

Broxburn Primary School



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

School Road
Broxburn
EH52 5RP



ABOUT OUR SCHOOL

Broxburn Primary School is a non-denominational school serving the community of East Broxburn. The school has 15 primary classes, an Early Learning Centre and a wraparound facility. The school roll is 485 including 103 children in our Early Learning Centre. There are two classes at every stage and three at Primary 1. The teaching staff of 25 includes the head teacher (HT), depute head teacher (DHT) and 2 principal teachers (PT), with 2 Early Years Officers and 5 Early Years Practitioners within our Early Learning Centre.

Support and administrative staff provide good support for learning and teaching. Leadership at all levels ensures the school is continuously improving to provide the best possible outcomes for all learners.

The school benefits from a supportive and very proactive Parent Council and an enthusiastic and committed Fundraising Group. Together with the wider school community we continue to embed our vision for learners: **INSPIRE, ACHIEVE AND CARE** and **EXPLORE, LEARN and CARE**, in our Early Learning Centre, putting this at the centre of all we do.

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 from March 2020, and therefore our report 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 have used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to ensure that children experienced high quality learning and teaching in literacy and numeracy, to raise attainment.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Improved planning processes have been created to ensure pace and progression across the breadth of the curriculum. • Professional learning for staff to develop consistent pedagogy within numeracy (CPA), reading and writing. • Implemented consistent planning and assessments frameworks for writing across a range of genres. • Create and embed tracking and monitoring systems for learning within the Early Learning Centre (ELC). • Link ELC home learning to tracker statements. • Regular updates on Learning Journals • ELC training in Colourful Consonants and Vowel House • Implemented Language Meets Literacy intervention. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have more consistently experienced high quality learning and teaching within areas of literacy and numeracy. • Learners are making good progress, with appropriate pace in their learning in most stages. • Learners at all levels are developing progressive writing skills across a range of genres and using identified next steps, supported by writing planners at each stage. • Monitoring and tracking is used to plan learning within ELC based on tracked next steps. • ELC children have improved their literacy and communication skills through Language meets Literacy interventions. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Re-explore our curriculum in key areas of Literacy, Numeracy and HWB to support our Recovery Curriculum. • Develop consistent pedagogy for teaching of reading skills. • Increase the number of learners achieving the appropriate level in reading, writing and numeracy. • Further develop the use of Learning Journals and Seesaw with children and families. • Develop literacy skills, with a focus on rhythm and rhyme and pre-writing skills for children and families.
<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 ensure that targeted children achieve the appropriate levels in all areas of Literacy and</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Targeted phonics, reading and writing skills in supported groups. • Use of targeted numeracy skills development in supported groups. • Maths recovery programme for identified children. • Conducted a Numeracy audit within our ELC. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners have increased literacy skills in writing and

<p>Numeracy.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Assessment of Children's Progress • Performance Information 	<p>reading.</p> <ul style="list-style-type: none"> • Learners have developed key numeracy skills • The ELC have created a numeracy rich environment. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Re-explore our curriculum in key areas of Literacy, Numeracy and HWB to support our Recovery Curriculum. • Provide targeted literacy learning to meet learner needs and increase attainment. • Provide targeted numeracy learning to meet learner needs and increase attainment. • Ensure equity for all by supporting families adversely impacted by school and ELC closure. • Develop numeracy skills within ELC through embedding key pedagogical practice to support identified next steps.
<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was that almost all learners would report that they experience feel safe and supported in school and experience a consistent nurturing culture with high expectations of behaviour.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Parental Engagement 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Professional Learning for staff regarding positive behaviour strategies and the impact of childhood experiences on child development. • Reviewed our Behaviour Policy to reflect research into the impact of positive relationships on positive Behaviour. • Created a new Behaviour Policy. • Undertook HWB Thematic Review • Our Play therapist supported identified individuals • Professional learning for ELC staff in identified areas e.g. Emotion Works and Autism. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have experienced positive strategies for supporting behaviour. • Clear expectations for learners of behaviour, using restorative approaches. • Learners experienced nurturing approaches from informed staff. • Very good processes and procedures to support wellbeing equality and inclusion. • Learners within our ELC are well supported, by staff who understand how to meet their needs. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Re-explore our curriculum in key areas of Literacy, Numeracy and HWB to support our Recovery Curriculum. • Embedding a consistent, nurturing culture with high expectations of behaviour. • ELC sharing elements of professional learning with families to support them in key areas.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Develop digital skills across learning. • Engage all children in online learning as part of our Home Learning during school closures in Term 4 • Develop electronic profiling for all children P1 - P7 • Embed World of Work skills within learning and make links

<p>Our measurable outcome for session 2019/20 was for most children to be able to discuss skills for the world of work, how they are learning these and apply these within the world of employment.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress 	<p>to the application of these skills within the world of work.</p> <ul style="list-style-type: none"> • ELC professional learning to develop digital skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners can use technology to support learning and the development of skills. • Profiling is used to identify the application of skills in learning. • Learners experience learning which enables them to develop the World of Work Skills in our school and in our ELC. • Increased confidence of ELC staff in using a range of digital tools. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Learners will develop digital skills, across learning, within our school and ELC. • Learners will demonstrate the application of skills across learning and the World of Work within their profiles. • Further develop experiences and digital skills of children within the ELC.
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Attendance at our school is very good for almost all children, with 91% attending 90% of the time or more, prior to the school closure. Absence is monitored monthly and families work with the Head Teacher to overcome barriers to regular attendance. During 2019 - 2020 no children were excluded.

The school has very good engagement with parents and other stakeholders which impacts positively on improvement planning and school performance reporting.

Our Wider Achievements this year have included:

- Second place for our Float in the Gala Day Parade
- Fundraised over £1000 for; BUSC, Sport Relief and Children in Need
- Regular Bake Sales in ELC to support funds for new equipment
- Supporting West Lothian Foodbank through generous donations
- Successful Nativity Performance for our Primary 1 & 2 pupils
- Monthly whole school assemblies to celebrate success
- Weekly Tea Party to celebrate individual success
- Participation in the West Lothian Benchball League
- Parent support to improve our schools ground
- Participating within the West Lothian GLEE competition
- Successful Modern Language focus weeks and challenges throughout the year in French and Spanish
- Gaining our Digital Schools Scotland Award
- Providing high quality 'Home Learning' for children using Teams (P4 - P7), Seesaw (P1 - P3) and Learning Journals (ELC)
- Fabulous virtual Health Week, including our Virtual Sports Day.
- Our successful Broxburn Primary Walks the World Challenge, walked to Rome.

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Raising attainment and achievement	Good

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

How good is our leadership and approach to improvement?	1.3 Leadership of change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	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