

BALMULLO PRIMARY SCHOOL

Context of the School

Demographic	<ul style="list-style-type: none"> School Roll – 107 (5 composite classes) Nursery Class - 30 Free School Meal Entitlement (FME) – 19.2% Average SIMD profile for the school – 8.2 EAL – 5.6% ASN – 35.2% Armed Forces – 13% 			
Vision, values and aims	<p><u>Our Vision</u> - We strive to create a school where,</p> <ul style="list-style-type: none"> Everyone feels safe, included, and valued Everyone believes in themselves, creating friendships that develop them personally, socially, and emotionally Everyone makes progress and feels that learning is fun! Everybody succeeds and everybody matters <p><u>Our Values</u> <i>'Be Friendly, Be Ambitious, Be Responsible, Show Respect'</i></p> <p><u>Our Aims Statement</u> Relationships are based on honesty, trust, and respect where we value each other as individuals. Everyone is optimistic and proud of their achievements and those of others, in all aspects of school life. There is a strong sense of belonging and identity in our school and wider community. Children and adults take advantage of all possibilities for learning. Essential life skills are developed through first-hand experiences to enable children to become lifelong learners. Learning meets everyone's needs for the future and enables them to become successful, happy, and contributing members of our society.</p>			
Attendance	Authorised	94.4%	Unauthorised	2.13%
Exclusions	0%			
Summary of consultation with stakeholders	<p>Our priorities and progress are discussed at Parent Council Meetings and shared with stakeholders via PC minutes of meetings and the Parent Council Facebook page. Further updates are given across the session through our Parent Weekly Updates (PWU). The PWUs are also available on our school website to view. All parents/carers had the opportunity to feedback through HGIOS4? questionnaire to elicit feedback on the life and work of the school with opportunity to share comments. A 'focus' group of parents also provided feedback as part of our Learning Partnership visit this session.</p> <p>Learner 'conversation's gather the views of the children on different aspects of school for example, the playground, writing experience and high school transition and is used to help inform learners experiences. This allows staff to respond in a timely manner and ensure children's voice is heard and acted on.</p>			
Attainment Scotland Fund Allocation (PEF)	£11,200			
Cost of the School Day statement	At Balmullo School, we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already			

	<p>experiencing poverty. We are always conscious of the financial implications involved when asking parents to fund additional activities which might include home learning tasks, excursions, fundraising, workshops, theatre trips and dress-up days. We aim to limit fund raising events to four per session.</p> <p>Uniform: We promote the school clothing grant through our website and Parent Weekly Updates. We have an established uniform recycling point where parents have access to pre-loved uniform and other school items for a small donation</p> <p>School Trips: To support any costs connected to school excursions, where feasible, we try to use the Under 22s Free Travel Cards and heavily subsidise transport cost using our School Fund. We aim to give as much notice as possible when a cost is likely to incur and set up payment cards to spread the cost of P7 residential and/ or theatre trip. We are always ready to help any family who requires financial support. We also seek travel grants to help with covering the cost of transport.</p> <p>Eating: All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. Fruit is available for children who do not have a snack, for whatever reason.</p> <p>Home Learning: We are mindful of planning home learning which doesn't incur a cost for parents and provide materials/resources if required</p>
--	---

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 1: Implement Fife writing approach across all stages and include a focus on 'Tools for Writing' ensuring all children make progress from prior levels

HGIOS 4/HGIOELC Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

Progress:

All staff have shared that they have a growing confidence in using Fife's Writing Approach and supporting documentation to plan, track and assess writing. This session staff have participated in opportunities for moderation, self-directed learning and inputs from our PT Closing the Attainment Gap teacher

A culture of professional enquiry is supporting staff to use quality improvement methodology to improve outcomes for children This session a member of staff has undertaken the QI Improving Writing Programme, and another teacher has implemented 'small tests of change'. All staff understand the need to be data literate and use data to support planning and track progress

Our Support Team have continued to support planned targeted interventions for identified pupils, and the provision of protected planning time has enabled our PSAs to work collaboratively and embrace opportunities to enhance their professional learning. As a result, our learners have benefitted from an improved level of support

We have created a Balmullo Grammar Progression and Writing Policy to support the *consistent* delivery of high-quality teaching, learning and assessment of both creative writing and Tools for Writing lessons across all classes. We are at the early stages of using the Edinburgh Sound Chart across classes to promote and support independent spelling strategies for children in P2-7

We have established planned opportunities to engage in moderation of writing across shared cohorts and with Dairsie PS to support greater confidence in using benchmarks consistently in declaration of a level

Impact:

Most children experience planned and progressive Tools for Writing teaching inputs. They are explicitly taught how to structure writing for different writing genres. This is having a positive impact on our writing attainment and learners' engagement and motivation to write.

All children identified as requiring targeted support receive quality input delivered by Class Teacher, Support Staff, SaLT, DLD Team and ATSS Team where appropriate. As a result, all children are showing measurable progress with improved motivation and engagement

Explicit teaching and the sharing of Learning Intentions and Success Criteria has increased confidence and understanding of the key features associated with different writing genres for most children

Next Steps:

Continue our commitment to delivering Fife's Writing Approach and strengthen consistent daily delivery of Tools for Writing inputs and commitment to weekly writing lessons. Make consistent use of documentation to record, track and assess progress ensuring pace and challenge to gather evidence of impact

Support all children to develop greater accuracy and skill with aspects of presentation, punctuation, grammar and/or spelling across all areas of the curriculum

All staff to develop a shared understanding of phonic/spelling progression to enable practitioners to consistently deliver learning which matches the needs of the learners in their class

Further develop writing moderation opportunities in teaching, learning and assessment, 'looking outwards' – in school, cluster, out with cluster

Develop opportunities to share literacy approaches, strategies and practical support for parents so they can support learning at home.

To support the children's experience of writing genres we will be making strong links with a variety of high-quality texts as part of our identified priority for next session where we are planning to enhance our guided reading approach.

Summary of Progress and Impact from last session's Improvement Plan and Next Steps

School Improvement Priority 2: Plan a progressive curriculum for all children across all 8 curriculum areas ensuring all children receive their entitlement to a broad general education

Use benchmarks for all 8 curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements

HGIOS 4/HGIOELC Quality Indicators:

Has this priority been: (please highlight)	Fully achieved		Partially achieved		Continued into next session	
---	----------------	--	--------------------	--	-----------------------------	--

Progress:

All staff have participated in in house and Fife led training sessions to familiarize themselves with our new Progress tracking and reporting platform

Across the session the assessment of Benchmarks across the curriculum has been entered into Progress as Broad General Education judgements by all staff

Staff have explored and discussed the variety of evidence which has been gathered across the curriculum to support CfE declarations

New reporting format has been used to share children's progress with parents/carers.

Impact:

All children's progress is now consistently recorded and tracked across the Broad General Education

All teaching and nursery staff's confidence in tracking and monitoring of children's progress has increased

Most children can talk about their learning, progress and next steps in an identified curriculum area

Next Steps:

Further Professional dialogue is required around the variety of evidence which will be collected across the curriculum, with opportunities planned for moderation across other areas of the curriculum

Staff to further develop confidence in planning for assessment at the 'planning stage' to support teaching and learning episodes

Further develop Pupil Focus groups to specifically gather feedback and evidence of progress from our learners, using Wee HGIOS.

We will update our termly Learning Overview which we share with parents/carers to incorporate more detailed information about the totality of the curriculum that we offer.

Improving Outcomes

Attainment

Stage	Listening and Talking	Reading	Writing	Numeracy
	Actual	Actual	Actual	Actual
P1 (12 learners)	83%	83%	83%	92%
P4 (16 learners)	94%	81%	75%	75%
P7 (12 learners)	92%	83%	67%	67%

Overall Attainment for 2024 - 2025				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
P1 (12 learners)	83.3%	83%	91.7%	92%
P4 (16 learners)	75%	78%	81.3%	75%
P7 (12 learners)	78.6%	75%	78.6%	67%

Across P1, P4 and P7, overall levels of attainment are good in Literacy and Numeracy.

Most children achieve expected levels of attainment in Literacy and in Numeracy.

By the end of P1, most children achieve early level in Literacy and Numeracy.

By the end of P4, most children achieve first level in Literacy and Numeracy.

By the end of P7, most children achieve second level in Literacy and Numeracy

Our PEF allocation was used to increase our PSA hours which allowed us to target a number of identified pupils through planned interventions which supported phonological awareness, supported guided reading sessions, tools for writing inputs and bespoke Kitbag/wellbeing sessions. All pupils benefitted from interventions, showing increased motivation, engagement and measurable progress.

Almost all our targeted children in P1 can blend cv, vc and cvc words

All our targeted children in P1 have improved their sight vocabulary

All the targeted group in P1 have achieved Early Level in reading

All our targeted children in P2 are blending words beyond cvc. All of them have improved their sight vocabulary.

They have all improved their ability to read at their level

All our targeted children in P3 have improved their sight vocabulary. Most have improved their ability to read more complex sentences

All our targeted children in P4 and P5 have improved their sight vocabulary. They have all improved their ability to read at their level

All our targeted children in P6 have improved their ability to read at their level

All our targeted children in P7 have improved their sight vocabulary and all have improved their ability to read at their level

Achievements

There has been a variety of wider achievement opportunities across our school this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These also reflect our School Values, UNCRC and the 4 Contexts for Learning. Achievements have been shared throughout the session through our Parent Weekly Updates, celebrated at our Assemblies through certificates and awarding of house points, and displayed on our school Achievement Wall and school tv! A *selection* of highlights of our significant achievements is shared below

Confident Individuals

- All children in P1 to P7 participated in our Christmas Show performed for the whole school community
- As part of their Making A Difference (MAD) pupil groups children have shared their plans and led learning at assemblies, through performance and presentations
- At our annual Scottish Celebration children performed through dance, poetry and song for our school community, led by our senior pupils
- Primary 6 and Primary 7 pupils rehearsed and performed an end of year show
- Primary 7's excelled during their week-long residential trip to Dalguise

Responsible Citizens

- Through our MAD groups and the work of our Rights Respecting Schools Committee we have continued our work towards achieving the Silver Award. Children are learning about the UNCRC and what this means for them living in Scotland today as well as the lives of children in other countries
- We show responsibility for our environment through regular litter picks, maintaining our school garden and planting up of our planters
- P2/3 have led a whole school campaign to raise awareness around the importance of recycling

Effective Contributors

- Through our assemblies and in classes, we continue to raise awareness of the need to support those less fortunate than ourselves. Children contributed home baking for our annual MacMillan Coffee Morning Both our Eco committee and RRS Committee regularly made contributions to our assemblies so that the school body was aware of what they were achieving and how they could participate too
- Senior pupils have supported younger readers through our Peer Reading Groups and promoted the learning of common words
- P4-6 pupils have enjoyed being a reading buddy with Nursery children and supporting transition activities for our pre-school Nursery children
- P7 House Captains have helped to plan and organise our annual House Relay event

Successful Learners

- Throughout this session and across the school we worked with our Active Schools to plan and deliver a variety of fitness and sport sessions to engage and motivate pupils. These were delivered as lunchtime clubs and block sessions and included rugby, football, badminton and fun fitness activities for our younger pupils. Senior pupils participated in a Cluster Football tournament coming third!
- We have continued our close links with The University of St Andrews who supported learning in P5/6 through a whole day Human Body workshop linked to their topic. Senior pupils participated in Substance Misuse session delivered by Barnardos
- Across the school learning has been enhanced by visits to Stirling Castle, Dundee Science Centre and St Andrews Aquarium.

Evaluations (School)				
	2022-23	2023-24	2024-25	Inspection Evaluations (since August 2024)
1.3 Leadership of Change	Good	Good	Good	
2.3 Learning, teaching and assessment	Good	Good	Good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Very Good	Very Good	
3.2 Raising attainment and achievement	Good	Good	Good	
Evaluations (ELC)				
	2022-23	2023-24	2024-25	Inspection Evaluations
1.3 Leadership of Change	4	4	4	n/a
2.3 Learning, teaching and assessment	4	4	5	n/a
3.1 Ensuring wellbeing, equity and inclusion	4	4	4	n/a
3.2 Securing children's progress	4	4	5	n/a
Care Inspectorate Evaluations (ELC)				
	2022-23	2023-24	2024-25	
How good is our care, play and learning?				
How good is our setting?				
How good is our leadership?				
How good is our staff team?				
Statement about feedback from Education Scotland/Care Inspectorate if inspected this session.	N/A			

