

Bridgend Primary School and Early Learning Childcare Setting



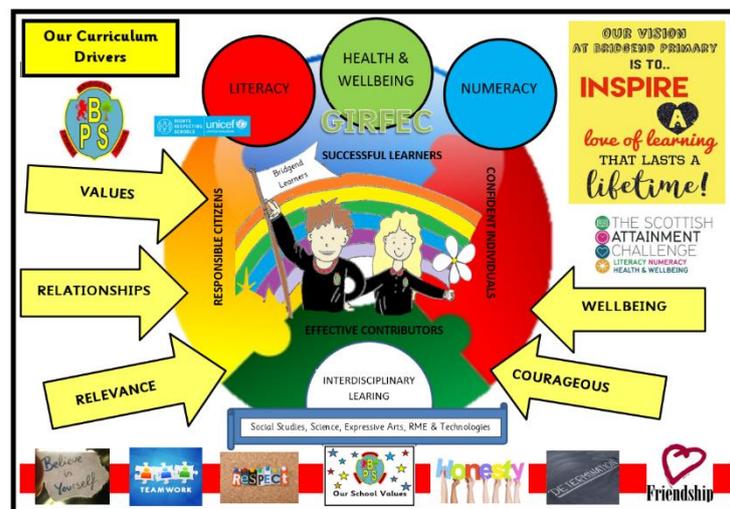
PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Auldhill Road
Bridgend
West Lothian
EH49 6NZ

ABOUT OUR SCHOOL

Bridgend Primary School is a small rural school with a total of 59 pupils. This includes 18 nursery children. 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, 3 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, Equity and Excellence Lead and 2 Nursery Nurses and 1 PSW 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.



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 2021/22 and what the impact has been. Our next steps will be to continue to address these priorities in session 2022/23.

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 School?4 (HGIOS?4) 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 2021/22 was to ensure high quality learning and teaching experiences in the classroom</p> <p><u>NIF Driver(s):</u></p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Excellence and Equity meetings with SLT and CTs to identify progression and next steps for each child • Development roles for Literacy and Numeracy champions created within teaching staff • Teacher development on creating Agile experiences learning within the classroom • Opportunities for Outdoor Learning experiences led by Kids Gone Wild • <p>Evidence indicates the impact is:</p> <p>Learners' progression in both literacy and numeracy have now been identified and next steps discussed for next session to improve overall attainment within the school</p> <p>Learners' have been consulted in their learning and teaching experiences to ensure pupil voice and opportunities for child led learning experiences within and out with the classroom</p>
<p><u>ELC</u></p> <p>Children will be engaged in quality experiences, both indoors and outdoors, to promote literacy and numeracy</p>	<p>We have made good progress</p> <p>Evidence indicates the impact is;</p> <ul style="list-style-type: none"> • The use of audit tools are now embedded to monitor provision and ensure no gaps for learning indoors and outdoors • Opportunities for regular CLPL encompassing all areas of the curriculum was implemented and all staff are using these learned practices to reflect and upskill their practice • The Excellence & Equity lead has established and will continue to develop lead role in literacy • EYO made some progress in developing the lead role in numeracy and is beginning to embed trackers to monitor children's progress within literacy and numeracy
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to have Targeted support for literacy & numeracy</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Targeted support for numeracy based on gaps identified through assessments – weekly input for these children by a PSW measuring progression • Support for Learning input in term 4 targeting individuals to assess and identify next steps for improvement

<p><u>NIF Driver(s):</u></p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<ul style="list-style-type: none"> • Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • Learners' that were targeted within numeracy interventions showed overall progression • Learners' who were targeted based on Term 4 Excellence and Equity meetings, now have a clear support plan in place to ensure supports next session
<p><u>ELC</u></p> <p>Targeted interventions for individuals to raise attainment in literacy, led by Excellence and Equity Lead and Early Years Officer for numeracy</p>	<p>We have made good progress</p> <p>Evidence indicates the impact is;</p> <ul style="list-style-type: none"> • Success and measured impact with targeted children by Excellence and Equity Lead using mastery stories, word boost and interventions to promote literacy • Excellence and Equity Lead has implemented Driver Diagram focusing on developing language skills for identified children • A Developed and implemented PEEP group with the targeted families, showing positives and successes

<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2021/22 was To ensure all our learners have access to strategies to support them socially and to allow them to self-regulate their emotions.</p> <p>To support our learners with their readiness to learn.</p> <p><u>NIF Driver(s):</u></p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Assessment of Children’s Progress Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • GIRFEC procedures implemented to ensure all partner agencies and parents involved in fully supporting the child – continued referrals, IEPs, CPMs etc. as high level of need within ELC and School • Enhanced transition for ELC to P1 for all and in particular identified ASN children • Continued to build strong relationships with agencies and re-engaged with families to build relationships (Term 4) • Sensory room established as a space for self and co-regulation • One Trusted Adult launched with QR codes used • Increased adult support (PSWs) for individual children based on level of needs • Introduction of Zones of Regulations to some classes by Inclusion and Wellbeing Service • Opportunities for check-ins and time to talk when needed (co-regulation) <p>Evidence indicates the impact is:</p> <p>Learners are now using sensory room space and evidence of calming influences</p> <p>Learners are beginning to discuss their emotions through regular check-in from trusted adults</p> <p>Learners’ are beginning to show more readiness to learn in specific learning environments and activities, with increased engagement</p>
<p><u>ELC</u></p> <p>Children are able to access a range of opportunities to support them with emotional, mental health and wellbeing.</p>	<p>We have made good progress</p> <p>Evidence indicates the impact is;</p> <ul style="list-style-type: none"> • Emotional check-ins daily are firmly established and all staff have strong positive relationships with the children and know them and their families well. • The children are all supported with transitions that they find challenging and regular meetings with families, agency and HT ensures that all needs are being met and actioned. • Trackers for Health & Wellbeing have been established and are now starting to be used within the ELC • Leuven Scale used to track and measure children’s social and emotional wellbeing progress

<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 2020/21 was to raise awareness of skills and connection with skills for learning, life and work. Practitioners will develop their understanding of agile approaches to learning, in order to promote learner agency, autonomy and the development of the four capacities across all contexts for learning.</p> <p><u>NIF Driver(s):</u></p> <p>School and ELC Improvement School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Some Cluster CLPL opportunities implemented this session– sharing Agile practices, problems and solutions; enriching learning through cross-school collaborative opportunities. • Collaboration with Outdoor Learning Lead, Kids Gone Wild ensured a more Agile approach to learning as well as building of life long skills • Agency collaboration with LYPP and Active Schools to provide leadership opportunities for P6/7children • Beginning to look at curriculum to create more Agile Learning opportunities for skills based • Consultation with parents and carers and invitation into school to participate in Agile Learning within the classroom and outdoors <p>Evidence indicates the impact is:</p> <p>Learners level of engagement mostly increases when learning is agile and in varying environments around the school</p> <p>Learners participated well with leadership skills showing scope for further development in this</p> <p>Learners increasingly now engaging in pupil voice and will participate in planning their learning opportunities</p>
<p><u>ELC</u></p> <p>To ensure consistency in use of language to identify relevant skills required when engaging in experiences provided within early years setting.</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out. Dispositions to learning. Community links Skills for life/ skills for work Developing aspirational families and children Working with schools and colleges to develop employability skills in ELC workforce in line with 1140 expansion.</p>	<p>We have made good progress</p> <p>Evidence indicates the impact is;</p> <p>The implementation of a creative and agile curriculum is now firmly established and reflected in daily practice.</p> <ul style="list-style-type: none"> • STEM, OUTDOOR LEARNING, PLAY SKILLS, are all planned and implemented to reflect the core values and aims of the school community. • Excellent FAMILY AND COMMUNITY LINKS are evident and demonstrated daily

The school's attendance for 2021/22 was 82.40% with an exclusion rate of 0.13%

The Leadership Team monitor attendance monthly and work in partnership with parents/carers to overcome any barriers to attendance.

Dialogue with parents and carers is steadily increasing with a priority on improvement in this area of communication and collaboration.

Communication is provided digitally through regular group calls and Glow Forms, both providing opportunities to respond and comment on views to help with school improvement. A weekly newsletter is shared with all, with the children's learning opportunities being increasingly summarised. Seesaw is used as a forum for P1-3 families as a tool for sharing and being able to participate in their child's learning.

In Term 4, parents and carers were invited into the school to have dialogue with the school on what their views were for school improvement. They were able to identify areas based on the school priorities and these views will be reflected in the School Improvement Plan next session.

The children's learning was shared with parents through weekly news and in-school events. E.g. Outdoor Learning Family event, Bring our adults to school day. After each event an opportunity was given for them to evaluate each session and provide feedback for the school to reflect on for future collaboration.

As well as views gathered from parents/carers, agencies linked to the school (Kids Gone Wild, LYPP, Health Reps, Active Schools, Inclusion and WB Team) were consulted. This provided an opportunity for reflective discussions on what has worked well this session and how they can support/improve next session. Again, this will be reflected in the School Improvement plan.

Our Wider Achievements this year included working with a range to agencies who came into school to provide the children the opportunity to develop a range of life long skills.

Active schools and Linlithgow Academy Captains worked with some targeted P5/6 children who worked with the children on football and basketball skills to develop fitness levels and co-operation skills. Active Schools also provided opportunities for all classes to develop their knowledge and skills on playground games as well as organising Rugby sessions with Linlithgow Rugby club.

Some children in P5-7 also attended Beech Brae where they learned life skills and about co-operation.

Active Schools, supported by Linlithgow Youth Project (LYPP) worked with us on a Changing Lives Project to focus on leadership and responsibilities and the importance of these in life.

LYPP supported individuals with mentoring, which created a safe and quiet environment for children to talk through any worries and build confidence.

LYPP within the school and out with in the Bridgend Community work with the children to build their life skills and relationships with their peers. All opportunities were part of achieving the Hi-Five Award (Hi5). An example of the success of this initiative is reflected in the stats below. (Provided by LYPP)

50 *Awards achieved*
 34 *Young People*
 254 *Hours of activity*

89.5% *reported improvements in their experiences and outcomes as a result of completing their challenges*
 85% *Feel better about themselves*
 90% *Discovered new things*
 92.5% *Felt they gained new skills*
 87.5% *Feel they can now work better with others*
 92.5% *said it helped them join in more activities*

The school applied for a grant from the Tesco Community Grant Scheme to extend and establish more learning opportunities in our outdoors spaces and have. The school have now been successful in this and now have the funds to create more spaces outdoors that the children can benefit from in building skills and supporting their mental wellbeing.

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

1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Satisfactory

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)