

Bellsquarry Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Bellsquarry Primary School
52 Calder Road
Bellsquarry
Livingston
EH54 9AD



ABOUT OUR SCHOOL

Bellsquarry Primary School and Early Learning Centre (ELC) is a non-denominational school serving the Bellsquarry and Murieston area of Livingston which is part of The James Young High School cluster. Our school roll for session 2022-23 is currently 237 learners, organised over 9 classes, including 41 children across the various sessions in the ELC. In addition to the class teachers, there is a Head Teacher who was appointed permanently in December 2021 and a Principal Teacher. We also have an Additional Support Needs teacher and our school benefits from having a teacher dedicated to the delivery of Physical Education, STEM and Health and Food Technology. There are currently 4 Pupil Support Workers (PSWs) deployed at various stages across the school to support children with identified learning needs and to support whole school working. Our ELC staffing this year includes 1 Early Years Officer, 4 Early Years Practitioners and 2 Pupil Support Workers across the different sessions. We have an Early Learning and Childcare Area Support Manager (ELCASM) who supports the leadership and development of our ELC, working in partnership with our school senior leadership team (SLT). She also manages the ELC out with school hours and school holiday periods.

Our school benefits from a supportive and proactive Parent Teacher Action Group (PTAG) which is extremely enthusiastic and committed to improving the work and life of the school as well as organising fundraising events throughout the school year. We actively encourage parents and carers to be part of their child's learning at Bellsquarry as well as contributing to developments. We hold regular family learning events as well as class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share our learning and information through our school Twitter page, school website and monthly newsletters as well as via Seesaw for P1-3 parents. The school and ELC have an open-door policy and welcome feedback from our parents.

At Bellsquarry Primary School and ELC we provide rich learning opportunities to enable our learners to develop holistically through our strong values programme, literacy, numeracy, health and wellbeing and learning across the curriculum in creative ways which provoke thought and encourage curiosity. We have a diverse school community with children and families from a range of backgrounds, cultures and heritages with various spoken languages, religions, and beliefs. Through our work on the UNCRC we celebrate diversity and work to ensure that children's rights and beliefs are valued and respected. We actively engage in our community and, now that restrictions have eased, we are able to make good use of our woodland surroundings. We work with groups such as the Woodland Trust, Scottish Book Trust and Active Schools, as well as local sports instructors to enhance our curriculum and learning experiences. We seek further opportunities to enhance our curriculum by using our unique local context and partnerships in the local community.

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 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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 outcomes for session 2022/23 were ...</p> <p>Learners will feel positive about their learning and will be able to talk about their achievements, strengths and next steps. (Articles 28 and 29)</p> <p>Overall attainment in writing will increase and progress towards achieving a level will be more visible to learners, parents and carers. (Articles 28 and 29)</p> <p>Learners will feel more confident in using and applying numeracy skills through concrete, pictorial and abstract learning approaches. (Articles 28 and 29)</p> <p>NIF Driver(s):</p> <p><input checked="" 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 expanded the use of Seesaw as a profiling tool in P1-3 and introduced a new electronic profiling system from P4-7. This ensures learning and progress is more visible to learners and parents and that learners are more confident in identifying progress made and their next steps. We will continue to build upon the effect use of profiles. • Pupil focus groups set up to discuss learning in 'Communication' (literacy) • We have introduced detailed targeted support plans for children who require additional support to meet national expectations. • We have developed a Writing target setting and progression tracker for individuals and groups of children at specific stages to monitor and update their progress in learning. • Teachers have been developing the use of West Lothian reading targets and have analysed NGRT reading assessment results to plan appropriately paced learning for all children including support and challenge where required. • We have completed all of the actions within our action plan for the Reading Schools Accreditation: <ul style="list-style-type: none"> ○ Learner role modelling ○ Reading leadership group ○ Visible staff role modelling across the school – during ERIC session etc ○ Members of staff attending a Reading Schools CLPL session / webinar ○ Staff are using Scottish Book Trust resources to widen knowledge around reading for pleasure ○ Staff have increased their knowledge of contemporary children's literature ○ We have created appealing and relaxing reading areas in collaboration with learners, and use displays to promote reading ○ We have provided learners with access to our school and class libraries. Learners were involved in 'shopping' for new books and other reading materials to update libraries. ○ The school library has recently been updated to ensure there are contemporary, diverse and relevant texts to meet the needs, interests and experiences of our learners ○ All learners have regular opportunities to read for pleasure ○ Whole school interdisciplinary book project – The Little Iceberg ○ Each class has a novel which is read to the learners ○ Staff know about learners' interests and have conversations with them about their personal reading – they hold learning conversations to provide reading recommendations for individual learners in line with their interests ○ Allowing all learners to respond to what they're reading in a variety of ways including book trailers and engaging in open ended activities included within reading 'Task Mats' ○ We have raised the profile of reading with families by sharing links from the local library and communicating with families about school based reading projects

- We reward progress and recognise personal achievements in reading through small prizes and certificates
- Whole school book study - 'The Little Iceberg' to inspire learners to read and support children struggling with sadness or trauma.
- All classes are now using and referring to West Lothian Listening and Talking targets to inform planning and assessment.
- We have developed the use of Scholastic Short Reads materials to implement West Lothian Guided Reading Strategy (First and Second Level).
- Teachers have been trained to use the 'Think Aloud' technique to improve comprehension and promote metacognition.
- We have implemented strategies to increase engagement and attainment in literacy, these included:
 - Stuart Reid's Creative Writing Workshops
 - Ownership of library books within class libraries
 - Whole school book study – the Little Iceberg
 - Development of diverse library collection
- There is an increase in the variety of concrete materials available to all classes to enhance and improve numeracy experiences for children across the school.
- Teachers have been trained in 'Maths Through Stories' approach designed to create a variety of relevant contexts for learning and applying numeracy and mathematical skills outwith formal maths lessons. There will be further work to embed this into planning and learning experiences across the school.
- We have introduced a CLPL induction scheme to ensure all new staff receive SEAL training and awareness of our Numeracy Strategy for consistency across the school.
- Staff training and professional reading took place to expand the use of SEAL approaches and numeracy teaching and learning strategies including active games to develop mental agility.
- Strategic plan of sustained improvement in numeracy developments and improvements in pedagogy was implemented.
- Numeracy champion provided support in classes and modelling of lessons to further enhance skills in delivering numeracy lessons through a SEAL approach.
- Approaches to planning and delivering numeracy teaching and learning adapted to provide improved pace and challenge and progression.
- Quality Improvement tasks and direct support were planned to ensure monitoring of improvements across the session.
- Learners have had more opportunities to exercise choice and leadership in their learning of communication through pupil leadership groups.
- We have developed electronic pupil learning profile systems – Seesaw for P1-3 and Individual Sway profiles for P4-7.

Evidence indicates the impact is:

- ❖ Across the school there is a 6.8% increase in writing attainment this session compared to the end of last session.
- ❖ For the children who have trialled the use of the writing progression toolkit, all of the children reported that this has helped them to monitor their progress identify next steps and evidence their own learning.
- ❖ Through learner conversations an increased number of children across all stages were able to talk about the learning profiles and their next steps.
- ❖ The results of the pupil ethos surveys at the end of the year show that most learners feel that:

	<ul style="list-style-type: none"> ○ The school helps them to make good progress in their learning. ○ They are supported to take responsibility for their own work in class. ○ Staff know their strengths and encourage them to do the best they can. ○ The school provides help if they find their work too hard. ○ The school helps to make learning enjoyable. <ul style="list-style-type: none"> ❖ Through direct observation in classroom observations, almost all learners were observed to be engaged in their learning in numeracy lessons. ❖ Parent ethos survey results show that a higher percentage of parents agree that the school keep parents informed about what their children are learning. ❖ 75% of the target group for writing who were not on track to achieve their Curriculum for Excellence level at the beginning of the year did achieve the Early Level by June 2023. ❖ 100% of the children in P1 targeted support group achieved Early Level by June 2023. ❖ 100% of the P1 and P7 numeracy target groups who received targeted support are now on track to achieve their appropriate Curriculum for Excellence level. ❖ A higher percentage of learners, at achievement of a level stages, are reporting positively for the ‘achieving’ wellbeing indicator. <table border="1" data-bbox="571 842 1489 994"> <thead> <tr> <th></th> <th>Term 1</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>86%</td> <td>97%</td> </tr> <tr> <td>P4</td> <td>93%</td> <td>97%</td> </tr> <tr> <td>P7</td> <td>72%</td> <td>76%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ❖ Through learner conversations, learners agree that learning is planned so that they can each build on what they already know and can do. Learners also feel that learning is differentiated to meet their needs. ❖ Quality Improvement class visits focused on Numeracy at the beginning and end of the year and evidence indicated that the strategies and approaches to learning and teaching in this area had improved as a result of strategic developments this year. From initial Numeracy Champion’s observations across all classes, concrete materials are being used more regularly. Children are engaged in discussing both <i>what</i> they are learning and <i>how</i> they are going to solve the problem. 		Term 1	Term 4	P1	86%	97%	P4	93%	97%	P7	72%	76%
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ELC	<ul style="list-style-type: none"> • Numeracy Champion from school met with Nursery to implement SEAL approaches within the ELC. SEAL assessments carried out with Preschool children prior to starting Primary 1 to ensure appropriate pace and progression. • Links were sent home to parents to include a home link activity for rhyme and syllables. • Children take part in small group opportunities. During these, they tap out their name and other familiar words. • Resources in the garden and outdoor space include numeracy and mathematical contexts, children are engaged and familiar with the opportunities available through free flow play outdoors. • Numeracy and literacy data is used to track and enable progression support and challenge. Activities, experiences and provocations take cognisance of this and facilitate development. • Enhanced transition programme planned and in progress for children moving to P1, parents are kept informed and involved in the process. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ❖ Most children are able to identify rhyming words and stories and through general 												

	<p>play and conversation.</p> <ul style="list-style-type: none"> ❖ Most children are now able to identify the syllables within their name and other familiar words and have moved on to include new extended vocabulary. ❖ Independence is promoted and almost all children demonstrate appropriate level of oral skills and confidence in achieving literacy targets. ❖ Children can lead their own learning at appropriate levels through mathematical resources available in the outdoor areas.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was ...</p> <p>Through targeted interventions, an increased number of Quintile 2 and 3 learners will be on track to achieve their expected levels (Articles 26, 28 and 29)</p> <p>Strategies will be implemented to increase engagement in literacy for boys. (Articles 28 and 29)</p> <p>Strategies will be implemented to increase engagement in numeracy for girls in the upper school. (Articles 28 and 29)</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input 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 £11,025 of Pupil Equity Funding (PEF). • PEF was used effectively to recruit a PEF lead promoted post holder to oversee all equity priorities across the school, to provide training for staff in literacy approaches, use of assessments and analysis of results and plan interventions. We were also able to appoint a pupil support worker (PSW) for 10 hours per week to carry out interventions with identified learners. • 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. • We created a targeted support plan for Quintile 1 and Quintile 2 children and identified termly measurable targets using data from a variety of sources. • P1 and 2 staff have a consistent approach to the learning and teaching of literacy, focusing on 4 key skills - formation and fine motor, key words, sentence building and reading. • We implemented a variety of approaches such as a range of CPA activities, SEAL activities and daily IDL training used by the class teacher, PSW and Additional Support Needs (ASN) teacher who supported this group intervention. Over learning of key concepts including place value and times tables increased learner confidence. • Throughout this session a range of interventions were put in place for identified children and targeted support plans were regularly reviewed with the class and ASN teacher at Excellence and Equity meetings. • Targeted learners entitled to Free School Meals were encouraged to take part in extra curricular activities usually limited due to cost of the school day. The participatory budget was used towards the cost of providing a variety of after school clubs to support inclusion and engagement in school. • Staff made reference to and implemented the six principles of nurture through 2 nurture groups - P1-3 and P4-7. The ASN teacher was supported by 2 PSWs to run the intervention. Activities the learners were involved in helped to develop positive pupil relationships with both teachers and peers. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ❖ 100% of Q1 learners are now on track for numeracy and mathematics. ❖ The interventions had a positive impact on almost all children across P1 and P2 with almost all P1 learners achieving Early Level for reading and writing. ❖ Benchmark Assessments in reading demonstrated an increase in levels by the end of the year for all identified P2 learners. ❖ Observations and learner conversations have identified that self-esteem within the infant group has improved. Staff used emotion cards to track and monitor how the

	<p>P1-3 learners felt about themselves and this data corresponds with the self-reporting data.</p> <ul style="list-style-type: none"> ❖ 62% of the target group accessed after school clubs during this session. ❖ During class observations almost all children were engaged in learning in literacy and numeracy.
ELC	<ul style="list-style-type: none"> ❖ Small group activities were carried out with the Early Years Officer to help identify gaps in learning in oral vocabulary through the use of singing/rhyming and story prediction games. This helped to implement targeted support and as a result an increased number of children were more confident with rhyme by the end of their preschool year. ❖ Identified children took part in SEAL activities with P1 staff to develop key aspects and approaches to provide a baseline and ensure progression of skills in P1. ❖ Staff improving the use of pure sounds/synthetic phonics. Most children are beginning to understand the difference between letter names and letter sounds. Information is shared with families to support collaborative teaching and securing a home link.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcomes for session 2022/23 were</p> <p>Learners and their parents and carers will feel better supported to manage emotions and anxieties through consistent approaches between home and school/ELC. (Article 27)</p> <p>Learners and staff will have more opportunities to develop an awareness and understanding of different cultures, customs, languages and religions and that diversity is celebrated, valued and that the beliefs of others are respected. (Articles 2, 14, 29 and 30)</p> <p>Learners, staff and parents/carers will have a better understanding of the UNCRC and will understand how what they experience in school or the ELC relates to their rights. (Articles 1, 4 and 5)</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Family Anxiety Management Training held to support parents to help their child understand, identify and manage their emotions and anxieties. • Almost all classes are participating in daily check in using Plickers. • P5 class has taken part in emotion coaching activities working through Emotion Works cogs to help them better understand their emotions. • Parents had opportunities to attend virtual family learning sessions regarding: Grooming, Online Bullying and Online Friendships, Social Media and Positive Parenting Strategies • Parent focus group formed to discuss approaches to diversity considering challenge questions from HGIOS 4. This information will be used to inform our next steps in curriculum development. • Our Health and Wellbeing (HWB) Champion met with colleagues to reflect on HWB thematic review and actioned next steps. • Teachers and Pupil Support Workers attended LGBT Inclusive Education Training and carried out an audit of where we are currently and our next steps. • We have used school funds and donations from parents to develop a more diverse library which is culturally sustainable and in which the LGBT community is represented. • The Health and Wellbeing focus group conducted a UNCRC self-evaluation using data from pupil, staff and parent surveys. • All classes now have dedicated 'articles' time through the Bellsquarry Blether sessions where they carry out activities and discussions related to the Article of the Week. Values Assemblies are carried out linked to UNCRC. • Excellence and Equity meetings are held regularly throughout the year where staff identify barriers to learning and wellbeing and identify solutions or interventions to support. • We further developed our One Trusted Adult (OTA) approach to include consistent OTA time which allowed learners personalisation and choice and the ability to build closer relationships with adults in school. • Mini HWB champions attended JYHS cluster meet #whatmatters • Mini champs worked on sharing information regarding wellbeing characters which are linked to relevant UNCRC articles and these are now used across the ELC and school. • Each measurable outcome within our School Improvement Plan is linked to relevant UNCRC articles.
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<p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School and ELC Improvement.</p> <p><input 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 type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • Parents and Learners worked together to promote safer parking and reduce traffic issues and pollution outside the school gate. They created a ‘Slow Down, Safe Parking, Switch Off, Same Direction’ slogan and sign. • Teachers created videos introducing themselves and some interesting facts about themselves as well as photographs of their new classrooms to share with the learners over summer to reduce anxiety and help prepare children for change. • We have been running a games club during lunch time where children who find the playground and socialising independently challenging were able to access a less anxiety raising environment. • We have developed an emotion coaching tool to help identified children with anxiety or low self esteem identify the positives in their day and develop strategies overcome any challenges they have faced that day. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ❖ Parents have fed back that the transition videos created by staff provided much needed reassurance and reduced anxiety levels in their children. ❖ Learners and parents report that the strategies we have put in place for identified children who experience anxiety have improved confidence or reduced anxiety in almost all cases. ❖ All of the identified children and parents whose child received the emotion coaching intervention have said that this has had a positive impact on their child. ❖ Through learner conversations, all learners enjoy and look forward to One Trusted Adult time and feel their One Trusted Adult knows them well and cares about them. ❖ Results of pupil and parent surveys indicate children can talk about their rights and are working on learning more about articles. ❖ In learner conversations, P4-7 able to talk about why not all children can access their rights. ❖ Almost all adults (parents and staff) are somewhat familiar with UNCRC. ❖ Almost all children can talk about how positive relationships are encouraged and relate this to school rules and values. ❖ Through the ‘Our Rights, Our Voice’ Pupil Leadership Group, learners agreed that everyone in our school understands that we all have the right to learn and achieve and feel that they work together to ensure this right is respected. <p>In the Pupil Ethos Survey (P5-7):</p> <ul style="list-style-type: none"> ➤ Almost all learners feel safe at school ➤ Almost all learners feel they could speak to their trusted adult in school if they feel worried or upset about something ➤ Almost all learners feel other children treat them fairly and with respect ➤ Most children are developing skills and attitudes that support them to take responsibility for aspects of their own learning. <p>In the Parent Ethos Survey (P5-7):</p> <ul style="list-style-type: none"> ➤ Almost all parents feel the school ensure that children are safe in school ➤ Most parents feel that their child is treated fairly at school ➤ Most parents feel that the school is ensuring that their child is increasing in confidence
<p>ELC</p>	<ul style="list-style-type: none"> ❖ Outdoor audit completed on outdoor play area and changes to equipment made with the inclusion of risky play. Children are more able to risk assess their environment and safety while in play with support from an adult. ❖ Outdoor risk assessment revisited and updated with all ELC staffing to reduce any flight risk

	<p>whilst ensuring the safety and safeguarding of all children in the outdoor area. Children are comfortable in their surroundings and know how to keep themselves safe.</p> <ul style="list-style-type: none"> ❖ Practitioners ensure the garden door is open from beginning of the session to end of day and have continued to adapt the free flow approach to the outdoor space each session. This has increased opportunities to support curiosity and investigation skills which is evident in learner observations. ❖ Wellbeing indicators throughout the setting and used in discussions, activities and characters introduced to help support health and wellbeing in the ELC. Children are now able to use these throughout the day in conversation to support their emotional awareness to help them confidently build strong friendships and relationships. ❖ Colour Monster used at the beginning of the day to pinpoint feelings and emotions in order to facilitate staff to support children throughout the day. Children are more confident in discussing how they are feeling when they arrive at nursery enabling them to confidently express needs and complete tasks. ❖ Recent CI inspection graded the setting as very good across all aspects.
<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 2022/23 was...</p> <p>Learners will experience a varied and relevant curriculum which allows them to develop skills for learning, life and work. (Articles 28 & 29)</p> <p>Learners will have more opportunities to exercise choice and leadership in their learning and experiences in school and wider community. (Article 13)</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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have expanded our curriculum offer to include the development of Health and Food Technology and Forest Schools programmes • We have developed Learning for Sustainability and Forest School Frameworks to ensure progression of skills, knowledge and understanding. • We have implemented Bikeability level 1 and 2 for our Primary 6 Cohort and have developed a partnership with the West Lothian Bike Library. • We carried out a whole school “Keep Me Thriving” project which involved the introduction of learning sprints for learners across the school. • We have started to collate a network of parents to talk about skills required for occupations. Parents presented their profession to some classes. • Learners as Teachers, Parents as Learners (PATPAL) sessions were held for Literacy and Numeracy across the school to share our developments and teaching and learning approaches in these curricular areas. • Pupil Leadership Groups (PLGs) provided a variety of curricular and wider community topics to involve children meaningfully in School Improvement. • Project 13 embedded in all class timetables which provides opportunities for personalisation and choice and developing agile learning skills. • Electronic Profiling in now in place in all classes (P1-3 Seesaw, P4-7 Sway e-profiles) which allows children to self evaluate, learn and apply digital learning skills. • P7 learners developed skills for learning life and work through a whole school Christmas jumper enterprise. • Consultative planning approach being piloted in some classes to give learners more autonomy over their learning. • P7 attended JYHS Developing the Young Workforce workshops during the session as part of their transition. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ❖ Children feel that they actively involved in planning what and how they learn during Project 13. Children feel that Project 13 allows them to make choices about their learning. ❖ During ‘How Good is OUR School?’ (HGIOURS) focus group discussions, most learners agreed that: <ul style="list-style-type: none"> ○ Their learning is helping them to develop strong literacy and numeracy skills. ○ They feel confident that they are able to use these skills to support them in different situations. ○ Their learning is supporting them to increase their digital skills. ○ They have access to a range of modern digital technology which we use in our

<input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	learning. <ul style="list-style-type: none"> ○ Through PLGs and Project 13 they are provided with a variety of learning opportunities to match their interests and aspirations.
ELC Students welcomed and supported in the ELC To provide opportunities for children to establish skills in real life contexts. Provide and implement community links	<ul style="list-style-type: none"> ● EYO supported and mentored student through the Scottish Government Induction Resource to support successful completion of placement and completion of module units. ● Children given individual responsibilities and duties in and around the grounds and community environment. Local walks supporting nature and the environment. Throughout the session, children are given responsibility for setting the table at lunch, self-serve snacks and keeping the environment safe and tidy. ● Learner conversations around the World of Work. E.g. Topic on superheroes progressed into thinking about what everyone can do to make the community, towns, cities and world safe. This invited children to think about jobs such as doctors, vets, builders etc. and what qualities and skills are required. ● Farm to Fork topic helped children to discover how they food goes through a process to get to our plate. Some are grown from the ground. It allowed them to consider what jobs people do to help get the food processed. Observations are recorded on Learners Journal to be made available for parents to view. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ❖ Observations show that confidence and independence has increased. ❖ Observations show that children are more able to take responsibility for their local surroundings. ❖ Children are more able to talk about the skills required for different jobs.

- Most learners have an attendance rate of over 90%.
- The average attendance rate for 2022-23 was 93.76% which is a 1.44% increase compared to last session. The number of unauthorised absences has also reduced.
- There were no exclusions this session.

Parental & Stakeholders Engagement

We continue to have very good links with other stakeholders such as Educational Psychologist, Inclusion and Wellbeing Service, Speech and Language Therapists, Occupational Therapy, Hearing Impairment teacher as well as a counsellor from Wellbeing Scotland to improve outcomes for our learners and families.

The refresh of our vision, values and aims allowed us to gather the views of all parents/carers and stakeholders to ensure that their views were captured and central to our key aims. Parent/Carer engagement continues to be a key strength of school improvement in Bellsquarry Primary School. There are a variety of ways parents/carers can be involved in shaping our improvements. The school works in close partnership with the Parent Teacher Action Group to discuss improvements, seek input and share progress towards achieving actions and intended outcomes. Parents have also been involved in developing our curriculum by getting involved in Bikeability sessions and by working in partnership in our Food Bank project. Our HWB Family Champion has allowed a further link between school and the parent body, ensuring consultation, sharing information and seeking views from parents.

Opinions are sought from all parents and other stakeholders throughout the academic session through Microsoft Forms as well as through discussion and Parent Focus Groups. Information and feedback is shared with parents at our PTAG meetings where teacher representatives attend to provide updates about their area of curriculum development as well as in school newsletters. Parents

have commented on their appreciation that parents are being given opportunities to be involved as partners in the work of the school and its developments in a meaningful way.

Our Wider Achievements this year have been:

- We achieved our Digital Schools Award
- Development of the Outdoor Classroom area to include a variety of different learning experiences for the children to explore and experience.
- Primary 7 school camp to PGL Dalguise
- Primary 6 Skiing
- Primary 5 school camp to Lockerbie Manor
- ELC visiting local woodland areas to develop outdoor learning skills.
- P6 and P1 Forest Schools Programme
- P6 Bikeability and newly created partnership with The Bike Library
- Primary 7 learners participating in Scottish Maths Challenge in association with Edinburgh University.
- Primary 4 Fish in the Classroom Project.
- Expansion of ELC – Primary 1 Transition events to ensure more opportunities for learners and their parents coming from external nurseries.
- Primary 7 and Primary 1 buddy sessions.
- Parent assemblies and whole school assemblies.
- Participation in Children’s Mental Health awareness week.
- Parent Teacher Action Group – Christmas Fayre to bring community together and to raise school funds
- Primary 7 – Burns Supper
- Primary 7 running Family Learning Event - Create your own Christmas Jumper Sustainability and Cost of the School Day enterprise.
- Festivals through Xcite/Active Schools
- After school clubs:
 - Multi-sports Club
 - Dance Club
 - Young Engineers Club
 - Football Club
 - School Choir
 - Art Club
 - Kuk Sul Won Club
- Reintroduction of school trips:
 - Primary 1 – Deep Sea World, North Queensferry
 - Primary 2 – Edinburgh Zoo, Edinburgh
 - Primary 3 – Royal Botanic Garden Edinburgh, Edinburgh
 - Primary 4 – The Battle of Bannockburn Experience, Stirling
 - Primary 5 - Amazonia, Motherwell + Manor Adventure School Camp, Lockerbie
 - Primary 6 – Skiing, Edinburgh
 - Primary 7 – Risk Factory, Edinburgh + PGL Dalguise School Camp

How good is our school? 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	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	Very 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)

