

Blackridge Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Blackridge Primary & ELC

Main Street

Blackridge

West Lothian

EH48 3RJ

ABOUT OUR SCHOOL

Blackridge Primary School and ELC serve the community of Blackridge, West Lothian. Our shared vision, values and aims ensure that we have a relationship-based approach and put wellbeing first for learners, families and staff. We have effective community links through engagement with our local Community Council and associated community groups, including Blackridge Parish Church and we have strong links with Armadale Academy and the cluster primary schools.

The school roll is 130. The staff team is made of an ambitious SLT team, consisting of the Head Teacher and Principal Teacher (Acting). We also have a nurturing team of 8 Class Teachers and a Support for Learning teacher who support learning across the school. In addition to the teaching staff, our non-teaching staff includes 7 Pupil Support Workers who support learners in a wide range of learning experiences. We are ably supported by an Administration Assistant who enhances the welcoming and nurturing ethos of Blackridge Primary School.

The ELC role is 39 and is staffed by an Early Years Officer and 6 Early Years Practitioners as well as a Pupil Support Worker. Strong links have been established across the ELC and Primary 1 to support transition and strengthen the Early Level, ensuring consistencies in pedagogical approaches.

The school and ELC benefit from an extensive school estate, which supports high quality outdoor learning experiences. We are committed to ensuring our learners reach their fullest potential and therefore offer a wide range of free, extracurricular activities to our learners.

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 also shown which NIF driver for improvement we 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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to ...</p> <p>Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff working party developed robust curriculum guidance for approaches to teaching Writing across the school as well as bespoke Genre Targets to providing greater depth of understanding for learners across a wide range of genres and improve consistency across the setting. • The development of a consistent approach to planning for assessment in literacy and numeracy has enhanced staff capacity in creating high quality assessments. • Enhanced systems for midterm planning are supporting improvements in planning for universal and targeted supports, as well as supporting meta skills to be further developed across the curriculum. • All staff completed CLPL sessions on formative assessment and high-quality assessments, led by cluster colleagues, Shirley Clarke and Education Scotland. This has led to almost all staff demonstrating increased confidence and capacity utilising a range of assessment approaches to evidence learner progress. • As Cluster Schools we begun to develop an Assessment is for Learning Framework, leading to greater consistency within the majority of learning experiences. • All staff worked with their cluster colleagues to carry out moderation of high-quality assessments in partnership with Education Scotland, enhancing opportunities for professional dialogue across the cluster. Through quality improvements activities, e.g. planning, classroom observations, pupil focus groups, E&E meetings and professional dialogue, increased staff ability to know and understand the relevance of assessment. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Moderation activities show that in almost all writing evidence, there are consistent approaches to learning, teaching and assessment, ensuring learners benefit from high quality learning experiences. • Attainment in writing has increased across all stages. • Attainment has increased across all stages for the most learners across all aspects of literacy (<i>reading, writing, talking & listening</i>) evidencing most learners are achieving expected levels. • Learner conversations evidence that the majority of learners can identify key assessment approaches, their role in the assessment process and how assessment is supporting them to identify their next steps. • Attainment levels in numeracy & maths have increased across all stages of second level and within first and early level, most learners are achieving expected levels.
<p>ELC</p>	<ul style="list-style-type: none"> • Sign-a-long and other non-verbal communication approaches such as hand over hand are used more frequently within daily routines to support learners with communication approaches. This is impacting positively on all learners' ability to independently communicate their needs. • Strategic use of Pupil Equity Funding supports an in house Speech and Language Therapist who supported learners and families as well as working

	<p>alongside staff to develop capacity. This is resulting in consistent communication approaches being used to support learners across ELC and home.</p> <ul style="list-style-type: none"> • Staff have introduced 'Skills Time' to enable learners to engage in targeted learning experiences linked to their identified next steps. This is leading to an increase in pace and progression and impacting positively on attainment. • Staff have engaged in professional learning around how West Lothian's Numeracy & Maths Progression Pathways can be used to support the planning of high quality learning experiences. Staff report that they have an increased awareness of planning next steps in learning using the pathways.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to ...</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £55125 of Pupil Equity Funding (PEF) • The new PEF planning tool was used effectively 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. • 8 priorities were planned and 62% of these priorities were fully achieved with 25% making good or better progress (12% moderate progress) • PEF was used effectively to recruit a Speech & Language Therapist to support across the school and ELC, to provide training for staff in assessment approaches and interventions and to fund three additional pupil support workers to help support the needs of identified learners. • Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include the universal writing support, Maths Recovery interventions, enhancing the curriculum offer for targeted learners, and family learning. • School based staff received training in Lego Therapy to support wellbeing. Small, targeted intervention groups have since been established. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Attendance of identified pupils increased by at least 1%. • Identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write. • Identified pupils have increased their confidence and ability in numeracy and maths within number and number processes. • Quality improvement activities evidence an increase in consistent approaches to the teaching of writing, impacting positively on learner attainment. • Almost all targeted learners now attend an extracurricular club, leading to an increase in learners' ability to share their wider achievements. • Attendance has been consistent at parental engagement and family learning events, with most families engaging in at least one family event across the academic session. • All teachers reported an increase in confidence and knowledge of high quality universal and targeted supports, based upon research based interventions.
ELC	

	<ul style="list-style-type: none"> • PEF funded Speech and Language Therapist has developed parent and carer guides (<i>A-Z of Communication</i>) that share research based approaches to support children’s communication and language development at home. These have been shared across the ELC and school community. • Increased staff confidence when analysing data is supporting more rigorous approaches to tracking and monitoring. Staff are increasingly measuring the impact of targeted interventions and making confident judgements around adaptations to these if and when required.
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<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to ...</p> <p>Systems and processes are in place to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have had an increased the focus on attendance and late coming using the refreshed West Lothian Attendance Policy. This has included campaigns such as ‘Know your Number’ and bespoke approaches for targeted learners. Partnerships have been established with Inclusion and Support Services to provide targeted support. • Following our successful Silver Award from Rights Respecting Schools, we are continuing our journey to embed UNCRC across all aspects of school life and working towards Gold Level RRS award. • We have had a continued focus on the mental health & wellbeing of all stakeholders and developed a robust Health and Wellbeing strategy including embedding Zones of Regulation and 1 Trusted Adult Approach and targeted interventions such as Seasons for Growth and Confident Kids. • We have strengthened our GIRFEC approaches to ensure we deliver research based universal and targeted interventions. Staff have engaged in professional learning around the use of the Circle Tool and Trauma Informed practices to ensure consistent approaches across the setting. • Education Scotland’s <i>Food For Thought</i> funding has increased opportunities for health and nutrition learning as well as increased parental engagement opportunities around this theme too. • We have enhanced our partnerships with families through a wide range of parental engagement and family learning activities this session. These have included workshops for parents and carers on Managing Anxiety in Children, Raising Children with Confidence, Family Club, and Cooking Club. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 96% of learners report in recent Ethos Surveys that they have a trusted adult in school they can speak to if they are upset or worried about something. • Over 95% of parents and carers Parent/Carers when responding to the Ethos Survey stated that they feel their child is treated fairly at school. This is an increase on previous years. The number of parents and carers who are satisfied with how the school deals with bullying incidents has also increased.
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	<ul style="list-style-type: none"> • The majority of learners attend school more than 90% of the time and supports are in place to support others to attend more regularly. Evidence to date shows that these targeted approaches are having a positive impact. • Almost all children at benchmarking stages self-report as green (<i>no concerns</i>) across all of the wellbeing indicators.
ELC	<ul style="list-style-type: none"> • Staff have developed capacity in using key tools and resources including Circle: Up, Up, & Away to further enhance targeted supports. All staff have engaged in CLPL around how to develop bespoke plans in partnership with partners including our Educational Phycologist. • Staff leadership roles have supported the enhancement of areas within the ELC to ensure that health and wellbeing opportunities are across learning experiences. • Across the ELC and school, Education Scotland's Food for Thought grant has been utilised by staff to enhance the outdoor areas and provide learning opportunities around food and nutrition.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The Positive Relationship Strategy has been refreshed in consultation with all stakeholders to include Trauma Informed Approaches, Zones of Regulation and updated Anti Bullying Policy. The school participated in an authority wide pilot on effective use of pupil voice and a targeted group of learners led on the development of the Positive Relationship Strategy. • We have embedded our updated Vision, Values & Aims and these are evident within all aspects of the life of the school. Our newly developed expectations, developed by learners, are supporting high expectations around behaviour across our school community. • An enhanced curriculum offer, which includes Woodwork and Forest Schools, is supporting and increasing learner engagement across the setting. • All staff received CLPL on high quality outdoor learning from Learning Through Landscapes. This is supporting the provision of weekly outdoor learning experiences for all learners. • Effective partnership with Active Schools is enabling the school to provide a wide range of clubs to develop children's skills in a wide range of sports. The continued focus on achievement within sports for all our learners is evident in our recent Gold Sports School submission. • <i>Achieving Together</i>, our wider achievement programme has been a central focus of school assemblies in line with our school vision and values. We continually promote this through our weekly Achievement Sway and termly newsletters. • All of our children have had the opportunity to engage in self-evaluation across the setting through monthly focused Blackridge Blethers. In addition, there have been an increased number of strategic pupil leadership roles linked to school improvement priorities. • Primary 6 have engaged in an exciting pilot with Microsoft and West Lothian Council, alongside other cluster P6 classes. This has developed learner capacity to use a range of innovative digital tools and platforms to enhance learning experiences.

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 4 Arenas of Participation tracker data evidence that almost all learners have experienced opportunities for wider achievement. • Almost all learners are able to articulate the role of metaskills in future positive destinations and a few can articulate their skills and next steps linked to the metaskills. • Attainment in literacy has been impacted positively for targeted learners through use of Office accessibility tools to remove barriers to learning.
ELC	<ul style="list-style-type: none"> • Partnerships with the local Community Centre has enabled learners to participate in weekly visits to the library, further promoting reading for enjoyment. • Planned learning experiences using the vast outdoor spaces beyond our ELC have increased engagement from learners in STEM. Staff routinely plan opportunities for learners to access their local community and further develop skills for life.

Attendance

Attendance for most learners is above 89.7%, which has increased from previous years. There were 0 exclusions. Since the period of interrupted learning, it has been noted that lateness and absence levels have increased. A targeted approach will be used to address individual needs in relation to lateness and absence over the course of next session.

Engagement with Parents & Carers

The school use a range of tools and platforms to engage with Parents and Carers. In collaboration with families, a refreshed communication strategy was launched this session and is supporting consistent approaches across the school and ELC. At key points across the session, parents and carers are consulted on what is working well and areas for improvement and we welcome this feedback. This information informs next steps for the school and ELC. We have an active Parent Council who contribute to the development of School Improvement Priorities and all parents and carers are consulted on identified priorities and the use of Pupil Equity Funding.

Our Wider Achievements this year have been:

- Our senior basketball teams have had lots of success in this sessions West Lothian Wolves Basketball Leagues, with our first team winning the Silver play offs for a second year.
- P4-7 have all had the opportunity to participate in cluster wide sporting festivals.
- Our whole school community visited the Kelpies, providing opportunities for creative writing, expressive arts and deepening their understanding of Scottish culture and heritage.
- Our school was represented and received special recognition at the WL Dance Festival.
- Saint PHNX, the Scottish pop band and mental health advocates, provided a workshop for senior pupils sharing key messages to support wellbeing.
- In conjunction with Blackridge Community Council, we were fortunate to receive a grant of £5000 from Electrical Safety First. Exciting learning resources were purchased using this fund to enhance learning understanding of electrical safety.

- Enhancements to our ELC and school garden has enabled our children across the setting to enhance their knowledge and understanding of food produce and health and nutrition.
- Health Week was a huge success, supported by resources purchased through Food for Thought grant. All learners were able to participate in the preparation of healthy and nutritious meals.
- Many of our children have contributed to the Blackridge Community Council newsletter, showcasing their wonderful skills in art as well as writing.
- The school and ELC were well represented at the 2024 Blackridge Gala day, with all of our learners contributing to the preparations for this. Learners within the school selected the theme of Roald Dahl which also contributed to our ongoing focus on developing our reading culture.

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
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:

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

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