

Broxburn Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

**School Road
Broxburn
EH52 5RP**



Blue text is ELC and will updated and shared by Ruth

ABOUT OUR SCHOOL

Broxburn Primary School is a non-denominational school serving the community of East Broxburn. The school has 14 primary classes, an Early Learning Centre and an enhanced resource base. The school roll is 330 with an additional 86 children in our Early Learning Centre and is arranged in to two classes at each stage. 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 8 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 & CARE** and **INSPIRE, LOVE & GROW**, 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25

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.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?
<p>1. To raise attainment for all, particularly in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to ensure that learners experience high quality progressive learning to support the development of the totality of our curriculum, embedding, literacy and numeracy skills and opportunities to develop creativity and sustainability</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 • Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Audited current practice and resources across our Cluster, for Listening and Talking • Undertook Professional Reading of key texts to develop greater understanding of curriculum and play pedagogy • Early – Second Level Improvement Group implemented Play across all levels • Developed Early – Second Level Project Based Learning approach • Revisited core aspects of Learning & Teaching, Assessment, Moderation and Planning to embed our Learning and Teaching Strategy consistently • Planned a focussed week of writing at the beginning of the school year <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners had very good opportunities to experience high quality learning and teaching, including greater opportunities to apply literacy within relevant contexts • The majority of children report that they take responsibility for their learning and that staff feedback to support them to progress, However, only 51% (P5 – P7) report that they have a say in how they make learning better • 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 Listening & Talking at all achievement of a level stages. • More than 78% of learners are 'on track' for numeracy at all achievement of a level stages • Learning and Teaching during 87% of learning visits was observed to be very good <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Embed clear differentiation in all literacy and numeracy learning • Increase opportunities for learner voice and make explicit links for learners • Moderate listening & talking, across the Cluster to increase consistency in learning & teaching and professional judgement across learning • Increase the number of learners achieving the appropriate levels in Listening & Talking and Writing to support overall Literacy attainment.
<p>ELC</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff undertook effective self-evaluation, using HGIOELC, HGIOPL and Care Standards, as part of Friday forecast meetings. • Further developed a calendar of quality improvement to assess learning through observations, floor books, learner's journals and trackers. • Developed planning approaches to ensure outdoor learning reflects playroom practice. • Implemented SaLT literacy activities, which were supported by staff to improve children's learning. • A good relationship was built with our SaLT professional, allowing us to share and learn from each other (share best practice) • Staff further developed their leadership skills in Early Years with practitioners taking responsibility for developing areas of the curriculum. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Everyone understands and can share what our setting is trying to achieve through our curriculum offer. • Almost all staff provide high quality learning experiences through their understanding of pedagogy and key documents. • A noticeable improvement in children's speech and language, through interventions. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Focus on the outdoor area to embed literacy and numeracy throughout the setting. • Box Clever to be used by all staff at group time, as well as throughout the day. • Trained practitioner will share information on Box Clever with other staff to allow them to become more confident. • Focus on numeracy to improve our trackers, especially in our APS children.

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was that through targeted interventions led by practitioners, most children identified as experiencing hidden poverty through a range of measures will be on track to achieve at the appropriate level.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • 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"> • Used the local authority tracker to robustly track and monitor the impact of PEF interventions for identified children • Developed the use of One Note to track impact for identified learners – supported by a Practitioner Enquiry intervention • Developed the use of Youth Achievement to positively impact on affiliation and agency • Evaluated progress and reviewed focus termly through self-evaluation, monitoring and tracking processes and Excellence & Equity meetings • Implemented a universal focus on increasing opportunities for writing throughout the year, using moderation of writing across all levels and with our Benchmarking Improvement Group • Support HWB of identified children through Superhero Sidekicks and Enhanced Resource Base <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • All Quintile 1 learners, at all stages are on track in all areas. • More than 83% Quintile 2 learners in P1 and more than 55% at P4 and P7, are on track for all areas. • Only 3 children (1 at P4, P5 and P7) self-reporting red in one Well-being indicator <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Raise attainment for Quintile 2 children to > 60% at identified stages through targeted interventions to support wellbeing and learning in literacy, writing and numeracy. • Continue with enhanced resource base and include nurture sessions for identified children. • Ensure equity by supporting families who continue to be adversely impacted by disadvantage and poverty, through participatory budget and COSD processes • Support increased inclusion within learning for all learners, through the CIRCLE Framework and professional learning about differentiation
<p>ELC</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We used progression pathways to moderate children’s progress and share examples of good practice during a cluster collegiate session • Practitioners monitored strategies identified for individual children to ensure these have an impact on their progress • We offer Broxburn Blether (poor/no attendance) • Big Bedtime Read (popular although returning of books is an issue) • Seesaw / Social Media (reduction in parental engagement with observations etc.) • Stay and Play (the parents want these sessions but often they attendance does not reflect this) <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Positive verbal feedback from professionals about practice and ability to get it right for our children. • Trackers – progress in H&WB indicate that we are meeting targets. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • To further develop practitioner confidence in using data to inform next steps for improvement in learning and regular opportunities to tracking and monitor progress using trackers • To promote confidence of staff in using visuals consistently and effectively. • Use “scripts” for all staff to ensure the use of the same language for consistency. • Share our approaches with our families.
<p>3. To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was that almost all learners will experience a nurturing ethos which places the rights and needs of every child at the centre of learning.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Parental Engagement 	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Prioritised the principles of nurture across the school through our Nurturing Classes, Enhanced Resource Base and Superhero Sidekicks, to meet the needs of individuals. • Appointed HWB Champions – including new Mini Champs • Focus on our key value of Care to ensure our vision is experienced by everyone within our school community. • 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 • Work towards gaining our RRSA Silver Award <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all learners self-reported green or amber in all wellbeing indicators. Only 3 children reported one well-being indicator as red: • 1 x P4 & 1 x P5 self-reported red for included

	<ul style="list-style-type: none"> • 1 x P7 reported red for responsible • All learners have an identified Trusted Adult. • 7% of our children P1 – P7 have a Superhero Sidekick for greater individual support. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Attaining RRSA Silver Level. • Support increased and consistent inclusion within learning for all learners, through the CIRCLE Framework and clear differentiation, in collaboration with Central Inclusion Support Services
<p>ELC</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Established bespoke packages of support for individual children - including CAST meetings for preschool children to support effective transition. • The Wellbeing indicators being applied more effectively in observations. • Talk about feelings and emotions in a relaxed environment – the Base • All staff visibly using a nurturing approach. • Children experienced nurturing, warm and kind interactions from staff. • Implemented support strategies for identified individuals • Used information about children’s wellbeing appropriately to support their care. • Worked with other agencies and parents when required, to ensure the child is always at the heart of everything we do. • Children have access to indoors and outdoors throughout the day, enabling them to make choices in their play. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most children are now able to talk about the indicators and are able to explain the meaning of them. They have a sense of achievement/pride when talking about the indicators (sticker – ask me about?) • Learners have appropriate environments to support the regulation of their emotions. • All staff know their key children well • Learners and their families within our ELC are well supported, by staff who are able to meet their needs <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Discuss respect with the children throughout the day to encourage respecting each other and our resources. This will aim to promote appropriate behaviours while embedding our vision, values and aims. • Contact parents to update information for Personal Plans 3 times a year
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was for all learners to experience increased pupil voice, leadership and engagement through curriculum development and a project based learning approach.</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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed increased opportunities for learner voice in IDL learning • Developed our Curriculum offer through Project Based Learning and Play <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The majority of children report that they take responsibility for their learning and that staff feedback to support them to progress, However, only 51% (P5 – P7) report that they have a say in how they make learning better • All learners have engaged with purposeful play opportunities • Staff have developed play areas and planned for the use of block play and tuff trays to engage learners <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Develop further opportunities for learner voice and make explicit links for learners • Embed meta skills across throughout our curriculum offer

ELC	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • UNCRC – discuss children’s rights on a regular basis. • Fischy Music – using this within our ELC to explore feeling good/feeling sad. • Taking care of the environment – planting & weeding, promoting taking care of our resources. • Life Skills – making playdough, baking, self-serve food at the table, dishwashing, selecting their meal and register themselves for attendance. Promote independence of our children. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most children are comfortable talking about their emotions and can seek an adult when they need this. • Some children recognise when their friends are upset and can support them as well as seeking adult help. • Children recognise that the Base is an area is a quiet space where they can self-regulate. • Increased opportunities for access to IT for all children <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Further developing our Froebelian practice, especially through gardening and baking activities. • Introduce the vocabulary of meta skills within the early level curriculum
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Attendance at our school is very good for almost all children, only 3% of children have attendance less than 80%, with an average attendance rate across the year of 94%. 99% of parents report that the school promotes the importance of attendance. Absence is monitored monthly and the school work with families to overcome barriers to regular attendance. During 2023 – 2024 no children were excluded.

The school has very good engagement with parents and other stakeholders, with 95% of families reporting that we have a culture which promotes positive engagement and participation, in which their views and opinions are sought. This positively impacts on improvements and school performance.

Our Wider Achievements this year have included:

- First Place in the Annual Broxburn Gala Day
- Taking part in and fund raising for Children in Need and Fairtrade Fortnight
- P7 Sponsored Walk and Enterprise Event – fundraising for the P7 Leaver Events
- Innovative learning to enhance our curriculum offer, such as our partnerships with Sky Academy, Money Sense – RBS, Scottish Water, NSPCC, SSPCA, NYCOS, Active Schools and Youth Music Initiative.
- Engaging in new and innovative Project Based Learning
- Effective Health Week, including cycle training, American football, martial arts and sports day
- Successful transition for all children and in particular those in our ELC and Primary 7
- Excursions and free Clubs offered to all of our children, including some led by learners
- Awarded an ECO Green Flag Award and our School Silver Sports Award

Capacity for Continuous Improvement

Our school has demonstrated 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	Very Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very Good
How good are we at ensuring the best possible outcomes for all our learners	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:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Very Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Very Good
	3.2 Securing children’s progress	Very Good

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