

# St Columba's Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

**Philip Avenue**

**Boghall**

**Bathgate**

**EH48 1N**



## ABOUT OUR SCHOOL

St Columba's Primary School is a denominational school serving the community of Boghall in Bathgate. Our school roll is 110 and we have a 30/30 nursery class. We have a diverse and multi-cultural school community. 39% of our pupils have English as an additional language. As a school we work hard to identify and overcome barriers to learning and pride ourselves on providing an inclusive and nurturing learning environment for our pupils and families.

Our vision is simple:

***'Leading in Learning Through Love and Faith'***

At the heart of our vision is our Christian values and strong catholic ethos, which form our community of faith and learning. Partnership working and robust self-evaluation approaches are essential to the success of our learning 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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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 outcome for session 2023/24 was to develop methodology, a framework and evidence of learning which tracks attainment across the curriculum, building confidence in teacher professional judgement</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <b>good</b> progress. What did we do?</p> <ul style="list-style-type: none"> <li>• We are beginning to implement digital Personal Achievement Folders for all learners where learners can link their achievements to their own personal targets</li> <li>• In literacy we worked collaboratively with the literacy pedagogy officer to develop and improve practice within literacy, in particular with reading and writing</li> <li>• Staff moderation of one genre of writing ensured a consistent approach, and demonstrated progression from Early Level to Second Level</li> <li>• We continued to use the core and genre writing targets to help learner's focus on peer and self-assessment</li> <li>• Termly we analysed Literacy and Numeracy data to identify patterns, strengths and gaps, adjusting teaching and learning to address gaps</li> <li>• Embedded Reciprocal Reading strategies across all stages supporting pupils progression in reading comprehension</li> <li>• Staff planned opportunities for pupils to use different technology and platforms to share, collaborate and apply their numeracy learning across the curriculum</li> <li>• Class teachers ensured concrete and pictorial resources are accessible to help support all learners</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Most pupils are taking responsibility for their own learning</li> <li>• Learners are using technology to enhance, extend and share their learning</li> <li>• Most learners across the school are achieving expected levels in literacy and numeracy.</li> <li>• A few pupils are exceeding national expectations in reading and numeracy</li> <li>• Almost all teachers are confident in teaching high quality, enjoyable learning experiences for reciprocal reading and writing</li> <li>• Learners are benefiting from using concrete and pictorial resources available to them in numeracy and maths lessons, with most learners achieving their expected levels in both of these areas</li> </ul>
<p>ELC</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• All staff attended the early years network on storytelling</li> <li>• New staff received training in Box Clever</li> <li>• All staff received a refresher session in Teaching Children To Listen</li> <li>• Our lending library was refreshed and new stock of books in children's first language were added</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• All staff are confident in leading story time and children are engaging more in story time. Trackers are showing an increase in listening and in engagement</li> <li>• Renfrew Testing has shown that most children have made progress following targeted Box Clever sessions. Renfrew Testing provided a baseline to track the progress made in vocabulary development.</li> </ul>

	<ul style="list-style-type: none"> <li>Trackers are showing an increase in children's listening skills. Almost all pre school children are now on track for listening.</li> <li>At the end of last session feedback from families indicated that families wished more specific books which were added to the lending library. Almost all families are now accessing the library regularly and in nursery children are making progress with recall and retelling of stories in discussions.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education.</p> <p><b>NIF Driver(s):</b></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><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>The school was awarded £49000 of Pupil Equity Funding (PEF)</li> <li>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.</li> <li>17 priorities were planned to tackle the attainment gap and make improvements in CoSD, Attendance, Literacy, Numeracy and Health &amp; Wellbeing. 82% of these priorities were fully achieved or making good progress, 6% were making moderate process and 12% had to be adapted to a more suitable intervention as there was no progress being made.</li> <li>PEF was used effectively to employ a Family Link Worker to support our children and families with their wellbeing and attendance and forge strong links in the local community</li> <li>FLW held small HWB groups targeted at those who needed to develop their confidence and resilience</li> <li>Funding was used to purchase the services of a Literacy Pedagogy Officer to improve attainment in writing</li> <li>Acting PT role used a range of data to identify all pupils affected by poverty and facilitate the implementation of appropriate interventions</li> <li>Health and Wellbeing Development Posts to promote and facilitate HWB events across the school and community</li> <li>In partnership with the Equity Team all teaching staff received training on using the 4 lenses model on identified groups within classes</li> <li>Reading Prosody intervention used with targeted group to increase fluency in reading</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>Almost all learners in Quintile 1 across the school are achieving at the expected national level in literacy and numeracy</li> <li>Attendance has improved by 1.73%</li> <li>Most learners receiving interventions for reading and writing have made progress</li> <li>Pupils self-reporting on the wellbeing indicators shows an increase of green for all indicators</li> <li>Most of our learners (with the exception of P4) are achieving the expected national level for literacy and numeracy</li> <li>Almost all learners who received an intervention for reading have made progress with most of them now on track</li> <li>The majority of children in quintile 1 or 2 participated in an after school club throughout the year</li> </ul>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p>

	<ul style="list-style-type: none"> <li>• Our EYO and PT presented our Equity Journey in a RIC Conference.</li> <li>• We have introduced a 'Healthy Harry' hut and pre loved clothing box for families to access and take whatever they may need.</li> <li>• We have further analysed data to enhance staff knowledge</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Following our VSE we were asked to present at the RIC conference for the work we are doing towards ensuring equity.</li> <li>• Our families are able to access food and clothing when they require it without feeling 'embarrassed' or judgement. Both the food and clothing are being used frequently and improvement in attendance has been noted since these interventions were started.</li> <li>• Staff have a greater awareness of 'gaps' in children's learning and are able to ensure that further opportunities are available to support these areas.</li> </ul>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2023/24 was to improve our learning environment in, around and out with the school to develop resilience and responsibility and leading to improved outcomes for our learners</p> <p><b>NIF Driver(s):</b></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><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <b>very good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• We created a range of environments that are calm and welcoming and where our learners feel safe and ready to learn</li> <li>• Individual support plans for pupils are regularly reviewed and modified with all stakeholders through a robust CPM process</li> <li>• Continued to embed our twice daily check ins using Zones of Regulation</li> <li>• Principles of nurture are embedded supporting individual learners and their readiness to learn</li> <li>• Almost all staff participated in Trauma Informed Practice Training Level 2</li> <li>• Termly WLC pupil self-reporting on Wellbeing Indicators</li> <li>• Continued to embed the UNCRC Rights of the Child and work towards the Gold Rights Respecting School award.</li> <li>• Provided outdoor toys and games to enhance our pupil's outdoor play experiences</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Most learners self-reported as green in the wellbeing indicators</li> <li>• Learners can use a shared language around the use of the wellbeing indicators</li> <li>• Most learners are confident in using the Zones of Regulation to discuss their feelings and emotions</li> <li>• There has been an increase in our attendance figures compared to previous years</li> <li>• Pupil ethos survey</li> <li>• Parent ethos survey</li> </ul>
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p>

	<ul style="list-style-type: none"> <li>• Regularly reviewed and refreshed our learning environments to ensure inclusive learning spaces for all</li> <li>• Leuven Scale used termly to focus on children’s engagement</li> <li>• Health Harry hut and pre loved clothing boxes launched</li> <li>• We held a Nursery Natter session for parents focused on the wellbeing indicators and children’s rights</li> <li>• All staff participated in Tacpac and play box training</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Trackers indicate children’s level of engagement has improved with regular refreshing of the environment. Most children are now showing as being on track</li> <li>• Attendance figures for some of our families have improved. Both of these interventions are being used and are being restocked on a weekly basis.</li> <li>• Parents have a greater awareness of the wellbeing indicators and children’s rights. Children are talking about the wellbeing indicators in their play and floorbooks are capturing their voice</li> <li>• Staff knowledge of these interventions has developed. These interventions are now being used to support individual children who have additional challenges</li> </ul>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for 2023/24 was to address gender imbalance across the curriculum and challenge prejudice-based choices about careers and learning pathways.</p> <p><b>NIF Driver(s):</b></p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.  What did we do?</p> <ul style="list-style-type: none"> <li>• Pupils in P4-7 participated in a STEM project through Primary Engineers with some pupils receiving an award of distinction</li> <li>• Pupils began creating their own digital ‘Personal Achievement Folders’ linking their achievements to their targets</li> <li>• Pupils in the infant department led the Lenten fundraising ‘Snail Trail’ raising money for charity</li> <li>• All classes are using outdoor learning spaces and the local environment to develop our Learning for Sustainability</li> <li>• All pupils are part of a leadership group, contributing to leading changes in the school</li> <li>• Through consultation with stakeholders it was decided that the Participatory Budget would be used to fund a whole school trip</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learners are beginning to make links to DYW skills across the curriculum as evidenced through quality assurance visits and learning conversations</li> <li>• Learners are able to make the link between their personal achievements and set targets</li> <li>• Learners developing their understanding and awareness of the planning process through their experience of STEM design projects</li> <li>• Learner’s achievements are recognised and celebrated. Learners contribute to the wider school community, taking on responsibility and leadership roles</li> </ul>

ELC	<p>We have made good progress.          What did we do?</p> <ul style="list-style-type: none"> <li>• All staff read and engaged with the Care Inspectorate Gender Equal Play’ document</li> <li>• Learners took part in our topic ‘People Who Help Us’ and enjoyed visits from the fire brigade, ambulance service and the police.</li> </ul> <p>Evidence indicated the impact is:</p> <ul style="list-style-type: none"> <li>• Staff’s knowledge increased form engaging with the document and are more aware of gender stereo typing</li> <li>• Almost all learners took part and can talk about the role of people in their local community. Play opportunities and subsequent dialogue allowed for gender equality.</li> </ul>

**Attendance**

- Overall attendance is recorded at 91.53%.

**Engagement with parents and other stakeholders in improvement planning and on reporting school performance**

The school plays a significant role in the local community, we work effectively with our partners to plan, deliver, monitor and evaluate our collaborative working. Feedback from our partner agencies indicates very positive relationships with the school with partners feeling valued and part of the school team. The school has regular positive and structured communication with all our partner agencies and will follow through with any agreed joint planning and collaboration. Our effective and positive partnership working is improving the learning provision and resulting in positive outcomes for our learners.

We strive to make parents participants in their children’s learning by:

- Sharing the Learning Sessions
- Coffee and Natter Coffee Mornings
- Formal Parent Reporting Evenings
- Seesaw
- Social media posts through X (Twitter)
- Christmas and Easter Fairs
- Monthly Newsletter
- Weekly ‘What’s On’ for parents
- Sacramental Preparation workshop

We also encourage parents to participate in the school improvement process through a variety of methods. We had success in asking parents to complete the Parent Ethos survey at Parents Evening with a 56.36% response rate, an increase of over 30% compared to the previous session.



Parent ethos positive results

### **Developing in Faith through Promoting Gospel Values**

Our school's vision, values and aims are built upon the central teachings and values of the Catholic Church which create a loving, caring, supportive and inclusive ethos for all our pupils and families regardless of faith. We value and celebrate the diversity of our family's cultures and traditions and welcome them all to join in our liturgical celebrations. Our values are displayed around the school and are a central focus of our weekly assemblies, our pupils are confident in discussing our values and the expectations of living our school values.

'This is our Faith' and our health and wellbeing curriculum promote the Christian Values and respect for the dignity and worth of each person. These values are also reflected in our school ethos and our positive interactions with all we come into contact with.

Our school and class assemblies celebrate the value and worth of all people by promoting kindness, as well as all aspects of our vision, values and aims.

Our Positive Relationships Policy is built around restorative practice and the Christian Values ensuring that all pupils, staff and children are listened to, valued and respected.

School leaders aim to inspire a common commitment to support and promote the aims, mission, values and ethos of the school as a community of faith and learning. All staff are encouraged to lead so that they can contribute to, and feel directly involved in, the mission of the Catholic school.

Staff opportunities for spiritual development are offered through the Scottish Catholic Education Service (SCES) and Archdiocese RE Office. Participation in prayer and worship is a key feature of our practice through Mass celebrated by our Chaplain and our weekly assemblies.

### **Our Wider Achievements this year have been:**

- We had teams represent our school at a number of sporting events this session:
  - Bathgate School's Football League
  - Bathgate/Blackburn Netball Festival
  - Bathgate School's Cross Country event
  - Bathgate Procession Potted Sports
  - Bathgate Girl's Football Festival
  - Bathgate Benchball Festival
  - Bathgate Handball Festival
  - Active Schools, Scottish Cycling and WL Clarion Cycling Club Rock up and Ride Programme
  - Children had the opportunity to trial a range of sports and activities during our Fitness Fortnight programme
  - Bathgate Dance Festival
- Primary 1-3 performed their fabulous Nativity
- Our FLW organised fundraising events through the Christmas Fair and Easter Bake sale
- Our Christmas Choir visited local supermarkets and care homes
- Pupils across the school were invited to attend for the second year, the 'Wee Forest Tree Planting' through Edinburgh & Lothian Greenspace Trust

- Some children in P3, P4 and P7 received the Sacraments of Reconciliation, First Holy Communion and Confirmation
- Participated in the Tesco Christmas Window Competition
- Pupils and staff participated in the Bathgate Procession with our 'Wonka' themed float organised by our EYO with help from both nursery and school parents

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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)