Boghall Primary School and Early Learning and Childcare Setting

PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Boghall Primary School

Elizabeth Drive

Boghall

EH48 1JB

West Lothian Council

ABOUT OUR SCHOOL

Boghall Primary School is located in Boghall, Bathgate. The school was opened in 1958 and has now served the community for over 65 years. Our school roll is currently 294, made up of 11 classes and our nursery class of 42. We have over 30 members of staff across the school and nursery.

The school is part of the Bathgate Academy cluster and has very good links with the cluster schools. The school has an active and supportive Parent Council and strong community links which support the work of the school.

Within the Scottish Index of Multiple Deprivation (SIMD) 60.96% of the school community live within Quintile 1 and 2 with 26.71% in receipt of Free Meal Entitlement (FME). As such the school benefits from a significant Pupil Equity Fund. 35.46% of pupils have additional support needs and are on level 2 and 3 of the Continuum of Support, receiving targeted intervention. 14.34% of our school community speak English as and Additional Language.

Our Vision for our Learning Community

Our vision is to dream, believe and achieve!

We are committed to being a learning community renowned for the respect we show each other, in all that we do and in an environment where everyone is welcome, valued and supported. We strive to ensure a calm, positive and safe environment based on good behaviour, self-discipline and respect for others. Our learning and teaching will be of the highest quality and fun for all pupils, providing challenge and enjoyment and developing confidence to realise their full potential.

We seek excellence in developing happy, independent, kind individuals with a positive attitude in a nurturing and engaging environment in partnership with parents/carers and the local community.

Our nursery moto is 'Hand in hand, together we can'. Through the work we do in our nursery we are committed to providing playful, challenging activities that have purpose and develop our children's of abilities and encourage each child to play in a safe, confident way whilst exploring risk taking. We endeavour to support all children in their learning according to prior learning and continue to monitor progress throughout the early years

We will actively encourage the motivation and resilience needed for lifelong learning into the world of work.

Our core values include: Trust   Respect   Nurture   Ambition   Inclusion

We aim to:
- Have trusting relationships that value each other's rights and allows our children to become responsible citizens now and in the future.
- Develop children's positive mindset to challenge themselves, show endeavour and celebrate the achievements and attainment of all and develop them as confident individuals.
- Develop our curriculum to ensure children's creativity and ambition enables them to develop the critical skills and positive attitudes to become successful learners.
- Work in partnership with parents/carers and other establishments and partners who support the work we do and provide opportunities for our children to gain wider experience, successes and achievement and effectively contribute to their community.

We are proud to be part of the Boghall Primary and Nursery Community.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
1. Our measurable outcome for session 2023/24 was to raise attainment, especially in literacy, specifically writing and numeracy, specifically problem solving <mark>NIF Driver(s):</mark> ☒School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	We have made good progress. **What did we do?** • Through our approaches to assessment and planning children have been identified who would benefit from targeted nurture, literacy or numeracy support to help individual learners and small groups make progress in their learning in literacy and numeracy. • Our P1 staff have continued to use the Primary One Literacy Assessment Resource, POLAAR to ensure pace and challenge for our P1 pupils. • Assessment evidence gathered through targeted 1-1 and small group literacy and numeracy interventions demonstrates accelerated progress for almost all learners involved. • Through the work our Cluster Literacy Pedagogy Officer all teaching staff have increased confidence in strengthening links across learning in literacy. • All teaching staff have developed and consolidated their use of the progression pathways to support assessment in writing through engagement in cluster moderation. • Identified teachers have enhanced classroom practice and developed their knowledge and understanding of the benefits of mathematical discourse through engaging in professional learning opportunity with West Lothian Numeracy and Maths Education Support Officer. • All teachers engaged with the 4 lenses analysis tool to identify targeted pupils to develop approached which increased engagement in writing. • Team teaching has been used across the school to support increased achievement and engagement for almost all pupils in writing. • All teachers have increased their confidence in the use of holistic questioning to support the robust assessment of maths and numeracy. • Through professional learning all teachers have developed their knowledge of problem solving pedagogies in maths and numeracy. **Evidence indicates the impact is:** • In P1 most of our children have achieved expected levels in literacy and numeracy at early level. • In P2 most of our children are on track in their learning in literacy and numeracy. • In P3 the majority of our children are on track in their learning in literacy and most of our children are on track in their learning in numeracy. • In P4 most of our children have achieved the expected levels literacy and numeracy at first level. • In P5 the majority of our children are on track in their learning in literacy and most of our children are on track in their learning in numeracy. • In P6 most of our children are on track in their learning in literacy and numeracy. • In P7 the majority of our learners have achieved expected levels in literacy and numeracy at second level.

| **ELC**

Raising attainment for all, particularly in literacy and numeracy:

-Continue to develop literacy and numeracy rich environment both indoors and outdoors.

-Provide learning opportunities which develop literacy and numeracy and which involve families, partners and the wider community. | We have made good progress.

What did we do?

• Distributive leadership planning session. Each member of staff to created action plan based on evaluations and data from session 2022/2023.
• Numeracy and literacy audits have been carried out termly and findings shared with all staff, action plans created
• Reviewed and organised numeracy resources
• Shared numeracy rhymes to promote numeracy development with families
• Ensured there has been numeracy provocations out at lunchtime to encourage discussion and use of mathematical language
• Shared results and actions from outdoor learning audit with other staff
• Created an outdoor learning action plan with a focus on literacy and numeracy
• Session on Pre requisite skills for early level literacy
• Sharing of action points from pre requisite skills sessions with team
• Launch of Big Bedtime Read
• Shared numeracy rhymes to promote numeracy development with parents/carers via postcards home/twitter/seesaw
• Begin "biscuit and a blether" sessions with families and visiting professionals (hosted 1 per term)
• Develop outdoor space to allow children more opportunities to develop key skills
• All staff took part in CLPL session to further develop quality interactions
• Observations of quality interactions (SLT)
• Observations of quality interactions (peer)
• Creation of strategic year plan in response to tracker data from 2022/2023
• Regular consultative planning sessions and evaluation of plans took place increasing practitioner understanding of progression in literacy and numeracy.
• Tracker analysis and moderation sessions took place twice in the year to inform planning and next steps at both a universal and targeted level

Evidence indicates the impact is:

· ELC anti-pre and pre-School trackers for Numeracy show that the majority of children are on track with their learning
· ELC anti pre and pre-School trackers for Literacy show that the majority of children are on track with their learning
· Parent feedback has been positive surrounding Big Bedtime read, biscuit and blether sessions. Suggestions/feedback taken on board and acted upon.
· Self-evaluation activities with staff team record progress made.
· Almost all observation tools evidence positive interactions taking place |

2.
 	
Our measurable outcome for session 2023/24 was to close the attainment gap between the most and least disadvantaged children
 	
The gap in learning between identified learners in Q1-Q5 will be reduced through targeted interventions in literacy, numeracy and health and wellbeing.
 	
NIF Driver(s):
 	
☐School and ELC Improvement.
☒School and ELC Leadership
☒Teacher and Practitioner Professionalism
☒Parental Engagement
☒Curriculum and Assessment
☒Performance Information
	We have made good progress.
	
	What did we do?
	
	The school was awarded £94 325 of Pupil Equity Funding (PEF).
	The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.
	14 priorities were planned and 41% of these priorities were fully achieved with 58% making good or better progress (21% moderate progress and 21% made no progress due to pedagogy officer change of role).
	
	• PEF was used to fund a PEF Literacy Lead across the Bathgate Cluster, to provide training for staff in literacy approaches and interventions. Parent Workshops were also delivered to support the development of reading skills.
	• Maths Recovery programme successfully used for identified pupils in P6 and P7to identify and close knowledge and conceptual understanding gaps.
	• We have also continued to embed our programme of targeted interventions across the areas of health and wellbeing, literacy and numeracy; they include:
	    o Health and Wellbeing - P1-P3 and P4-7 Core Nurture Group, Drawing and Talking, Lego Therapy, targeted Breakfast Club and Forest Schools Nurture Group
	    o Literacy - P2 - Forward Together Programme, P2 - P4 – 5 Minute Box, P5 – P7 – 5 Minute Box 2 and P4 - P7 – Scotland Reads
	    o Numeracy - P1 - P3 – Number Box and P4 - P7 – Maths Recovery
	• Pupil Council made the choice to use participatory budgeting to fully/partial fund a curriculum based trip for all pupils. All pupils spoke positively of their trip experience.
	
	Evidence indicates the impact is:
	Almost all of our Pupil Equity Fund was used to fund our approaches to targeted intervention. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:
	• Across the school the majority to most of our children who have poverty related barriers are on track in their learning.
	• Our targeted approaches have improved outcomes for almost all learners who have received support for literacy, numeracy and health and wellbeing and helped towards closing the attainment gap.

ELC Tackling the attainment gap between the most and least advantaged children - Improved use of data to identify and plan for targeted interventions within literacy and numeracy. The gap in learning between identified learners in Q1-Q5 will be reduced through targeted interventions in literacy, numeracy and health & wellbeing.	We have made good progress. **What did we do?** • Staff development sessions reviewed and moderated ELC trackers regularly • Reviewed trackers to establish target group(s) for word boost and targeted reading/rhyme time • Established, planned for and delivered word boost group sessions • Established, planned for and delivered buddy reading sessions • Established planned for and delivered a programme for developing listening and talking skills at a universal and targeted level (Teaching children to listen) • Equity and Excellence meetings held with SLT termly. • Introduced individual tracking sheet for below track learners • Regular Child Planning Meetings and enhanced targeted support overviews created and shared for children with Additional Support Needs **Evidence indicates the impact is:** • Almost all of N4 and N5 learners are on track and can listen and respond to questions being asked • Almost all of N4 and N5 learners are on track and have been observed using an increasing amount of vocabulary • Renfrew end of year assessments show that 55% of N4 and N5 children tested are performing above their chronological age. When comparing Renfrew annual N5 assessment scores, 100% of our children have made progress with their vocabulary development this session compared to last session. This is a jump from 87% the previous session • ASN overview with actions and next steps • IEP evaluations record progress made in all areas for 100% of the children requiring individualised planning

3. Our measurable outcome for session 2023/24 was to improve children and young people's health and wellbeing NIF Driver(s): ☒School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment	We have made good progress. **What did we do?** ✓ All staff involved in reviewing and developing the Health and Wellbeing curriculum rationale and framework. ✓ All staff have embedded the use of the annual classroom set up to further support understanding and engage in the UNCRC. ✓ We have continued to develop our targeted nurture approaches across the school; including: core nurture groups, lego therapy, drawing and talking, life skills and Forest Schools. ✓ Through our approaches to assessment and planning, learners have been identified who would benefit from targeted nurture and wellbeing interventions, helping to address needs with appropriate support. ✓ Introduction of pupil friendly IEP targets and jotters has allowed pupils to fully understand their own targets, actively assess themselves against them and record progress. ✓ One trusted adult system has been reviewed and refreshed with the introduction of a mid-year revisit to identify trusted adults.

☒Performance Information	✓ Health and wellbeing curriculum is responsive to the needs of the children and teachers adapt curriculum when needed. ✓ Through our Whole School Together times we have continued to develop children's understanding of our school values and also the wellbeing indicators. ✓ All staff engaged in Trauma Informed Practice 1 training to develop understanding of the impact of trauma and how as a school we can support our learners. **Evidence indicates the impact is:** • The P5-P7 pupil ethos survey results demonstrated that the majority of our learners felt positive in their response to all of the questions. • Almost all children are able to identify and discuss our school values and what they mean to them. • Across the school most to almost all of our children were reporting positive health and wellbeing scores using the wellbeing indicators. • Across the school almost all children engage well in their learning across the curriculum. • Across the school the majority of our children have over 90% attendance.
ELC **Improvement in all children and young people's wellbeing:** -Staff will become more confident in planning for and supporting children's additional support needs. -Staff and children will develop their understanding of the UNCRC and how this informs our practice. -Ensuring children are safe, protected and healthy.	**What did we do?** • Updated ASN overview for session. All information shared with staff and cross referenced with support plans. • IEPs updated and reviewed by key staff. • CPMs arranged and action points shared with support plans being updated accordingly. • All staff attended a session on understanding Language Delay with speech and language therapist • EYO and DHT attended C.A.S.T development session to further enhance understanding of process for P1 transition • All staff engaged with "Up, up and away" resource to support children with ASNs • Identified children requiring enhanced transition to Primary 1 (pathway 2 and 3) • Introduced language of rights to the learners through together time and in daily interactions • Ensured rights were visible on all displays, learning conversations and planning • All staff attended training session on tooth brushing with child smile • Introduced daily tooth brushing programme to all children • All staff received annual updates of child protection procedures and health and safety • Essential Training Audit undertaken • Paediatric First Aid Session for some staff took place

	Evidence indicates the impact is:
	- Individual trackers for children with identified additional support needs report progress for all learners - Staff reported an increased understanding of language delay and have implemented some of the language and strategies shared in individual support plans/IEPs - IEPs report progress for all children across all individual target areas - Learning conversations with children which are recorded in floor book report some children using the language of rights - All staff report increased confidence in delivering tooth brushing programme as a result of child smile input
4. Our measurable outcome for session 2022/23 was to improve employability skills, and sustained, positive school-leaver destinations for all young people ☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	We have made good progress. **What did we do?** - Rights Respecting School pupil leadership group continued to raise awareness of children' rights within our school community. Reaccreditation for Gold level took place in October. - All teachers reviewed and updated our RME and Languages Curriculum Rationale and curriculum support materials to ensure there is a clear progression of experience and skills development as children move throughout the school. - Technical Troopers continue to support the learning of digital skills across the school by leading learning in a range of classes. - In almost all classes teachers use digital technology to support the structure of learning and engage children in the learning process. - All teachers engaged in a cluster session to review the teaching of meta skills across the school. - Almost all teachers make explicit reference to the skills for life, learning and work across curricular areas. - Almost all teachers took part in formative assessment CLPL to develop assessment strategies. - Progress has been made through consultation with pupils and staff in the development of a Boghall Merit System. - Strong links continue to be built with Active Schools, Church, Boghall Community Wing and local businesses and this has added to the wider experiences we have been able to provide across the school. **Evidence indicates the impact is:** - The majority of pupils can identify the skills they are using during learning activities. - The majority of- pupils can talk about their knowledge of children's rights during learning conversations. - Pupils are able to talk about the leadership opportunities they have across the school. - Teacher knowledge of the Languages and RME curriculum rationale and framework have been increased.

ELC	What did we do?
Improvement in employability skills and sustained, positive school leaver destinations for all young people -Build parent/carer confidence to support their child's progress. -Develop children's confidence, social skills and ability to staying safe in by exploring other areas around our Nursery. - Increased use of technology to enhance learning.	• Most staff took part in a development session to develop parent/carer engagement plan • Parent views were gathered on preferred forms of engagement and communication • Revised and implemented a universal parent/carer engagement plan • Created risk assessments for use of school playgrounds, community wing, church and school building. • Established plans to allow groups to explore playground to build confidence in leaving setting • Digital Learning Audit completed indoors and outdoors, shared results and actions from audit with other staff • Introduced talking buttons to staff and children • Encouraged children to take pictures of their own learning to profile and link to KALs. **Evidence indicates the impact is:** • An increase as the session progressed on the amount of parents and carers attending nursery biscuit and blether sessions • Stay and play sessions have been well attended, every child has had parents and carers, including extended family at, at least one session over the year. Feedback from parents after these sessions is positive. • All staff have reported an increase in their confidence in going out of the Nursery setting with children as a result of the work completed on risk assessments. • All parents have accessed children's seesaw profiles, with almost all engaging regularly.

Attendance and exclusion:
Overall our attendance rate this session was 92.68% this session, an increase of just over 1.5%. We have had 0 incidents of exclusion this session.

Engagement with parent/carers and partners in relation to school improvement:
Overall, we have continued to provide a number of opportunities to engage with parents/carers in relation to school improvement planning and reporting on performance. Termly newsletters are used as the main format to keep parents/carers informed of the progress in relation to our school improvement priorities.

The Parent Council continues to be a strong partnership and discussions around operational and strategic improvements are a key part of the work of the Parent Council. The Parent Council continues to commit to support the Cost of the School Day, Outdoor Learning and supporting children's wider experiences.

We continue to use the local authority ethos survey to be responsive in our plans.

4 Family Learning Events were held with high numbers of parents attending and very positive feedback around their format.

We have now fully re-established our full programme of partnership working with Active Schools, Church, Boghall Community Wing and local businesses and this has added to the wider experiences we have been able to provide across the school. We want to continue to develop this and better involve our partners in self-evaluation activities.

Our Wider Achievements this year include:

- Our range of pupil groups lead aspects of school improvements; these include: Reading Ambassadors, Technical Troopers, Pupil Council, Language Ambassadors, Pupil Rights Group and the Eco-Committee.
- Our Pupil Council took part in national work as part of the CPAG Voice Network sharing our work on reducing the cost of the school day.
- All classes shared learning with families and whole school through class assemblies.
- Our school teams took part in Bathgate Cluster Festivals for: mixed football, netball, cross country and girls football.
- All children were involved in creating the Music Float and walking with school on the day.
- Wider achievements were recognised daily in the classroom and during whole school assemblies. Children were awarded Magic Munchie Monday or a school value certificate for their successes.
- Competition took place to design values characters. Characters then used to promote values through posters, certificates and values display.
- Our ECO Committee worked hard to achieve an ECO Flag.
- We successfully were reaccredited for our gold Rights Respecting School Award.
- Our Family Link Worker shared good practice at a range of events.
- Our P4 children took part in benchball training with Bathgate Academy Pupils.

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and
How Good is Our Early Learning and Childcare? 2016)