



**Standards and
Quality Report
Balfroon Primary
School
Session 2023-2024**

Review of Progress for session 2023-2024 Standards and Quality Report

Context

Balfron Primary School is a rural school with a 2023/2024 roll which varied throughout the school session, around 217 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 and this was reduced to five during the course of the year.

The school's senior management team comprised of the Head Teacher and newly appointed Depute Head Teacher, Mrs Gillian Macmillan, who moved from her previous post within the school, that of Principal Teacher. Based on the reduced school role, the post of Principal Teacher was not replaced for session 2023/2024.

Our nursery team works effectively and increasingly independently to support early year's development and produces its own Standard and Quality Report 2023/2024 and Improvement Plan 2023/2024. We are, however, a team fully and collectively committed to the continuous improvement of our school.

We serve a community which is set around the village of Balfron, situated in the heart of the village and sited on the campus of Balfron High School. We enjoy the benefits of our own grounds, which are developed and supported 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 2023/2024 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.

Reported findings from the primary school's VSE (Validated Self-Evaluation) carried out in partnership with a team of education colleagues from across the authority who visited our school in October 2023, will be included in the Standards and Quality Report.

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 2024/2025 and beyond.

Priority: Health and Well-Being	
Outcomes for Learners	
Our curriculum's inclusive approaches will provide increased support for learners to be happy, safe and have positive relationships.	
<ul style="list-style-type: none"> • With learners refresh Anti-Bullying Policy – pupil version; including online safety pupil and parent guidance. • 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. 	
Progress:	<ul style="list-style-type: none"> • Pupils in P6, P7/6 and P7 took part in a neuro-diversity awareness curricular programme, developed by Edinburgh University (LEANS) and supported by Stirling's Psychology team. • During VSE focus groups, children spoke about feeling safe, listened to and well cared for at school. Each class contributed to a shared understanding of the wellbeing indicators to create a SHANARRI mascot. • Led by the Pupil Council, a 'No to Bullying' pupil policy was developed. Using ideas from across all stages and classes, seven important steps <u>after</u> having told a teacher that you feel bullied were listed and annotated within a poster which is now displayed in every class and on our school website. • Two P6 pupils have become school Inclusion Ambassadors, joining a group of other young people from different primary and secondary schools across Stirling Council. The group meetings have the purpose of shaping an authority wide policy on inclusion which is based on pupil voice, ideas and experiences. • Health & Well-Being curriculum advice and resources have been refreshed for improved pupil learning experiences within the school. Clearer guidance and curriculum support is provided for areas including Anti-Bullying, Building Resilience, Equality/RSHP, First Aid, Healthy Eating, Online Safety, Road Safety, PE and Substance Misuse. • Supporting children to better understand and manage their emotions was, this year, targeted by two teachers completing Decider Skills training. A Cognitive Behaviour Therapy programme will be added to the curriculum following the successful training completion.
Impact:	<ul style="list-style-type: none"> • A few children have said that they referenced the 'No to Bullying' advice on display in their class poster, during their school year. • All pupils in P6 & P7 gained a better understanding of neurodiversity from the learning activities within the neuro-diversity awareness programme. • 'Balfron Cares' / Stalls from Home benefitted eight different charities selected by pupil initiative • A clear shared vision and inclusive ethos built on strong, nurturing relationships and embraced by the whole school community is having a very positive impact on children's experiences (VSE Report findings) • Children, families and wider partners speak highly of how they contribute to the school community and are proud of Balfron Primary School. All feel a sense of belonging and appreciate how visible and approachable staff members are. (VSE Report findings) • There are increased opportunities for pupil leadership, particularly in P7. As a result, these children are developing confidence and a range of skills aligned with the school values. (VSE Report findings)
Next Steps:	<ul style="list-style-type: none"> • Build capacity of all staff in their understanding of additional support needs and appropriate adjustments to learning and teaching in classroom practice to meet children's needs. (VSE Report findings)

	<ul style="list-style-type: none">• Development of a revised campus parking strategy to ensure safe travel to and from school following removal of crossing patrol.• Participation in a digital well-being award across the Learning Community next session will have safe and healthy use of online approaches as one of its central themes.• Delivery of Decider Skills programme in P6 & P7 as well as other targeted classes/groups where needed from session 2024/2025 onwards.• Use provided data collection methodology within the LEANS programme to measure impact of participation on pupil and parent understanding of neurodiversity and inclusion.• Using the Youth Charter framework, further extend pupil voice by restructuring existing Community Groups so that individual classes have a whole school aspect of inclusive responsibility.• Keeping The Promise Award CLPL for all primary school staff.
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<p>Priority: Effective and engaging learning experiences for all pupils (Year 3) – play, challenge and pupil voice</p> <p>Outcomes for Learners Approaches to play, challenge and pupil voice will foster meaningful, creative and enjoyable learning experiences for all children across the curriculum.</p> <ul style="list-style-type: none"> • 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>Progress:</p>	<ul style="list-style-type: none"> • Staff speak positively about their learning in creative pedagogies and are building their confidence in this approach to support pupil engagement and curiosity. There was some highly effective practice observed in this area. (VSE Report findings) • More than 70 different P3-P7 pupils attended and shared their views within Pupil Council meetings during session 2023/2024. The school’s structure of two lead Pupil Council representatives from P7 – chair and secretary – have worked well with the rotation of different class community group volunteers, ensuring breath of participation, • Collegiate sessions led by our DHT identifying learning zones within each area of discovery, social, creative and outdoor spaces have given children greater autonomy to lead their own learning and develop their creativity when engaging within different learning provocations provided by their class teachers. • Almost all staff are now more confident in planning children’s play experiences using the Julie Fisher Triangle ensuring a balance of experiences between adult led activities, child initiated activities and adult initiated activities.
<p>Impact:</p>	<ul style="list-style-type: none"> • Pupil Council have chosen to keep the current model of rotating members from classes - with exception to two key roles: secretary and chair – as they felt it allowed more people to be involved in decision making. • Observations of learners provide evidence of increased engagement within the school’s identified open area learning zones, particularly in the upper area of the school. Learners have taken their learning forward exploring trial and error as well applying their learning to new and unfamiliar situations. • The learners’ experience are more active with high levels of pupil engagement across the school as identified in our recent VSE findings. Across the school there is a balance of planned adult and child led activities.
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Staff should develop a shared understanding of effective differentiation. This has already been identified in school improvement priorities as pace and challenge. This will ensure that all staff have high expectations of their learners and all children are appropriately challenged. (VSE Report findings) • Staff should continue to develop the core learning zones, ensuring flexible access to these zones within the learning day for pupils. The

	<p>use of the Leuven's Scale will track children's involvement within the identified learning zones through teacher observation.</p> <ul style="list-style-type: none">• Staff will continue to plan for adult led, adult initiated and child led tasks across the school day ensuring children are getting a balance of intended learning (Adult-led), potential learning (adult initiated) and spontaneous learning (child led).
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<p>Priority: Writing (Year 3)</p> <p>Outcomes for Learners Learners' experiences in writing will help lead to increasing quantity and quality of writing for all pupils; and increase attainment for some. Refreshed and agreed Learning and Teaching protocols for all aspects of literacy will be in place.</p> <ul style="list-style-type: none"> • 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 • All staff will engage in writing moderation across the year. 	
<p>Progress:</p>	<ul style="list-style-type: none"> • Our Literacy Teacher Working Group led by The Depute Headteacher have meet regularly this session to provide support and materials to improve the learners' experience in writing within Balfron Primary School. We have rolled out a marking criteria for P1-P7 that is used in all classes to ensure learner feedback is consistent using 'What Went Well' (WWW) and 'Even Better If' (EBI) • Oral feedback is given to children daily and this is stamped in the jotter when this happens to ensure a balance of 'in the moment' and written feedback to take pupil learning forward. • The Literacy Working Group have also created core writing targets that should be evident in every piece of writing that are uniformly displayed in the classroom from Early to end of Second Level. These will be rolled out in August 2024. • Almost all teachers attended Active Literacy Training in the February Inset day. This allowed us to reflect on our current practice, identifying key strengths evident in our classrooms and what are our next steps for continuing to improve writing learning opportunities for all children across the school • Most staff engaged in moderation of writing this session. We completed moderation at school, Learning Community and Local Authority Level. • A few teachers have engaged with the Talk4Writing process in our P1-P3 classes.
<p>Impact:</p>	<ul style="list-style-type: none"> • Engaging in the moderation process with colleagues across the Learning Community and Local Authority level assisted our teachers in arriving at valid and reliable decisions on learners' progress towards, and achievement of a level. • By having a consistent core marking scheme approach to all classes within Balfron Primary allows our learners to see visually the expectations for writing as well as assist their understanding of current strengths and potential next steps. • A few teachers using the Talk4Writing approach have reported that learner engagement has been high and creative pieces of writing have been innovated based on the model text of Little Red Riding Hood.
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Develop consistent approaches to feedback so learners have an accurate understanding of their progress in learning and what they need to do to improve. This will support the school's current priority to raise attainment in writing. (VSE Report findings) • Roll out the progressive genre pathway for creative writing from P1—P7 • Continue to engage with moderation activities to further develop consistency of teachers' professional judgement locally.

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| | <ul style="list-style-type: none">• Continue to ensure that almost all learners write for a variety of purpose across different genres from P1-P7 building on previous learning to ensure progression and breadth across writing. |
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Progress and Impact of Pupil Equity Funding

During session 2023/2024, equity funding allocation of £18,375 was targeted towards the cost of living impact on our families; and raising attainment in the areas of writing and numeracy for children within our target group.

Outcome for Learners	Impact Measure	Intervention
<i>What change do you want to see for learners? How much change? Who are the target group? By when?</i>	<i>How will you know the change is an improvement?</i>	<i>What do you plan to do?</i>
Within the target group, identified children will have additional support in writing with stated termly targets. They will be provided supported opportunities to write for a range of purposes across genres. 100% of pupils will show progression within the school Literacy attainment tracking.	Pre and post writing assessments will be used to measure impact using cold and hot pieces of writing following a talk4writing approach Learners working in Early/First level will make improvements in phonics at key data gathering points across the year Data gathered will be represented on the attainment tracker	Daily phonics support using PEF teacher, DHT and SLAs to target individual pupils within the targeted support group Boost groups - 6 week blocks Fresh Start and Talk4Writing CLPL will help ensure children not at expected levels make progress within their working level
Impact: <ul style="list-style-type: none"> Ongoing school assessment tracking, including from within Fresh Start, provides very clear evidence of 'small step' learner progression within the identified target groups. All pupils have made progress. Teacher observations of writing progress include increased pupil engagement both within boost group activities and also within whole class setting. Almost all pupils within the target group have said that they enjoyed participating in the boost groups. 		
100% of pupils within the target group will be prioritised for any costs in the school day up to June 2024; 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.
Impact: <ul style="list-style-type: none"> All families in P6 were helped with cost of the school day by a continuing 2021 price freezing subsidy by the school, for the residential trip to Ardroy. All families who qualified for FME were provided 100% funding through PEF for their child to take part in the P6 residential excursion to Ardroy. Additionally, five other families were provided extra help for their child to take part in the trip. Free snacks have been available throughout the school year for any child that has forgotten or is hungry. 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. 		
Within the target group, identified children will receive focused intervention linked to numeracy for blocks of 6 weeks, demonstrating improved recall of multiplication times tables using concrete, pictorial and abstract (CPA) methods – first and second level	Baseline and progress assessment information gathered – August, November, March June. Data gathered will be represented on the attainment tracker Learners working in Early/First/Second level will make improvements in numeracy at key data gathering points across the year	Support timetable Boost Groups will run for 6 week blocks CLPL for all classroom teachers to raise the awareness of concrete and pictorial methods when teaching numeracy

Impact:

- Ongoing school assessment tracking, provides some evidence of 'small step' learner progression within the identified target groups, in the area of numeracy.
- All pupils have made progress.
- Teacher observations of numeracy progress include increased pupil confidence and understanding both within boost group activities and also within whole class setting.
- A smaller number of numeracy boost group interventions were implemented this year and reducing attainment gaps within numeracy, will be prioritised in 2024/2025 through PEF budget – teacher CLPL, resources and funding for further numeracy boost/support groups.

The focus for session 2024/2025 will be on using Pupil Equity Funding of £18,375 to provide a target group of children with

- 13 additional SLA weekly, which is more than 50% of the PEF budget.
- Raising attainment in writing and numeracy
- Financial support for families within the target group towards cost of the school day.

Other comments from pupils, parents, stakeholders, staff

Annual Parent Questionnaire (March 2024)

- 39% of parents who completed a questionnaire (50% return rate) gave the school an overall satisfaction rating of 10 out of 10.
- 81% of parents gave the school an overall satisfaction rating of between 8,9, or 10 out of 10
- No questionnaire returns provided an overall satisfaction rating of 1, 2, 3, 4, or 5 out of 10.

Parents were invited to provide feedback under school priority headings and responses included –

Being safe and happy:

- Welcoming, happy environment. Empowering children to feel confident.
- Good communication around issues, taking things seriously with any incidents or concerns
- I believe there is a focus on wellbeing and safety as a priority
- **Even better if...** *Had a look at how safe they are in the playground from external interference - many exits and open*

Inclusive Approaches:

- BPS always feels welcoming & inclusive
- LEANS has been a good programme
- Really great at tailoring to child's level
- There has been good education around inclusivity and respecting others
- **Even better if...** More online and social media awareness. More relationship & friend awareness

Opportunities for Pupil Voice:

- Pupils feel comfortable talking openly in environment - chances to speak and host assemblies
- Pupil council brings points across
- Pupils seem to be able to be heard and speak out at any time
- **Even better if...** Ensure the same pupils are not chosen every time

Literacy Skills – Reading & Writing:

- New reading books / scheme has been excellent
- My son's skills have really come on, his teacher is very encouraging
- My son has come on leaps and bounds - keep doing these teaching methods
- Individual levels / attention. My son struggled with writing for a while but the school has helped keep this on track
- **Even better if...** Would prefer if Chromebook was used less and more handwriting

Challenge & Enjoyment of Learning:

- My child is always excited to let us know all about what he has been doing
- I feel the children are placed well in terms of ability which gives them the correct challenge / enjoyment at school
- Our experience is that the school is focused on this and doing excellent work to encourage it

Pupil Equity:

- Costs seem very low to parents - no cost. For X-C / Football etc. Well done to BPS for cost proofing the school day
- Making things affordable and there does seem to be awareness of this issue.
- Free lunch is good. Appreciate Parent Council's support for school trips
- **Even better if...** *Amount of school meals (food on plate) has reduced in amount & choice*

- **Even better if...** More competitions around the school as kids very engaged.
- **Even better if...** I don't think there needs to be competition.

Parents Evening

November 2023

"My son really likes going to school – and for me that is the most important thing, it means that he feels comfortable and has fun at school. There are lots of different activities...I want to say thank you so much for your support and great atmosphere at school"

Wider Achievements

2024 Killearn Garage Cup Winners – school football team

Drymen Show Nursery 2024 shield winners

School Sport Award 2024 – second flag

Key priorities for improvement planning 2024/2025:

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.

Improvement Priority	Outcomes for Learners
Health & Well-Being - Pupil Voice	<p>There will be increased understanding & active participation using the RIC Youth Voice Framework.</p> <p>Whole School approaches developed from 'Keeping the Promise' Award teacher CLPL (February 2025 inset).</p> <p>Further extend pupil voice on inclusive approaches across P1-P7 by refreshing the existing school Community Group model.</p>
Raise attainment in Literacy	<p>Improve the teaching of phonics and spelling across the school to raise attainment in Literacy.</p> <p>Roll out the introduction of Active Literacy Phonics in P1-P3</p> <p>Update Writing protocol in school to provide consistency in teaching and learning approaches across the school.</p>
Quality Learning, Teaching and Assessment approaches	<p>Learning for all will be based on differentiation (by process, product, content and/or learning environment),</p> <p>Learning for all will be based on challenge and pace.</p> <p>All learners will have clarity in their learning - they will know what they need to do to achieve and can use personalisation and choice to demonstrate their understanding</p>

Numeracy (Learning Community)	<p>Moderation across LC schools will demonstrate consistency of core numeracy, progression and skills.</p> <p>Increased numeracy attainment for all with a Learning Community focus at end of second level P7 – S1</p>
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