



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2023-2024**

## Balloch Primary School



*Caring Ambitious Active Achieve,  
To be the best that we can be!*

# Introduction: Local and National Context

## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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We are pleased to present our Standards and Quality Report for Session 2023-24. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

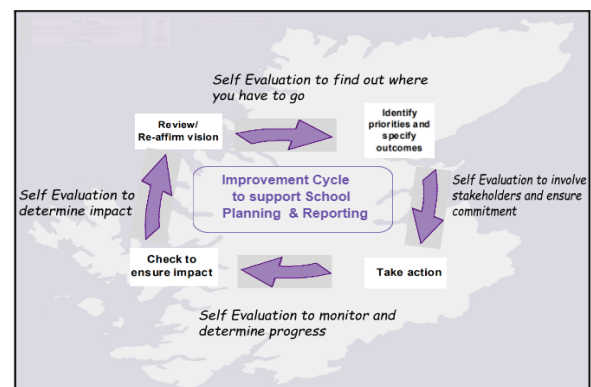
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Name Gill Rodgers  
Head Teacher  
Balloch Primary School

## School Profile

### Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

<b>Attendance</b> 94.3%		<b>Average Class Size</b> 24.3		<b>Meeting PE Target</b> Target Met				
<b>Pupil Numbers (inc nursery)</b> 171 (+42 nursery)		<b>Teacher Numbers</b> 9		<b>Pupil Teacher Ratio</b> 24.4				
<b>N3</b> 49%	<b>N4</b> 51%	<b>P1</b> 13.3%	<b>P2</b> 12.1%	<b>P3</b> 15.6%	<b>P4</b> 13.9%	<b>P5</b> 16.2%	<b>P6</b> 12.7%	<b>P7</b> 16.2%
<b>SIMD Q1<sup>1</sup></b> 0-10%	<b>SIMD Q2</b> 0-10%	<b>SIMD Q3</b> 20-30%	<b>SIMD Q4</b> 20-30%	<b>SIMD Q5</b> 50-60%	<b>Unknown</b> 0-10%			
<b>ASN<sup>2</sup></b> 72.5%	<b>No ASN</b> 27.5%	<b>FSM<sup>3</sup></b> 5.8%	<b>No FSM</b> 94.2%	<b>EAL<sup>4</sup></b> 1.2%	<b>No EAL</b> 98.8%			

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Almost all	Most	Almost all	Most

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

**Caring, Ambitious, Active, Achieve**  
**To be the best that we can be!**

Our vision and values were introduced in February 2019 and reviewed in August 2021. We plan to complete a full review of the Balloch vision, values and aims in school year 2025-2026

**AIMS**  
**At Balloch School we aim to:**

<sup>1</sup> SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

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Ensure all pupils experience a wide range of progressive and relevant learning opportunities within a safe, supportive, inclusive and welcoming environment.

Promote the well-being of all children through opportunities to develop socially, emotionally, physically and intellectually, learning to care for themselves, others and their world.

Involve and encourage parents, carers, partner agencies and the wider community to play an active role in supporting learning and celebrating success both at school and at home.

Ensure that school staff members work within a professional environment where they can take advantage of opportunities for further training and development in order to enhance learning and teaching, ensuring that we offer the highest quality learning experiences for our pupils.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

#### School Priority: Consistent Approach Across Balloch Primary: Learning to Write – Secretarial and Composing Skills – for life in the 21st Century

##### **Purpose:**

To ensure a consistent approach in learning and teaching of writing from nursery to Primary 7 that supports and challenges children to reach their potential now and in their chosen future careers.

This project is a continuation of work started last year to give time to embed this project, particularly the composing aspect.

We did not complete everything we wanted to do last year.

Planning meeting discussions and self-evaluation exercises revealed that there was not a consistent approach to spelling, grammar or handwriting across the school.

New progressions and planning documents will be used and adapted as necessary.

ACEL and Attainment Meeting data shows that Writing achievement is behind reading and listening and talking in most classes.

##### **Progress:**

Phonological assessments and phonics assessments carried out with children in P2.

Baseline Spelling assessments were carried out in P3 to P7. These will be carried out yearly, with data generated analysed to look for improvements and any discrepancies. Data will be compared year on year.

DHT delivered training to all teaching staff on Wraparound Spelling. This has been adopted in all classes.

All staff collaborated to produce grammar progressions for each level.

##### **Impact:**

✓ Children with difficulties were identified and interventions put in place to support them.

✓ Children were identified who had difficulties in spelling, precision teaching 1:1 with a PSA was introduced to support their progress. All children have made good progress.

✓ All classes are now using Wraparound Spelling. All class teachers report increased scores in weekly spelling tests. Impact on spelling assessment scores will be recorded annually and compared to previous years, will be measured in September.

✓ All teachers use the grammar progressions consistently in planning to ensure progression at each stage.

✓ There are shared standards across all stages and clear understanding of



All staff participated in Writing moderation sessions three times throughout the year which has helped to create a common understanding of achievement at each level and shared standards.

All staff collaborated to produce a shared peer visit form before participating in peer classroom visits.

All staff participated in SMT classroom visits.

Nursery staff worked collaboratively to explore mark making opportunities in the playrooms.

achievement of a level, using the benchmarks to support the judgements being made.

- ✓ All staff reported that they took something away from their visit to try in their own classroom.
- ✓ Learning and teaching was observed to be of a consistent high quality in all classes.
- ✓ All staff have a clear understanding of the importance of mark making activities. Mark making opportunities are provided in all areas of the nursery playrooms and outside areas.
- ✓ Very good progress was made in this area.

### Next steps:

Continue to monitor the impact of all new interventions and adapt as necessary- wraparound spelling, precision teaching, grammar progression, writing progression.

Continue to analyse spelling data annually.

Continue to moderate writing three times per year.

**School Priority: Develop a progressive interdisciplinary curriculum which is engaging and equips our children with the knowledge, skills, values and attributes required for life in the 21<sup>st</sup> Century.**

### Purpose:

Planning discussions with staff revealed a general dis-satisfaction with the IDL programme.

IDL progressions made little reference to the Rights of the Child or the Global Goals.

Pupil self-evaluation demonstrated a keen interest in learning more about current issues in their IDL/topic work.

More emphasis needed on skill development was discussed at planning meetings with teachers and during staff meetings.

### Progress:

All staff attended a training session with Highland One World Group.

### Impact:

- ✓ All staff including PSAs reported that the training was of a very high quality. They were all motivated to try some of the ideas presented in their classes. All classes have benefitted from the use of this approach and seek opportunities to include the global goals in their IDL as appropriate. The

impact is clear in wall displays, in the children's work and from speaking to the children.

Children were surveyed at the beginning of the session to seek their opinions on the IDLs covered in each class.

Assemblies have a focus on the Global Goals and UNCRC articles. Most children will be able to identify a Global Goal and what this means for them in their local context and in a global context.

Almost all staff use the skills tracker with confidence to demonstrate the progression of learning.

Most children will be able to recognise the skills they are learning and will be able to give examples of these in a real-life context.

Most children will be able to identify and discuss current issues and will be able to research relevant information.

The new IDL planner will be used consistently in all classes.

Children to be surveyed at the end of the session. Survey will show that almost all children have improved in their confidence in discussing UNCRC.

✓ The children were given the opportunity to collaboratively discuss and record their views which were taken into account when new IDL grids were constructed by all staff.

✓ All children are familiar with the Global Goals and articles of the UNCRC. Most children are able to identify a global goal and recognise articles from the UNCRC.

✓ Skills covered are highlighted on the new IDL planner.

✓ All children are not yet able to consistently identify the skills they are learning and apply them to a real-life context.

✓ Most children are able to discuss current issues and research relevant information.

✓ The planner is currently being developed and adapted. It will be ready for use in the new session in August.

✓ Survey will be carried out at the end of June to determine the children's confidence in discussing UNCRC.

### **Next steps:**

All staff will continue to improve their knowledge and understanding of the teaching of IDL.

To continue developing the children's knowledge of the Global Goals, the UNCRC, their rights and the importance of respect for the rights of others.

To research and develop a skills tracker to measure the progression of skills for life and work.

To ensure children are aware of the skills they are developing and the skills they need to succeed in the future.

Continue to ensure that the children will develop enquiring minds with the skills to learn independently.

All teaching staff to trial the new IDL planning document and through collaborative discussion adapt as necessary.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

#### PEF IN-DEPTH ACTION PLAN – Inc – Interventions, timescales, and measurement

Class /Yr group / specific groups - Breakdown	Target group numbers	Link to SIP Project (insert number / no)	Interventions / actions linked to spend below <b>(Please colour code to spend plan)</b>	Measurement evidence	Trgt grp, Timeline, Teacher	Progress/ Impact
P2	3	1	Pupils will receive regular practice 3X per week with phonics, reading and writing with a PSA individually and in small groups.	Target pupils achieve CFE Early Level SOFA Assessments Phonological awareness assessment	PSA	All targeted pupils have made progress and are able to identify their single sounds with greater consistency. They have all improved from E** to E*** and are on track to achieve Early Level in the first half of P3.
P3	2	1	Pupils will receive regular practice 3 X per week with phonics, reading and writing with a PSA individually and in small groups.	Target pupils achieve CFE Early Level SOFA Assessments Phonological awareness assessment	PSA	All targeted pupils have achieved early level. They have made clear progress and are now working at F* in reading and writing. The five minute box time with a PSA has consolidated their phonic learning and the phonic reading books have supported this too.
P4	5	1	Pupils will receive regular practice once per week for 20 mins of spellings and writing with a PSA individually.	Target pupils achieve CFE First Level NSA Assessments	PSA	All targeted children have made progress. They have not achieved first level but are all able to now write sentences independently. Spelling of common words has improved, with children now working on their gold words.
P5	8	1	Pupils will receive regular practice once per week for 20 minutes of spellings and writing with a PSA individually and in small groups.	Target pupils achieve CFE First Level SOFA Assessments	PSA	All targeted children have made progress. Six children have achieved first level. Their spelling of common words has been consolidated and their writing has improved as a result. The other two children are expected to achieve first level in the first half of P6.



P7	2	1	Pupils will receive regular practice for 20 minutes of numeracy skills and concepts following direct teaching time in class from the teacher individually and in a small group.	Target pupils achieve CFE First Level NSA Assessments	PSA	All targeted children have made progress and have achieved first level. They are now consistently able to answer times tables questions more quickly and correctly.
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## Wider achievements

### Coileanaidhean nas fharsainghe

P7 Residential trip to the Abernethy Centre at Nethybridge.  
 Christmas Coffee Morning.  
 Euro Quiz for P6.  
 Rotary Quiz for P7.  
 Buddies- nursery and P6, P1 and P7.  
 Bible Alive with Culloden Balloch Baptist Church.  
 STEM lego workshop.  
 UHI- Health Science Workshops.  
 Glasgow Science Centre visited school to deliver a workshop to each class over two days.  
 Christmas Experience at Culloden Balloch Baptist Church.  
 Easter Experience at Culloden Balloch Baptist Church.  
 Harvest Experience at Culloden Balloch Baptist Church.  
 Abernethy Residential Trip for P7.  
 500 Miles theatre visit for P1 to P7.  
 School Christmas Show involving all pupils from nursery to P7 for parents.  
 Nursery Pupils had a Christmas themed theatre performance.  
 Music Tutors- singing, strings, woodwind, brass, chanter.  
 Maths Challenge in Dingwall for P7 pupils.  
 Feis Rois for P6.  
 Swimming lessons for P6 at Culloden Academy.  
 Health and Well-being Group organised a dress down day.  
 Health and Well-being Group ordered new playground toys.  
 Nursery children participated in Safe, Strong, Free workshops.  
 Nursery pupils engaged in Ross County Football Training.  
 Expert badges issued by HT to children who have achieved something remarkable in their classwork.  
 Climate Action Stem Competition at UHI Forestry, we won second place overall.  
 All children in P4, P5 and P6 participated in the Young Engineers competition.  
 P6 and P7 team entered the SSHAA Cross Country Competition.  
 P4, P5, P6 and P7 team entered the McRobert Cup Cross Country Competition.  
 P5 class collected shoeboxes and donations to fill shoeboxes for the Blythswood Shoebox Campaign.  
 P5, P6 and P7 attended STEM workshops at UHI Health Sciences.  
 P5 visited Culloden Battlefield to trial their new workshops and be photographed for their new brochure  
 P7 organised a Christmas Coffee Morning for Senior Citizens in the school hall.  
 All classes participated in a Scots' Language Competition with the winners from each class performing at an assembly.  
 P7 pupils trained as Young Leaders by our Active Schools Co-ordinator and run games for the younger children in the playground.  
 P5, P6 and P7 attended a music performance by a strings ensemble.  
 P3 participated in Kodaly Workshops regularly throughout the year.  
 P2, P3, P4 and P5 enjoyed Tennis Workshops facilitated by Bellfield Tennis Club.  
 P5, P6 and P7 pupils had the opportunity to participate in after school Basketball Clun run by the parent of an ex pupil.

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Nursery Pupils had 6 weeks of Football Coaching from Ross County.  
Nursery parents organised visits from the Police with a motorbike and car, and Fire Engine when the children were exploring 'People Who Help Us'.  
Nursery workshop organised by a parent who works for Ballstars.  
Nursery parent delivered a story and yoga workshop for the children in Nursery.  
P1, P2 and P3 had the opportunity to participate in a Multi-sport Club after school run by three former pupils working for their Bronze Duke of Edinburgh Award.  
P1, P2, P3 and P4 Team entered in the Baillie Cup Athletics Competition.  
P6 and P7 team entered in the SHSAA Athletics Competition.  
Nursery visit to Farmness.  
P1 and P2 are visiting Nairn Beach as part of their IDL.  
P3 and P4 are visiting The Highland Folk Museum as part of their IDL.  
P5 and P6 are visiting the Highland Wildlife Park as part of their IDL.  
P7 visited Landmark for their end of P7 trip.  
P5 taught P1 how to use QR codes and Book Creator.  
P7 taught P5 how to use the micro:bits

## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

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#### Learners

Our teachers help us with our work and keep us safe.  
People are kind and help each other most of the time.  
We are motivated to learn especially when the work is fun and we can do partner work with our friends.  
We like to learn outside.  
We need grass, we need grass to play on.  
Staff help us when we feel down.  
The teachers support us with our work.

#### Families

'Thank you so much for your email. It's really put my mind at rest. I really appreciate you responding the way you did and looking into it for me.'  
'Thank you so much, he was much happier today having spoken to you. I'm so glad you were on it as we knew you would be.'  
'I just want to thank you and the whole school for the Scot's poem assembly this morning. It was such a lovely thing to watch and myself and my mum thoroughly enjoyed it.'  
'Just reading the newsletter and had to take the time to say this December has been the most fun one in the time XXXX has been in primary school.'  
'All staff members are very caring and engaging with the children.'  
'XXX was very excited to share with us the new changes in the classroom. They sound great- thanks to all involved.'  
'Staff are always really helpful at drop off if XXX needs support.'

#### Stakeholders

'Thank you to everyone for making me feel so welcome. I have thoroughly enjoyed my time at Balloch Primary School.'  
'Good Partnerships with parents and other agencies.'  
'Nursery is Warm & welcoming, cosy & inviting.'  
'Thank you all for always being so welcoming, for appropriate questions and positive conversations. Also thank you for continuing with our visit even when you had the inspectorate in, and we hope the rest of your inspection went well.'

#### Staff

We need to ensure consistency across the school with Reading.  
Reading for enjoyment and the library books need to be looked at.  
Comprehension resources and a progression would ensure a more structured approach across the school.

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We have very high expectations of behaviour, attainment.  
It has been good going outdoors more to learn but I'd like some training.  
We are very good at linking topics to other curriculum areas.  
Have more visits from the local community- explore DYW links.

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
<b>QI 1.3</b> Leadership of change	Good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Good

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

IDL- to ensure consistency across all stages and the continued development of skills in IDL. To ensure that we are making the most of opportunities to learn outdoors. To ensure that we have embedded maximising opportunities to ensure that our children are aware of their rights and the global goals. To review the planning document we have produced.

Reading- to encourage more children to read for pleasure by adopting the Reading Schools Programme. To review our approach to teaching reading and comprehension and the resources we currently use.

## Planning ahead

### A' planadh air adhart

Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website <https://ballochprimary.org/> or by contacting the school office.