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Balmuildy Primary School

Standards and Quality Report

2025-2026



Context of the School



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. A new Balmuirdy Primary School is currently being built on our playground and due to be completed in 2027.

The current role is 340 pupils organised into 14 classes. The teaching entitlement is 19.04 Full time Equivalent including a Head Teacher, two Depute Head Teachers and a Principal Teacher. The work of the school is further supported by dedicated support staff team as well as 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% and data from the Scottish Index of Multiple Deprivation shows that 7.3% 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 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 95%.

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.

Please click the link below for more information on our Vision, Values and Aims

[Balmuirdy Vision, Values and Aims](#)

Progress in School Improvement Plan (SIP) priorities

School priority 1: Improving our School (West Partnership Improvement Programme)	
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 School Improvement	HGIOS 4 QIs QI 1.3 Leadership of Change QI 2.3 Learning, Teaching and Assessment QI 3.2 Raising Attainment and Achievement
Progress and Impact: The school has made good progress with this improvement priority and will be able to build on this work next session as we continue to focus on pedagogical practice across the curriculum. Improving Our School Programme (IOS) has provided a good opportunity for our teachers to be part of a programme which aims to create reflective staff capable of highly effective practice, in order to improve outcomes for all learners. The programme provided a clear structure and focused on: • Whole school data analysis • Features of highly effective practice and whole school evaluation • Data informed tracking meetings (Fact, Story Action) • Reflective and collaborative dialogue • Whole school professional learning on focussed area of high effective practice Using data more rigorously, teachers have been able to identify, implement and evaluate appropriate interventions at class level which have had a positive impact on attainment. In reading, almost all children who have received additional support either at class level or as part of a targeted support group have made good progress. Teacher engagement in more focussed pedagogical dialogue this session, has led to more rich discussion around learning and teaching and supported self-evaluation. Teachers have worked collaboratively to further improve classroom practice and a more consistent approach to the learning experience for our learners. It has also supported us to develop shared expectations, raise standards and developing leadership at all levels. Senior leaders joined staff in Trio Learning Visits to support moderation and professional dialogue around learning and teaching. Through questionnaires almost all staff involved felt this trio experience was beneficial to their practice and all would be keen to continue this process. Most felt that this was the most impactful part of the programme. Comments include 'it has been really useful to reflect on and improve my practise' and it has been 'definitely beneficial to the school as a whole'. Through quality assurance activities, staff questionnaires and a consultation with staff, professional learning sessions were planned and provided by the Depute Head Teachers (DHTs) on agreed areas of highly effective practice. Professional learning included research from the Education Endowment Fund and enhanced with professional reading material from John Hattie, Shirley Clarke and Dylan Williams. Our professional learning focussed on aspects of pedagogy such as Learning Intentions, Success Criteria and Feedback. All of this has supported us to make improvements in learning, teaching and assessment and started to improve the consistency of our provision. Most staff stated that the professional learning input has had a positive impact on their practice.	

Next Steps:

- Continue the established approach to whole school data analysis and the data informed tracking meetings
- Continue to evaluate the features of highly effective practice at class and school level
- Through a reflective and collaborative approach engage in another whole school professional learning journey, focussed on areas of high effective practice.
- Embed Trio Learning visits as part of annual quality assurance activities

School priority 2: Improvement in Wellbeing and Equity through continued implementation of Circle Framework and rights based learning

NIF Priorities

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

Closing the attainment gap between the most and disadvantage children

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

NIF Drivers School leadership
Teacher professionalism
School improvement

HGIOS?4 QIs

QI 1.1 Self-evaluation for self improvement

QI 2.4 Personalised support

QI 2.7 Partnerships

QI 3.1 Wellbeing, equity and inclusion

Progress and Impact:

Good progress was made with this priority.

The two main themes within this priority allowed us to address equity and wellbeing in school and in the wider context.

By continuing to use the CIRCLE framework to evaluate our classroom environments, class teachers ensured that each classroom was fully inclusive to all learners. Throughout the school, staff and pupils had autonomy as to what this looked like in each class in order to meet the needs of learners. A recent parent/carer survey indicated that almost all of our children are happy to come to school and almost all parents/carers are confident that we address their child's wellbeing. Through quality assurance procedures and feedback from pupils, staff and parents, it is now evident that a more consistent approach to visuals, routines and structures would help ensure that all learners' needs would be better met in the long term.

This year, we also expanded our use of the Circle Framework by using the Classroom Participation Scale (CPS) with at least one identified learner in each class. All staff used this tool to identify a learner's individual strengths and areas of development and then implemented a test of change to support the learner. Almost all of learners have demonstrated improved participation through this test of change at class level. Through adult led discussion most pupils reported that they were able to identify strategies that would support their participation. Most staff have reported that they have increased confidence to support learner engagement and participation in the class.

This session we have continued our work towards the Silver Award in the Rights Respecting Schools accreditation programme. We focussed on further embedding Rights into the ethos and life of our school as well as the curricular areas. Our pupil Rights Ambassadors have led regular assemblies, where the children have had the opportunity to learn about different rights and about the impact of those rights on children who have them and those who do not. The adult Rights Ambassadors have also prepared progressive activities for children to complete after each assembly in their class. Our Rights Respecting Wall Display sits in the main foyer and is updated regularly providing information on who the Rights Ambassadors are, what the UN convention on the rights of the child (UNCRC) means, information about specific rights, links to the school values and details about current campaigns.

In order to support this priority, staff have continued to engage in professional development as part of our collegiate sessions. This has provided staff with support and guidance on how to develop rights based learning through a variety of curricular areas and discuss how rights respecting language and attitudes can be developed at class and school level.

Pre and post staff questionnaires demonstrate that almost all staff feel that children's rights have made a positive contribution to the ethos and culture of our school and that actions and decisions in our school are influenced by pupil views.

In addition to the staff questionnaire, pupil and parents questionnaires, demonstrate that children have an increased awareness of their rights and are confidently linking these to their own lives and their learning. They have an awareness of how many of the articles are adhered to in our school and have positive suggestions on how things should change in order to develop these further. An example of this is our house system and that fact that we need to review in line with gender equality and that all children should have the opportunity to part of a committee.

The Rights Ambassadors and the Pupil Council have worked together to create a child friendly Anti-bullying Policy and have shared this with the school and wider community. It demonstrates roles and responsibilities and where to find help if this is required. This work alongside our campaigns and focus weeks have ensured that children have a greater understanding of anti-bullying, gender equality, mental health and racism which is demonstrated in everyday words and actions here in Balmuildy Primary.

Next Steps:

- Continue to ensure that the needs of all learners are being addressed at class level but utilising evaluation documents like CIRCLE, Language Communication Friendly Environment and Literacy Equity Framework.
- Develop a consistent whole school approach to visual, routines and structures within class and wider areas of the school.
- Further develop pupil voice and leadership opportunities for all learners through committees and wider life of the school opportunities.
- Review the school's Positive Relationship Policy in line with recent developments in Rights based learning and inclusion.

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.

Tracking evidence shows that most learners are on track in Literacy and Numeracy. This session most learners in P1, P4 and P7 will attain appropriate CFE levels in Reading and Writing and almost all will achieve in Listening and Talking. In Numeracy, most children in P1 and P4 will achieve expected levels and almost all in P7. Teachers are continuing to develop 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 identified gaps. Although the data would show that this has not yet had an impact on attainment, most learners have made progress 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 Balmuldy 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 have ensured collaborative working with all those involved to ensure interventions provide additionality for the learner.

The focus this year has been on pupil attainment in literacy and numeracy. We regularly track our interventions and use data to ensure progress is being made and targets reviewed accordingly. This session. 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. Termly analysis of the data ensured any issues highlighted were addressed through the class health and wellbeing programmes or bespoke interventions. This data demonstrated that most of our children feel included and safe at school. A recent parent/carer survey also demonstrated that almost all parents/carers feel we promote inclusion, equity and equality.

Active schools have provided ongoing support with afterschool and lunchtime clubs such as football, multi sports, badminton, athletics, dance and netball. They have also fostered links with local sporting clubs and our children in P4-7 have experienced 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.

Our Parent Teacher Association has provided funding for all P5 and P6 children to have a block of swimming lesson, in our local Leisure Centre. This is a valuable life skill and will be continue an annual experience for all children in P5.

Our learners in P7 experienced the bikeability programme as part of their curriculum. Almost all children participated and were able to develop further road safety skills linked to using the road as a cyclist.

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 Seasons for Growth, Let's Introduce Anxiety Management (LIAM) and the Life Link counselling service in order to support specific learners. As a school we provide 2 hours of quality P. E each week.

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

As discussed within the evaluation of priority 2, we have continued our journey on the Rights Respecting School accreditation programme and I am delighted to announce we were awarded our Silver Award. We also launched our Rights Respecting School Policy with all stakeholders this session and will continue to evaluate this as we further develop Rights within our curriculum and our school. Through staff evaluation and pupil feedback, we have agreed that is important that all our children in Balmuildy have an opportunity to lead and be at the centre of decision making. Therefore, next session we will ensure that we extend the existing committees and that all children will have an opportunity to be involved, including East Dunbartonshire's Pupil Forum.

We have continued our Reading Schools Journey with all stakeholders and we have been awarded our Gold Reading Schools Award. This has supported our children's love of reading and has had a positive impact on individual learners and the community as a whole. We are very proud of our achievement.

Attainment and Achievement Data

Curriculum for Excellence Levels at the end of June 2026				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	most	most	almost all	most
First level by end of P4	most	most	almost all	most
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.

Our literacy interventions this session, have had a positive impact with almost all identified learners showing that they are making good progress from prior levels of attainment. Specifically in terms of reading almost all learners have had an increased reading age with a specific short term intervention.

Rainbow Reading was purchased using PEF for our P4 cohort to support pupils to improve their reading fluency. This audio-assisted reading intervention has shown a positive impact with most children showing an increase in reading pace and majority of children showing an increase in their reading fluency over the initial 4 month period. Pupil engagement has been high and pupils have commented that they are enjoying this programme, there has been similar feedback from teachers, who have commented pupils are reading with more expression and sight word vocabulary has increased. This programme will continue to be delivered as these pupils move to P5 and will be extended to P4, P6 and P7 learners where appropriate.

Following an extensive audit of Numeracy and Maths materials carried out by staff, a portion of PEF was used to purchase new numeracy resources. These resources support Concrete, Pictorial and Abstract approaches to teaching Numeracy and Maths. During recent Learning Conversations with children, it was noted that most classes have these resources accessible in the class and anyone can use them when they need.

Almost all identified pupils at P2 and P3 have made good progress following a Maths Recovery Intervention focussing on number processes and number sense. In numeracy, our interventions have meant that almost all identified learners have made good progress from previous levels of attainment.

This session, through our pupil equity funding, we have implemented an additional outdoor learning programme. This programme was offered to learners to mitigate the effects of any potential barriers to attainment and achievement. This programme has been highly successful with most learners reporting it has made them feel good about themselves, helped them feel part of a team and feel more confident talking to others.

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? (4th 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 2026/2027

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 Inclusion by examining appropriate differentiation and support across the curriculum.

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. Almost all 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.