

1.3 Leadership of Change	
<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	
We judge Leadership of Change in the school to be Good	We judge Leadership of Change in the nursery to be Good
2.3 Learning, Teaching and Assessment	
<ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring 	
We judge Learning, Teaching and Assessment in the school to be Satisfactory	We judge Learning, Teaching and Assessment in the nursery to be Good
3.1 Ensuring wellbeing, equality and inclusion	
<ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	
We judge Ensuring wellbeing, equality and inclusion in the school to be Good	We Ensuring wellbeing, equality and inclusion in the nursery to be Good
3.2 Raising attainment and achievement	
<ul style="list-style-type: none"> Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners 	
We judge Raising attainment and achievement in the school to be Satisfactory	We judge Raising attainment and achievement in the nursery to be Good

School Improvement Priorities 2018-19

Priority 1: To close the poverty related attainment gap and raise attainment in numeracy and literacy for all our learners.

Priority 2: Through continued development of the Tapestry programme and work with Hidden Giants, a high quality of learning and teaching and knowledge and understanding of pedagogy and practice will be ensured

Other Areas of Focus:

- Improvement in all children and young people's wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Thank you for taking the time to read our evaluations from 2017/2018 and our school improvement plan for 2018/2019.

Please do not hesitate to contact us on 01506 653481 if you have any questions regarding the abbreviated reports. A copy of the full reports can be requested at the office.

Blackburn Primary School



Hopefield Nursery Class

Riddochhill Road
Blackburn
EH47 7HB

Progress Report 2017/18



Follow us on Twitter at

BlackburnPrimary@BlackburnPS2017

or on our website

<http://www.blackburnprimary.westlothian.org.uk/>

About our school

Blackburn Primary and Hopefield Nursery Class is a non-denominational school, serving part of the community of Blackburn in West Lothian.

The school and nursery class are situated in an area of multiple deprivation and is in SIMD decile band 2. As a result of this some children and their families at Blackburn Primary School require support to help them overcome barriers to learning.

Hopefield Nursery Class is an offsite provision that provides 30 nursery places for both morning and afternoon children. This year we are also piloting whole day provision. In addition, this year at Hopefield we have a government funded Nursery teacher in place to drive forward the National Improvement Framework priorities.

This session the school roll is 136, across 4 mainstream classes, a nursery class and 2 classes for children with autistic spectrum disorders.

The school benefits from a supportive and proactive Parent Council group who hold lots of fundraising events throughout the school year.

What we planned to improve last year

Priority 1: To raise attainment, especially in literacy and numeracy.

Priority 2: To close the attainment gap between the most and least disadvantaged children.

How well did we do in 2017/2018

Priority 1

We have made very good progress.

What did we do to raise attainment in Literacy?

- Creating high quality reading spaces in classrooms and in breakfast club, where children and parents were involved in designing the space, resourcing reading materials and themed resources for their cosy reading corners.
- Setting up a school library in the central area of the school.
- Setting up a playtime reading club to encourage paired reading and reading for enjoyment.
- Launched Children and Parents Enjoying Reading (CAPER) initiative for P1-3 pupils and The Big Bedtime Read for Nursery Pupils. These were implemented during book week.
- Having a variety of live authors and storytellers into the school to work with the pupils.

What did we do to raise attainment in Numeracy?

- Further training in delivering Maths Recovery
- Further development of number talks in most classes
- The implementation and use of Numicon to support SEAL strategies and maths recovery sessions
- Introducing a variety of natural resources within maths and numeracy.

What does this mean for our pupils?

- Almost all pupils within the nursery and the majority of P1-3 pupils engage in the Big Bedtime Read or CAPER initiative and feedback from pupils and parents has been very positive with all who engage. Parental feedback indicates a desire to receive more book packs in the future and the amount of bedtime stories being read across the week is increasing.
- Learners designed and created their reading cosy corner, chose the books that went into them and worked within a set budget. These reading spaces are being used daily by the

children in every class and children choose to read for enjoyment much more frequently.

- Almost all pupils in the nursery have increased their vocabulary age through receiving Box clever intervention.

Priority 2

We have made very good progress.

We have established a Teacher Lead Community within the school to develop the Tapestry Programme and the Tapestry Leaders have worked in partnership with colleagues within the cluster. Through the Tapestry Programme, staff have:

- Self-evaluated and moderated the quality of feedback given to the children to improve their learning.
- Engaged in professional reading and dialogue opportunities to promote and embedded formative assessment in daily practice.
- Continued development of school level assessment strategies as a central aspect of planning for learning and teaching.
- Through training and professional reading teachers have gained confidence to support learners and use a variety of formative assessment strategies to identify where learners are in their learning and identify next steps.
- Staff have been working with Hidden Giants staff to promote creativity across learning. Staff have begun making changes to their daily timetables to allow for child led learning.

What does this mean for our pupils?

- Learners are more engaged in their learning through the use of talking partners and no hands up and they are beginning to assess their own learning through the use of exit cards, find the fib and hinge questions.
- Through work with Hidden Giants, learners are becoming more inquisitive e.g. asking questions that we do not already know the answer to and teachers are allowing time for pupils to lead the learning by introducing a question mark into the timetable.
- Learners are accessing outdoor learning opportunities at least once per week. Learners are more engaged and receptive to this style of learning and the work they do outdoors is influencing their work across the curriculum and is evident on displays.

Our achievements this year have included:

- A successful HMIE Inspection.
- A very good Care Inspectorate report.
- A successful residential experience for ASD pupils.
- Outdoor Education becoming a key focus for ASD pupils.
- Improved engagement of parents across the school and nursery.
- John Muir Award and Heritage Hero award for P6/7 pupils supported by Lowport Centre.
- Implementation of 'Anytime Anywhere Learning'
- Charity events organised and led by stages across the school and nursery including Macmillan Cancer, Save The Children and Children in need
- Regular assemblies to celebrate achievements in and outside of the school
- Worked in partnership with Community Action Blackburn (CAB), Weslo Housing, Local companies within the community and the emergency services to develop the young workforce.