

# **Blackridge Primary School and Early Learning and Childcare Setting**



## **PROGRESS REPORT FOR SESSION 2017/18**

**(Standards & Quality Report)**

**Main Street**

**Blackridge**

**EH48 3RJ**



## ABOUT OUR SCHOOL

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian.

The school building and adjoining community wing provides adequate accommodation for 8 classes and a 30:30 Nursery class. The combined Nursery and school roll is currently 211. Our free school meal entitlement from Primary 4-Primary 7 is 32%.

The school has 8 Primary classes and a 30/20 Nursery class 8 with class teachers, one part-time support for learning teacher, one part time nurture teacher, one Principal Teacher and Head Teacher. The school benefits from tuition in brass. In the nursery there is one Early Years Officer, two part time nursery nurses and one modern apprentice student/pupil support worker. The school is well supported by a team of 4 pupil support workers who assist pupils in class and two PEF funded Pupil Support workers providing targeted support for individual pupils. Clerical support is provided by one Administrative Assistant and one Clerical Assistant. The school runs a very successful Breakfast Club which is well attended by the children. We have a fully supportive Parent Council who are very active in school, especially in the areas of fundraising and general parental communication and liaison.

The school has an excellent relationship with the cluster schools, local community, and the local church.

### Vision and Values



### 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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

We have also shown which NIF driver for improvement we 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](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 desired outcome for Session 2017/18 was to:</p> <ul style="list-style-type: none"> <li>Raise attainment in reading and writing and numeracy</li> </ul> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>HGIOS?4 QIs: 1.3, 2.2, 2.3, 2.5, 3.2</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>We researched a number of different resources for the teaching of writing before making an informed judgement on a writing resource which will facilitate the delivery of all genres of writing in a progressive and structured manner. All learners benefit from learning and teaching in reading with a focus on higher order reading skills through the 'Tools for Reading' approach. We took part in teaching staff training in 'concrete, pictorial and abstract' methodology in mathematics and numeracy with most children benefiting from this approach to support their learning. All teaching staff have also undertaken training in the 'Number Talks' approach with an increasing number of our pupils able to identify and talk about a range of different strategies for mathematical and number computation. We have also used the Education Scotland Benchmarks in English and Literacy and Mathematics and Numeracy to assess, moderate, identify next steps in learning and support professional judgement in achievement of a level for our pupils.</p> <p>We researched and implemented the Big Bedtime Read initiative in our Early Learning and Childcare (ELC) setting to support literacy and reading at home as part of a good bedtime routine. Early data analysis of this initiative indicates an increasing number of children being exposed to a wider variety of books at home with an increased number of children being read to at night time. ELC staff have increased their professional knowledge and understanding of supporting the development of literacy numeracy, communication, enquiry and curiosity through play and have made improvements to our ELC provision to support this.</p> <p>Parent/carer feedback from our newly launched digital family learning programmes is positive with all parents/carers who completed the feedback sheet preferring to access this information from home while finding it beneficial and helpful in supporting learning at home.</p> <p>Evidence indicates that pupils are:</p> <ul style="list-style-type: none"> <li>benefitting from learning in writing which is consistent, progressive and structured</li> <li>increasingly using and able to identify and talk about a wide range of higher order reading skills to comprehend, analyse and evaluate texts and in learning conversations are increasingly more articulate about the reading skills they are learning.</li> <li>Most of our learners have a wide variety of strategies to use during mathematics and numeracy learning and are increasingly more articulate in the use and application of these.</li> <li>The majority of our learners in P1, P4 and P7 in are achieving national benchmarks in reading, writing and number with most pupils achieving national benchmarks in P1 reading, P4 number and P7 reading and writing.</li> </ul> <p>Our next steps will be:</p> <ul style="list-style-type: none"> <li>Attainment in tools for writing, reading and mathematics and number is increased through appropriately levelled, well-paced, and progressive learning experiences.</li> <li>Pupils can identify and apply problem solving strategies to solve problems in numeracy and maths.</li> <li>ELC pupils are supported to make progress in literacy and communication and numeracy and mathematics through well planned learning and assessment.</li> </ul>

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <ul style="list-style-type: none"> <li>• Our desired outcomes for Session 2017/18 was to:</li> <li>• Reduce the vocabulary gap between our most and least deprived children.</li> <li>• Increase the executive functions (readiness to learn) in a targeted group of pupils</li> </ul> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>HGIOS?4 QIs: 1.5, 2.3, 2.5, 2.7, 3.3</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All learners in our ELC setting and Primary 1-Primary 3 are participating in and benefitting from Word Boost and Box Clever vocabulary development resources. All ELC and P1 - P3 staff have received training and support and guidance from the Speech and Language Therapist dedicated one day a week to implementation of these resources. Small targeted groups also benefit from additional sessions led by a pupil support worker to help increase the vocabulary of these pupils. 85% of our ELC parents/carers and 25 % of our P1-P3 parents and carers participated in our parent/carer engagement workshops and activities and feedback from both primary and ELC indicates that those present are better equipped to support language and vocabulary development at home.</p> <p>A pupil support worker delivered 1:1 sessions with targeted pupils to support the development of phonological awareness and key word recognition and evidence indicates that pupils are making steady progress through this resource with some teachers able to exemplify evidence of impact in the pupils class work.</p> <p>All teaching staff received training in the Better Movers and Thinkers approach designed to increase pupil's executive functions and readiness to learn. A pupil support worker delivered small group BMT sessions with targeted pupils and plans are in place to roll this methodology out to all pupils P1-P7.</p> <p>Additional PSW staff facilitated the increased pupil participation and engagement in school resources for loose parts play and scootering providing opportunities for the development of physical activity and creativity and problem solving for all pupils.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• 65% of parents/carers benefitted from attending the three Box Clever Sessions in our ELC setting and 100% of those who attended felt very confident or confident about supporting language development using this approach at home.</li> <li>• 23% parents attended our P1-P3 Word Boost event with comments suggesting that the majority of those who attended felt they could support this approach at home.</li> <li>• 97% of Pre-school children have within normal range for their vocabulary (66% pre intervention).</li> <li>• A P1-P3 word boost assessment for targeted groups indicates an increase in scores across all classes.</li> <li>• 73% of targeted pupils for SALT narrative groups now scored within normal range for language development (0% post intervention)</li> <li>• ELC pupils have made good progress across most vocabulary related key aspects of learning in literacy and communication, numeracy and mathematics and health and wellbeing.</li> <li>• Observational evidence in our ELC setting indicates pupils are transferring vocabulary to other areas of their learning and that parents/carers are responding to the parent postcards.</li> <li>• All pupils have engaged in the BMT approach through PE and early observations indicate a greater level of engagement and focus of targeted group pupils.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>• Continue to close the vocabulary gap between the most and least disadvantaged children.</li> <li>• Increase the executive functions (readiness to learn) of all pupils with a focus on a targeted group.</li> <li>• Continue to close the numeracy gap in a small targeted group of pupils through Maths Recovery.</li> <li>• Support children and families with social, emotional and behavioural difficulties.</li> </ul>
---	---

<p>3. To improve children and young people's health &amp; wellbeing Our desired outcome for Session 2017/18 was to:</p> <ul style="list-style-type: none"> <li>Review and refine the enhanced transition programme to best meet the needs of the learners.</li> <li>Develop learner's positive and nurturing attitude to the outdoor environment and have developed problem solving, resilience and team building skills.</li> <li>Increase levels of engagement, concentration and focus in the early years through an enabling environment approach.</li> </ul> <p>NIF Driver(s):  <input checked="" type="checkbox"/>School Improvement  <input checked="" type="checkbox"/>School Leadership  <input checked="" type="checkbox"/>Teacher Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Assess. of Children's Progress  <input checked="" type="checkbox"/>Performance Information</p> <p>HGIOS?4 QIs: 2.2, 2.3, 2.4, 3.1</p>	<p>We have made good progress. What did we do?</p> <p>Working alongside the Parent Council all learners have had the opportunity to experience loose parts play. Staff received information on how best to support and extend loose parts play and children now have the opportunity to build on their problem solving and team work skills as well as building resilience and creativity. Children in our ELC setting and Primary 1 also have the opportunity to learn using smaller loose parts in the classroom and play room providing opportunity for open ended exploration, creativity and imagination. Our ELC and early year's staff have benefitted from training in play pedagogy and enabling environments to develop ELC setting and P1 classrooms to provide calm and less stimulating areas supporting concentration, focus and engagement. We further developed and refreshed our Enhanced Transition programme for the Cluster P7 pupils and pupil's needs are now being better supported through focussed enhanced transition groups. We also have an outdoor 'rainbow room' to support outdoor learning and access to fresh air for our most vulnerable children.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>All children have had the opportunity to take part in loose parts play resulting in a decrease in playground incidents at break time.</li> <li>Observation of increased engagement during loose parts play</li> <li>An increased level of focus and engagement in pupils in our ELC setting</li> <li>Early observational evidence indicates that pupils are using their skills for learning life and work through loose parts play</li> </ul> <p>Our next steps will be:</p> <ul style="list-style-type: none"> <li>Improved ability to meet the individual health and wellbeing needs across the wellbeing indicators.</li> <li>All staff have a clear and shared understanding of the refreshed progression pathways in Health and Wellbeing</li> <li>ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing.</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our desired outcome for Session 2017/18 was to:</p> <ul style="list-style-type: none"> <li>Pupils are increasingly confident in talking about what they have learned, how they learned it and the purpose of why they were learning it.</li> <li>Pupils are increasingly able to link learning in school to skills for learning, life and work.</li> <li>Pupils have an increased opportunity to take part in science, technology, engineering and maths opportunities to support skill development in these subjects.</li> </ul> <p>NIF Driver(s):  <input checked="" type="checkbox"/>School Improvement  <input checked="" type="checkbox"/>School Leadership  <input checked="" type="checkbox"/>Teacher Professionalism  <input type="checkbox"/>Parental Engagement  <input type="checkbox"/>Assess. of Children's Progress  <input type="checkbox"/>Performance Information</p> <p>HGIOS?4 QIs: 2.2, 2.3, 3.3,</p>	<p>We have made good progress. What did we do?</p> <p>Through our school calendar we protected time for pupil learning conversations with class teachers, the management team and cluster colleagues. Pupils were asked about skill development in literacy, numeracy and learning, life and work and were asked to evidence their learning in written or digital form in their profiles and jotters. This enabled us to listen to our learners, identify what is working well for them in learning and what they think could further help them. Staff used this to support learning and teaching in the classroom. We have further developed our skills academy approach for all pupils' pre-school –Primary 7 with pupils having the opportunity to learn in depth in an area of their choosing. All children had the opportunity to choose from a STEM (Science, Technology, Engineering and Maths) skills class this year. We identified appropriate parent/carer events in our ELC setting to support parents to use and access their child's learners journey and to provide support if required.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>Learners are able to identify the skills they are learning in literacy and numeracy and talk about strategies, resources and feedback that helps them to learn best.</li> <li>Learners in Primary 6 and Primary 7 are able to talk about skills for learning, life and work and opportunities that they have in school to develop, apply and learn these skills.</li> </ul> <p>Our next steps will be to:</p> <ul style="list-style-type: none"> <li>Learners are able to demonstrate skills for learning, like and work and talk positively and aspirationally about their hopes for the future.</li> <li>Learners experience a curriculum relevant to their school and community.</li> </ul>

## **Our Achievements this year have included:**

- Eco School Green Flag
- FairActive Award
- Sports Scotland Bronze Award
- Successful Enterprise Fayre and Dragon's Den
- Christmas Service
- Parent Council joint working to improve the lives of our young people
- Cluster Netball League finalists
- Participation at West Lothian Dance Competition
- Fairtrade Twinning
- West Lothian Cross Country finalists
- Participation in all Active Schools Cluster Festivals
- Read Your Way Through The Day Parental Engagement Event
- Word Boost Parental Engagement Event
- Box Clever Parent/Carer workshops
- Scottish National Heritage camera trap competition winners



What the boys and girls thought about our

ELC provision last year



We liked the...tadpoles

We like it when the ladies...do group time

We like...singing songs

We like the...bikes

We like it when the ladies...help us

I like it when the ladies...help me reads stories

We like the ... pirate ship!

What you thought about our ELC provision this year



As part of our ELC Evaluation we ask that you grade our Nursery against the Care Inspectorate Care Standards. and How Good is Our Early Learning and Childcare Setting. Here is what you thought and we agree!

Care Standard 1.1: Your child is accepted and valued whatever my needs. (HGIOELC 3.1)

**Grade: Excellent**

Care Standard 5.17: Your child's environment is secure and safe. (HGIOELC 3.1)

**Grade: Excellent**

Care Standard 1.33: Your child can choose suitably presented and healthy snacks including fresh fruit and vegetables and can participate when appropriate in snack planning.

(HIIOELC 3.1)

**Grade: Excellent**

Care Standard 3.1: My child experiences staff speaking and listening to them in a way that is courteous and respectful, with their care and support being the main focus of people's attention.

(HGIOELC 2.3)

**Grade: Excellent**

Care Standard 2.27: My child can direct their own play and activities in a way that they choose, and freely access a wide range of experiences and resources suitable for their age and stage, which stimulates their natural curiosity, learning and creativity. (HGIOELC 2.3)

**Grade: Excellent**

Care Standard 3.17: I am confident that staff respond promptly, including when my child or myself ask for help or advice.

(HGIOELC 2.4 and 3.1)

**Grade: Excellent**

Care Standard 1.10: Your child is supported to participate as a citizen in their local and wider community i.e. Burns, Fairtrade, and Beechbrae.

(HGIOELC 2.7)

**Grade: Excellent**



Care Standard 1.13 and 1.14: Your child is assessed if appropriate by other professionals and your child's future care and support needs are planned for during meetings. (HGIOELC 2.4 and 2.7)

**Grade: Excellent**

I am kept up to date with your child's nursery experiences and you know what they have been learning about. (HGIOELC 2.3)

**Grade: Excellent**

I know my child is making progress. (HGOELC 3.2)

**Grade: Excellent**

Care Standard 3.14: I have confidence in staff because they are trained competent and skilled, are able to reflect on their practice and follow professional and organisational codes. (HGIOELC 1.4)

**Grade: Excellent**

Care Standard 4.19: My child and I benefit from a service that continually strives to improve, with robust and transparent quality assurance procedures i.e. standards and quality reports, feedback questionnaires, complaints and suggestions box). (HGIOELC 1.1 and 1.3)

**Grade: Excellent**

Care Standard 4.23: My child accesses a service and organisation that is well managed and well led. (HGIOELC 1.1, 1.3)

**Grade: Excellent**

I have had the opportunity to engage in workshops/family learning sessions at Nursery to help to support my child's learning at home. (HGIOELCC 2.5)

**Grade: Excellent**

What you liked about our ELC provision last year:



Good collaboration with school for events that benefit Nursery pupils.

Encouraging children to be individuals and valuing their contributions to activities.

Linking learning to wider community/environment that surrounds the Nursery.

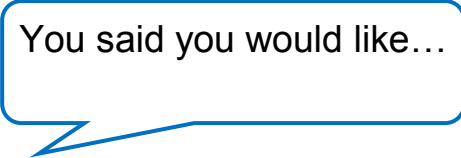
Box Clever Sessions

Weekly Book Packs home (Big Bedtime Read)

Excellent on line Learner's Journals ensures we can share in the learning experiences at home.

Evidence of sector leading provision!

The Nursery has so many opportunities for family workshops – they also offer sheets with helpful information about how to support my child's learning at home.



You said you would like...

- More opportunities for outdoor learning
- A calendar of parent/carer events/dates
- Pupil engagement during snack time
- Greater parent engagement during snack
- More updates on Learners Journals



We will...

- Further develop opportunities for outdoor learning through forest walks and loose parts play.
- Ensure a calendar of scheduled events is posted on the school's website and in termly ELC Newsletters.
- Review snack time and menus to ensure we further develop pupil ownership and parent/carer participation.
- Continue to ensure that Learner Journeys are kept up to date and share expectations with parents/carers at induction and in regular newsletters.

What you thought about our school last year



Combined audit questionnaires completed at parent's night indicated that the majority of parents/carers strongly agreed that the school had met key quality indicators in or service.

Do well...engagement with wider community

Keep doing the extra-curricular clubs - drama, choir, football...

I like how the school includes the local community in my child's learning.

Work well with the Parent Council to improve resources and facilities

Have a caring nature towards the pupils and respect their needs.

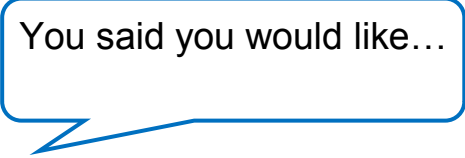
I like the varied curriculum the school offers

School communicates well with parents and has good relationships with them.

New Behaviour Policy with reward tokens is really beneficial to the children.

School assemblies have been excellent

E mailed /SWAY newsletters (do well)



You said you would like...

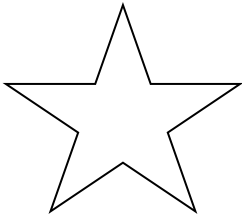
- More use of outdoor facilities e.g. loose play and scooters
- More information on the school curriculum could be beneficial
- More community involvement
- Additional trips/excursions out of school
- More after school activities



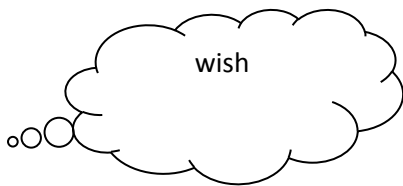
We will...

- After finally securing adequate outdoor storage for the scooters and risk assessment and consent for loose parts play we are looking forward to all of our pupils accessing this resource over the coming year.
- Continue with our digital family learning programme, offer parent/carer engagement workshops/events as well as newsletters containing curricular information for every class.
- Continue to present to the Parent Council on aspects of education including the curriculum and the Parent Council will continue to post this information on their Facebook page. We will also post this on our new school website.
- We continue to offer class and school trips to our pupils but will be very mindful of the cost of the school day for parents/carers.
- We will continue to offer a range of after school clubs based on the skills and interests of staff as well as work with our Active School's Co-ordinator to try and offer as many additional opportunities to our pupils as possible.

## What our pupils thought about our school and last year



- Token day!
- Playing with all the equipment in the container
- I like that we learn a lot
- All the teachers and friendly
- Responsibilities in the classroom
- You learn new things every day
- Responsibility Friday
- We are an Eco School
- Playground markings



- More Golden Time and more tokens
- People didn't drop litter
- A bigger white board for the teacher
- Brand new books
- More equipment to play with outside
- Better Wi-Fi
- Kick pitch upgrade

We will be working with the Pupil and Parent Council to try and address a few of the pupil's wishes.

learning last year

We regularly engage our pupils in 'Learning Conversations' to evaluate how well they are learning and to get their opinions on what helps them to learn best. Here are a few of their comments!

We learn from our mistakes

Shoulder partner and eye ball partner helps us to learn (peer learning)

Reading skills we have been learning...skimming and scanning, understanding and analysing

We use ...dictionaries, recapping, predicting, writing own success criteria, peer assessment...to help us to learn.

We have been learning...problem solving, team work, ICT, numeracy, communication... (Skills for learning, life and work)

How do you know if you are on the right lines?...teacher tells us, read the comments, stamps, stickers, tickled pink and green for growth, traffic lights.

We get to be the big boss...green for growth and tickled pink.

Opportunities for skills for learning, life and work...school camps, head boy and head girl, house competitions, Easter Service, remembrance, buddy's, Christmas show...

## 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\* show that:

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

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

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