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# Balmuildy Primary School

## Standards and Quality Report

### 2024/2025



We are a

# Reading School

## Context of the School



### Vision Values and Aims

Balmuirdy Primary is a non-denominational school situated in the west of Bishopbriggs. It serves an area stretching from the Glasgow boundary to Hilton Road on the west side of Kirkintilloch Road. Before coming to school, our P1 pupils attend a range of local authority and private Early Years Centres. Almost all P7 pupils transition to Bishopbriggs Academy.

The school was built in 1962 and has a traditional structure with 14 classrooms, a large hall with a stage, a children's kitchen and a nurture room. The school has good sized grounds including large grassy areas, concrete playgrounds and a Multi-Use Games Area. In September 2021 it was announced that a new Balmuirdy Primary School would be built and plans are now at an advanced stage.

The current role is 366 pupils organised into 14 classes. The teaching entitlement is 19.04fte, including a Head Teacher, two Depute Head Teachers and a Principal Teacher. The work of the school is further supported by 2 Classroom Assistants, 3.5 Support for Learning Assistants, 0.4fte Education Support Teacher allocation, 3 part-time instrumental Music Instructors, a Building Manager and a team of Cleaning and Catering staff.

Our catchment area consists mainly of owner occupied housing. Free meal entitlement within the school is currently 7.7% and data from the Scottish Index of Multiple Deprivation shows that 6.6% of pupils live within areas designated as having fewer opportunities for children and young people. Pupil Equity Funding is allocated to the school to support children and families and to raise attainment for all. Last session the school was awarded a total of £34 560 to develop strategies in narrowing the poverty related attainment gap. Pupil Equity Funding was used to employ additional staff and to support our most vulnerable pupils through planned, targeted interventions focused on narrowing attainment gaps. Attendance is monitored and issues are addressed in partnership with parents and carers. Our average attendance rate for this school year was 94.9%.

The school community is strongly committed to its shared vision and values which underpin all aspects of the life and work of the school. We are proud of the strong partnerships we have built across our community to support children and families. Our dedicated Parent Council and Parent Teacher Association provide a high level of support to the school. Our curriculum has been enriched by all staff participating in high quality professional learning. Our outdoor learning spaces and cooking kitchen have continued to provide important contexts for learning.

This Standards and Quality Report was created in consultation with staff, parents and pupils as part of our continuous journey of improvement.

## Progress in School Improvement Plan (SIP) priorities

School priority 1: Wellbeing, Equality and Inclusion	
<p><b>NIF Priorities</b></p> <p>Placing the human rights and needs of every child and young person at the centre</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Drivers</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parent/carer involvement and Engagement</li> <li>School Improvement</li> </ul>	<p><b>HGIOS 4 QIs</b></p> <p>QI 1.1 Self-evaluation for self-improvement</p> <p>QI 2.4 Personalised Support</p> <p>QI 2.7 Partnership</p> <p>QI 3.1 Wellbeing, equality and inclusion</p>
<p><b>Progress and Impact:</b> Good progress was made with this priority.</p> <p><u>Rights Based Learning</u></p> <p>The Rights Respecting Schools group of Rights Ambassadors was refreshed and continued their journey towards achieving our Silver Award. As part of our assembly programme, we have continued to focus on our school values using the non-gender specific characters created by the learners last session. Almost all learners continue to have a good understanding of these values and the focus this session was to create a greater understanding of choices and actions that align with our values. In addition, the Rights Ambassadors led assemblies and these were used to highlight the rights of the child as well as issues around Fairtrade and Racism.</p> <p>Part of our work this session involved embedding rights based learning in the curriculum. The staff leadership group worked with all teaching staff to identify opportunities to explicitly teach rights through our class novels. Class novels have been identified to teach specific rights related to the UNCRC articles. This overview is in place for P1-7 with a number of highlighted texts at each stage. Working in partnership with the staff PEBL leadership group, aspects of our Pupil Enquiry Based Programme were identified to allow further opportunities for learning about rights within the wider curriculum such as Science, Social Studies and RME. Early indication from staff feedback is that this will encourage pupils to apply skills across the curriculum.</p> <p><u>Circle</u></p> <p>As a whole school we embarked on an evaluation of our classrooms to ensure they were fully inclusive to all learners in terms of the environment (physical and social) and the structure and routines within them. All staff used The CIRCLE Inclusive Classroom Scale (CICS) as well as pupil views to reflect on their classrooms, identifying areas for improvement.</p> <p>The key themes identified were pupils' independence and ownership of learning. Through class based adaptations, we have seen most pupils given more responsibility for communication, decision making and re-organisation of class areas. Recent pupil evaluations demonstrate that almost all felt included, confident and valued within the school community. All staff completed a pre and post CICS. All staff scores have increased showing impact across all three aspects of the environment. Staff have noted a positive change in pupil behaviour, organisation and relationships. From the pupil audit it is evident that almost all pupils are more independent and motivated, showing a better understanding of their role and responsibilities in the classroom and wider school environment.</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>Continue our Rights Respecting Journey towards our Silver award.</li> <li>Fully implement and evaluate the rights based learning approach to Literacy and PEBL</li> <li>Continue to ensure an inclusive learning experience for all using the CIRCLE evaluation and improvement cycle</li> </ul>	

## School priority 2: Reading

### NIF Priorities

Closing the attainment gap between the most and least disadvantaged children

Improvement in attainment, particularly in literacy and numeracy

**NIF Drivers** Curriculum and assessment  
Teacher professionalism  
Parent/carer involvement and engagement

### HGIOS?4 QIs

QI 2.3 Learning, teaching and assessment

QI 2.4 Personalised support

QI 3.2 Raising attainment and achievement

**Progress and Impact:** Good progress was made with this priority.

Led by the DHT, a Reading Committee of staff and pupils have continued our journey in the Reading Schools Programme. The Reading Committee introduced and led whole school events through our assembly programme such as Book Week Scotland, World Book Day and Balmuirdy Reading Challenge. They organised Lunchtime Reading Clubs, Balmuirdy Book Swap, Authors Live and On Demand events, celebrated reading achievements and shared recommended reads for learners and staff at all stages. Due to these experience and evidenced in our staff and pupil audits, almost all learners and staff have visited our local lending library and are now members. Almost all P1-3 pupils and most P4-7 pupils now visit the local library regularly in their own time. Most of our learners now read for pleasure a few times a week outside of school. All classes have maintained and developed their reading environment with some classes taking ownership to design their layout. Most learners now read for pleasure in their class libraries during the school day. Reading outdoors is a now regular opportunity offered in all classes.

Through a collaborative approach we have ensured an ongoing focus on reading for pleasure and have further developed our shared understanding of the wider benefits of a positive reading culture. Parental support from our PTA and proceeds from our annual Book Fair have enabled the refreshment of class libraries with texts requested by learners, this has increased motivation and engagement in reading. Most of our learners now enjoy reading for pleasure.

Family learning opportunities through events such as P1 Bookbug and P2-3 Read, Write Count gifting sessions were very well attended by almost all P1-3 parents present. Parental evaluations were positive with most parents indicating they also enjoyed the whole school World Book Day Family Reading Quiz. Parents have valued the monthly Recommended Reads shared through Seesaw with some suggesting future recommended reads for adults.

All staff have participated in Career Long Professional Learning from The Scottish Book Trust to refresh knowledge and skills to support reading for pleasure in their class. This was further enhanced by almost all staff attending a CLPL session at our local library to develop their knowledge of children's contemporary literature. All staff have embedded a celebration of Scots texts biannually when planning for reading for pleasure in their classrooms and plan for opportunities to choose to read non-fiction books through our Pupil Enquiry Based Learning. Almost all staff provide daily opportunities to read for pleasure and initiate meaningful conversation about selected texts.

We achieved our Silver Reading School award in June 2025.

Professional learning has been provided for staff in various aspects of reading such as early reading acquisition and ensuring a progressive approach to the skills of reading. We have also provided professional learning in the teaching of phonics and spelling. Through this professional learning, we are beginning to develop a more consistent approach to teaching all aspects of literacy using a literacy week

format and almost all staff have found these sessions useful and have been able to identify next steps in terms of their own professional learning. This will further developed and evaluated next session.

According to standardised information gathered at the beginning of the year, most of our learners are in line with the national average in terms of reading skills. This data was used by class teachers to support professional judgment and the learning, teaching and assessment cycle in reading at class and stage level. This data was also used to identify learners who would benefit from specific interventions. Ongoing assessment has evidenced that these interventions have had a positive impact on most of our learners in terms of understanding and skill progression in reading. In addition to our intervention programme, adaptations to learning and teaching based on data has allowed us to ensure appropriate challenge for our learners. This has also had a positive impact on our learners, with a few learners across the school now working beyond the expected level. Pupil Equity funding was used to support standardised assessment and the intervention programme within this priority.

#### Next Steps:

- Develop a robust data informed approach to the learning, teaching and assessment cycle in order to raise attainment
- Continue our Reading Schools Journey and gain Gold accreditation

### School priority 3: PEBL

#### NIF Priorities

Improvement in skills and sustained, positive school-leaver destinations for all

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children

#### NIF Drivers

Teacher professionalism  
Parent/carer involvement and Engagement  
Curriculum and Assessment

#### HGIOS 4 QIs

QI 2.2 Curriculum

QI 2.3 Learning, teaching and assessment

QI 3.3 Increasing creativity and employability

**Progress and Impact:** Good progress was made with this priority.

Pupil Enquiry Based Learning (PEBL) was further developed across all classes. A few members of staff participated in training provided by the Local Authority and all teachers took part in training and sharing of practice within the school. Our DHT has been part of the steering group for the authority and been able to evaluate our practice with colleagues across East Dunbartonshire in order to identify next steps for our school and the authority. The pupil and staff leadership groups have been refreshed and they have been an active part leading this priority.

Enquiry based learning is being developed alongside Play in the early years and a few staff participated in Play training at authority level. This session, we have been able to develop a shared language regarding the *Learning Assets* which has been implemented in P1 and P2. This shared language and understanding will ensure the link between Play and PEBL is clear and support a continuation of learning from P1 to P7 with regards to Play and PEBL.

The PEBL Committee has demonstrated strong leadership throughout the session by delivering assemblies that effectively share approaches and celebrate learning across the school. A notable development this session was the successful peer-sharing initiative, where pupils from Primary 2 to Primary 7 opened their classrooms to showcase their learning with one another. Feedback from pupils was overwhelmingly positive. They articulated a clear understanding of the *Learning Assets* and a range of methods used to present learning, including jotter work, posters, wall displays, and digital presentations such as PowerPoints.

In response to pupil voice, the PEBL Committee organised a highly successful family learning event with over 150 parents attending, which provided a valuable opportunity for families to gain insight into PEBL in practice. The Committee confidently led the session, presenting their learning before class visits. Feedback was collected, with results indicating that almost all parents reported a significantly improved understanding of PEBL. Most parents noted that their children regularly discuss PEBL at home, suggesting a strong home-school learning dialogue. Furthermore, parents highly valued the development of PEBL skills, recognising their importance in supporting lifelong learning. A key theme emerging from parental feedback was the high level of enjoyment pupils derive from learning through the PEBL approach.

Over the past two sessions, the school has experienced a positive shift in pedagogy, driven by the continued implementation of PEBL. Feedback confirmed that all staff felt that the approach has;

- improved pupils' independence and critical thinking skills
- contributed positively to pupil engagement and motivation
- ensured a deepening understanding of the pedagogy of staff, leading to an increase in confidence when delivering.

It has been important to continue to support teaching staff as they make these adaptations to learning and teaching across the curriculum, extending our planning frameworks to other curricular areas such as Expressive Arts and Religious and Moral Education. Initial evidence is showing that this is having a positive impact on our curriculum by creating a more holistic approach to learning and teaching. This has been further enhanced by the work undertaken in Literacy in collaboration with the Rights Respecting Staff Leadership group.

Next Steps:

- Continue to develop our shared language and planning frameworks to support staff confidence in learning, teaching and assessment using Play and PEBL approaches
- Refresh our Curriculum Rationale in line with new approaches to learning, teaching and assessment.
- Further develop our tracking system to track children's progress in skills development across all curricular areas and track children's progress in skills related to Play/ PEBL

## **Progress in National Improvement Framework (NIF) priorities**

### **Improvement in attainment, particularly in literacy and numeracy**

School tracking of Achievement of Curriculum Excellence levels at P1, P4 and P7 show high levels of attainment over time with most achieving their appropriate level in literacy and numeracy.

There has been an increase in reading attainment from P1 to P4 and an increase in reading and writing attainment compared to previous years. Numeracy attainment has remained the same from P1 to P4 and compared to previous years.

Tracking evidenced shows that most learners are on track in Literacy and Numeracy. This session almost all learners in P1, P4 and P7 will attain appropriate CFE levels in Numeracy and in P1 and P7 most learners will achieve their appropriate CFE levels in reading and writing. In P4 almost all learners will achieve their appropriate CFE level in reading with most achieving in writing. Almost all learners at P1, P4 and P7 will achieve their expected level in listening and talking. Teachers are developing their use of assessment in order to make secure judgments in achievement of a level.

Specific interventions and additional staffing have been used to address any identified gaps. Although the data would show that not all gaps have been closed, most learners have made progress from their prior levels of attainment in literacy and numeracy.

### **Closing the attainment gap between the most and least disadvantaged children and young people**

The promotion of equity is at the heart of all we endeavour to achieve here at Balmuildy Primary. Through our robust quality assurance procedures, we identify learners who, for whatever reason, may be experiencing a barrier to their learning. Their learning is closely monitored to ensure appropriate support and progress is being made. Targeted support (some of which has been supported by PEF funding) has allowed us to provide additional teaching input for identified learners in order to address a specific gap in their learning. We ensure collaborative working with all those involved to ensure interventions provide additionality for the learner.

The focus this year has been on pupil attainment in reading. We regularly track our interventions and use data to ensure progress is being made and targets reviewed accordingly. We effectively use a range of reliable data to support those identified or affected by the poverty related gap, being vulnerable or disadvantaged. We know our families well and ensure we mitigate where necessary, in terms of the cost of the school day.

### **Improvement in children and young people's health and wellbeing**

The school and staff are committed to providing a safe and nurturing learning environment as well as improving the wellbeing outcomes for all our children. We use the EDC wellbeing survey to gather views of our learners. This data is analysed by Senior Leaders, with any actions identified for groups of learners or individuals. Almost all P6 and P7 children completed the Shine Survey as part of the EDC programme, with most children reporting that they were in good health and that they enjoy school. The survey also shows that the majority of our children in P6 and P7 feel confident. Analysis of the data ensured any issues highlighted were addressed through the class health and wellbeing programmes in term 3.

Active schools have provided ongoing support with afterschool and lunchtime clubs such as multisport, dance, athletics and netball. They have also fostered links with local sporting clubs and our children have experienced dance and rugby as part of our curriculum. From this, our learners have had the opportunity to become more active during and after school as well as developing new skills. A local community grant allowed us to purchase sporting equipment such as hockey resources, multipurpose balls and athletics equipment. The equipment has been used during breaks and lunches to encourage children to be more



active. There has been a positive response to this development. As part of a whole school wellbeing week, all children had taster sessions in Judo, Irish dancing, Athletics and Karate.

We have a robust Additional Support Needs Cycle with Universal and Targeted Support Plans in place for those learners who require support. Health and Wellbeing Interventions are at class and school level. These include Season for Growth and the Life Link counselling service in order to support specific learners. A range of nurturing and wellbeing supports have continued to be offered to learners to mitigate the effects of any potential barriers to attainment and achievement.

### **Placing the human needs and rights of every child and young person at the centre of Education**

As part of the Rights respecting school journey, our Rights Ambassadors have led assemblies which has allowed us to provide a better understanding of the roles and responsibilities in relation to rights within our school community and beyond. We have created a draft Rights Respecting Schools Policy and will be launched with all stakeholders next session. We will continue to engage in this accreditation programme next session in order to achieve our Silver Award.

### **Attainment and Achievement Data**

Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	almost all
First level by end of P4	almost all	most	almost all	almost all
Second level by end of P7	most	most	almost all	almost all

### **Impact of Interventions for Equity and Pupil Equity Funding (PEF)**

Pupil equity funding secured additional staffing to raise attainment for children at risk of not achieving with a particular focus on narrowing the poverty related attainment gap. This additionality provided the following interventions and impact:

A PEF funded Reading Recovery programme for identified learners within P2 to P5 was in place from November 2024- April 2025. Pre assessments were carried out and any identified gaps formed the focus of the intervention. Learners took part in 2-3 sessions per week in small groups or as individuals. Following the intervention, post-assessments took place. The intervention focussed on two aspect of reading comprehension and fluency. Using standardised assessments and an intervention programme, we can demonstrate that this has had a positive impact on most of these learners in terms of reading comprehension and fluency. At the P3, P4 and P5 stages almost all learners have improved their comprehension skills as well as their fluency. With particular focus on narrowing the poverty related attainment gap, the majority of children have shown increased attainment measured against the intervention.

All interventions are driven by data, closely monitored and tracked to ensure they are having impact. As a school we will continue to examine the data we gather, to ensure we use PEF to continue to narrow the poverty related attainment gap within our setting.

## Self-evaluations of How Good Is Our School? (4<sup>th</sup> edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Good	not applicable
2.3 Learning, teaching and assessment	Good	not applicable
3.1 Ensuring wellbeing, equity and inclusion	Good	not applicable
3.2 Raising attainment and achievement	Good	not applicable

## Summary of School Improvement priorities for Session 2025/2026

1. A whole school approach to improvement through a focus on highly effective teaching and learning and data informed targeted intervention at classroom level.
2. Improvement of Wellbeing and Equity through the continued implementation of the CIRCLE Framework

## What is our capacity for continuous improvement?

All staff are committed to improving outcomes for all learners and work closely with parents to ensure a shared understanding regarding next steps in learning. Most pupils and parents comment positively on the life and work of the school. We will continue to strive to involve all of our parents in the life and work of the school, ensuring we are providing the best education for all learners.

The school has a clear vision for improvement through a focus on data informed approaches to learning, teaching and assessment and rigorous self-evaluation. The school is well placed to achieve this, in partnership with pupils, staff, parents, community stakeholders.