



**Balmerino Primary School and Nursery Class**  
**Standards and Quality Report 2021-22**  
**Achieving Excellence and Equity**  
**Drafted in June 2022, Published in September 2022**

**Context**

<b>Nursery Roll (August 2021)</b>	5			
<b>Nursery Roll (June 2021)</b>	8			
<b>Nursery Roll (Projected for August 2022)</b>	8			
<b>School Roll (August 2021)</b>	59			
<b>School Roll (Projected for August 2022)</b>	49			
<b>FME (Feb 2022)</b>	22.5% (This figure is from the Healthy Living Survey, Feb 2022 and does not take account of children in year groups with a universal free meal entitlement.)			
<b>FME (June 2022)</b>	15.2% (This figure is calculated to include all 7 primary years).			
<b>Attendance (%) in session 2021-22 (As of 31<sup>st</sup> May 2022)</b>	<b>Authorised Absences</b>	<b>4.58%</b>	<b>Unauthorised Absences</b>	<b>0.56%</b>
<b>Exclusion (%) in session 2021- 22 (As of 31<sup>st</sup> May 2022)</b>	0			
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	£6125			

In session 2020-21, we worked together as a school community this year to establish an aspirational Vision, Values and Aims statement. We have worked to embed this and establish shared understanding in session 2021-22, for example by identifying pupils who have lived our values and sharing this at assemblies.

**Our School. Our Future.**

We are Kind, Gentle and Helpful and have ownership of our learning.

We aim to provide:

- Opportunities
- Wellbeing
- Learning
- Support

We learn about the United Nations Convention on the Rights of the Child and the Wellbeing Indicators and about how these can support us as we grow up. We develop our understanding of sustainability, our impact on the environment and our responsibilities.

To support Wellbeing, our values are:

- Inclusion
- Friendship
- Respect
- Personal Achievement

To support Learning, our values are:

Perseverance  
Independence  
Enthusiasm  
Curiosity  
Effort  
Teamwork

As we deliver our curriculum, we aim to provide quality resources and make use of the whole environment including the school grounds and the local and wider area. We embrace our rural setting to enhance learners' experiences. We involve children in planning their own learning, in target setting and in discussing their progress and next steps in learning. We maintain good links with parents, carers and the community. We make opportunities to discuss feelings and how we act upon and them we know that we can learn from our mistakes. We celebrate our success. We respect and celebrate diversity and recognise individual needs. We prepare our learners for transition and develop skills for life and work.

**Improvement for Recovery Priority Work  
Session 2021 - 2022**

NIF Priorities

Improvement in Attainment, particularly in numeracy and literacy  
Closing the attainment gap between the most and least disadvantaged children and young people

NIF Drivers

Performance Information  
School Improvement  
Assessment of children's progress

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

3.2 Raising Attainment and Achievement/  
Securing Children's Progress  
2.2 Curriculum  
2.3 Learning, Teaching and Assessment  
3.1 Ensuring Wellbeing, Equality and Inclusion  
1.3 Leadership of Change

**Progress:**

**Raising Attainment**

As planned, we have implemented both universal and targeted work. At a universal level, we have ensured good communication between our Support for Learning teacher, class teachers and PSA by the introduction of regular consultation meetings. We have looked more closely at our available data and what it is showing us at a universal level. For example, we noted within the P1 BASE data that the average scores for our P1 learners in September 2021 was above the national average for number and letter recognition but not as far above as for the other areas. This led us to consider the opportunities available in nursery for pupils to develop this skill through play and we have taken steps to increase opportunities. Also at a universal level, in P1-7, we have worked to improve our communication of targets and progress with parents using Seesaw and we have implemented target setting and sharing system across the whole school. At a targeted level, we have implemented interventions for target groups and individuals not on track to achieve the national expectation at the end of P1, 4 or 7. This has been done through partnership with class teachers, additionality teachers, support for learning teacher and PSAs.

### **Developing Progressive Pathways/Tracking**

We have implemented 'Our Curriculum Overview' which was devised by staff in 2020-21 to ensure a pathway through the school and prevent overlap or repetition as children transfer to the next year group. We are making use of Fife Pyramids for Literacy and Numeracy and the PICT for Digital Learning. In P1-7 we have an agreement for how teachers consistently use the pyramids to track progress within Literacy and Numeracy for their own information and transition – this information feeds into regular tracking meetings with headteacher and is recorded on a spreadsheet along with relevant assessment information – over time this is building to give a good picture of progress for individual learners. Nursery staff have audited use of technology in learning and made changes indicated.

### **Learning, Teaching and Assessment of Writing in P1-7**

We have implemented our agreed spelling policy and we have worked to set writing expectations across the school. We have continued to explore the use of raw writing as an assessment tool.

### **Wellbeing Relationships and Behaviour**

Although not identified as an improvement area specifically in last year's improvement plan, as we came into this session, it became evident, through conversation amongst staff and with parents and through observations, that this was an area we needed to work on. We have worked together with pupils and parents to establish a Relationships and Behaviour Policy and an Anti-Bullying Policy. We have implemented Lego Club and Kitbag – these were approaches used pre-Covid but which had not been re-introduced following the pandemic. We have introduced 'Our Girls Can' as a curricular input for P5-7 girls and we have established a 'Stand Up Get Help' system to support self-help by pupils, create an ethos where pupils can seek help without there being a perception of 'telling' and a system of peer mediation.

### **Impact:**

#### **Raising Attainment**

Observations within Nursery allow us to recognise the increase in opportunities for children to develop skills in number and letter recognition. This work was initiated in response to P1 BASE data, due to our current very small pre-school cohort and the fact we do not have a P1 group in 2022-23, we will consider the success of this using the same measure in August 2023 when the current ante-pre-school group will take their P1 BASE.

With regards to our universal work on target setting and sharing progress on Seesaw, we have encouraging feedback from parents. For example in a survey of December 2021, the parents responding gave an average rating of 6.8 out of 10 for the statement 'I get useful evidence of my child(ren)'s learning on Seesaw' by May this had increased to 8.5 out of 10. 'I know what my child(ren)'s learning targets are' increased from 5.32 to 9.23 out of ten. 'The school tells me about my child(ren)'s progress' from 6.6 to 8.6 and 'My child(ren) talk about their learning targets and progress at home' from 5 to 6.77. The full results of the survey are available on the Stakeholder Feedback Page of the School website and here: [Target-Setting-and-Sharing-Learning-Survey-2021-22.pdf \(glowscotland.org.uk\)](https://glowscotland.org.uk/target-setting-and-sharing-learning-survey-2021-22.pdf)

With regards to targeted support, all pupils who were not on track towards the national expectations have received support and interventions in session 2021-22. Where appropriate, these pupils have also received additional assessment to help us establish a better picture of their needs. As we are a small school, it is not appropriate to report specifically on gains or develop areas of our target groups in a public document as it could identify a pupil but our school record keeping tracks this information. We receive positive feedback from parents of children in the target groups.

### **Developing Progressive Pathways/Tracking**

See comments on tracking above.

Nursery pupils can be observed having enhanced experiences with technology.

More effective written transition information is available to support the stage to stage move into session 2021-22.

### **Learning, Teaching and Assessment of Writing in P1-7**

We have achieved our NIF stretch target of 75.3% with 80% of P1, 4 and 7 learners having achieved the expected level in June 2022. This being said, attainment in writing still stands out against attainment in other areas (see attainment of children and young people section below). This has been a trend within the school since before the pandemic. We have evaluated our work on writing this year and recognise the importance of target setting, high (yet realistic) expectations and effective feedback. We also recognise the importance of enjoyment/motivation to write. Our evaluation of use of raw writing pieces does not indicate impact/value added when considering the teacher time which goes into this. Moving into next year, we are going to shift our focus onto gathering assessment evidence across the whole curriculum, common approaches to marking and giving feedback and creating meaningful opportunities to write.

### **Wellbeing Relationships and Behaviour**

In a parental survey of November 2021, almost all parents responding (which was about 50% of the number of families in the school) agreed that the school is safe, children are treated fairly and that they are encouraged to treat others with respect. The majority of those responding had read the newly developed Relationships and Behaviour Policy and agreed it reflected their child's experience of school. The full results of the survey are available on the Stakeholder Feedback Page of the School website and here: [Parental-Survey-November-2021.pdf \(glowscotland.org.uk\)](#) We used the Glasgow Wellbeing Profile with P1-7 children in October 2021 and repeated it in May/June 2022 – this indicates improvements for children in key areas related to the work we have done: most report people listen to them in school (80% slightly increased from 77%), that they would complain if they felt picked on (80% increased from 72%), that they stay calm if they don't get what they want (84% increased from 79%), and that they like this school (88% increased from 79%). Almost all report that other pupils look out for them (94% increased from 85%). There are also some areas for monitoring indicated: feedback and feeling proud of their work/feeling good in school. The full results of the survey are available on the Stakeholder Feedback Page of the School website and here: [Balmerino Positive Behaviour Policy \(glowscotland.org.uk\)](#). In the recently conducted staffwise survey, all those staff members responding (44% of the staff body) agreed or strongly agreed with statements around ethos, relationships and management of change.

### **Next Steps:**

- Continue to deliver targeted support to those who are not on track to achieve the national expectations and carry our additional assessments to identify and therefore mitigate against barriers to learning.
- Continue to make use of standardised assessment data and consider if there are any gaps in the pictures this gives us, addressing them if there are.
- Embed our on target setting and sharing progress on Seesaw – this is no longer an improvement priority, it is part of the life and work of the school moving forward
- Continue to use our curriculum overview supported by Es and Os, benchmarks and Fife's pyramids.
- Develop routines for consistent pedagogy, marking and feedback of writing in P1-7.
- Continue to implement our Relationship and Behaviour policy.

## Attainment of Children and Young People

### Attainment at key stages in June 2022

Stage	Reading	Writing	Listening and Talking	Numeracy
P1	88%	88%	88%	88%
P4	100%	89%	100%	89%
P7	82%	64%	82%	82%

Percentage of learners in P1, 4 and 7 who achieved the expected level at the end of each session over time.

	2020/21	2021/22
Reading	71%	90%
Writing	63%	80%
Listening and Talking	79%	90%
Numeracy	64%	86%

### Evaluative statement of attainment over time.

Focussing on the period since the return to school after Covid lockdowns: in June 2021, more than half of learners across P1, 4 and 7 had achieved the nationally expected level in Numeracy (64%) and Writing (63%). The majority have achieved the expected level in Reading (71%) and most have achieved in Listening and Talking (79%). As of June 2022, we see an improvement in all areas, with most learners in P1, 4 and 7 having now achieved the national expectation: 90% for Listening and Talking and Reading, 80% for Writing and 86% for Numeracy.

Looking across P1-6 as a whole, helps us plan for next session. As of June 2022, most of this group are on track for Numeracy (86%), Listening and Talking (84%) and Reading (80%). The majority are on track for writing (74%). For those not on track, we will be using the additionality in our staffing (from PEF and additionality funding) to plan and implement interventions to address individual needs.

These Curriculum for Excellence declarations are largely triangulated by BASE and SNSA data but there is a need next year to continue to consider our use of this data and to ensure best practice and to address any gaps in the picture it gives us. There is also further scope to consider use of eLips data both to inform any necessary interventions in Nursery but also into P1.

### Evidence of significant wider achievements – linked to skills for Learning Life and Work

#### Leadership

- Our P7 pupils have developed leadership skills through their work as buddies, house captains and, in some cases, peer mediators.
- Our House Competitions and events have given P1-7 pupils opportunities to develop Teamwork skills particularly when working beyond their immediate peer group.
- Our Pupil Council has given those pupils chosen from P1-7 opportunities to develop leadership skills and to consider the needs of the school. They have carried out fundraising towards new shoe brushes to meet a need of the school which they identified. They have set up and run an art and STEM club – those pupils who ran the clubs developed leadership and teaching skills, those who attended developed skills in art and STEM.

**Enterprise**

- Our P1-7 pupils worked in mixed age house groups on World Book Day to devise and present puppet shows.
- Our nursery pupils have gained skills for life through regular service bus trips to Newport and Dundee as well as through beach visits, which included a focus on litter on the shore line.
- All pupils in Nursery-P7 participated in Road Safety week, in partnership with our Parent Council, to develop skills and understanding – this was enhanced for our P7 pupils when they gained level 1 and 2 in Bikeability.

**Working with Others**

- After school clubs (multi sports and football), a football tournament, a mountain biking event, our Dalguise residential trip and outdoor learning trips to the local forest areas have given opportunities to apply learnt skills in new contexts and develop teamwork skills and resilience – all pupils in Nursery-P7 have taken part in at least one of these.
- Our Girls Can ran in P5/6/7 developing confidence and esteem in those pupils.

**Cultural Experiences**

- Being able to sing again in schools has meant we could stage a Christmas Show – this developed presentation and performing arts skills for all pupils in Nursery-P7 as has our partnership with Youth Music Initiative at P5/6/7.
- Our 200 miles for £200 walk gave an opportunity for all pupils Nursery-P7 to develop as Global Citizens, to consider the rights of children (in line with the UNCRC) to food, shelter, education, safety and clean water. The pupils raised £615 to support DEC in their work with refugees from Ukraine.

In session 2022/23 we recognise the need to track opportunities across the full age range of the school and to ensure opportunities across the range of the Skills for Learning, Life and Work.

**Impact of Local/National resources to support recovery within your setting (additionality of staffing)**

Additionality in staffing	0.2 Teacher
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This additionality has allowed us to re-introduce Lego Club and Kitbag and to develop a sustainable model of Bikeability which is of importance for our community. The additionality teachers have delivered interventions with specific pupils allowing our support for learning teacher to focus her time on those who need additional assessment for us to fully understand their needs. The impact of these interventions are noted under raising attainment above.

**Attainment Scotland Fund Evaluation (PEF/SAC)****Progress:**

Our additionality in staffing (Funded from the Covid Recovery Fund and the Pupils Equity Fund) has been used to support our work to plan and implement interventions to address the specific needs of individuals or groups within literacy, numeracy and health and wellbeing.

**Impact:**

\*Please see statement under raising attainment above

**Next Steps:**

To continue to establish target groups and plan interventions for them using a model where class teacher or support for learning teacher delivers an initial input which is then followed up by PSA through the week, with teacher then assessing and planning next step.

School/Setting Name : Balmerino

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2019 - 2020</b>	<b>2020-2021*</b>	<b>2021-22</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Satisfactory	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very Good	Good	Good	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Good	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2019 - 2020</b>	<b>2020-2021*</b>	<b>2021-22</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	Good	Satisfactory	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Very good	Good	Good	
<b>3.2 Securing children's progress</b>	Very good	Good	Good	

\*The gradings for 2020-2021 reflect those established and submitted to HMIE in the Summary Self-Evaluation paper prior to the inspection which did not go ahead in March 2020.

<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	<b>Very good</b>		
<b>Quality of environment</b>	<b>Not assessed</b>		
<b>Quality of staffing</b>	<b>Not assessed</b>		
<b>Quality of leadership and management</b>	<b>Very good</b>		