

BALGREEN PRIMARY SCHOOL

Standards and Quality Report 2019-2020



Context of the School

Balgreen is a non-denominational primary school which serves the Balgreen and Hutchison areas of Edinburgh. The housing is a mixture of privately owned, council built and rented accommodation. The school, which was built in 1934, offers accommodation with a hall which serves as our gymnasium and dining area and a GP space used by the ASL service. There is also access to a variety of local resources including Saughton Park, the Water of Leith and Murrayfield/Tynecastle stadiums.

The school benefits from the services of Place2Be, a counselling service which supports pupils, staff and parents and this impacts hugely on the nurturing ethos of the school. The school is well respected in how it supports the wellbeing of pupils and staff, and recently were working with BBC Bitesize in piloting materials that support pupil wellbeing. Our nurture base saw 24 pupils attend four sessions over the week.

A recent property refurbishment ended in November 2019 and saw £1.4 million spent on upgrading the heating windows, rewiring, fire alarm system upgrade and decoration of all class bases and GP spaces.

The school has a very mixed catchment with 25% of our pupils recorded in SIMD 1 and 2 while 15% are in deciles 9 and 10. 40% of our pupils have EAL needs and this diversity brings a wealth of cultures, languages and experiences to our learning community. The school is well supported by the EAL service, seeing a new EAL teacher and two bilingual PSAs supporting pupils and staff. There are children from twenty two different countries speaking over 15 languages. The main languages within the school are Arabic, Mandarin and Polish.

During session 2019-20, 365 pupils were organised into 15 classes. This class organisation this session saw pupils organised into double stream classes, apart from P7 who were organised into three classes, with the third class funded by PEF in order to support inclusion and raise attainment.

The school was supported this session by a head teacher, two deputy head teachers (both working four days a week) and a Business Manager.

The school was inspected by Education Scotland using the short model inspection in June 2019 and the report was finalised in September 2019.

Name of setting: Balgreen Primary School

Standards & Quality Report

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

- Extensive consultation of all stakeholders carried out, undertaking significant self-evaluation on how we see our learning organisation and its role within our community. These now need presented to stakeholders in order to ensure that they reflect who we are and what we aspire to be post-COVID 19.
- High level action plan created to address the action points from the recent Education Scotland inspection, seeing staff empowered in creating solutions and resources to develop consistency in learning and teaching. Feedback from colleagues added value to developments and further guided the work of staff.
- Working groups saw all teaching staff involved in developing approaches to reporting, evidencing pupil work, the role of digital technologies and home learning. All school staff were involved in evaluating and developing our vision, values and aims. Staff were incredibly creative in finding solutions to challenges around home learning engagement, particularly evident during the COVID crisis, and worked to provide high interest activities to engage and support learners. The school management team worked cohesively to develop a robust action plan resulting from the recent school inspection.

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- The majority of pupils are engaged, well-motivated and enjoy learning that is well matched to their needs. The majority of learning is differentiated allowing equitable access to learning. All teaching staff reflected on what constitutes high quality learning and teaching, feedback, moderation, success criteria/learning intentions, marking codes and updating our learning and teaching graffiti wall.
- The majority of lessons are well planned, organised and managed, with learning matching the needs of most pupils. Differentiation is evident in most lessons and some follow up tasks, and there should now be increased choice for pupils to demonstrate their learning. A PEF funded teacher led maths recovery for pupils P2-P7 that saw significant improvement in confidence of almost all learners involved in the group.
- High quality feedback ensures learners understand their strengths as learners, as well as how to improve their learning. Staff undertook cluster moderation looking at feedback, using approaches learned through cluster INSET day training with Anne Glennie, that has enhanced the impact of feedback for pupils.
- While peer and self-assessment are in regular use in most classes, there is the need for greater consistency across stages in order to support learning. Staff use the benchmarks in

literacy and numeracy to support assessment discussions of most learners, but further discussion is now needed in looking at learning within levels. School staff engaged with and began to use a new tracking system that will inform future interventions.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

- The whole school focus on developing a nurturing, caring ethos has been successful in placing relationships at the heart of the school community. This is evident in the interactions between staff and children, and increasingly between children. Place2Be, our full time nurture base, as well as sessions for pupil/staff mindfulness contribute positively and support wellbeing of all.
- We comply and actively engage with statutory requirements and codes of practice at a national and local level. Our staff are working hard to improve outcomes for children and young people.
- The staff have a good understanding of the school's social, economic and cultural context and this has informed expenditure of the PEF allocation. There has been a decrease in exclusions through interventions such as Place2Be, successful recruitment and deployment of additional support staff and through additional teaching staff in Primary 7 to support a cohort with significant social and emotional needs. Exceptional needs in Primary 1 saw sustained partnership working with a range of services in order to meet the complex needs of the cohort, evident through a significant number of GIRFEC meetings and Team Around the Stage meetings. Strong leadership and management ensured pupil needs were supported using supports from Pathways 1-3.

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- Learners are making good progress from their prior levels of attainment in literacy and numeracy, however we lack the hard data to support this as a result of COVID 19.
- All teaching staff engaged well with gathering and feeding assessment data into our new tracking system. Further work is needed to develop confidence in assessing achievement within a level, supported by our new monitoring and tracking system.
- Our learners are successful and participated in a wide range of wider achievements, especially within sports and music. Pupils in Primary 6 were identified and praised nationally for their work during lockdown on the John Muir award, and this success will be built on through developing a whole school programme of engagement with the award scheme.
- PEF funding was used to provide access to vulnerable families to wider achievement clubs, funding free places at Breakfast Club and saw digital technologies provided to families who had limited access during lockdown. Hard copies of learning grids ensured all families had equitable access to learning throughout the period of lockdown.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4	N/a	
Learning, Teaching & Assessment	4	N/a	Sept 2020
Wellbeing, Equality & Inclusion	4	N/a	
Raising Attainment & Achievement	3	N/a	Sept 2020