

# Croftmalloch Primary School and Nursery



# **PROGRESS REPORT FOR SESSION 2022/23**

**(Standards & Quality Report)**

**35 Raeburn Crescent, Whitburn, EH7 8HQ**

## ABOUT OUR SCHOOL

Croftmalloch Primary School is a non-denominational school serving the community of Whitburn. It has been open since November 1973, and will celebrate its 50<sup>th</sup> anniversary in session 23/24.

The school currently has 208 children on roll across 9 classes, with 56 children in the Nursery – up to 10 of whom are 2 years old. The school is staffed by a Head Teacher, a full-time Principal Teacher, a part-time PEF funded Acting Principal Teacher, 15 class teachers, 4 PSWs and an Admin Assistant in the office. The Nursery is staffed by 2 full-time Early Years Officers, 6.5 Early Years Practitioners and one Pupil Support Worker. Staff are committed to the best possible outcomes, and work closely with our families to ensure we are Getting it right for Every Child. The school's values of *Ready*, *Respectful* and *Responsible* are at the heart of what we do.

Last session, 22.12% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 23.01%, and those eligible for access to the Clothing Grant was 35.58% - all of which are higher than Local Authority average. Our local context therefore, demonstrates a clear focus on ensuring equity for all.

The school has strong links with the community of Whitburn, including Cluster schools, local community organisations and an incredibly supportive parent body – well represented by a highly engaged Parent Council. Working together in partnership, we are proud to say that we meet the needs of all learners.

## 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 2022/23 and what the impact has been. Our report recognises that we have entered a period of school's recovery improvement planning, and therefore our report takes account any significant steps taken during this period. Our future improvement priorities will be identified in our school's improvement plan, which will respond the national and local advice.

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](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 (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><b>To raise attainment, especially in literacy and numeracy</b></p> <p><i>To embed school level guidance and learning and teaching approaches in Reading, Writing and Listening and Talking to maximise the attainment and achievement for all pupils, in every lesson.</i></p> <p><i>To further develop our approaches to assessment across school to ensure that pupils can articulate their strengths and next steps in learning and that they receive appropriate feedback to enable them to do this.</i></p> <p>NIF Driver(s):          -School Improvement          -School Leadership          -Teacher Professionalism          -Assessment of Children's Progress.</p>	<p>We have made <b>good</b> progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Staff worked collegiately to self-evaluate our existing Learning, Teaching and Assessment policy, as well as examining high quality examples from throughout the Local Authority.</li> <li>• Teaching staff worked together to begin creating a codified Croftmalloch PS Learning, Teaching and Assessment policy which will be in place for Session 23/24. This is promoting consistency of approach within teaching and learning, assessments, and marking and feedback.</li> <li>• An Assessment Calendar was created, ensuring consistent approaches to data-gathering strategies.</li> <li>• Moderation activities were undertaken by all teachers to support Teacher Professional Judgement in Writing.</li> <li>• With a focus on Reading, Croftmalloch linked with WL Literacy Pedagogy Officer to further develop Reciprocal Reading strategies in all classes. Staff are teaching these skills consistently in all classes.</li> <li>• Outdoor learning sessions are utilised effectively by all staff to promote engagement and enjoyment, supporting the attainment of learners.</li> <li>• Staff received CLPL on Outdoor Learning strategies, supporting creative approaches to teaching and learning.</li> <li>• In consultation with parents, a comprehensive Family Engagement calendar was created in order to maximise opportunities for family learning and involvement.</li> <li>• CLPL was delivered by the Digital Learning Team to support best practice in using Digital Technology in P1-7.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Whole School attainment data in Numeracy and Literacy rose gradually between Track 1 and Track 4.</li> <li>• The majority of pupils are making good progress in Literacy and Numeracy across school. Where children are not yet working within expected level, high quality targeted interventions are in place.</li> <li>• According to Parent Ethos Survey results, <b>86.75%</b> of parents feel that the school ensures their child is progressing well.</li> <li>• Pupil Ethos survey results show that <b>96.30%</b> of children feel the staff know their strengths and encourage them, and <b>92.59%</b> feel the school makes sure they are getting along well with their work.</li> <li>• Evidence from Lesson Observations shows that learners benefit from high quality learning experiences in Numeracy and Literacy, with almost all lessons observed being at least 'Good'.</li> <li>• In Learner Conversations, almost all pupils could talk about reciprocal reading strategies and demonstrate these when prompted.</li> <li>• Moderation activities have led to increased teacher confidence in accurately assessing judgement of a level, and more consistent approaches around this.</li> </ul>
<p><b>In our nursery...</b></p> <p><i>Develop confidence in staff to develop activities for all learners promoting investigation, number knowledge, quantities and the development of their mathematical language.</i></p>	<p>We have made <b>good</b> progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• CLPL training for practitioners on 'Numeracy and Maths' and supporting the development of mathematical language through Numeracy Pedagogy Officer.</li> <li>• Ongoing audits of playrooms and outdoor areas to ensure they are numerical and mathematical 'rich' through song, rhymes, measure activities and activity boxes which can be shared with home</li> <li>• Use of Numicon and arrays for small group activities and assessments, linked to the WLC tracker.</li> <li>• Consultative Planning strategies were further developed, supporting Pupil Voice within learning.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• The majority of pupils are on green for 80% of numeracy and mathematics statements.</li> <li>• Observations show that the majority of children are able to use a range of mathematical vocabulary to describe amount, shape, size and capacity.</li> <li>• Staff confidence in delivering Numeracy interventions increased as a result of CLPL input.</li> </ul>

<p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p><i>Our measurable outcome was to, through the use of Maths recovery programmes and effective use of manipulatives, raise the attainment of individuals in Numeracy and Maths across school and especially at the end of First Level and into Second Level</i></p> <p>NIF Driver(s):          -Raising attainment          School Improvement          -School Leadership          -Teacher Professionalism          -Assessment of Children's Progress.</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• High quality interventions took place for identified learners, in order to support attainment in Numeracy and Literacy.</li> <li>• Targeted nurture sessions meant that identified pupils were supported in HWB and were ready to learn.</li> <li>• Targeted family learning session support parents and carers in assisting their children's learning from home.</li> <li>• Additional experiences were heavily subsidised by the school, reducing the Cost of the school Day for families.</li> <li>• A Food Bank and School Uniform Bank were regularly accessed by targeted families.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>• The attainment of Q1 learners in Numeracy and Literacy increased last session.</li> <li>• According to Parent Ethos Survey results, <b>most parents</b> feel that the school is doing well in helping to reduce the cost of the school day.</li> <li>• Pupil Ethos survey results show that <b>95.06%</b> of children feels the school ensures that costs do not prevent them from participating in outings, events and clubs.</li> </ul>
<p><b>In our nursery...</b></p> <p><i>To engage the parents of our more vulnerable learners in a PEEP group to give all children the chance to grow, flourish and make progress in their development and early learning.</i></p> <p><i>Virtual check-ins and Stay and play sessions will further develop relationships with parents/carers.</i></p> <p><i>Ensure that our nursery is a 'communication friendly space' to include all children, including those who are non-verbal.</i></p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• PEEP group led by one of our EYOs developed further</li> <li>• Big bag read time shared with targeted parents/carers</li> <li>• Identified parents targeted for stay and play sessions</li> <li>• Ongoing CLPL and staff support from SALT and the West Lothian Inclusion and Wellbeing Service.</li> <li>• Further staff training in sign-along with SALT practitioner to support identified learners</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Parent/Carers gave positive feedback of the support and knowledge shared regarding the progress of their child.</li> <li>• Stay and play sessions attended by targeted families</li> </ul>
<p><b>To improve children and young people's health &amp; wellbeing</b></p> <p><i>Our measurable outcome was to boost the health and wellbeing of groups and individuals by ensuring that all children have equal opportunities to participate in a wide variety of opportunities across the 4 contexts of learning</i></p> <p>NIF Driver(s):          -Assessment of Children's Progress.          -Parental Engagement</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning sessions used to promote wellbeing.</li> <li>• Play therapy sessions used to support targeted learners.</li> <li>• A small number of our children have had access to 1-to-1 counselling this session from a partner agency.</li> <li>• 'House' system developed with children to ensure consistent reward system.</li> <li>• HWB Mini-Champs Pupil Voice group.</li> <li>• Positive Relationships Policy redesigned, in consultations with children and families.</li> <li>• Family Learning calendar used to support HWB engagement events.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Almost all learners report extremely positively when self-reporting across all of the Wellbeing Indicators.</li> <li>• According to Parent Ethos Survey results, <b>93.98%</b> of parents feel that their child is safe at school, and <b>95.18%</b> feel that their child is treated fairly.</li> <li>• Pupil Ethos survey results show that <b>96.30%</b> of children feel that they have a trusted adult who they can talk to in school, and <b>93.83%</b> feel that they are treated fairly and with respect.</li> </ul>

<p><b>In our nursery...</b></p> <p><i>Learners will continue to benefit from a range of experiences to enjoy the benefits of nature and the outdoors within school and the local community</i></p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Continue local and community walks e.g. walk to the shops, walk to the park.</li> <li>• Further development of the forest area and forest experiences e.g. use of tyre swing and hammock, story-telling outdoors, discussing environmental elements and their effects on our environment</li> <li>• Prioritising the use of the nursery garden to continue to allow children to sow seeds, grow crops, harvest them and prepare foods for snack.</li> <li>• Weekly visits from/to Nursing Home and other local areas to discuss aspects of nature that children are interested in.</li> <li>• Continued to build on the use of natural objects and resources to encourage creative and artistic development e.g. sewing and weaving with natural resources, printing and mark making, mud kitchen and investigation area.</li> <li>• Display boards continue support discussions with children about HWB</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Floorbooks show evidence of regular community walks, sparking children's interests.</li> <li>• Regular sessions in forest areas promote skills for learning, life and work.</li> <li>• Most children self-report positively against the HWB indicators.</li> </ul>
<p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p><i>Our measurable outcome was to increase pupil skills in digital technologies, to further develop learner agency across learning.</i></p> <p>NIF Driver(s):          -School Leadership          -Assessment of Children's progress          -Parental Engagement</p>	<p>We have made <b>good</b> progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Significant investment in IT hardware means that all classrooms now contain a Promethean Panel.</li> <li>• CLPL from the Digital Learning Team means that all staff are confident in using Promethean Panels to support teaching and learning.</li> <li>• Seesaw and Teams remain central to teaching and learning both in class and for home-learning to enable children to engage in a range of tasks and showcase their learning.</li> <li>• A pupil, 'digital leaders' committee have promoted the use of technologies and allowed children to increase their digital literacy.</li> <li>• Teachers continue to allow for increased personalisation and choice in learning experiences across school and we will continue to develop this, next session.</li> <li>• We have a staff, STEM co-ordinator and we have worked with wider colleagues to develop our STEM provision this year.</li> <li>• Resources have been catalogued to ensure ease of use</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• Learners have access to the latest technology in classrooms across school.</li> <li>• Learners can showcase an increasing range of skills, across a variety of different platforms.</li> <li>• Learners have increased opportunities to develop skills and engage in STEM activities across school and through home-learning experiences.</li> </ul>
<p><b>In the nursery...</b></p> <p><i>Further develop children's use and understanding of digital technologies as a skill for learning, life and work.</i></p>	<p>We have <b>good</b> progress in this area</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• QR codes around nursery to allow children to access learning.</li> <li>• Further use of programmable toys to teach simple 'coding'</li> <li>• Further development of children's ability to document and record learning digitally</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>• The majority of children engage with technologies confidently.</li> <li>• Floor walks and learning audits show that pupils' use of technologies is evident</li> <li>• Staff confidence in using technology is increasing</li> <li>• SeeSaw is beginning to be used to journal children's learning</li> </ul>

Our school attendance rate currently sits at below Local Authority averages. We continue to work with a range of partners, including our school attendance officer to ensure that children are supported to attend school.

This session, we have had 1 formal exclusion.

**This year, we have continued to develop parental engagement and partnership working through the following approaches:**

- Our Family Learning calendar and provision was further developed this year, as a result of parental feedback.
- The Parent Council and fundraising group have continued to be actively involved through regular meetings and event planning in supporting the school with improvement planning.
- We continue to communicate with parents, regularly through a range of channels: emails, texts, newsletters, phone calls, our website and social media feed.
- We have collected data and feedback from parents/carers this session on the following topics:
  - Pupil Health and Wellbeing
  - Communication
  - Cost of the School Day
  - Parental Engagement Calendar
  - School Improvement Planning
  - Positive Relationships Policy

**Our Wider Achievements this year have included:**

- We continue to be an Eco school, led by our two pupil-voice committees.
- Our pupils have also led, digital leaders, STEM, play/active learning, 1+2 languages and pupil council committees this session to take forward school improvements
- Our JRSO continue to promote road safety and sensible parking and driving to keep children safe.
- We have established HWB Mini Champs who have worked within the school and with the wider WL HWB team to develop wellbeing in our school. We now have a very active and committed HWB Family Champ.
- We now have Wider achievement assemblies to recognise and celebrate the wider achievements of our pupils.
- After School Clubs run for all pupils and are very well attended.
- Attendance at Gala Day, with the school marching.
- Regular events with the Rotary Club, such as quizzes.

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

\*(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)