

Balbardie PS
Bathgate Early Years Centre



**PROGRESS
REPORT FOR
SESSION
2024/2025**

(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 3 pupils across 14 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. Bathgate Early Years and Bathgate West have a capacity of 70/70 and provide early learning and childcare through 50 weeks of the year. The school is lead and managed by the senior leadership team which includes the Headteacher, 1 Depute Headteachers and 3 Principal Teachers. The school and early years setting 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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 that profiling became embedded practice at Balbardie PS.</p> <p>To improve children's attainment in Numeracy with a focus on mental agility.</p> <p>To improve children's attainment in Literacy, allowing all children to make links between reading, writing, listening and talking.</p> <p>NIF Drivers</p> <p>School and ELC Improvement.</p> <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parental Engagement</p> <p>Curriculum and Assessment</p> <p>Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Newly introduced trackers for Reading and Talking and Listening have been piloted by all staff. These are supporting staff to track progress and plan more effectively for next steps in learning. Identified staff have benefited from professional learning on Building Thinking Classrooms (BTC). All staff have engaged in professional learning and almost all are implementing aspects of BTC within numeracy, allowing most learners to talk and share their learning in different ways. Most learners are benefitting from working on non-vertical surfaces, visibly random groupings and problem solving tasks. Learning Teaching and Assessment Blueprint (guidance) has been reviewed by all staff and areas for development have been identified. Staff have undertaken some professional learning to support the use a 4 part lesson structure and use of formative assessment. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> All children's progress in Literacy and Numeracy is tracked rigorously. The majority of pupils in Primary 1 have achieved expected levels in Reading, Writing, Listening and Talking and Numeracy Most learners in Primary 4 and Primary 7 have achieved expected levels in Reading, Writing, Listening and Talking and Numeracy Reading and Listening and Talking trackers are supporting staff to plan next steps in learning more accurately and confidently for all pupils. Trackers are supporting staff to track progress and plan for next steps in learning for all learners. Pre and post staff questionnaires report an increased knowledge and understanding of the building thinking classroom approach and almost all are confident to implement aspects of the approach. Small test of change evidences impact of vertical surfaces, visible randomised groupings and the use of challenges/problem solving approaches.
<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 2024.</p> <p>School and ELC Improvement.</p> <p>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 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>Interventions this year have focused on increasing attendance and addressing gaps in literacy. Examples include the further development of Nurture, word boost intervention from P4 to P7 and a number of Literacy interventions for individuals and groups.</p> <p>Our Cost of the School Day approaches are reducing financial barriers to participation. These approaches have included our well used uniform bank (Platform 9 ¾), free snacks and the reduction of costs for school trips/residential experiences. Our learners voted to use their Participatory Budgeting spend on ensuring free extra-curricular clubs for all learners in partnership with Xcite.</p>

Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information	Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: <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 Nurturing approaches have supported the social and emotional development of identified pupils Attendance of identified pupils has increased Opportunities for learners to participate in afterschool clubs has increased
ELC	<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 satisfactory progress. What did we do?</p> <ul style="list-style-type: none"> We reviewed our school values with our whole school community which has ensured that all learners and staff know our values. Increasingly these are modelled, promoted, recognised and celebrated on a daily basis. Children's wellbeing has continued to be tracked regularly and monitored, asking them to self-report against the wellbeing indicators and holding check-ins with targeted groups of learners. We have engaged with all stakeholders to re-refresh our Positive Relationships Policy which outlines the core universal approaches to supporting wellbeing, including our Trusted Adult approach, WARM conversations and opportunities for all learners to be celebrated. Our approaches to supporting the wellbeing of our learners has been strengthened with the introduction of a new tracking systems for all targeted interventions with a focus on ensuring pupil voice is gathered and acted upon. All children have had the opportunity to meet with their Trusted Adult regularly throughout the session. This has ensured all children are confident in the process of seeking support from their trusted adult. Learners from across the 2nd level have been engaging with the Lundy model to support their understanding of how their voices are used to inform school policy and processes, including our Anti-Bullying and Diversity policies. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> The language of our School 'Magic' values are increasingly used and referred to within learning experiences across the school. The refreshed Positive Relationships Policy is supporting a shared understanding across the school community and consistent approaches to establishing and maintaining relationships There is an increased understanding around the language of the indicators and an improvement in our HWB data. Almost all learners involved in decision making feel their voice is listened to and valued.
ELC	<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.

<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 satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • School assemblies and 'Blether Times' have been supporting all learners to be active participants in the wider life of the school including within decision making. • An audit was undertaken to identify opportunities for pupil leadership across the school. Pupils, parents and staff took part in a consultation and plans have been created to develop leadership opportunities in session 2025/26 through responsibility groups • Skills Academy programme has supported the development of Meta Skills. • The recent introduction of learner conversations is supporting learners to reflect upon their learning at the end of each week and develop a more consistent language around learning. • Staff across the Early Level have worked with the West Lothian central support team to develop their understanding of play pedagogy. We have undertaken audits of classroom environments and have begun to make changes to promote play opportunities. We are piloting a new planning format which is more responsive to learners' interests. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There are increased opportunities for learners to engage in decision making across the school • Learner self-evaluation of meta skills highlights that almost all have developed increased confidence in 2 or more meta skills. Most are increasingly able to make links between skills and their learning experiences • Learners are demonstrating increasing confidence in engaging in learner conversations and this is supporting them to reflect upon their experiences and begin to identify next steps in their learning • All Early Level staff are more confident in their understanding of play pedagogy. Classroom environments and teacher planning are supporting play opportunities which are interesting and promote curiosity.
<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 24/25, there was one exclusion within Balbardie PS.**

Our Wider Achievements 2024/25

- Very successful 120th School Birthday celebrations were held including a family picnic and creation of a commemorative book
- Consultations this year have included discussions, surveys and opportunities for feedback with the Parent Council and the wider parent body around the school's Vision, Values and Aims, Positive Relationships Policy, Anti-Bullying Guidance and Diversity and Equalities Policy
- Participatory Budgeting was used to support After School clubs in partnership with Excite
- Pupils have benefited from a variety of activities that were on offer in Fitness Fortnight in June which included partnership working and visits from emergency services
- Primary 7 pupils had the opportunity to attend a residential in May which supported them to develop independence, increased confidence and raised self-esteem.

- Our P5's attended a one night residential in June.
- Successful Sports Day and provided further opportunities for achievement
- We achieved 3rd place for the Bathgate Procession float and all pupils contributed to the decoration of this
- We have achieved Rights Respecting School Silver and have continued working towards our gold award.
- Opportunities to promote pupil leadership have continued including Reading Ambassadors, Numeracy Ambassadors, HWB ambassadors, Pupil Council and House Team.

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

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

+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)