



Bearsden Primary School Standards and Quality Report 2024/25

Introduction

This report tells the story of progress and achievement in our improvement plan priorities and school refurbishment programme in 2024-25. It also celebrates success in wider achievement for all learners.

The report was created in partnership with learners, staff, parents and partners.



Context of the School

Bearsden Primary is a co-educational, non-denominational school situated approximately 6 miles to the north west of Glasgow. The school was built in 1911 and is a beautiful sandstone building, with traditional classrooms and flexible learning spaces, including a teaching kitchen, library, wellbeing space and central hall, which is often utilised for play and enquiry based learning.

Our associated secondary school is Bearsden Academy and we work closely with our cluster partners from Baljaffray, Castlehill and Mosshead primary schools. The school enjoys close community links with Bearsden Cross Parish Church and local businesses.

The current school roll is 432, arranged in 15 classes. Almost all children reside in SIMD Quintile 5 (least deprived), with less than 5% residing across Quintiles 1 and 2 (most deprived). 6.4% of children speak English as an Additional Language (EALS); 25% have a recorded Additional Support Need (ASN); and 5.7% are placing requests. A small number of children are in receipt of free school meals.

Staffing entitlement consists of one Head Teacher, two Depute Head Teachers, an Acting Principal Teacher and class teachers, including flexible working arrangements. The school is very well supported by Support for Learning Assistants, Classroom Assistants, the Office Team and the Facilities Management Team.



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Parents are highly committed to supporting all aspects of work in the school. Attendance at class assemblies, performances and events is excellent. Parents welcome opportunities to be partners in learning. Examples include sharing their knowledge, skills and experience to enhance learning, particularly in Science, Technologies, Engineering and Mathematics (STEM). Parents enjoyed visiting the school to observe enquiry showcases, led by children. Home-school partnership is strengthened further through use of the online Seesaw platform and a weekly news update from the school. Almost all families use the application regularly to access updates about learning and events.

The Parent Council works in close partnership with the school to ensure the highest level of support and involvement for children and families. The Parent Council is actively involved in discussions about self-evaluation and school improvement. There is also a very active Parent Fundraising Group which organises events throughout the year, including seasonal fayres, community fundraising events and social events for children. The parent fundraising group purchased digital devices and high quality guided reading texts this year.

We support all children and young people to be safe, happy, included and achieving their best. Curriculum for Excellence prepares our children for the future to be successful learners, confident individuals, responsible citizens and effective contributors, through the Broad General Education (BGE).

We offer a wide range of opportunities for wider achievement, including pupil leadership roles, participation groups, clubs, competitions, charity fundraising, excursions and performances. Instrumental tuition is available for violin, viola, flute, clarinet, cello and saxophone. Members of the wider community attend the school to support learners to enhance their skills in reading, debating, cooking and drama.





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School Refurbishment Programme (December 2024 – June 2025)

The school worked in close partnership with Council officers, the construction team and the parent council to successfully complete the school refurbishment programme. Excellent collaboration, planning and co-operation ensured the safe and successful management of a live construction site.

The whole staff team demonstrated a high level of commitment, trust and flexibility to work through each stage of the process. A child-centred approach ensured that all learners were supported to manage changes including class decant, changes to access plans/routines and restricted outdoor space.



The construction team worked closely with the Head Teacher and Senior Leadership Team to understand school priorities and routines in order to mitigate against impact/s on learning, teaching and wellbeing.

The construction team became partners in learning; they presented at assemblies; delivered Science, Technologies, Engineering and Mathematics (STEM) based learning workshops across primary 4; led workshops in primary 7 to explore Global Recycling Day; donated books and contributed to the wider school through the community benefits programme. The construction company collaborated with the Pupil Council to design and furnish a new inclusive library space. They also provided high quality community play furniture and resources for primary 1 and 2.



The Parent Council played a key role in the success of the refurbishment programme. The chair of the Parent Council attended weekly planning meetings with Council officers, the Senior Leadership Team and Project Manager. This ensured that the views of families were understood and that weekly communication provided parents with the right level of detail and reassurance. Excellent partnership working enabled continuity in learning and teaching and school events.



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Progress in School Improvement Plan Priorities

Priority 1: The Child Inclusion Research into Curriculum Learning Education (CIRCLE) Framework (Year 1)	
NIF Priorities: Placing the human rights and needs of every child and young person at the centre. Improvement in children and young people's health and wellbeing.	HGIOS? Quality Indicators: QI 3.1: Wellbeing, Equality and Inclusion QI 1.1: Self-evaluation for self improvement
NIF Driver(s): School leadership Teacher professionalism School improvement	Evaluation: Very good
Progress and Impact <p>The school made very good progress with this improvement priority and is well placed to take forward improvement outcomes identified for Year 2.</p> <p>This improvement priority was underpinned by high quality professional learning for all teachers and practitioners, using evidence-based approaches to apply learning in the classroom. Evidence gathered through staff feedback and pre and post intervention data demonstrates that almost all teachers and practitioners have improved their knowledge and skills in inclusive practice.</p> <p>The Senior Leadership Team aligned professional learning for teachers and practitioners to the legislative and policy framework that underpins the CIRCLE framework:</p> <ul style="list-style-type: none"> • United Nations Convention on the Rights of the Child (UNCRC) legislation • Presumption of Mainstreaming Guidance • Getting it Right for Every Child (GIRFEC) framework • The Equality Act and considerations for children and young people with protected characteristics (disability, race, ethnicity, religion and sexual orientation) <p>The CIRCLE framework supported all teachers with checklists and planning tools to support professional discussion and personal reflection about the inclusive classroom. All teachers engaged with the CIRCLE Inclusive Classroom Scale (CICS) at key points in the year to review and monitor progress over time.</p> <p>Teachers carried out a baseline audit in September 2024 to evaluate the physical and social learning environment, along with structures and routines and used data to create an action plan. Teachers revisited this in February 2025 to evaluate progress and reported improvement in their understanding of promoting inclusive practice, using tools and a learner centred approach.</p> <p>The link Educational Psychologist led training for all support staff on de-escalation strategies and demand avoidance. This was highly evaluated by staff and has</p>	



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supported learners through reducing demands, offering choices, breaking down activities and using sensory approaches. Observations demonstrate that these strategies are used consistently and successfully by all staff.

Year 1 of the CIRCLE framework improved outcomes for learners:

- All learners are supported in a safe, nurturing environment.
- Learning spaces are carefully designed and modified to meet the needs of almost all learners.
- All children are supported with a range of visual resources to ensure that routines are predictable and consistent.
- Identified children are very well supported through bespoke modifications to support their learning and wellbeing. Examples include individualised programmes of work, low sensory spaces, individual programmes of work, sensory resources, visual cues and supports, digital tools and specialist equipment.
- All learners benefit from consistent approaches and predictability in learning spaces across the school.
- Attainment data in P1, P4 and P7 demonstrates that almost all children have achieved expected levels of attainment in literacy and numeracy. A small number of learners have been supported through highly individualised routines and learning programmes.

Next Steps

- Continue to build on outcomes for learners that were achieved in Year 1.
- Year 2 will focus on improving learning and wellbeing outcomes for individual children through universal and targeted support.
- Strengthen involvement of children and young people in planning and decision making about their learning and wellbeing.
- Revisit Play and Enquiry Based Learning (PEBL) in the context of inclusion.
- Update policy and curriculum to support a holistic approach to anti-bullying.
- Refresh whole school Respect for All: Anti-Bullying policy



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Priority 2: Pedagogy	
NIF Priorities: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.	HGIOS? Quality Indicators: QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment and achievement
NIF Driver(s): School leadership Teacher professionalism School improvement	Evaluation: Good
Progress and Impact <p>The school made good progress with this improvement priority and will take forward aspects of this work in 2025/26 to improve learning, teaching and assessment in writing.</p> <p>This improvement priority supported all teachers and practitioners to become more data informed in their practice. Effective collaboration ensured that almost all teachers improved their skills in:</p> <ul style="list-style-type: none"> • Understanding data types (attainment, wellbeing and demographic) • Gathering the right data at the right time • Organising, analysing and intersecting data sets • Drawing conclusions • Identifying strengths, gaps and trends • Understanding strengths and emerging gaps for individual learners <p>The majority of teachers used a range of data, including baseline, periodic, formative and summative assessment data, to plan supports for working groups and individual learners. The school is well placed to further develop this to ensure that targeted interventions are designed to address known attainment gap factors and to capture data and evidence to demonstrate impact.</p> <p>The majority of class teachers can identify learning and teaching approaches that have improved outcomes for learners at risk of not achieving due to emerging gaps. Early level teachers implemented a range of approaches to address identified gaps. These focused on foundational skills in literacy and numeracy, using systematic and explicit instruction with clear teaching points and opportunities for practice and feedback. Early level teachers created provocations to support learners to apply explicit classroom learning in their play.</p> <p>First and second level teachers used assessment data to plan support strategies for identified children. This supported learners to improve knowledge and skills gaps, particularly in phonological awareness, high frequency words and sentence level work. Overall, this supported almost all children in P1, P4 and P7 to achieve in line with national standards and expectations.</p>	



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Next Steps

- Aspects of this improvement priority will be taken forward in the 2025/26 school improvement plan.
- Continue to improve learning, teaching and assessment, with a focus on writing.
- Continue to raise attainment for all, with a particular focus on learners with additional support needs.
- Strengthen the use of data to design and measure the impact of targeted interventions.
- Provide high quality professional learning for support staff.

Progress in National Improvement Framework (NIF) Priorities

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

The school continues to make very good progress in embedding a rights-based approach through positive relationships, underpinned by our school values of honesty, fairness and respect.

The school has highly effective systems in place to support learner participation. Almost all learners feel safe and happy in school and feel heard by adults. Almost all learners are very well supported to improve outcomes, as evidenced in wellbeing and attainment data.

The majority of learners enjoy rich opportunities to lead and direct their own learning through play and enquiry based learning. All children enjoy personalisation and choice through *Skills* groups, which run on a rotational basis. Children enjoy opportunities to lead lunchtime clubs. Examples include football, pokemon, writing, art, dungeons and dragons, manga (Japanese comic), football cards and crochet. This has extended to learners creating and running competitions including the bookmark design and writing competitions.

All learners are involved in *Pupil Participation Groups*. Examples include house captains, pupil council, events, newspaper, eco, road safety, celebrating diversity, bully busters and beautiful Bearsden.

The Celebrating Diversity Pupil Participation Group continues to raise awareness of challenging discrimination and promoting equality and diversity. This group will continue to promote diversity through assemblies, focus weeks and events.

A key next step will be for children to evaluate their participation and report on the impact of this participation. There is also scope for pupil voice to be strengthened in planning and decision making, particularly in evaluating the work of the school.



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Improvement in children and young people's health and wellbeing

Our approach is informed by the Getting it Right for Every Child (GIRFEC) framework and Children's Rights. Procedures are embedded to support health and wellbeing for all, in line with the Council's Including Every Learner policy framework. This includes the Pupil Support Group (PSG), a multiagency screening panel that meets approximately every 6 weeks to review open cases and consider new referrals for support. Identified children are very well supported through the Team Around the Child (TAC) model. Evaluations and feedback from parents and multiagencies confirms that targeted support plans and actions continue to improve wellbeing and learning outcomes for children. The TAC model ensures that children and families receive the right support at the right time. A next step will be to strengthen learner voice in the TAC process and decision making.

All learners experience a comprehensive and progressive Health and Wellbeing curriculum pathway, linked to wellbeing indicators in the GIRFEC framework and Children's Rights.

All learners participate in two hours of planned physical education per week. This is enriched by wider participation in whole school and community events. Examples include sports week, sports day in Thorn park, our whole school walk to Kilmardinny Loch, residential outdoor learning experience for children in primary 7 and activities provided through Active Schools. The health & wellbeing curriculum is further enhanced through opportunities to learn in the teaching kitchen. All learners in Primary 6 successfully completed the British Heart Foundation's Heartstart programme.

Identified learners are very well supported through targeted wellbeing interventions. Examples include:

- Lifelink counselling for identified children in primary 6 and 7.
- 1:1 nurture-based support to build emotional regulation and resilience.
- Seasons for Growth programme to cope with change and loss, through problem-solving, making choices, goal setting and connecting with others.
- A small number of learners are supported through outreach support in language and communication and wellbeing.
- A small number of learners receive support from other agencies including Speech and Language Therapy and Occupational Health.
- Bespoke support from the Supporting Families Team and Home Link Workers.
- Almost all of these learners continue to make good progress from their prior levels of attainment.



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Health and Wellbeing continues to be a focus for continuous school improvement the CIRCLE framework – see evaluation above.

Closing the attainment gap between the most and least disadvantaged young people

Attainment data and professional dialogue from tracking meetings demonstrates that there is no measurable poverty-related attainment gap in the school. Learners who reside in SIMD Quintiles 1 and 2 (least deprived) and those in receipt of free school meals continue to make good progress from their prior levels of attainment.

Achievement of Curriculum for Excellence Level (ACEL) attainment data for learners in P1, P4 and P7 demonstrates that all children in Quintiles 1 and 2 are achieving in line with national standards and expectations. Almost all children in receipt of free school meals are achieving in line with national standards and expectations.

The school is committed to creating a fully inclusive and equitable learning environment. This includes being mindful of the Cost of the School Day (COSD) and removing financial barriers to participation for children and families. The Senior Leadership Team are aware of hidden poverty and provide discreet support, as required. The school has a flexible approach to the wearing of school uniform and the parent fundraising group ensure best value for families when purchasing uniform.

Analysis of data demonstrates that the most significant attainment gap factors are barriers to learning stemming from additional support needs and attendance. The school is committed to working with children, families and multiagency partners to remove barriers to learning and participation.

Improvement in attainment, particularly in literacy and numeracy

Attainment data remains consistently higher than national and local authority levels, but we need to look beyond the national and local authority picture to analyse trends over time, including emerging trends and attainment gap factors specific to Bearsden Primary School.

Attainment data for 2024/25 demonstrates that almost all children (over 90%) achieved in line with national standards and expectations. However, there are variances in writing attainment over time, particularly for learners with additional support needs. A number of children across Early and First level present with speech, language and social communication barriers and there is a growing trend of children with an identified learning difference of dyslexia. Raising attainment in writing will be the key focus for school improvement in 2025/26. This will ensure consistency of approach in learning, teaching and assessment. Teachers and practitioners will be supported through high quality professional learning. Outcomes for learners will be improved through opportunities for daily writing and writing across the curriculum. All learners will improve their technical skills and knowledge of text



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types through a modelled taught writing lesson every week. Children with additional support needs and specific literacy barriers will be supported through a range of tools and approaches, including bespoke interventions.

Attainment and Achievement Data

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

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	good	Choose an item.
2.3 Learning, teaching and assessment	good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	very good	Choose an item.
3.2 Raising attainment and achievement	very good	Choose an item.

Summary of School Improvement Priorities for Session 2025/26

- Priority 1: Improving Learning, Teaching and Assessment in Writing
- Priority 2: Improving inclusive learning through The Circle model (Year 2)
- Priority 3: Two policies will be refreshed: Play and Enquiry Based Learning (PEBL) and Respect for All: Anti-Bullying.

What is our capacity for continuous improvement?

The school is very well placed to continue to improve. The appointment of a new permanent Head Teacher in April 2025 and an Acting Principal Teacher for August 2025 will ensure continuity in leadership of change in 2025/26 and beyond. The whole staff team will continue to work in close partnership with parents and partners to deliver excellence, equity and inclusion for all learners.



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