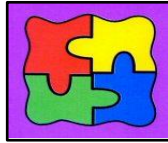


Balbardie PS
Bathgate Early Years Centre
Bathgate West Nursery



PROGRESS
REPORT FOR
SESSION 2022/23

(Standards & Quality Report)

Balbardie PS,
Torphichen St.,
Bathgate,
EH48 4HL

ABOUT OUR SCHOOL

Balbardie PS is a non-denominational primary school serving the town of Bathgate. It was first opened in 1904 and has a proud, long-standing relationship with the town and its community. The school roll is currently 390 pupils across 15 mainstream classes and a specialist autism provision of 3 classes. The school celebrates a varied catchment population and area with a free meal entitlement of 27%. Balbardie PS is proud to be part of a learning community which includes Bathgate Early Years Centre and Bathgate West Nursery. Bathgate Early Years and Bathgate West have a capacity of 70/70 and 60/60 respectively and both provide early learning and childcare through 52 weeks of the year. The school is lead and managed by the senior leadership team which includes the Headteacher, 2 Depute Headteachers and 3 Principal Teachers. The school and early years settings collaborate regularly with an active and involved Parent Council and relish opportunities to be involved with the wider community of Bathgate whenever possible. The school works closely with other schools in the Bathgate Academy cluster and engages in cross-sector improvement work on a regular basis. All members of the school community are proud to uphold our school motto 'Achieve, Believe and Celebrate' and the school works in partnership with parents, carers and other agencies to ensure an inclusive, ambitious environment where children develop resilience and respond positively to change and challenge.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measureable outcomes for the session were...</p> <p>To ensure our children will become increasingly skilful readers and writers, improving their reading comprehension and extending their vocabulary.</p> <p>Our children will continue to improve their mental agility in numeracy and mathematics</p> <p>Our children will be able to discuss their progress within CfE with confidence and describe their next steps.</p> <p>NIF Drivers</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> All teaching staff undertook a Practitioner Enquiry in Literacy approaches within their own class to ensure they were meeting the needs of their learners. With the support of the Literacy Pedagogy Officer, approaches in the teaching of reading and writing became further embedded at all stages. Work was completed on closing the vocabulary gap for all pupils and on Listening and Talking approaches at all stages. Numeracy assessments were developed to show any gaps in learning at CfE second level. Our whole school profiling approach through 'Magic Jotters' was developed and embedded as part of our school routines. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Overall, most children are progressing in Literacy and Numeracy from prior levels of attainment. Balbardie performs well in Literacy and Numeracy when compared with virtual comparator schools. Data demonstrates that, over the last 2 years, we have steadily increased to outperform its virtual comparator at P4 and P7 in all measures. Attainment data at P4 and P7 in Literacy and Numeracy demonstrates an increase in attainment this session in all measures. Professional dialogus during impact meetings which focuses on raising attainment and achievement of all pupils was seen as a strength during the school's recent VSE. Interventions are in pace at all stages to target those individuals and groups who need additional support with learning.
<p>ELC</p>	<ul style="list-style-type: none"> Staff undertook additional professional learning to ensure quality learning environments rich in literacy and numeracy. Staff continued to develop their knowledge and understanding of early level literacy and numeracy progression as a tool to ensure quality planning for learning.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measureable outcome was to...</p> <p>Combined Literacy attainment at all stages will increase by May 2023.</p> <p>School and ELC Improvement. School and ELC Leadership</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school was awarded £98,000 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>9 priorities were planned and 78% of these priorities were fully achieved with 22% making good or better progress.</p> <p>PEF was used effectively to recruit a Literacy Pedagogy Officer to oversee equity priorities in Literacy across the school and to provide training for staff in literacy approaches and interventions. PEF was also used to fund additional pupil support workers to help support the needs of identified learners.</p> <p>Interventions this year have focused on increasing attendance and addressing gaps in literacy. Examples include the further development of our</p>

<p>Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>used uniform shop, word boost intervention from P4 to P7 and a number of Literacy interventions for individuals and groups.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write. • Attendance of identified pupils increased. • All teachers reported an increase in confidence and knowledge of high quality learning, teaching and assessment in literacy and in making effective use of literacy interventions to best meet the needs of learners.
<p>ELC</p>	<ul style="list-style-type: none"> • We continued to support identified children through targeted literacy and numeracy interventions. • Staff encouraged targeted families to engage in our PEEP / Parent Group programme.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measureable outcomes for the session were...</p> <p>For our children to know about and understand the benefits of positive relationships and respect for self and others.</p> <p>To ensure our children will know about and understand the importance of gender equality.</p> <p>For our children to feel that they have a strong voice in Balbardie PS. They will know that their views are heard and they have a real impact on school improvement.</p> <p>For our children to continue to explore and understand our new school values as they become further embedded in the life and work of the school community.</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Significant progress was made in developing the Health & Wellbeing curriculum with a new Progression Pathway. • Staff completed additional training on Gender Equality. Pupils and Parents were also consulted on Gender Equality issues and next steps identified. • The Big Balbardie Blether returned to Balbardie with great success. Pupil views were sought on a number of issues and pupil voices were heard about different aspects of school improvement. • Our school values were further embedded. • Staff well-being events were organised and were well attended. • All stakeholders were involved in delivering RRS to Silver standard across the school. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The new HWB progression is being piloted at all stages next academic session (23/24) • A Gender Equality Action Plan will be implemented this year. • The Big Balbardie Blether sessions have contributed very positively to the work of our school improvement groups. • Our school 'Magic' values have become a common language across the school. Children can be awarded Values certificates and are excited to show the 'Magic' values. • The school was awarded RRS Silver status in June and will be going for Gold next year.
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<p>ELC</p>	<ul style="list-style-type: none"> • Staff continued to undertake additional professional learning to allow them to use the language of GIRFEC with confidence and to allow them to support children's wellbeing. • Staff continued to develop their knowledge of CI Quality Framework as a tool for self-evaluation.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measureable outcomes for this session were...</p> <p>That our children will be supported in developing creativity in learning skills across the curriculum.</p> <p>For our children to experience a broad and varied curriculum as staff undertake Practitioner Enquiry projects in a range of subject areas.</p> <p>That our school community will work together to achieve Rights Respecting Schools Silver award.</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff had training in and undertook a Practitioner Enquiry. • The whole school community enjoyed the opportunities for learning about RRS. • The Big Balbardie Blether allowed us to gather the views of all children about curricular areas and provision. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All children have a voice in developing the school curriculum through the Blether. • Plans are in place to extend this pupil voice through Friday Focus mornings which will take place every Friday throughout next session. • Curricular development and pupils leading learning will continue next session.
<p>ELC</p>	<ul style="list-style-type: none"> • Staff undertook an evaluation exercise to plan for improvement in digital technologies. • Staff undertook additional professional learning to improve the delivery of STEM at Early Level.

- **During this session 22/23, there have been no children excluded within Balbardie PS.**
- **Attendance data shows that our overall attendance figures have improved by 1.5%.**

Our Wider Achievements 2022/23

- The school community works hard to ensure that all stakeholders are consulted throughout the school year.
- Consultations this year have included discussions and surveys with the Parent Council, the very active Parental Engagement Group and the wider parent body.

- These have included topics such as the the continued development of our outdoor areas and play strategy, our school values, improvement priorities and opportunities to come together as a school community.
- Participatory Budgeting allowed our Parental Engagement Group to fully develop our pop-up used uniform shop which is now working very well.
- Pupils loved the variety of activities that were on offer in Healthy Week in May which included football, Zumba and reading for wellbeing.
- Our Primary 7 pupils relished the opportunity to attend a residential in March and took part in learning that boosted their confidence and self-esteem.
- Our P5's and P6's attended a one night residential in June.
- We thoroughly enjoyed getting together in June for our Sports Day.
- We achieved Rights Respecting School Silver status in June and are now working towards our gold award.
- It has been wonderful this year to be able to see our children support school initiatives with groups working between stages and classes – Reading Ambassadors, Numeracy Ambassadors, HWB ambassadors, Pupil Council, House Team.
- Our playground developments have also continued this year with the support of the Parent Council. Children are already offering their views on further improvements.
- Our Parental Engagement Group are now running a Coffee Morning monthly and school staff have been involved in delivering curricular workshops to parents at this event.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Satisfactory

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)