staff from primary. Children requiring extra transition in primary will be offered extra sessions to meet with their new teacher where possible.</p> <p>Next Steps: A P7-S1 transition calendar needs to be devised. Adapt new planners after pilot phase in term 4 for next session.</p>	

School priority 2: Personalised Support- Learning and Teaching

<p>NIF Priority: Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver: School improvement</p>	<p>HGIOS?4 QIs</p> <p>2.4 Personalised support</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>
<p>Progress and impact: All staff were trained in effective differentiation. Professional learning communities focused on the 4 effective ways of differentiation and then teacher visited one another's classes with a focus on differentiation. This allowed teachers to be able to plan effectively for the needs within their classes.</p> <p>We also tracked wider achievement throughout the school. This has allowed us to track children who are not being offered the opportunities and target them for clubs.</p> <p>Recognition of commitment for RRSA achieved. A focus at every assembly on the rights of children and every class has a selection of lessons and activities to use. Children within the school are able to discuss their rights and what these mean. Parents are also given the focus for the week to be able to discuss at home.</p> <p>Next Steps: Assess trends within the wider achievements and devise a method for celebrating wider achievement as children progress through the school. Continue work towards RRSA. Ensure all children are offered opportunities in leadership.</p>	

School priority 3: Cluster working- Moderation of level- Measure

<p>NIF Priority: Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver: Performance information</p>	<p>HGIOS?4 QIs</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and impact: All staff have worked with teachers outwith the school. Examples of secure learner at Early, First, Second and Third were shared. Examples of moderated work was shared with all staff and all staff have a workbook to use to within their own classrooms. A</p>	



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Standards and Quality Report 2016-2017**

showcase of moderated examples was organised and all teaching staff attended. Teachers involved have reported feeling more confident with the process and this can now be applied to other curricular areas. The moderation team also showcased this to parents at a Bearsden Academy transition evening.

Next Steps: Staff to use the workbooks within their own classes and feedback to cluster. Transfer this knowledge to other areas of the curriculum. Work with benchmarks in other curricular areas through moderation and planning processes.

School priority 4: Curriculum- Literacy Focus

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: School improvement

HGIOS?4 QIs

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Progress and impact: A writing progression for the school was shared and all teachers have moderated pieces of writing. All staff worked on developing poetry in Term 3 and this was a focus for parents at the Open Afternoon in March. Parents had the opportunity to see the progression of writing skills from P1 to P7 through poetry and this received very positive feedback from all involved.

We have begun an audit into reading in the school ensuring that we have opportunities to allow for breadth, pace and challenge. Areas for improvement have been identified and will be a focus for next session's school improvement plan.

Next Steps: Ensure we have sufficient resources to allow for reading across different genres and authors. A stronger reading ethos to be encouraged and development of the school library to enable this.

School priority 4: Curriculum- Enhancing learning through play

NIF Priority: Improvement in attainment, particularly in literacy and numeracy

NIF Driver: School improvement

HGIOS?4 QIs

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

Progress and impact: P1 curriculum has been changed to incorporate play. The teachers have worked to plan opportunities to let children select play opportunities in amongst their structured teaching slots. The classroom environment has been changed to incorporate play. P1 children are more independent and confident. P1 parents report that their children's introduction to school has been positive and they are happy with the attainment in learning. P1 teachers have presented to headteachers across the authority and through University of Strathclyde to share good practice with others.

Next Steps: Look at how to extend this into P2, including looking at class locations and access to appropriate resources.

Key priorities for improvement planning 2017-18

Attainment: Play- Extend learning through play into P2
Literacy- Reading ethos and using Growth mindset to support this.



Bearsden Primary School Standards and Quality Report 2016-2017

Assessment- Profiling as part of children's work
Staged Intervention- new paperwork and embedding this

HWB- Resilience using PAtHS
Rights Respecting Schools
Leadership of children throughout the school

Cluster:Maths- P1/2 teachers trained in SEAL
P3-7 teachers focus on numeracy