



Standards and Quality Report Balfon Primary School

Session 2024-2025

Review of Progress for session 2024-2025 Standards and Quality Report

Context

Balfron Primary School is a rural school with a 2024/2025 roll which varied throughout the school session, around 200 pupils within 8 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. Five Support for Learning Assistants work in the primary school and some of their hours are paid for through Pupil Equity Funding (PEF).

The school's senior management team comprised of the Head Teacher and Depute Head Teacher, Mrs Gillian Macmillan. In April 2025 Mr Ewan Logan was appointed as the school's Acting Depute Headteacher for one year after Mrs Macmillan began maternity leave. Mr Logan joined the senior leadership team moving from another school within the authority.

While, our nursery team works effectively and increasingly independently to support early year's development producing its own Standard and Quality Report 2024/2025 and Improvement Plan 2025/2026, we are one whole team collectively committed to the continuous improvement of our school – primary and nursery.

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, who this year have been supporting the school through fundraising for a new playground trim trail.

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 2024/2025 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 2025/2026 and beyond.

Priority: Health and Well-Being : Pupil Voice	
Outcomes for Learners <ul style="list-style-type: none"> • There will be increased understanding & active participation using the RIC Youth Voice Framework. • Whole School approaches developed from 'Keeping the Promise' Award teacher CLPL (February 2025 inset). • Further extend pupil voice on inclusive approaches across P1-P7 by refreshing the existing school Community Group model. 	
Progress:	<ul style="list-style-type: none"> • As part of the collegiate calendar, this year teachers met and discussed the RIC Youth Voice Framework. The model was then given for teachers to plan with their pupils, each P2-P7 class community group. • Each P2-P7 class community was provided a whole school area of responsibility – P2 Campus Road Safety (with Pupil Council); P3 Eco Schools and School Garden; P4 Digital Well-Being; P5 Inclusion Ambassadors – neuro-diversity awareness and anti-bullying; P6 Children's Rights (UNCRC); P7 Sport & Health including First Aid. Additional Pupil Voice groups this year were: Pupil Council Pupil ideas. Campus Road Safety. Young Leaders of Learning. Stalls from Home; House Captains Whole School Charity Events. P1 had a focus on play in the curriculum • Young Leaders of Learning training took place for some P5 & P6 pupils at Balfron High alongside peers from other local schools. Reciprocal visits between YLOL at Drymen PS and Balfron PS took place in the summer term – with pupils planning and leading each session. • Keeping the Promise Award was achieved by our school – through whole staff development during the February inset days. Staff now have a better understanding of The Promise and its five key elements – Voice, Care, Family, People and Scaffolding
Impact:	<ul style="list-style-type: none"> • P5 used their Inclusion Ambassadors role to lead a P1-P7 assembly to celebrate anti-bullying week increasing awareness and strategies. Our school's Pupil policy on dealing with bullying behaviour was also reviewed by P5 and displayed in all classrooms. • Our P7 community group delivered First Aid lessons to all classes; and also organised a whole school P1-P7 Health Week which had a focus on mental and physical well-being. • P5 Young Leaders of Learning as a class reflected on the use of pupil voice across the school and some presented to peers from Drymen PS who visited the school as part of the YLOL programme • Our P1-P7 pupil surveys (March 2025) suggested that our Community Groups were partially successful in increasing whole school awareness of their group and providing opportunities for pupils to share their ideas – 18.1% strongly agreed; 27.6 % agreed; 34.3% neutral; 7.6% disagreed; 12.4% strongly disagreed.

	<ul style="list-style-type: none"> • Pupils have remained proactive and confident to suggest and organise a range of clubs this year – chess, netball, art as well as cloakroom monitoring
Next Steps:	<ul style="list-style-type: none"> • Increase awareness of pupil voice impact across the school through assigned class boards or digital presentations on the foyer screen. • Increase the evidence of pupil voice with learners more able to describe how their voice is heard within the curriculum, attainment progression and also through The Promise • Increase pupil voice in areas of digital awareness - hazards, competence and safety.

Priority: Raising Attainment in Literacy	
Outcomes for Learners <ul style="list-style-type: none"> • Improve the teaching of phonics and spelling across the school to raise attainment in Literacy. • Roll out the introduction of Active Literacy Phonics in P1-P3 • Update Writing protocol in school to provide consistency in teaching and learning approaches across the school. 	
Progress:	<ul style="list-style-type: none"> • All classes in P1-P3 have successfully rolled out the new phonics programme with encouraging results. • Almost all children are engaging with the programme and are making progress through the relevant stages. • All teachers have successfully implemented Active Literacy Phonics across P1-P3, supported by Depute Headteacher, Literacy co-ordinator. • A base line for impact on literacy “on track” attainment across P1-P3 has been created – Reading 73.44%; Writing 70%; Listening & Talking 80%. Comparing across P1-P7 Reading 83.7%; Writing 75%; Listening & Talking 90% (Focus toolkit) • Boost groups were able to be timetabled using additional SLA hours and teacher flexibility, funded through PEF. Ongoing school assessment tracking, including from within Fresh Start, provides very clear evidence of ‘small step’ learner progression within the identified target groups. • First and second level child friendly writing checklists have been introduced to increase pupil voice and understanding of learner progress in this curricular area
Impact:	<ul style="list-style-type: none"> • PEF targets included a focus on raising attainment in literacy with a particular focus on reading and writing which resulted in consistent interventions throughout the year including small boost groups. • All pupils have made progress, including 100% of the target group at first level making clear small step progression within the school attainment tracking system - progressing from ‘off track’ to ‘just below’ expected levels of attainment.

	<ul style="list-style-type: none"> Common word spelling has proven to be a challenge at P3 - further intervention and targeted attainment groups will be planned to increase spelling attainment.
Next Steps:	<ul style="list-style-type: none"> Small step increases in Literacy and Numeracy attainment have been achieved through targeted approaches and will be continued again in session 2025/2026 so that overall ACEL attainment is also impacted. Targeted support for learner not on track within reading new support reading scheme allowing greater consolidation

Priority: Quality Learning, Teaching and Assessment approaches	
Outcomes for Learners <ul style="list-style-type: none"> Learning for all will be based on differentiation (by process, product, content and/or learning environment) Learning for all will be based on challenge and pace. 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 	
Progress:	<ul style="list-style-type: none"> A whole school pupil survey gathered views on a range of areas including learning and teaching approaches. Pupil Council discussed the results from this survey, identifying greater challenge for some pupils as an appropriate target Smart Starts have replaced Soft Starts in P6 & P7 where the focus has included an increased focus on pace and challenge for first morning tasks As part of the collegiate calendar, teachers met and discussed the differentiation and challenge. Summaries from a local authority working together meeting included a presentation on pedagogical approaches from Senior Lecturer of Curriculum Innovation Centre, University of Stirling. These were used as a reflection point at the collegiate meeting. Key questions to help evaluate effective learning and teaching were shared and discussed within a framework of how these key messages can be applied in our own learning and teaching approaches.
Impact:	<ul style="list-style-type: none"> Quality Improvement classroom visits from session 2025/2026 will now include four key questions from Curriculum Innovation Centre Pupils in P6 & P7 have been more focused and ready to learn following the shift to Smart Starts All teachers identified PRD targets for session 2025/2026 using the RIC Learning & Teaching Self-Evaluation Tool which provides a bespoke improvement strategy for teachers

	<ul style="list-style-type: none"> Using an active survey approach in P1-P3, 50% of pupils described their learning as “just about right.” The majority (70%) of learners said that they received extra help when needed. Online survey results for P4-P7 showed that when asked in March, almost all (87%) pupils described their learning as “just about right”; a few (9.5%) felt that work was too easy; while 5% felt that learning tasks were too difficult. Online survey results for P4-P7 showed that when asked a majority (52%) of pupils agreed or strongly agreed that they get extra help from an adult when needed; compared to a few (10%) learners who disagreed.
Next Steps:	<ul style="list-style-type: none"> Extension of smart start roll out for almost all children in P4-P5 Pedagogical Leads will form a key component of our collegiate programme which will target learners being fully engaged; experiencing learning well matched to needs; receiving feedback to support progress; learners having an accurate understanding of their own progress

Progress and Impact of Pupil Equity Funding

During session 2024/2025, 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>
Attainment in Literacy:		
<p>Within the target group, identified children will have additional support in reading & writing with stated termly targets.</p> <p>100% of pupils will show 'small step' progression from the school intervention assessments.</p> <p>Literacy attainment tracking (ACEL) will</p>	<p>Pre and post writing assessments will be used to measure impact using cold and hot pieces of writing following a talk4writing approach</p> <p>Learners working in Early/First level will make improvements in phonics at key data gathering points across the year</p>	<p>Targeted intervention - boost groups</p> <p>Tracking of progress in reading at through PIRA</p> <p>Phonics Programme Active Literacy</p> <p>Agreed Balfron Primary Writing Targets that will be evident in every writing piece.</p>

improve for some within the target group.	Data gathered will be represented on the attainment tracker	
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Impact:

This year's PEF targets included a focus on raising attainment in literacy with a particular focus on reading and writing which resulted in consistent interventions throughout the year including small boost groups. Boost groups were able to be timetabled using additional SLA hours and teacher flexibility, funded through PEF. 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, including 100% of the target group at first level making clear small step progression within the school attainment tracking system - progressing from 'off track' to 'just below' expected levels of attainment.

Cost of School Day:

100% of pupils within the target group will be prioritised for any costs in the school day up to June 2025	<p>Effective two-way communication between school and families.</p> <p>Collaborative Planning – SMT directly with families.</p> <p>Inclusion statistics including school attendance rates and extra-curricular participation levels including from School Sport Award</p>	School, in partnership with the Parent Council, will meet the costs of participation in P6 residential; class trips; sport/extracurricular participation & morning snacks, breakfast, clothing where needed, for families across the school, who are in receipt of FME.
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Impact:

Inclusion for all children was prioritised for our P6 residential which focuses on key aspects of Health and Well-Being – last year £1115 from the PEF budget was used to ensure that all children were able to take part in the residential trip, directly helping five families or 20% of the P6 roll.

The commitment of our PEF budget planning to consider cost of the school day, was also recognised by Parent Council who contributed £500 towards targeting support for class trips in June 2025. Christmas food hampers were also prepared using parental donations and were gifted to some families by school. Recipients of the hamper all expressed appreciation for the additional support. A focus on making uniform accessible for all families was also maintained with 'pre-loved' uniform packages being available to all families.

Attainment in Numeracy:

<p>Within the target group, identified children will receive focused intervention linked to numeracy, demonstrating improved retention of taught strategies to complete numeracy calculations. Teachers will develop their pedagogy of using concrete, pictorial and abstract (CPA) methods from P1-P7.</p>	<p>Baseline and progress assessment information gathered – August, November, March June.</p> <p>Data gathered will be represented on the attainment tracker</p> <p>Learners working in Early/First/Second level will make improvements in numeracy at key data gathering points across the year</p>	<p>Targeted intervention - boost groups including new resources</p> <p>Maths CLPL for teachers - concrete/pictorial/abstract</p> <p>Improving pedagogy of teaching numeracy</p>
<p><u>Impact:</u></p> <p>This year's PEF targets included a focus on raising attainment in numeracy across Early, First and Second levels for those learners within our target group. Teacher CLPL for pedagogical approaches were funded through PEF along with targeted boost groups and SLA support. As with Literacy, ongoing school assessment tracking in numeracy at early, first and second levels, provide some evidence of consistent 'small step' learner progression within the identified target groups, in the area of numeracy. All pupils have made progress. A continued focus on numeracy skills will, however, be prioritised in 2025/2026 through the PEF budget to enhance learning resources and increase attainment within the target group.</p>		

The focus for session 2025/2026 will be on using Pupil Equity Funding of £18,375 to provide a target group of children with

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

Other comments from pupils, parents, stakeholders, staff

Feedback from Drymen PS Young Leaders of Learning who visited our school in June:

"We really liked the stalls day for charity and think this shows that staff take on board children's ideas. The school felt calm, safe and friendly. Children's ideas were used to create an anti-bullying policy. We really liked how this was evaluated with children. We loved the displays of children's learning!"

All classes held open mornings or open afternoons for parents and families, providing an opportunity for learning to be shared and celebrated. Our sharing learning events, which also included class assemblies, are always well supported and a sample of parent comments received this year are shown below –

"I though the open morning was incredible. I loved my child's presentation and all the others. Wonderful!"

"What a wonderful presentation. I learned so much! Thank you for all your hard work and such a fun, informative open morning!"

"We loved all of the presentations. Everyone did a fabulous job, spoke rally clearly and enthusiastically. You are all awesome!"

Wider Achievements

2025 Killearn Garage Cup Winners in local schools football



2025 Netball League Winners



Key priorities for improvement planning 2025/2026:

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
	To ensure high quality learning and teaching for all learners	<p>Learners will be fully engaged, resilient, highly motivated and interact well at all stages.</p> <p>Learners' experiences are appropriately differentiated, challenging and well matched to their individual needs.</p> <p>Learners will receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.</p> <p>A variety of assessment approaches will be used to provide reliable evidence when tracking and monitoring learners' progress and attainment levels.</p> <p>Learners at all stages will benefit from the implementation of both universal and targeted support.</p>
	To raise attainment in Numeracy by ensuring appropriate progression for all learners.	<p>Flexible learning pathways will ensure that all learners build on their prior knowledge and make appropriate progress.</p> <p>Almost all learners will achieve expected levels of attainment in Numeracy and a few will exceed these.</p> <p>Learners at all stages will experience consistency and progression in the teaching of Numeracy through the use of a key resource.</p> <p>Learners' attainment within targeted areas of Numeracy will improve as a result of high quality teaching (Early Level - number bonds, First / Second Level - multiplication, fractions, decimals and percentages).</p>

	<p>To increase opportunities for effective pupil voice</p>	<p>Pupil voice will be further embedded for all learners within the curriculum and evidenced across all stages.</p> <p>Children will be able to talk about how their voice is being heard and used.</p> <p>Children will be more confident in describing their own learning progress.</p>
	<p>Digital Well-Being - Cyber Resilience and Internet Safety (Learning Community))</p>	<p>Learners across all Balfron LC demonstrate age and stage appropriate knowledge, skills and understanding of CRIS and digital wellbeing.</p> <p>Our pupils demonstrate confidence and competence in recognising digital hazards and how to avoid these hazards including protecting devices and accounts with strong passwords; awareness of digital footprint; safe boundaries for consuming, creating & communicating online; impact of screen time on well-being</p>