

Broxburn Primary School and Early Learning and Childcare Setting



PROGRESS REPORT

FOR

SESSION 2024/25

(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 14 primary classes, an Early Learning Centre and an enhanced resource base. The school roll is 328 with an additional 88 children in our Early Learning Centre and is arranged into two classes at each stage, with one composite class at P4/3. 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 10 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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26

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?
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<p>1. To raise attainment for all, particularly in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to ensure that learners experience high quality differentiated learning to increase attainment across learning, including literacy and numeracy skills</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"> • All teachers attended differentiated professional learning to support their differentiation of learning through product and environment. • All stages increased opportunities for learner voice and made explicit links to this for learners • All stages embedded the listening and talking progression (Oracy Framework) within planned learning and teaching to increase the number of learners achieving the appropriate levels in Listening & Talking and Writing to support overall Literacy attainment. • All stages provided greater opportunities to increase engagement with writing <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 continue to report that they take responsibility for their learning and that staff feedback to support them to progress. There was an increase of 9%, to 60% (P5 – P7) learners who report that they have a say in how they make learning better • More than 66% of learners have attained in all 3 literacy elements at all achievement of a level stages. • The majority of stages have more than 77% of learners who have attained in all 3 literacy elements. • More than 70% of learners are 'on track' for reading, writing and Listening & Talking at all achievement of a level stages. • More than 86% of learners are 'on track' for numeracy at all achievement of a level stages • Learning and Teaching during 88% of learning visits was observed to be very good, with 31% evidencing elements of excellence. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Embed clear differentiation in learning through content and process • Introduce 'Your choice' language, in all stages consistently to further increase opportunities for learner voice and make more explicit links for learners • Moderate equity of learning experiences, across the Cluster to increase consistency in learning & teaching and professional judgement across learning • Increase the number of learners achieving the appropriate levels in 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. • A good relationship was built with our SaLT professional, allowing us to share and learn from each other (share best practice) • Visiting the music room has had a positive impact on all children, through developing song and rhythm. • Tasting Tuesdays has provided regular baking activities (Froebel) and allowing the children to develop literacy and numeracy skills. • 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 aiming 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. • Floor books and planning wall highlight high quality learning. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Box Clever training for new staff; to be used by all at group time, as well as throughout the day. • Develop staff confidence in implementing pre-requisite oral language skills. • Create a recipe book with children to develop literacy/numeracy skills and provide a home link.

<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 professional learning and 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"> • All teachers carried out reading of Professional reading of the Circle Framework and audited their individual inclusion using the classroom scale. • Used the local authority tracker to robustly track and monitor the impact of PEF interventions for identified children • Engaged with Youth Achievement to positively impact on affiliation and agency • Evaluated progress and reviewed focus termly through PEF meetings with SLT, self-evaluation, monitoring and tracking processes and Excellence & Equity meetings and data interrogation. • Support HWB of identified children through inclusive classroom practice consistently applied in all classrooms such as the use of IT tools for dyslexic children, sensory baskets to support regulation and use of board maker symbols for visual timetables at all stages. <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 78% Quintile 2 learners in P1, 58% at P4 and 50% at P7, are on track for all areas. • Only 2% of children (1 at P1, 2 at P3, 1 at P5 and 4 at P7) self-report red in Well-being indicators. • Attendance has increased to 94.46% across all stages for the school year <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Raise attainment for Quintile 2 children to > 60% in all areas, for at all stages through targeted interventions to support wellbeing and learning in literacy, writing and numeracy. • Extend nurture enhanced resource support to younger pupils (ASL provision) and include nurture sessions for identified children, supported by Educational Psychology Service. • 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 professional reading, refreshed Support for Learning documentation and processes
<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 our Friday Forecast sessions. • Practitioners monitored strategies identified for individual children to ensure these have an impact on their progress • Positive Response Plans were updated – staff attended training • Staff attended WLC networks • Seesaw/Social Media (increase in parental engagement with observations etc.) • Stay and Play sessions proved successful <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Positive 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. • Some children are showing signs of developing self-regulation techniques, supported by staff following positive response plans. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Positive Response Plans to be copied and more accessible for all staff. • 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 – to be worn on lanyards. • Sign-a-long training – for new staff and update for other staff. • Use “scripts” for all staff to ensure the use of the same language for consistency. • Share our approaches with our families. • SWAY for healthy eating – promoting rights and child choice – along with new Setting the Table guidance.
<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 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 professional reading and implementation of principles of Nurturing Classes, Enhanced Resource Base and Superhero Sidekicks, to meet the needs of individuals. • Established bespoke packages of support for individual children – including CAST meetings for ELC and P1 children, and P6 and P7 pupils to support effective transition. • Worked alongside partners to support children including: Active Schools and BUSC • Gathered evidence to support applications for our Sports Scotland Gold Award, RRSA Silver Level and Fair Active Awards through our Boosting Broxburn Groups • Increased consistent inclusion within learning for all learners <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 8 children

	<p>reported any well-being indicator as red:</p> <ul style="list-style-type: none"> • All learners have an identified Trusted Adult. • 6% of our children P1 – P7 have a Superhero Sidekick for greater individual support. • All teachers evidence very good or excellent inclusive practices, through the CIRCLE Framework audit and quality improvement processes • All children participated in a Vertical grouped, Pupil Voice Group to take forward improvements within the school, Boosting Broxburn Groups. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Appoint Development roles including Literacy, Numeracy and HWB Champions and new Mini Champs • Professional reading of Know Me to Teach Me, to further develop inclusive practice and gather information to inform inclusion strategy across all levels • Create Play Strategy across all levels. • Attain our Play Pedagogy Award, Sports Scotland Gold Award, RRSA Silver Level and Fair Active Awards through our Boosting Broxburn Groups and teacher led development roles
ELC	<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. • Improved personal Plans, updated regularly. • 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"> • Staff support – 1:1 with SLT • Personal Plan audits • 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:</p> <ul style="list-style-type: none"> • UNCRC wall display • Incorporate UNCRC articles within observations. • Staff training on Zones of Regulation – EYOs already trained
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was for all learners to experience increased pupil voice, leadership and engagement through curriculum development and teacher and pupil led vertical groups.</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 very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed increased opportunities for learner voice in across the school through Boosting Broxburn Groups and Broxburn Blether sessions • Developed our Curriculum offer through renewed planning and progression of science learning. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The majority of children continue to report that they take responsibility for their learning and that staff feedback to support them to progress. There was an increase of 9%, to 60% (P5 – P7) learners who report that they have a say in how they make learning better • Progressive Science planners planned across all levels • All learners have experienced science planned using refreshed planning formats and progressions • All children participated in 4 pupil led, whole school 'Broxburn Blethers' to develop greater understanding of identified areas and identify next steps to improve. • All children participated in 7 teacher led, whole school 'Boosting Broxburn' sessions to identify, plan, act and evaluate an improvement for the school. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Introduce 'Your choice' language, in all stages consistently to further increase opportunities for learner voice and make more explicit links for learners • Plan and teach engaging science through the use of refreshed progressions and resources. • Create Play Strategy across all levels.

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. • Focus on different cultures during our Tasting Tuesdays and music sessions <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 • Evidence recorded in floor books and on Seesaw. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Further developing our Froebelian practice (garden) – involve parents and families • Further develop 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 4 children have an attendance of less than 70%, with an average attendance rate across the year of for all stages of 94%. 98% of our families report that the school promotes the importance of attendance. Absence is monitored monthly for all learners and weekly for identified individuals, and the school work with families to overcome barriers to regular attendance. During 2024 – 2025 no children were excluded.

The school has very good engagement with parents and other stakeholders, with 98% of families reporting overall satisfaction with the school and 92% stating that 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 BUSC, Sky Academy, Money Sense – RBS, First Steps Robotics, SSPCA, NYCOS, Active Schools and Youth Music Initiative.
- Effective Health Week, including cycle training, American football, martial arts and fencing
- 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
- The installation of our new Gym Hall wall bars to enhance learning in PE, funded by our Parent Council

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