



**Standards and  
Quality Report  
Balfroon Primary  
School  
Session 2022-2023**

## Review of Progress for session 2022-2023 Standards and Quality Report

### Context

Balfron Primary School is a rural school with a 2022/2023 roll which varied throughout the school session, between 240 and 247 pupils within 9 classes, one of which includes the nursery setting. This results in a teaching compliment of 10.6 full time equivalents plus 0.4 Learning Support. Six Support for Learning Assistants, most of whom are part time, work in the school. The school's senior management team comprised of the Head Teacher, Depute Head Teacher, one Principal Teacher and three part-time Acting Principal Teachers. Our expanded nursery team works effectively and increasingly independently to support early year's development and produces its own Standard and Quality Report 2022/2023 and Improvement Plan 2022/2023. We are, however a team fully and collectively, committed to the continuous improvement our school.

A reorganisation of the school's senior leadership team was put in place in June 2023 for the following school session. Mr Mayes, Depute Headteacher for seven years, moved to a new role out with Stirling Council. Gillian Macmillan, Principal Teacher at Balfron Primary since 2019, was successfully appointed following interview to become the school's new Depute Headteacher for the start of session 2023/2024.

We serve a community which is set around the village of Balfron, including outlying farms and smaller communities. We are situated in the heart of the village and are sited on the campus of Balfron High School. We enjoy the benefits of our own grounds, which were developed in partnership with our Parent Council, to extend outdoor learning, gardening and play opportunities.

An annual Standards and Quality Report is a statutory document which delivers key information about strengths and areas for improvement.

Our priority in providing this Standards and Quality Report is to describe clearly and succinctly, Balfron Primary successes during session 2022/2023 in improving its provision for all our learners. The report will focus on the improvements in experiences achieved for pupils and will include evidence gathered from our school's process of ongoing self-evaluation. As well as promoting the positive impacts on Balfron Primary over the past year, this report will also include constructive comments on areas for further improvements during session 2023/2024 and beyond.

<b>Priority:</b> Relationships, Kindness and Diversity	
<b>Outcomes for Learners</b>	
<ul style="list-style-type: none"> <li>Learners' will develop an active and deeper understanding of relationships, kindness and diversity in the context of their school and society.</li> </ul>	
With Pupils –	
<ul style="list-style-type: none"> <li>Revision of school vision, values and aims</li> <li>Inclusive education approaches implemented within curriculum</li> <li>Development of school digital guidance – respect and safety when online</li> <li>Eco-Schools approaches will be further developed.</li> </ul>	
Progress:	<ul style="list-style-type: none"> <li>Our school aims were revised in consultation across the whole school community, incorporating child friendly language.</li> <li>All classes contributed to the introduction of the refreshed school aims describing what the four capacities of Curriculum for Excellence meant to them.</li> <li>A Balfron PS '5 Books' visual was developed with pupils, summarising our values, refreshed aims, 3Ls, mission statement and ethos.</li> <li>School assemblies and Parents Evening were used by pupils including a P5 pupil group of Young Leaders of Learning, to consult on our '5 Books'.</li> <li>Almost all teachers attended a collegiate meeting, led by the school's Educational Psychologist on aspects of voice, audience, space and influence within inclusive education approaches.</li> <li>Most teachers and support staff completed Inclusive Education level 2 certification following February inset training.</li> <li>Working with our Parent Council, our school's current anti-bullying policy has been revisited.</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>Increased awareness of school aims and ethos within framework</li> <li>Most children are able to talk confidently about our aims, ethos, values</li> <li>Teachers are increasingly confident to apply small curricular adjustments to ensure inclusive education approaches are effectively supported.</li> <li>A refreshed RSHP school programme which is fully aligned with Curriculum for Excellence outcomes is in place.</li> <li>In June, a group of children effectively presented our school values when hosting peer Young Leaders from Deanston and Braehead primary schools.</li> <li>Engagement from parents was increased during the pupil led consultation on school aims. Responses to the draft aims during Parents Evenings' workshop showed commitment and support of our refreshed aims as part of school '5 Books' approach.</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>Refresh anti-bullying approaches, including the creation of a pupil version, to further a shared understanding of inclusive education key principles.</li> <li>Develop understanding of neuro-diversity amongst children with curricular focus at P6 &amp; P7 including partnership working with Psychology team using LEANS methodology</li> <li>Safe routes to school will be reviewed with parent and wider community to ensure access to school is inclusive.</li> </ul>

<p><b>Priority:</b> Effective and engaging learning experiences for all pupils (Year 2)</p> <p><b>Outcomes for Learners</b></p> <ul style="list-style-type: none"> <li>• Children’s learning through play will be further embedded at all stages</li> <li>• Learning through curiosity and creativity will be further enhanced.</li> <li>• Children will develop skills in using pupil voice effectively to shape learning experiences</li> </ul> <p>Pupils and staff will be able to evidence increased experiences within the curriculum of:</p> <ul style="list-style-type: none"> <li>• creativity, engagement and ownership</li> <li>• play and IDL approaches.</li> <li>• STEM</li> </ul> <p>Supportive platforms for pupil voice will be introduced including:</p> <ul style="list-style-type: none"> <li>• Young Leaders of Learning (P5-P6)</li> <li>• Mind of My Own (across school)</li> </ul>	
<p>Progress:</p>	<ul style="list-style-type: none"> <li>• Community Groups were relaunched to give a pupil an increased voice and role in a key aspects of school life</li> <li>• Development of our refreshed school aims was done through the work of our P5 Young Leaders of Learning</li> <li>• This year’s House Captains were chosen using increased pupil voice approaches, including self-nomination and criteria based voting in addition to role model examples.</li> <li>• A group of P5 pupils were part of the interview panel during the recruitment process of a new Depute Headteacher</li> <li>• Open afternoons by all classes provided additional opportunities for pupils to share creativity, curiosity and play</li> <li>• Our ‘Stemtastic’ fun display board, on screen sharing and collegiate session were led by a support staff member who is also a certified, STEM ambassador.</li> <li>• Opportunities to record and plan from expressed pupil views were gathered through Mind of My own (small targeted groups); staged intervention and for all pupils, using My Year of Learning</li> <li>• A Play and Creativity focus week was successfully held June 2023</li> <li>• Curiosity and Creativity challenges were set regularly throughout the year at Resilience assemblies including make &amp; design a Worry Box.</li> </ul>
<p>Impact:</p>	<ul style="list-style-type: none"> <li>• Teachers have observed increased confidence by most children to talk about the life of the school and their role in the decision making</li> <li>• From a Parent Questionnaire (April 2023) 100% of responses indicated that children are happy and enjoy school.</li> <li>• Staff agreed that processes around the school are more underpinned with a focus on pupil voice</li> <li>• SLA continued to act as identified STEM ambassador using qualification gained which has helped to increase other teachers’ skills and understanding</li> <li>• Teachers have increased confidence about using play at all stages and have benefitted from the space to explore play techniques. This increased professional awareness for all teachers will facilitate cohesive whole team approaches next session.</li> </ul>
<p>Next Steps:</p>	<ul style="list-style-type: none"> <li>• Pupil voice will continue to be prioritised with an enhanced focus on UNCRC.</li> <li>• Effective play at all stages will be further developed through targeted provocations, with increasing challenge also planned.</li> </ul>

<b>Priority: Literacy (Year 2)</b>	
<b>Outcomes for Learners</b>	
<ul style="list-style-type: none"> <li>• Pupils learning experiences in literacy will be further supported to ensure very effective learning and teaching approaches within all areas of reading, writing, talking and listening, across P1-P7.</li> <li>• Refreshed and agreed Learning and Teaching protocols for all aspects of literacy will be in place.</li> <li>• Resources to support protocols in spelling and reading will be agreed</li> <li>• Progression through Reading Schools Framework</li> <li>• Approaches to tracking and monitoring will be enhanced using the school toolkit to ensure targeted interventions and focus on effective attainment for all.</li> </ul>	
Progress:	<ul style="list-style-type: none"> <li>• Learning and Teaching protocols for literacy were revisited and refreshed following collegiate calendar activities.</li> <li>• Class observations were based on a common theme of writing</li> <li>• Tracking and monitoring of pupil attainment in Literacy is embedded</li> <li>• The school's assessment framework is robust</li> <li>• New resources to support literacy development were purchased – ORT reading books (First level); Read; Write; Inc. (Second level consolidation) using some pupil equity funding</li> </ul>
Impact:	<ul style="list-style-type: none"> <li>• Teachers are better able to evidence pupil progress in literacy, drawing upon the rich data available from school assessment processes.</li> <li>• Teachers are happy with the school reading framework</li> <li>• Attainment for most children in literacy is on track</li> </ul>
Next Steps:	<ul style="list-style-type: none"> <li>• Further develop Learning and Teaching strategies to teaching writing across the school.</li> <li>• Introduce a Talk4Writing Approach in P1-P3</li> <li>• Improve and develop the learners' experience in writing across the school</li> <li>• Implement a progressive genre pathway for creative writing from P1—P7</li> </ul>

## Progress and Impact of Pupil Equity Funding

During session 2022/2023, equity funding was targeted towards the cost of living impact on our families; ensuring pupils felt nurtured and safe in school; increasing attendance rates for some children; and helping small groups of pupils understand better their own learning progress.

Outcome for Learners	Impact Measure	Intervention
<b><i>What change do you want to see for learners? How much change? Who are the target group? By when?</i></b>	<b><i>How will you know the change is an improvement?</i></b>	<b><i>What do you plan to do?</i></b>
All children within the target group, throughout session 2022/2023, will feel happy in school, nurtured and safe	Increased levels of engagement including learning through play. (Observation based baseline; follow-up including pupil voice gathered; evidence also from Young Leaders of Learning partnership programme)  At times of anxiety, nurture spaces around school will be accessed successfully.	Increase accessibility to nurture spaces for all children, including those within target group, who require support by the development of new nurture space using longer term spare classroom.  Set times in nurture space for 4 pupils from within the target group, supported by SLA.
<b>Impact:</b>		
<ul style="list-style-type: none"> <li>• Our school common room has become a key base to provide additional nurturing activities where required.</li> <li>• The Nook has been redesigned to provide a bespoke nurture base for one learner.</li> <li>• Snacks have been provided in the common room to support one or two children who have missed breakfast.</li> <li>• A few children have been collected from home by staff, in response to parental request to ensure school attendance.</li> <li>• Soft starts are embedded as a nurturing beginning to the school day at all stages.</li> </ul>		
100% of pupils within the target group will be prioritised for any costs in the school day up to June 2023; with support available more widely in context of national cost of living increases.	Collaborative Planning – SMT directly with families. Termly phone call/discussion/meeting.  Effective two-way communication between school and families.	Financial support provided from collaborative planning ideas and may include snacks; equipment, uniform; participation in events; fundraisers; class trips; residential. 10% contingency within PEF budget to meet unidentified needs
<b>Impact:</b>		
<ul style="list-style-type: none"> <li>• All families in P6 were helped with cost of the school day by a 2021 price freezing subsidy by the school, for the residential trip to Ardroy.</li> <li>• All six families who qualified for FME were provided 100% funding through PEF for their child to take part in the P6 residential excursion to Ardroy.</li> <li>• Additionally, four other families were provided extra help for their child to take part in the trip.</li> <li>• Free snacks have been available throughout the school year for any child that has forgotten or is hungry. PEF budget in this aspect was boosted by a community donation of £500 during the school year.</li> <li>• The commitment of our PEF budget planning to cost of the school day, was recognised by Parent Council who fully funded class day trips for all pupils P1-P7 during the summer term.</li> </ul>		
Increase the average school attendance rate within the target group from 90% to 96% by June 2023	Monthly attendance analysis for target group by SLT  Effective two-way communication between school and families.	Weekly one-to-one allotted times for each pupil with identified SLA with focus on well-being; transition between school and home; in-school learning & homework; relationships with peers.

**Impact:**

- Attendance rates for those children within the target groups shows an increase for almost all.
- Partnership working with families has been effective with regularly sharing attendance rates at key points during the year.
- For one or two families, attendance rates have decreased and where this has happened staged intervention processes have resulted in wider 'Team Around the Child' planning.

Enhance confidence and understanding of all those within the target group towards their own progress in literacy, numeracy and health & well-being across the year.

Baseline – August, November, March June.

Evidence of pupil voice including Mind of My Own and Self-Reflection journals including August baselines and reviews in November and May

Attainment Tracker

Termly reflection/planning ahead with class teacher/SLT. Purchase literacy and numeracy resources which are identified following teacher attainment meetings and pupil voice activities for target group.

Person Centred Planning (where required)

**Impact:**

- All pupils within the target group have reviewed and identified next steps through My Next Steps in learning booklets.
- Staged Intervention meetings have included an increased focus on, and recording of, children sharing their understanding of learning progress.
- Check-ins with key staff – SLAs; Support for Learning Teacher; class teachers; or members of SLT have been effective at listening to pupil views.
- A few children have used Mind of My Own as a reflection and target setting tool – which has resulted in more effective targeted interventions by a support teacher.

The focus for session 2023/2024 will be on using Pupil Equity Funding to provide a target group of children with

- Some additional SLA support
- 0.2 (equivalent to one day per week) targeted teaching within the school to support strategic PEF interventions.
- Raising attainment in writing and numeracy
- Financial support for families with cost of the school day where need exists.

### Other comments from pupils, parents, stakeholders, staff

#### Annual Parent Questionnaire (March 2023)

A fantastic school! My children are happy and thriving in the wonderful learning environment you create. Thank you.

I would love to see more Art, more Music, more Drama and with such great connections to the High school, maybe someone could organise the odd 'masterclass' utilising high school staff and roll it out for P1-7 in a specific sport, or art, drama or music activity.

Another fantastic year, thank you!

#### Review of School Values and '5 Books' visual

I love how you all have encompassed everything into such a great visual that will be helpful for children and families to learn and understand. Great work everyone!

Lovely job from the children – good to hear and see it becoming threaded through school life.

Open Afternoons:

P2 Romans – It was a lovely afternoon. I enjoyed the mosaic café and dressing up station. Thank you for organising!

P4 Fair Trade – A really interesting open afternoon. So much effort went into this, so really well done! Loved the smoothies!

P5 World War Two –What a lot of thought, effort and learning that P5 have put in. Absolutely spot on – gold stars all round!

P7/6 South America – I really enjoyed visiting all of the South American countries and learning all the interesting facts about them as told by extremely enthusiastic pupils.

**Pupils (Deanston PS Young Leaders of Learning visit to Balfron PS – June 2023)**  
The school is already really nice. The P1 class pet, Shelby is very cute and cool.

I felt safe and welcome but it was quite busy and loud.

### Wider Achievements

Drymen Show Primary and Nursery 2023 shield winners

### Capacity for Continuous Improvement

Quality Indicator	Key Strengths	Areas for improvement
<b>1.3 Leadership of change</b>	Increased pupil voice	Focus on UNCRC
<b>2.3 Learning, teaching and assessment</b>	Creativity and Play is successfully embedded across our curriculum using local and national guidance.	Increased focus on challenge to sit alongside pedagogical approaches.
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Costs of school day are carefully considered	Further develop understanding of inclusive approaches across the school community – refreshing anti-bullying policy to include a child version.



<b>3.2 Raising attainment and achievement</b>	Effective use of assessment information creating a 'data rich' environment for teachers to more effectively assess, plan from and report on pupil learning.	Increase attainment in writing P1-P7
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### Evaluation of school's capacity for continuous improvement

As a school community all stakeholders are involved in self-evaluation in order to identify strengths and next steps for improvement. Analysis of data gathered from attainment data, teacher judgement and self-evaluation informs future planning, and in conjunction with wider self-evaluation process, we demonstrate that we can plan for continuous improvement.

### Key priorities for improvement planning 2023/2024:

Improvement Priority	Outcomes for Learners
Health and Well-Being	<p>Our curriculum's <b>inclusive approaches</b> will provide increased support for learners to be <b>happy, safe and have positive relationships</b>.</p> <p><u>Impact Measurement</u> – With learners refresh Anti-Bullying Policy – pupil version; including online safety pupil and parent guidance</p> <p>Refresh School Health Curriculum Pathways – Inclusive education approaches (Neuro-diversity awareness Second Level and Time for Inclusive Education); Building Resilience; RSHP; Safe Routes to School</p>
Effective and engaging learning experiences for all pupils (Year 3) – play, challenge and pupil voice	<p>Approaches to <b>play, challenge and pupil voice</b> will foster <b>meaningful, creative and enjoyable learning experiences for all children across the curriculum</b></p> <p><u>Impact Measurement</u> Reflection on pedagogy of school approaches to play, challenge and pupil voice/UNCRC is visible across learning including actions from Community Groups (all pupils) and from representative Pupil Council All staff to provide play provocations across the school to enhance the learning experience Refer to Julie Fisher's triangle 'Balance of learning experiences' Reintroduction of Parent Directory</p>

<p>Literacy (Year 3) – writing</p>	<p>Learners’ experiences in writing will help lead to increasing <b>quantity and quality</b> of writing for all pupils; and <b>increase attainment</b> for some.</p> <p><u>Impact Measurement</u>  Further develop Learning and Teaching strategies to teaching writing across the school.  Introduce a Talk4Writing Approach in P1-P3  Improve and develop the learners’ experience in writing across the school  Implement a progressive genre pathway for creative writing from P1—P7</p>