

Broxburn Primary School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

School Road
Broxburn
EH52 5RP

ABOUT OUR SCHOOL

Broxburn Primary School is a non-denominational school serving the community of East Broxburn. The school has 15 primary classes, an Early Learning Centre and a wraparound facility. The school roll is 485 including 103 children in our Early Learning Centre. There are two classes at every stage and three at Primary 1. The teaching staff of 25 includes the head teacher (HT), depute head teacher (DHT) and 2 principal teachers (PT), with 2 Early Years Officers and 4 Nursery Nurses within our Early Learning Centre.

Support and administrative staff provide good support for learning and teaching. Leadership at all levels ensures the school is continuously improving to provide the best possible outcomes for all learners.

The school benefits from a supportive and very proactive Parent Council and an enthusiastic and committed Fundraising Group. Together with the wider school community we continue to embed our vision for learners: **INSPIRE, ACHIEVE AND CARE** and **EXPLORE, LEARN and CARE**, in our Early Learning Centre, putting this at the centre of all we do.

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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to ensure that all children experienced high quality learning and teaching across the curriculum, to raise attainment.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Improved planning processes to ensure pace and progression across the breadth of the curriculum. • Updated school planners to ensure consistent progression. • Staff training to improve consistent learning and teaching practice and develop teaching of writing. • Introduced writing genre frameworks and assessment tools. • Implemented tracking and monitoring systems for learning within the Early Learning Centre (ELC). • Used the Froebel approach to learning, within the ELC. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have experienced high quality learning and teaching across the curriculum. • Learners are making good progress, with appropriate pace in their learning. • Learners at all levels are developing writing skills across a wider range of genres • Learners in our ELC experienced quality learning linked to their identified needs. • Learners in our ELC experienced learning to develop curiosity, inquiry and creativity. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Develop reading skills to build a reading culture across the whole school community. • Increase the number of learners achieving the appropriate level in reading. • Create ELC aims and a curriculum rationale. • Develop numeracy skills and literacy skills, with a focus on rhythm and rhyme.
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2017/18 was to ensure that targeted children develop writing skills and oral language skills to improve attainment in literacy.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Assessment of Children's 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Worked with our Speech and Language Therapist to develop oral story telling skills. • Targeted writing skills in supported writing groups. • Focused on developing wider vocabulary and phonic skills to support writing and reading. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners have increased literacy skills in writing and reading. • Learners have developed their story telling skills. • Learners have broadened their knowledge of vocabulary. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Provide targeted literacy learning to meet learner needs and increase attainment. • Provide targeted numeracy learning to meet learner needs

<p>Progress</p> <ul style="list-style-type: none"> • Performance Information 	<p>and increase attainment.</p> <ul style="list-style-type: none"> • Ensure equity for all by supporting families with the cost of the school day.
<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to develop the principles of nurturing schools to create an ethos of promoting and supporting the mental wellbeing of all pupils.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Parental Engagement 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Professional Learning for staff regarding positive behaviour strategies and the impact of childhood experiences on child development. • Developed emotional understanding and language within our learners using Emotion Works. • Our Play therapist supported identified individuals • Professional learning for ELC staff in approaches to managing behaviour within the ELC setting. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have experienced positive strategies for supporting behaviour. • Learners experienced nurturing approaches from informed staff. • Learners are able to discuss their emotions and understand how they impact on them. • Learners are more confident and resilient. • Learners within our ELC are well supported, by staff who understand how to meet their emotional needs, using a range of approaches. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Ensuring learners experience a consistent, nurturing culture with high expectations of behaviour. • Professional learning for ELC staff, around an area of childhood developmental wellbeing, to support families.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to develop skills for learning, life and work within all of our children.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed our World of Works Skills Progression. • Held a World of Work Skills week • Embed World of Work skills within learning and make links to the application of these skills within the world of work. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners can discuss the skills they use and how these would be helpful within the world of work. • Learners experience learning which enables them to develop the World of Work Skills in our school and in our ELC. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Learners will develop digital skills, across learning, within our school and ELC. • Learners will use Profiling to demonstrate the application of skills across learning and the World of Work.

Attendance at our school is very good for almost all children, with 91% attending 90% of the time or more. Absence is monitored monthly and families work with the Head Teacher to overcome barriers to regular attendance. During 2018 - 2019 one child was excluded.

The school has very good engagement with parents and other stakeholders which impacts positively on improvement planning and school performance reporting.

Our Wider Achievements this year have included:

- First Place for our Float in the Gala Day Parade
- Gaining our Fairtrade Aware Award
- Second Place at the Gala Sport Event
- Three designs in the Scottish Engineering Leaders Award Exhibition
- Fund raised over £1000 for; Macmillan Coffee Morning, FOCC, Red Nose Day, Children in Need and Toilet Twinning
- Regular Bake Sales in ELC to support funds for new equipment
- Supporting West Lothian Foodbank through generous donations
- Successful Nativity Performance for our Primary 1 & 2 pupils
- Project Based Learning Performance of Charlie at the Whitehouse
- Life Cycle learning within the ELC and our Primary 1
- Whole School Sports Scotland Gold Award
- Monthly whole school assemblies to celebrate success
- National and Regional success for our gymnasts
- Participation in the West Lothian triathlon
- Fabulous Health Fortnight, with highlights such as Sports Day, Potted Sports, the Assault Course, Bubble Football and ending in our Big Family Picnic
- ELC Fun Day
- Partnering with FOCC to enable a group of children from Belarus to experience life at our school
- Parent support to improve our schools ground
- Participating within the West Lothian GLEE competition
- Emotion Works sharing learning event for families

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	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:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Securing children's progress	Good

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