



Standards and Quality Report Balfon Primary School

Session 2025-2026

Review of Progress for session 2025-2026 Standards and Quality Report

Context

Balfron Primary School is a rural school with a 2025/2026 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. Mrs Macmillan will resume her Depute Headteacher post, working on a 0.6 basis from August 2026.

While, our nursery team works effectively and increasingly independently to support early year's development producing its own Standard and Quality Report 2025/2026 and Improvement Plan 2026/2027, 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 supported the school through fundraising for the installation of new playground trim trail in November 2025.

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 2025/2026 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 2026/2027 and beyond.

Priority: To ensure high quality learning and teaching for all learners. Outcomes for Learners Learners will be fully engaged, resilient, highly motivated and interact well at all stages Learners' experiences are appropriately differentiated, challenging and well matched to their individual needs. Learners will receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve. A variety of assessment approaches will be used to provide reliable evidence when tracking and monitoring learners' progress and attainment levels Learners at all stages will benefit from the implementation of both universal and targeted support	
Progress:	• All teaching staff have further developed their understanding of adaptive teaching through our pedagogy focused collegiate sessions. • During class observations, most teaching staff have modelled adaptive teaching through a more responsive approach. • Observations show learners receiving greater levels of individualised support and challenge when required. • Through class observations and an audit of planning folders, teaching staff are demonstrating greater flexibility with their groupings. • Most teaching staff use skilled questioning strategies; promoting higher-order thinking skills and using more structured questions where appropriate. • During class observations, all support staff have been effectively deployed to further support and challenge the learning of specific groups and individuals • Quality assurance activities have demonstrated that all teaching staff use a range of written and verbal feedback within their day-to-day teaching. • Jotter monitoring has evidenced that all teaching staff use individualised written feedback to highlight strengths and areas for improvement. • All teaching staff positively feedback on children's work, highlighting strengths within learning tasks. • All staff have developed their understanding of Stirling Council's new Staged Intervention Framework through focused collegiate sessions, participation in an eLearning module and professional reading. • School leaders have adopted the new Staged Intervention Framework guidelines and paperwork this session, which has increased the child's voice and collaboration with parents and carers. • All teaching staff ensure inclusion through their universal provision in classrooms as lead professionals. • Quality assurance activities indicate that all teaching staff make appropriate adaptations to teaching and support to meet the needs of

	individuals in their class; including adaptive teaching, visual timetables, scaffolding of learning, etc. • A few learners who require enhanced support have benefitted from our continued collaboration with Educational Psychology, Speech and Language Therapy, Social Work, Women's Aid and our school counsellor.
Impact:	• Tracking and monitoring data from P1-7 indicates that most (88%) children are engaged in their learning; almost all (90%) children participate fully in their learning. • Almost all children are active participants in their learning experiences, showing a willingness to be involved and further develop their skills in Literacy and Numeracy.
Next Steps:	• Effective fully inclusive approaches will be developed across the school in line with a shared local authority priority for all establishments – including: play pedagogy; Circle Framework; Crisis Prevention Training (CPI); and Mind Quest

Priority: To raise attainment in Numeracy by ensuring appropriate progression for all learners Outcomes for Learners Flexible learning pathways will ensure that all learners build on their prior knowledge and make appropriate progress Almost all learners will achieve expected levels of attainment in Numeracy and a few will exceed these. Learners at all stages will experience consistency and progression in the teaching of Numeracy through the use of a key resource 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).	
Progress:	• All teaching staff are planning for learning and teaching using bespoke learning pathways, linked to our key resource 'Leckie and Leckie', that was introduced in August 2025. This is evident through the sampling of planning folders. • During all planned class observations with a specific Numeracy focus, Leckie and Leckie has been used as the key resource to support learning and teaching. This includes textbooks, practise workbooks, problem solving and assessment exercises. • Learner evidence, including Numeracy jotter and workbooks, from P1-7 showcase clear progression in the teaching of Numeracy, building on prior knowledge and skills development.

	• All teaching staff have further developed their understanding of and ability to implement high quality assessments in Numeracy through our moderation focused collegiate sessions. • All teaching staff have engaged in moderation activities at both school and learning community level, with Moderation Lead representation at a local authority event. • Almost all teaching staff make effective use of formative assessment strategies within their teaching to monitor progress and provide immediate feedback. • All teaching staff have effectively tracked and monitored their learners' progress through use of the new Data Dashboard.
Impact:	• Tracking and monitoring shows that all children have made progress in their numeracy understanding and attainment this session. • Attainment data for P1, P4 and P7 (comparator levels nationally and authority wide) show continued high overall levels of attainment in numeracy. • P7 attainment in Numeracy has remained at 93% which is the same as in session 2024/2025 for P7 learners in our school; but exceeds average attainment across all other Stirling schools and nationally. • P4 attainment in Numeracy has increased by 2% to 83% in comparison to P4 learners' session in our school during 2024/2025. • P1 attainment in Numeracy decreased from 95% in session 2024/2025 to 84% this year, bring our school in line with Stirling and national average numeracy attainment at P1 stage.
Next Steps:	• Participation in an authority wide Leading Play Pedagogy in Primary One with Education Scotland • Continued embedding of numeracy resources and approaches introduced in session 2025/2026 • Attainment focus will move to an authority wide focus on Writing

Priority: To increase opportunities for effective pupil	
Outcomes for Learners	
Pupil voice will be further embedded for all learners within the curriculum and evidenced across all stages.	
Children will be able to talk about how their voice is being heard and used.	
Children will be more confident in describing their own learning progress	
Progress:	• P1-P7 have all had refreshed community groups this year with the focus of increasing pupil voice. The groups have been P1 Play; P2

	Litter; P3 School Garden; P4 Digital Well-Being Award/Cyber Resilience Internet Safety; P5 Inclusion Ambassadors – neuro-diversity awareness; anti-bullying; Show Racism the Red Card; P6 3Ls – Lost Property /School Uniform; P7 Sport & Health including First Aid • Display boards for each community group have been introduced for pupils to share their area of whole school responsibility in a visual way. • Weekly whole school assemblies have been organised this year, to ensure that there have been scheduled opportunities for pupils from each class to provide their own community group updates. • Pupil Council has been fully child led this year which has resulted in a focus on reflecting on levels of respectful engagement during class learning. Self-assessment scores have been gathered regularly with pupil comments on reasons for the class scoring has been shared at assembly, led by two P7 Pupil Council chairpersons. • The school assembly programme has provided opportunities for House Captains to share their understanding of a self-chosen UNCRC article. • Quality discussion and written recording of pupil voice with a member of the school senior leadership team now takes place before and after every staged intervention meeting. All pupils are now encouraged to be part of these meetings.
Impact:	• Relationships and engagement levels across the school have remained a recognised strength. • Pupils show that they know their school and are confident about routines and their voice being heard. • The refreshed staged intervention approaches has resulted in all pupils with additional needs, having their voice at the centre of planning. Greater understanding of how each pupil reflects on their own learning including barriers and supports have been established.
Next Steps:	• Reintroduction of Young leaders of Learning within a whole class context • Pupil voice will remain a core aspect of inclusive approaches during session 2026/2027 including implementation of Circle Framework, P1 Play Pedagogy and Secondary Readiness Program - Transition.

Priority: Digital Well-Being - Cyber Resilience and Internet Safety (Learning Community) Outcomes for Learners Learners across all Balfron LC demonstrate age and stage appropriate knowledge, skills and understanding of CRIS and digital well-being. 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	
Progress:	• P4 Community Group - Digital Well-Being Award/Cyber Resilience Internet Safety have maintained a whole school display board throughout the year reinforcing key messages linked to digital well-being. • The P4 community group have also presented at a whole school assembly

	• Our school had teacher representation on the Learning Community digital well-being working group, which met regularly during the year to plan a parent digital festival in term 3 of session 2025/2026. • The digital festival was held on 26th March at Balfron High and provided parents/carers from across the local area to join workshops or visit stalls; all of which had a focus on developing increased understanding of cyber resilience and internet safety.
Impact:	• Pupil understanding and awareness of digital well-being has increased, especially at P4 stage • Understanding and awareness of digital well-being has also increased for a few staff following participation in the LC working group and through leading the P4 Community Group. • While Balfron Primary was proportionately had a higher representation at the Digital Festival than some other local schools, the overall turn-out was low so impact for parents/carers could have been greater.
Next Steps:	• Reflection on different ways to increase engagement with parents/carers on the issues of cyber resilience and internet safety. • Including Digital as an <i>Enhancement</i> to Learning within school improvement targets next session.

Progress and Impact of Pupil Equity Funding

During session 2025/2026, 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:		
75% of pupils within target group currently at 'just below' will move to 'expected' levels of attainment 50% of pupils within target group currently at 'below' will move to 'just below' levels of attainment 100% of other pupils within the target group will show 'small step' attainment progression	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 Increased fluency with new target reading resource intervention Tracking of progress in reading at through PIRA	Targeted intervention - boost groups Targeted reading resources/scheme Support for Learning Reading record tracking / PM Benchmarking

<u>Impact:</u> 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 the continued use of small boost groups. Boost groups were able to be timetabled using additional SLA hours and teacher flexibility, funded through PEF. Additionally we were allocated 5 days' worth of attainment raising teacher in the area of P4 writing. One pupil from within the PEF target group participated in the attainment raising focus on writing along with a group of peers. 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 clear small step progress.		
Cost of School Day:		
100% of pupils within the target group will be prioritised for any costs in the school day up to June 2026;	Effective two-way communication between school and families. Collaborative Planning – SMT directly with families.	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.
<u>Impact:</u> Inclusion for all children was again prioritised for our P6 residential which focuses on key aspects of Health and Well-Being. Costs of the trip increased by 30% from 2025 to 2026 to a total trip cost of £427. Requests for help combined with 50% school subsidy through PEF for families on FME resulted in support for 10 families which represents 37% of families in 2026 compared to 20% of families in 2025. Total PEF allocation for this year's residential trip was £2398. Importantly 100% of P6 pupils participated in the 2026 trip with nobody missing out on any element due to costs. Our remaining PEF budget has also been used to ensure that no child missed out due to costs; on the P1-P5 trip to Briarlands or the end of year P7 trip to Stirling bowling.		
Attainment in Numeracy:		
75% of pupils within target group currently at 'just below' will move to 'expected' levels of attainment 50% of pupils within target group currently at 'below' will move to 'just below' levels of attainment 100% of other pupils within the target group will show 'small step' attainment progression	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	Targeted intervention - boost groups including additional Leckie & Leckie resources including workbooks Improving pedagogy of teaching numeracy - pedagogy leads group/collegiate approaches

Impact:

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. Leckie & Leckie numeracy resources were purchased through PEF providing learners from within our target group fully accessible and high quality workbooks. PEF funded SLAs continued with targeted boost groups. 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. An authority wide focus on writing attainment means that for session 2026/2027 numeracy will remain on our PEF plan through a consolidation and embedding approach with the resources bought in session 2025/2026 and continued SLA hours.

The focus for session 2026/2027 will be on using Pupil Equity Funding of £18,375 to provide a target group of children with

- 13 hours of SLA - £11,700 supporting learners within target group in areas of writing and numeracy.
- Targeted and enhanced interventions for a few learners within the target group supporting Inclusive Classroom approaches - £4,000
- Cost of school day including P6 residential and class trips, with support capped at £2675

Other comments from pupils, parents, stakeholders, staff

"Balfron PS promote a strong parent partnership. It has a lovely, welcoming environment."

"The SMT are always present and make an effort to get to know all the children and their families."

"School need to advocate strongly for more resources to meet needs of children with ASN I think having members of senior management visible in the playground is brilliant. SMT are very familiar and accessible, which aids relationships and communication if required."

"There is a really positive ethos fostered - not just for children but also parents. Thank you!! 😊"

Comments from Parent Survey October 2025

Meeting pupil needs –

"I just wanted to say a big thank you for yesterday. Your care and understanding of the difficulties/opportunities for our child and your desire to do everything possible for the best outcomes in the future are so much appreciated. The team do an amazing job and our child is fortunate to have such a caring team working with and for him. Many thanks again"

September 2025

Evaluating the revised format for Meet the Teacher:

"It was a lovely, informative session. The staff were so friendly and welcoming and the classrooms looked great with the work on the walls, it was fab to see what my children

have been busy with at the start of the term. Thanks to the wonderful teachers for their time”

“This format allowed for more interaction and flexibility. The majority of what is traditionally said in Meet the Teacher presentations is mostly already known through seesaw comms etc., so this new approach was good.”

“I thought the new, more relaxed format was great. Much more inviting and both myself and the kids got more from it than sitting listening to a presentation. Well done to the teachers and thank you for giving us your time.”

Wider Achievements

March 2026 Killearn Garage Cup Winners in local schools football – three years in a row!



Key priorities for improvement planning 2026/2027:

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
Raising Attainment in Writing - To develop a progressive whole school genre-focussed approach	Learners will make improved progress in writing attainment with more pupils achieving expected levels and closing identified attainment gaps Learners will develop greater confidence and motivation as writers communicating ideas effectively Pupils in P3-P7 will produce high-quality writing with improved structure, vocabulary choices, sentence and paragraph construction Pupils in P1&P2 will begin to write for a range of purposes implementing Drawing Club to further develop spoken ideas and independent writing opportunities Learners across the whole school will engage in writing tasks more frequently across the week Learners across P1-P7 will develop legible, fluent and consistent handwriting taking greater pride in their written presentation Learners will further develop their writing skills actioning feedback to improve the quality of writing across a variety of genres
To develop a high quality Play Pedagogy approach in P1 and P2	By engaging with Education Scotland's Play Pedagogy Professional Learning resource, staff in P1 and P2 will have a greater understanding of play pedagogy and its benefits to P1 and P2 learners. All learners in P1 and P2 will benefit from an inviting play environment to learn and develop new skills Learners will further develop their communication and language skills through conversation, peer interaction and role-play Learners in P1&P2 will build resilience when faced with challenges and will develop cooperation, negotiation and conflict resolution through imaginative and collaborative play experiences

	Enhancing Universal Inclusive Practice: Embedding the CIRCLE Framework to reduce barriers to learning.	By engaging with the CIRCLE framework and using the Circle Inclusive Classroom Scale (CICS) will increase teacher confidence and competence in delivering early intervention supports Learners will reflect on their own learning experiences and identify and share what supports are effective Learners will discuss what helps them learn with their teachers capturing individual needs and preferences Learners at all stages will benefit from the implementation of both universal and targeted support