

Leadership

The school has experienced a significant amount of change since last session, including changes to the teaching staff and a temporary headteacher. As a newly formed team, we have worked in collaboration with the learners to develop and re-establish a shared vision for the school and are in the process of seeking parental views. Our pupils have given their views on different sections within the 'How good is OUR school' resource and they were able to identify key values that they want our school to embody. As we go into the next session, we will be continuing to embed our vision and values as a community and to work together to update our aims. We look forward to continuing to build our new ethos.

Children

- Children engage well with digital technologies working with Seesaw to share and record learning across the curriculum.
- Reading buddy opportunities took place weekly across the school and nursery.
- P6 and P7 children led and supported events for all learners at Sports Day.
- Children have leadership roles in class – this ranges from recording the emotional check-in to being responsible for resources.
- Pupils have helped to lead aspects of curriculum evenings by supporting events such as STEM evening.

Staff

- Staff take on leadership roles by leading vertical learning groups, developing social skills and working on school improvement priorities.
- Class teachers led a number of events throughout the year involving the local community.
- The school is working towards submitting bids for accreditation as a Reading School and a Digital School.
- Staff worked collegiately with colleagues across the Perth Academy Local Management Group in sharing good practice and revisiting the Teaching Cycle.
- Class teachers supported student teachers/ ECP students on placement at the school.
- Nursery staff led parental engagement sessions.
- Nursery staff were reaccredited in First Aid and Food Hygiene
- Nursery staff developed the extended outdoor area to support further learning experiences within the school grounds for Early Years learners.

Vision, Values and Aim

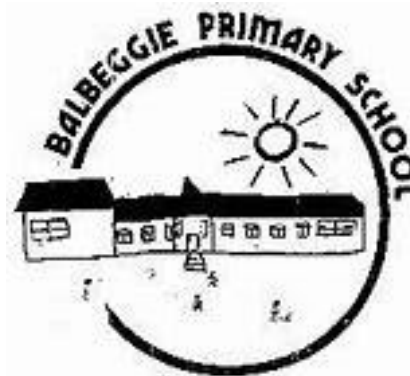
At Balbeggie Primary School our Vision is **CLEAR.**

*Community
Learning
Equality
Achieving
Responsible*

This year we have developed and embedded our Values of

- **Ready**
- **Respectful**
- **Safe**

All members of our school can talk confidently about our values and how they are part of our school ethos.



Balbeggie Primary School

Standards and Quality Report
2022-23

This document has been created in consultation with pupils, staff, parents and the wider community.



Attendance, Attainment and Achievement

NIF Driver: Closing the attainment gap between the most & least disadvantaged children & young people.

Attendance

Academic year 2022-23

Attendance for the whole school this year was 90%. This is lower than the target for Perth and Kinross and will be a target area to improve next session.

Attainment

NIF Driver: Improvement in attainment, particularly in literacy & numeracy

The following standard Education Scotland terms of quantity	
All	100%
Almost all	91-99%
Most	75-90%
Majority	50-74%
Minority	15-49%
A few	Less than 15%

This year, staff have revisited curriculum design and reinimagined topics to ensure that they fit with our local context and focus on the development of skills for our learners.

Across the school pupils are achieving well. In Primary 1, 4 and 7 the majority of learners are achieving in line with the national expectation.

The Head Teacher has worked with staff to update assessment, planning and tracking procedures. A new assessment calendar and systems have been embedded within the school to allow for a more robust and consistent tracking system.

Next session staff will continue to engage with and discuss data regularly to inform planning and targeted interventions to allow all children to make good progress in their learning.

Participation in the Scottish National Standardised Assessments for P1, 4 and 7 has highlighted good progress in learning.

School Self Evaluation

School Self Evaluation	
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	Satisfactory

Key Improvement Areas for 2023-24

- To increase staff confidence in differentiation practices as part of the learning, teaching and assessment.
- To raise staff confidence in planning, tracking and assessing the teaching of talking and listening.
- To develop an inclusive and nurturing ethos at Balbeggie Primary School.
- To embedded robust and consistent approaches to planning and evaluation of learning using curriculum pathways.

As a school we continue to demonstrate good capacity for continuous improvement.

Learning

This year, the school has invested in a number of key areas to support learning throughout the curriculum. Of particular importance, and investment, has been the introduction self-regulation resources to each class as part of our 'Blue Cog Boxes' which linked in with the Emotion Works programme that has been introduced school wide. PEF funding has been used to support this development. This change has been met with positive responses from learners and increased engagement in learning.

This academic year has been busy and successful at Balbeggie. The following are just some of the achievements:

- The school continued to develop the use of Seesaw, developing and encouraging parental engagement in learning.
- The P6/7 class participated in the Curlings Cool program and had a block of swimming sessions.
- Each class had the opportunity to deliver a Learning Showcase to parents and the wider community.
- The school hosted a successful STEM evening, family members participated in experiments which were led by the pupils.
- All pupils took part in Health Week where a variety of activities were planned to develop understanding of physical and mental health.
- Sports Day was well attended by our local community.

