**Balhousie Primary School**

**Standards and Quality Report 2017 – 2018**

**School Vision**

Balhousie Primary School encourages everyone to be the best they can be in order to make a valuable contribution to society.

Our vision is of a confident and ambitious school to which all can contribute and in which all can share. Our school will be vibrant and successful; a safe, happy, healthy and sustainable environment; and a place where people are nurtured and supported.

**School Values**

We encourage everyone to be the best that they can be.

We have mutual trust, self-respect and value everyone's contribution.

We recognise everyone as an individual.

**School Aims**

Our aims are:

* To create a learning community that develops fulfilled, responsible citizens.
* To provide meaningful contexts for learning that challenge all children, raising standard of attainment.
* To provide children with opportunities to develop self-confidence and resilience.
* To maintain and extend partnerships with home and community.
* To support and meet the learning, personal and social needs of all children and their families.

 **Our purpose is to:**

* To celebrate the uniqueness of Balhousie
* To raise attainment for all pupils
* To increase children and family engagement in learning
* To equip our children to be the young work force of tomorrow.

**Improvement priorities for session 2017-2018**

This year we concentrated on the following improvements:

1.  Raise attainment in areas of literacy and numeracy across all stages.

2.  Develop and implement greater opportunities for parents to engage in and support their child’s learning.

3. Focus on continued development of effective learning and teaching approaches.

**Leadership:**

Leadership is undertaken at all levels within the school where all members of staff have been leading a range of activities and developments. Our approaches to leadership of change have been satisfactory.

This year, teachers led and supported within our Local Management Team schools (those linked with Perth Grammar School) as we developed greater understanding and use of ‘Feedback’ for learners. Feedback is the term given to the quality conversation and advice given by teachers to learners with the aim to improve the learner’s quality of work and guide their next steps towards achievement. Through leading their own learning in this field this session, teachers are reporting a continued building of confidence and expertise in this aspect of teaching. Impact for pupils has been noted through ‘Learning Conversations’ where children tell us this feedback does help them focus on what to do next/better in their work, especially in Language and Literacy work.

Support Staff have had opportunities to lead pupil groups at lunchtimes, to help develop learners’ interests and motivation as well as build inter-personal skills and skills linked to the club attended. These clubs have included gardening, art and craft, Sumdog (maths focus), mindfulness through colouring and playdough modelling, and Lego. Learners who took part in these clubs rated them between ‘good’ and ‘very good’ and have given ideas to make them even better next year.

Some teachers developed their skills in leading the Glee club this year, to great success with a place in the Perth and Kinross Schools final. Many children went on to develop their leadership skills through their attendance and contributions to the Glee club this year, which saw pupils taking core roles which increased their performance skills and skills in singing and dancing.

The appointment of a new Head Teacher in January 2018 has afforded the school fresh opportunities to engage in self-evaluation of our practices and purpose. Bonding as a school and as a teaching and learning team is priority, and identifying our next steps through engagement with families and community is now high on our agenda for next session. We will continue to develop our school through self-evaluation and transparent quality assurance procedures that involve learners, families and staff.

The Parent Council continue to support the direction of the school by providing input in school decisions on behalf of the interests of parents and our local community. The recently appointed Head Teacher has worked with the Parent Council to support some opportunities to develop the ethos and life of the school. The work of the Parent Council also supported classes through financing learning trips to enhance curriculum work.

The Pupil Council has worked with the new Head Teacher to develop learners’ understanding of the Pupil Voice, ensuring children feel listened to and are part of the process in making decisions about how we develop as a school. This has included opportunities to all children to plan for our library development, enhance playground play and feed into school self-evaluation with learners’ views and thoughts about what we do well and how we can get even better.

**Attainment, Attendance and Progress**

Our progress with raising attainment this year has been satisfactory. The School attendance figure for this year is 93%, which is a slight decrease from last year’s figure (94%). We continue to encourage all families to book their holidays out-with school term time and to arrive in school prompt for a 9.00am start.

In Primary One, the majority of our children have achieved Early Level in Mathematics and Reading. Most children have achieved Early Level in Listening & Talking. Most work continues to focus on writing, where fewer than half have achieved Early Level.

In Primary Four, the majority of children have achieved First Level in both Maths and Literacy.

In Primary Seven, the majority of learners have achieved Second Level in Maths, Listening & Talking and Reading. Fewer than half of learners have achieved Second Level in Writing, which continues to be a focus for our school.

**Learning:**

Some pupils continue to benefit from Inter-generational work with a local Care Home, which provides the children with skill development in the areas of communication and social and emotional wellbeing. The children enjoy developing their community spirit within the Balhousie area, and taking an active role in supporting the elderly residents of the Care Home. The work undertaken in this area has been recognised nationally with an award this year, and is something we as a school are very proud of.

We have begun the use of interactive Learning Journals, using the Seesaw App, which gives families the opportunity to share in their child’s achievements. Some families have engaged positively with this tool, and reports from them are very encouraging. We now need to encourage all families to get engaged with this App as the benefits for children and families are huge.

This year saw our first use of Scottish National Standardised Assessments (SNSA) with children of Primaries 1, 4 and 7. The children engaged in computerised assessments for reading, maths and for some writing. The results from these activities have been encouraging, showing that many of our children are making good progress in their learning. School staff have been able to analyse the results and this helps inform our school-based assessment and planning for learning. These assessments will continue to be used next year, again only for children in P1, P4 or P7. Our progress within learning, teaching and assessment is satisfactory.

There have been several opportunities for nursery children to develop their physical activity and health when they took part in Jungle Journeys (a programme to promote gross motor skills) and again Play on Pedals. The children have enjoyed being able to access the local community through use of ‘Dotty’s House’, Bells Sports Centre and the local library (NICC). Children from P1 – 7 enjoyed developing their skills within PE through a range of activities such as County Sports, after-school clubs such as Netball, Cheerleading, Football and general games. The Netball and Football teams continue to grow in their confidence and skills; and our Glee children achieved great success getting to the Finals for the Perth and Kinross.

Children’s health and wellbeing continues to focus on celebrating our achievements and recognising our rights and responsibilities linked to the Wellbeing Indicators. All classrooms feature the Wellbeing Wheel as an active focal point for pupil voice and learning. Children are now more able to verbalise their understanding of the wellbeing wheel and can all talk about what it means for them as children. At assemblies children are now proud to have their achievements in school recognised with Star Awards and know that we share their good news about activities and achievements out-with school.

We hosted a Curriculum Night for parents and family members, to support their knowledge and understanding of how we teach writing in school. Some of this featured the work we have undertaken to embed the Big Write, as a school initiative. This initiative includes various evidence-based strategies and practices to support and enhance children’s literacy skills based on listening and talking and writing. Teachers presented to interested parents at the 3 different achievement levels of Early (parents of Nursery to P1 children), First Level (children typically from P2 to P4) and Second Level (usually children in P5 to P7). Nearly 30 parents came along, and told us that they found the night enjoyable and useful. Some quotes from the night were, “this makes sense,” and, “now I know how I can help my child more at home,” and, “I’ve been wondering what VCOP was all about – I’ve heard her talking about it”. Some parents requested more nights like this next year, to help them support their children with their learning in maths, for example.

This year teachers planned School trips to enhance learning in the classroom. All classes made visits including Edinburgh for a Dynamic Earth experience, Farm visits and a minibeast expedition at RSPB Vane Farm. These trips were made possible through parental contributions and financial support from Parent Council funds to pay for buses. Of course, classes continued to use our local community to learn from including trips to the local Bank to learn about Internet safety and modern banking, NICC library, trips to Asda to purchase items for Tuckshop, ‘Dotty’s house’ for nursery play, Bells Sports Centre and more. We appreciate and make the most of the wealth of learning opportunities on our doorstep. P7 children were able to experience a 2 day/1 night residential experience to Glenshee where they engaged in various physical activities and developed their fitness, resilience and opportunities for wider achievement.

This year, Pupil Equity Funding has enabled us to increase the number of adults working with learners from P1-7. Staff have been able to work closely to deliver high quality, small group support to those learners who may require enhanced assistance to help reduce the poverty-related attainment gap. Literacy and Numeracy skills, as well as nurture-style activities of life skills (baking and sewing as examples), have been targeted and our assessment tells us this has made a positive impact for all children who were supported. Our progress with supporting children’s wellbeing, equality and inclusion in our school is good.