

# BOGHALL PRIMARY SCHOOL



## PROGRESS REPORT FOR SESSION 2019/20

### (Standards & Quality Report)



**Boghall Primary School**

**Elizabeth Drive**

**Boghall**

**Bathgate**

**EH48 1JB**



## **ABOUT OUR SCHOOL**

Boghall Primary School is located in the Boghall Estate, built in the late 1950s in West Lothian to the east of Bathgate. Boghall Primary School and Nursery setting is a non-denominational school associated with the Bathgate Academy cluster. Currently we have a school roll of 338 pupils, made up of 12 classes and our nursery class. As part of our school we also have the Literacy Service, which is a service for all schools across West Lothian which gives access to support children and young people with literacy difficulties and specifically dyslexia. In total we have 41 members of staff across the school, nursery and Literacy Service.

### **Our vision for our learning community:**

Our aim is to dream, believe and achieve!

We are committed to being a learning community renowned for the respect we give each other in all that we do in an environment where everyone is welcome, valued and supported.

Our education will be of the highest quality and fun for all pupils which will allow them to be motivated and confident 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.

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

### **We aim to:**

- Celebrate achievement and attainment of all
- Enable young people to develop the critical skills and positive attitudes for successful learning
- Be fair and equal in all we do
- Ensure a calm, positive and safe environment based on good behaviour, self-discipline and respect for others
- Work in partnership with parents, support agencies and whoever else can support us
- Develop our pupils' creativity and ambition

### **In nursery we aim to:**

- Provide playful, challenging activities that have purpose and develop children of all abilities
- Encourage each child to play in a safe, confident way whilst exploring risk taking
- Ensure all children are given a range of learning opportunities and experiences from all relevant current documentation
- Support all children in their learning according to prior learning and continue to monitor progress throughout the early years

Our values are part of all the work we do in school and shows who we are in Boghall Primary School and Nursery.

We are a Gold Rights Respecting School where we value each other's rights. We see the importance of being global citizens and supporting others.

**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 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore this reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers [here](#).

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.

## **School Closure March – June 2020**

During the period of school closure areas of the school improvement plan were paused to ensure the focus of staff planning and delivery was to support our children's:

- health and wellbeing
- continuity of learning in literacy and
- continuity of learning in numeracy.

In developing our 'Learning at home' programme we were very impressed with the engagement of our P4-P7 pupils using Microsoft Teams and the engagement of our children and families in the nursery and P1-P3 with what they were posting online and displaying on their own home windows!

In our Nursery class we used Learners' Journals as the main platform to share our ideas and thoughts for home learning for your children and their family as well as the nursery blog. Twitter was also used to share learning opportunities; many families shared their learning experiences with us. A number of families received home learning paper packs which we updated periodically.

In Primary 1-3 we used the school blog as the main platform to share our ideas and thoughts for home learning for children and families. Additionally, to promote home learning and interaction between the children and their class teacher we introduced an online app called Seesaw. Seesaw has given learners a place to document their learning, be creative, interact daily with their class teachers and learn how to use technology. Parents were notified about their own child's work and many families shared their home learning experiences with us. For any family who felt that their child would benefit from a home learning paper pack, these were given or delivered and updated periodically.

In Primary 4-7 the main platform for children to engage in learning was Microsoft Teams. We had very good engagement in Microsoft Teams across all Primary 4-7 stages. Microsoft Teams gave our Primary 4-7 pupils a place to access their learning, be creative and interact with their teachers and peers daily. It also allowed them to become more familiar with the Glow tools that are available to them. For any family who felt that their child would benefit from a home learning paper pack, these were given or delivered and updated periodically.

Across the whole school learning grids were sent almost every three weeks with an update and overview of learning for that period. Additionally, we held a number of whole school events including:

- Series of individual and family competitions
- Online viewing of school show
- Whole school virtual assemblies
- Family Quiz Night
- Online Talent Show
- P1 and P7 Transition events
- Home Sports Day
- Home Fun Day and
- P7 Leavers Assembly.

The school blog has been used to share whole school family learning opportunities and Twitter @BoghallPSch has been used to share the successes and achievements over the period of school closures.

Overall, all children and families had access to both digital learning and home support packs and most of our learners engaged well with home learning.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was at least 90% of learners to achieve the appropriate Curriculum for Excellence in literacy and numeracy.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School Improvement</li> <li>- School Leadership</li> <li>- Teacher Professionalism</li> <li>- Parental Engagement</li> <li>- Assess. of Children's Progress</li> <li>- Performance Information</li> </ul>	<p>We have made satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Developed a progressive programme for Writing from Early and to Second Level.</li> <li>- Took part in professional learning for teachers in development of early and emergent writing approaches.</li> <li>- Held staff development in the use of Reflective Reading with targeted support for those who needed it.</li> <li>- Held parent sessions to support parents to help and support their child to read.</li> <li>- Used targeted approaches to improve numeracy and mathematics using SEAL maths, Maths Recovery and Number Block sessions - in particular in the early years.</li> <li>- Continued to build a reading and writing culture across the school with Reading Ambassadors and free writing Friday.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are more engaged in writing tasks and given more opportunities to direct their own learning within writing.</p> <p>Learners are developing a love for reading and have shown enthusiasm during whole school events such as book swaps, author's live events and during Scottish book week.</p> <p>Learners are more confident and most all are achieving national expectations in literacy and numeracy.</p>
<p>In our nursery class...</p>	
<p>For 90% of baseline observations show majority (90%) evaluated as good or above.</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Developed our planning of learning and teaching in literacy and numeracy with appropriate support and challenge for children.</li> <li>- Shared and moderated our practice across the school to learn about what was working well and what needs to be further developed.</li> <li>- Held parents sessions show the skills necessary to start to read and write.</li> <li>- Continued and further developed the Big Bedtime Read programme.</li> <li>- Equity and Excellence lead developed early literacy skills with a targeted group of pupils.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are making good progress over time.</p> <p>Learners are benefitting from more parental engagement and involvement in their learning.</p>

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to demonstrate the reduction the gap between the attainment of the most and least disadvantaged children in our school.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- Parental Engagement</li> <li>- Assess. of Children's Progress</li> <li>- Performance Information</li> </ul>	<p>We have made satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Developed staff approaches in conducting and using baseline assessment information to plan next steps for groups and individuals who require targeted support.</li> <li>- Used targeted approaches for numeracy and mathematics using Maths Recovery, SEAL and Number Blocks with identified groups and individuals.</li> <li>- Further developed targeted approaches for literacy and English with the use of IDL, 5 Minute Box, Scotland Reads, Word Boost, Teaching Children to Listen with identified classes/groups.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>Learners have more opportunities to further develop their learning through homework support clubs, targeted interventions and learning conversations.</p> <p>Learners from the most disadvantaged are closing the gap from children in the least disadvantaged households.</p>
<p>In our nursery class...</p>	
<p>To target literacy and numeracy through baseline and ongoing assessment.</p>	<p>We have made satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Implemented targeted approaches in literacy through the use of word boost and box clever.</li> <li>- Implemented targeted approaches in numeracy and mathematics through the use of SEAL strategies to support the development of early number.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are making good progress through baseline assessment in literacy and numeracy.</p>

<p>3. To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was for at least 95% of learners to understand the wellbeing indicators and can explain to others.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>- School Improvement</li> <li>- School Leadership</li> <li>- Teacher Professionalism</li> <li>- Parental Engagement</li> <li>- Assess. of Children's Progress</li> <li>- Performance Information</li> </ul>	<p>We have made satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Introduced of Calm Therapies for targeted groups and individuals.</li> <li>- Engaged in staff development session to review the HWB curriculum in relation to the 7 curriculum design principles.</li> <li>- Completed staff development on gender balance.</li> <li>- Developed curriculum programme to enhance pupil knowledge and understanding of wellbeing indicators and embedded the use of wellbeing indicators to support pupils in self-reporting.</li> <li>- Completed staff development session on school relationships, culture and climate.</li> <li>- Started to review Promoting Positive Relationship Policy.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners have a better understanding of wellbeing indicators and are improving their ability to talk about their wellbeing.</p>
<p>In our nursery class...</p>	
<p>To support parents/carers in their understanding of wellbeing indicators.</p>	<p>We have made satisfactory progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Group leaders worked directly with parents and carers to develop a shared understanding of wellbeing indicators with stay, play and learn sessions planned around the wellbeing indicators.</li> <li>- Completed professional development session related to Paul Dix "When the adults change, everyone changes".</li> <li>- Implemented a consistent approach to developing positive relationships when managing behaviour.</li> <li>- Started to review ELC positive relationship policy</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are talking to staff and parents more often about their wellbeing.</p>

<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2019/20 was to ensure 90% of all children understand DYW and the importance of learning skills for lifelong learning and work.</p> <p>NIF Driver(s): - School Improvement</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Developed our use of STEM activities across the whole school.</li> <li>- Developed learning discussion to include the relevance of learning to children's future lives.</li> <li>- Developed our approaches to gender neutral concept – promoting equality of opportunity.</li> <li>- Used different examples of jobs each week at Whole School Time – short slot</li> <li>- Staff development session sharing successful work done by staff in DYW.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are making better connections in relation to skills for learning, life and work through DYW approaches.</p>
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<p>In our nursery class...</p>	
<p>Increase opportunities for children to participate in risky play and visits to the local community.</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Review of Career Education Standard in relation to the nursery curriculum.</li> <li>- Implemented DYW Action Plan through planning and implementing risky play experiences and experiences within the wider community.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners are engaged in risky play and experiences within the wider community more often.</p>

**Attendance and Exclusion**

Overall our attendance rate this session was 93.98% from August 2019 to March 2020, this was a slight drop of 0.75%. We had 1 incident of exclusion from August 2019 to March 2020.

**Working with Parents**

All parents have an opportunity to be involved in improvement planning and most parents take up the opportunity to support improving the life and work of the school. Parents have regular opportunities to support improvement by participating in a range of formal and informal activities to support their child's learning and the work of the school. All staff work collaboratively with parents to take forward improvement priorities and learn with and from each other. This session the Parent Council took part in the recruitment process to appoint a new Headteacher. We have strong partnerships with parents and other partners who support children and we recognise the important role of parents in supporting their children. Children and parents are fully involved in decisions about learning and support. We believe that families are at the centre of this planning, as active participants in their learning and development. We have continued to work with parents and other partners to help parents minimise the effect of poverty on our children.



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

1.3 Leadership of Change	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	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

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