

Broxburn PRIMARY SCHOOL

Improvement Priority Progress Postcard

2022 – 2023



WHAT DID WE DO?



To raise attainment:

- Engaged in research to look outward for examples of good practice to inform our understanding.
- Undertook Professional Reading of key documents to develop greater understanding of curriculum development.
- Engaged with all stakeholders to create our 'Top Ten' experiences.
- Created Early - Second Level Improvement Groups to implement Curriculum refresh.
- Developed 'Question & Provocation' approach to learning
- Developed new planning formats
- Engaged in whole school learning context during Term 3
- Shared curriculum developments with school community in a Learning Showcase event.

WHAT WAS THE IMPACT?

- Learners had more opportunities to experience high quality learning and teaching, including greater opportunities to apply literacy and numeracy within relevant contexts.
- Most children reported an increase in engagement with whole school learning context and were excited by this.
- Learners are making good progress, with appropriate pace in almost all learning at all stages.
- More than 73% of learners have attained in all 3 literacy elements at all achievement of a level stages.
- More than 73% of learners are 'on track' for reading, writing and L & T at all achievement of a level stages.
- More than 83% of learners are 'on track' for numeracy at all achievement of a level stages.



To close the attainment gap between identified children:

- The school was awarded £64925.00 of Pupil Equity Funding (PEF).
- We used the PEF planning tool 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.
- 11 priorities were planned and 73% of these priorities were fully achieved with the remaining 27% making good progress.
- Developed greater knowledge of identified children through the use of data, supported by our performance packs.
- Undertook professional learning of practitioner enquiry pedagogy.
- All staff implemented targeted interventions for identified children using a practitioner enquiry model.
- Evaluated progress and reviewed focus termly through self-evaluation, monitoring and tracking processes and Excellence & Equity meetings.
- Implemented a universal focus on consistent teaching of reading through cluster moderation processes.
- Embedded the use of Raising Attainment groups to target progress for identified individuals in core learning identified through interrogation of data.

- All Quintile 1 learners, at all stages are on track in all areas.
- More than 83% Quintile 2 learners in P1 and P7 are on track for all areas.
- Only 58% at P4 are on track for all areas.
- The difference between Q2 and Q5 learners is less than 15% across all areas of learning
- A reduction of >50 in reported incidents for children attending small group setting and nurture sessions.



To improve health & wellbeing

- Prioritised the principles of nurture across the school through our small group setting, nurture sessions and nurturing classrooms, to meet the needs of individuals.
- Developed two nurturing play environments and our Community 'Hub' room to extend family support.
- Extended our HWB Champions to include Mini Champs and a Family Champion.
- Focus on our key value of Care to ensure our vision is experienced by everyone within our school community.
- Promoted Staff Wellbeing using a range of methods including emails, social events, secret buddy and random acts of kindness.
- Established bespoke packages of support for individual children - including CAST meetings for P6 and P7 pupils to support effective transition.
- Worked alongside partners to support children including: Active Schools and Wellbeing Scotland
- Rights Respecting Schools group established

- Almost all learners self-reported green or amber in all wellbeing indicators apart from in safe, respected and included, self-reporting for these levels was greater than 82%.
- All learners have an identified Trusted Adult.
- 5% of our children P1 - P7 have a Superhero Sidekick for greater individual support.
- School has achieved Rights Respecting Schools Bronze Level.



To improve employability skills

- Learners demonstrated the application of skills across learning through whole school learning context.
- Developed opportunities for learner voice in learning.

- Almost all children reported an increase in the opportunity for learner voice within the whole school learning context.
- All learners have engaged with the application of skills across learning.
- The majority of children are able to identify skills they are developing.