

BRIDGEND PRIMARY SCHOOL



**PROGRESS
REPORT FOR
SESSION 2019/20**

(Standards & Quality Report)

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ABOUT OUR SCHOOL

Bridgend Primary School is a small rural school with a total of 80 pupils. This includes 24 nursery children, with 13 registered in the morning and 10 in the afternoon and 1 full day. We have five eligible 2 year olds in our afternoon provision. Bridgend Primary School is in an area of deprivation, where our families experience poverty and the associated outcomes related to this. In relation to the Scottish Index of Multiple Deprivation, the school is in decile band 1 and is part of the Scottish Attainment Challenge, aiming to close the poverty related attainment gap. We have a Head Teacher, 2 part-time Principal Teachers, one has responsibility for driving forward attainment and tracking the success of interventions identified as part of our Scottish Attainment Challenge schools agenda, 2 full time teachers, 2 part-time teachers, 1 administrative assistant, 1 full time pupil support worker and 4 part-time pupil support workers. We have an Early Years Officer, Additional Graduate and 2 Nursery Nurses in our Early Years provision. We continue to strive for high quality learning and teaching experiences for our children with a clear focus on improving attainment for literacy, numeracy and health and wellbeing. We are continually looking at creative ways to support and promote home learning and engagement within our school community.

The school had a positive validation of its work by West Lothian Council in March 2019. The VSE team found Leadership of Change to be good. They recognised the commitment across the school community to achieve high standards for learners. The recommendation was to ensure a continual challenge level of aspirations and expectations of all learners, in order to raise attainment and achievement. In learning, teaching and assessment, this was also found to be good. Relationships across the school were positive and adults modelled appropriate interactions. Almost all learners were motivated and engaged in their learning and interacted well. An area of development was to develop clarity about assessment methods used to inform planning. With regard to ensuring wellbeing, equality and inclusion, this was found to be good, with elements of very good. A particular strength was the provision of 'Time to Talk by a play therapist, which was valued by our learners and Workout Wednesday to promote physical fitness and healthy lifestyles. A further development recommended was to embed a growth mindset across the curriculum and develop a wider achievements programme. The quality of the learning experiences in our nursery provision was also recognised as a strength, in particular the implementation of Froebelian pedagogy. Children were also leading their learning and high quality learning experiences were evident both indoors and outdoors. Effective joint working with professional agencies, SALT and EPS, ensured positive outcomes for identified children and families. Areas to further develop were engaging with online Learner's Journey for profiling with parents and incorporating wider achievements. We also needed to develop our tracking and monitoring procedures in line with the early years trackers used within West Lothian Council. Following on from these recommendations, we have continued to promote positive relationships and are beginning to make the relevant links to the UNICEF Articles and Rights of the Child in line with Rights Respecting School. Our Health & Wellbeing Strategy and identified interventions, e.g. Workout Wednesday, have also supported us in promoting a culture where our pupils are now demonstrating that they are 'ready to learn', with a positive attitude towards their learning.

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 2019/20 and what the impact has been. Our report recognises

that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School4 (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 2019/20 was to ensure staff had a shared understanding of high quality learning and teaching.</p> <p>NIF Driver(s): School Improvement Teacher Professionalism Assessment of Children's progress</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Our Literacy Champion attended Cluster and Local Authority network sessions, thereafter, led staff development sessions on developing a reading culture within our school. We carried out an audit of current practice and approaches to teaching reading across all stages. We identified the necessity to introduce 'Everyone Reading Aloud in Class' sessions on a daily basis and every teacher reading a class novel to model good reading skills. This resulted in the majority of our pupils showing an increase in confidence, when reading aloud. Our Primary 6/7 pupils also became reading buddies to our Primary 1/2 stage and this saw an increase in motivation of our younger pupils to actively seek out stories to listen to, when their buddies were reading to them. All our pupils took part in the First Minister's Reading Challenge, where every child completed a reading passport.</p> <p>In recognition of World Book Day, our pupils led this event by agreeing to wear pyjamas to school and bring in their favourite books/teddy bears. Almost all pupils were motivated with this event, which started in our Breakfast Club, where pupils were enthusiastically sharing books and stories with each other. All pupils were engaged in reading activities throughout the day, and these were added to wall displays in class, designing book covers for classroom doors and older pupils reading more willingly, to younger pupils.</p> <p>Our Junior Librarian Group were also included in reviewing the current provision of books in school and developing our school library. We need to carry out an audit with all pupils to ascertain an interest in specific texts and access to reading material readily available in school.</p> <p>We were successful in gaining a grant of £500, which included an Author Visit to lead workshops at the end of March, to inspire our children to be passionate readers and writers. This will continue to be included in our School Improvement Plan for next session.</p> <p>We purchased a new literacy resource, PM Writing, and carried out staff training in order to deliver quality learning and teaching approaches, in</p>

<p>ELC: Professional dialogue highlights an increase in staff confidence in assessing children's progress.</p> <p>Floor books to be regularly updated to reflect children's interests and demonstrate progression in learning.</p> <p>NIF Driver(s): School Improvement Assessment of Children's progress Performance Information</p>	<p>Primary 1 to Primary 7. Our Literacy Champion attended Cluster and Local Authority meetings, to ensure consistency in engagement with progression pathways and national benchmark documentation. This also provided further opportunities of moderation with engagement of teaching writing, using this resource.</p> <p>Evidence indicates the impact is:</p> <p>Within each class, almost all pupils are engaged in reading activities on a daily basis. Most pupils are happily engaging in talking about stories and books of their choosing. We will continue to develop our reading culture, by promoting our school library to include material selected by our pupils.</p> <p>Staff have an increased confidence in teaching tools for writing. There is greater consistency across the school, due to staff training and opportunities for professional dialogue in reviewing and evaluating learning and teaching.</p> <p>Our learners are beginning to have an understanding of what is expected of them in writing lessons as this is modelled and examples of high quality pieces of writing are shared.</p> <p>Our learners are motivated to write more and this is evidenced in the quality and quantity of writing in writing jotters. Our learners are now choosing to engage in free writing activities. They are beginning to have an understanding of their targets in order to make progress with their writing.</p> <p>With regard to numeracy, teachers have identified that most of our learners are gaining in accuracy with their calculations for mental maths. They are also more confident in applying strategies to support them in activities. They are beginning to articulate and use mathematical vocabulary, when sharing strategies used. Our learners are developing a better understanding of the basic concepts of addition, subtraction, multiplication and division and have a quicker recall of number bond, applying this knowledge with greater accuracy in mental maths activities. This is evident in jotters and daily tasks they engage in.</p> <p>Staff engaged in professional dialogue and consultation with the Early Years Development Team. This is beginning to impact on planning and tracking children's progress.</p> <p>Quotes from children, with regard to their interests and how they were leading their learning, were included and are evident in floor books in the Nursery foyer. This was also transferred to be incorporated into the early years planning documentation.</p>
<p>2.</p>	<p>We have made good progress.</p>

<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to have an increase in our learners' communication skills.</p> <p>NIF Driver(s): Assessment of Children's progress Performance Information</p>	<p>What did we do?</p> <p>With input from Literacy Outreach Teacher, supporting our P1/2 teacher, provided consistency and quality in delivering colourful consonants and vowel house to support literacy in the early years. This has impacted on most of our learners, who are on track to achieve their expected level in literacy.</p> <p>Our Speech and Language Therapist, through PEF funding, supported all teaching staff in developing listening and talking skills through games. In P1, 83% of our pupils are on track to achieve the expected level, P4, 67% of our pupils are on track and in P7, 89% are on track to achieve their expected level.</p> <p>With regard to numeracy in P1, 80% of targeted individuals are now on track to achieve their expected level. In P4, 100% of targeted individuals are on track to achieve their expected level and in P7, 83% of targeted individuals are now on track to achieve their expected level.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Staff report that our learners are demonstrating a greater understanding of listening to and responding appropriately to instructions in class.</p> <p>Learners are motivated to engage in activities in a responsible manner, particularly working with our partner agencies.</p> <p>Learners are motivated and engaged in a range of literacy activities and are beginning to transfer these skills, in accessing other areas of the curriculum.</p> <p>Learners are showing an increase in confidence in tackling wordy problems in maths and are applying a range of strategies.</p> <p>There has been an increase in celebration of achievements of our learners, through certificates presented at assemblies, recognition in class and sharing this with parents/carers at home.</p> <p>This evidence further demonstrates that our pupils are now 'ready to learn'.</p>
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was to increase the level of focus and concentration for identified learners and our learners were able to articulate their emotions using the wellbeing indicators.</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>We introduced Marvellous Monday, where learners were engaged in a quality check-in with staff, enjoying milk and a cookie, to support a smooth start to the school week.</p> <p>We introduced 'One Trusted Adult' where every learner has identified 2 members of staff that they can trust and be supported by.</p> <p>Regular check-ins were held throughout the course of the week, and staff tracked our learners' wellbeing using the indicators and supported them to ensure they moved from red/amber to green.</p> <p>Evidence indicates the impact is:</p>
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<p>NIF Driver(s): School Leadership Assessment of Children's Progress Performance Information</p> <p>ELC: Children in the ELC can describe being involved in activities in school and parents are more aware of the link between ELC and school.</p> <p>Almost all trackers reflect parental engagement with contributions and comments</p> <p>NIF Driver(s): School Leadership Parental Engagement Assessment of Children's progress Performance Information</p>	<p>There had been an increase in our learners attending class on entering the school every Monday and are demonstrating their 'readiness to learn' on tasks in class.</p> <p>Our learners feel supported if they feel anxious or are concerned, they can speak to their 'one trusted adult.'</p> <p>Learners have a positive relationship with staff and are beginning to articulate their feelings through engagement of the wellbeing indicators. We have introduced Zones of Regulation and some learners are now using the emotional language from this to express how they feel.</p> <p>Introduction of whole school 'Golden Moments' book, which celebrates and shares events or individual achievements, with whole school community. Certificates awarded for special achievements or birthdays.</p> <p>Recent events have shown an increase in parental engagement with online learning journals, where parents are beginning to post evidence of children's learning at home.</p>
<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 2019/20 was to increase staff's awareness of opportunities for skills for life, learning and work and this to be reflected our planning framework.</p> <p>NIF Driver(s): School Leadership Assessment of Children's progress</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>We have started to talk about necessary skills used and applied in different areas of the curriculum.</p> <p>Skills sacks are on display in every classroom and reference made to these during some lessons.</p> <p>We have leaders take on responsibility roles throughout the school, e.g Prefects, Buddies, House Captains, Vice-Captains.</p> <p>We have developed our use of Junior Award Scheme for Schools (JASS) with a specific focus on developing literacy.</p> <p>Evidence indicates the impact is:</p> <p>Our learners are able to identify some of the key skills required when engaged in learning activities and relate these to their own personal skills and attributes.</p>

Performance Information	<p>Learners are taking on responsibility by completing an application form to apply for a role. They go through an interview process where they talk about their experiences and skills and how these can be applied in their role. This is formalised in their JASS folders through an additional literacy task.</p> <p>Certificates awarded at assemblies, highlighting skills applied in achieving success.</p>
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Evaluative comment on schools attendance and exclusion data required.

Consultation took place with parents/carers on how well their child engaged with literacy. 72% of our stakeholders agree that their child enjoys reading and families make use of the lending library in school. This highlights the positive impact on reading. We now need to maintain consistency of reading approaches in school and continue with the early start made to targeting the area of writing.

In the area of numeracy, 88% of our stakeholders identified they were confident in supporting their child’s learning at home. We will continue to support parents/carers and learners with ‘at home’ learning, next session.

With regard to Health & Wellbeing, we introduced Marvellous Monday, which saw an increase of 20% in attendance at the start of the school week. This provided a smooth start and 98% of our pupils were ‘ready to learn’.

An update on school improvement priorities was shared with parents/carer mid-session. Regular meetings with the Parent Council took place on a monthly basis and further communication was made through letters, social media or the school newsletter.

Our Wider Achievements this year have included:

Health and Wellbeing remains at the core of everything we do and we received some recognition of this, through COSLA Excellence Awards. We received a Bronze Award for our Improving Health, Wellbeing and Fitness Strategy.

We also received our Silver School Sport Award and continue to strive for Gold.

We have provided many after school clubs this year, football, gymnastics, Elite running club, Studio 44 Fitness and Boxing Club (P1-P7), netball, multi-sports and Zumba. Our Elite runners set themselves weekly targets and in the final session, all members managed to run over 3 miles into the town of Linlithgow.

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	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)