

# Blackburn Primary School



## PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Riddochhill Road

Blackburn

West Lothian

EH47 7HB



## **ABOUT OUR SCHOOL**

Blackburn Primary and Hopefield Nursery Class is a non-denominational school, serving part of the community of Blackburn in West Lothian.

The school and nursery class are situated in an area of multiple deprivations and is in SIMD decile band 1. As a result of this some children and their families at Blackburn Primary School require support to help them overcome barriers to learning. Hopefield Nursery Class is an offsite establishment that provides 40 nursery places for both morning, afternoon and full day provision.

Two classes from Pinewood School are located within Blackburn Primary School and are managed by the Head Teacher of Pinewood.

This session the school roll is 148, across 4 mainstream classes, 2 classes for children with autistic spectrum disorders and 1 nursery class.

Blackburn Primary School and its Nursery continues to ensure a progressive, cohesive programme of work in all curriculum areas to challenge learning and ensure all children are engaging with staff and the curriculum. Staff and pupils pride themselves on the opportunities for pupils to achieve within the local and extended community, working closely with a range of partners.

## **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](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 2018/19 was to</p> <p><b>To raise attainment across all aspects of literacy particularly at First and Second Level.</b></p> <p><b>Embed approaches to teaching numeracy to raise attainment across the school.</b></p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>Teacher Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p><b>What did we do?</b></p> <p>Built on the improvements made through promoting a reading culture in our learners (e.g. CAPER, reading spaces, and high interest gender specific reading materials). Hopefield Nursery has been involved with 'Big Bed Time Read' and a parent challenge to read every night</p> <p>Provided targeted Intervention e.g. 5 Minute Box, Scotland Reads to close the poverty related attainment gap in reading and Word Boost to support vocabulary development and Box Clever</p> <p>Created more opportunities for children across the school to write in addition to their weekly story writing sessions.</p> <p>Used Mighty Writer Resource across 4 classes to improve engagement and structure of writing</p> <p>Staff attended Colourful Consonants and Vowel House Training and this was developed further in the primary one class through support from literacy services</p> <p>Children with additional support needs were introduced to visual feedback to help with understanding of next steps and encourage independence</p> <p>Whole staff engaged in CLPL (Career Long Professional Learning) on quality learning and teaching of reading skills which has impacted on classroom practice. Two members of the nursery practitioner team have trained in pre-requisite oral language to support narrative language, listening and attention skills, using music, rhyme and rhythm to hear sounds in preparation for phonics. Nursery Parents have been introduced to LIFT (Language is fun together) Training to support the success of this programme</p> <p>Staff have attended Maths Recovery Training and Mastery in Mathematics Training which has impacted on targeted pupils becoming more confident and independent. Our Nursery teacher has attended SEAL Training which will be introduced into the setting next session</p> <p>Numeracy has been developed through literacy IDL Cloud – using texts, novels and picture books to explore numeracy concepts</p> <p>Parents were involved in Number Talk sessions and Maths Blast Lessons</p> <p>Pupils as Teachers, Parents as Learners (PATPAL's) were introduced this session and had a positive impact across the school</p> <p><b>Evidence indicates the impact is:</b></p> <p>Learners in most classes were provided with clear instructions and explanations within lessons. Most teachers shared learning intentions and a few developed success criteria</p> <p>Learners experienced quality interactions and effective questioning which moved them forward in their thinking</p> <p>Learners used digital technologies to consolidate learning in a few areas of the curriculum and through literacy and numeracy based games and the IDL Cloud</p>

	<p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Maths Recovery Training for relevant pupil support staff.</li> <li>• Creating SEAL resource box and utilising it within the nursery setting</li> <li>• Continued development of Numeracy and literacy outdoors</li> <li>• Embed the improvements made through promoting a reading culture in our learners</li> <li>• Continue targeted Intervention to close the poverty related attainment gap e.g. word boost, SaLT intervention, Mighty Writer, Scotland Reads, BOX Clever, LIFT</li> <li>• Introducing writing Benchmark programme to ensure progression in writing across all levels, encourage mark making throughout Hopefield Nursery, indoors and outdoors, in a rich text environment.</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 2018/19 was to</p> <p><b>Increase attainment for Quintile 1 pupils</b></p> <p><b>To improve the health and wellbeing of children and families in Quintile 1</b></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> </ul>	<p>We have made <b>good</b> progress.</p> <p><b>What did we do?</b></p> <p>Through word boost initiative and staff training children have increased their vocabulary and social/communication skills</p> <p>Through CAPER and the Scotland Reads initiative children have increased engagement with reading for enjoyment</p> <p>Our Family Link worker has supported families in Closing the Poverty Related Attainment Gap through the following:</p> <p>River Kids Charity provided Christmas presents for many families and secured funding for outdoor residential for 5 of our pupils</p> <p>School bank</p> <p>Weekly mindfulness sessions</p> <p>Drop in sessions</p> <p>1:1 targeted resilience work</p> <p>Provision of after school activities</p> <p>Food bank referrals</p> <p>Universal Credit applications</p> <p>Secured holidays for families</p> <p>Sourced White goods and bikes for families living in extreme poverty</p> <p>Supported families with attendance at school</p> <p>Supported families with behaviour management and bedtime routines</p> <p>Staff have a greater understanding of ACE's and increased empathy for targeted groups and individuals following ongoing training with cluster colleagues and Chris Kilkenny</p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>Families are happier to come and approach the family link worker to seek financial, social and emotional support</p> <p>As detailed above</p>

**Our priority for next session will be:**

Improved health and wellbeing for targeted pupils, groups and families through the following programmes:

- Give us a break programme for adults
- Mindfulness sessions for targeted families

Increased parental engagement and improved parental learning through the following programmes

- 1+2 languages family lunch club – monthly
- Families to be invited into school for numeracy and literacy learning opportunities throughout the session
- Families Connect Programme
- Introduce workshops for parents on the UNCRC 'Right's of the Child', GIRFEC (Getting it Right for Every Child) and Wellbeing indicators to develop an understanding of what it means to parents and carers and how they are supported

<p>3.</p> <p>To improve children and young people’s health &amp; wellbeing</p> <p>Our measurable outcome for session 2018/19 was to</p> <p><b>Increase outdoor learning opportunities to secure children’s wellbeing</b></p> <p><b>Improve attainment and achievement for children facing challenges such as:</b></p> <ul style="list-style-type: none"> <li>• <b>Adverse Childhood Experiences (ACE),</b></li> <li>• <b>Looked After Children (LAC)</b></li> <li>• <b>Children with Additional Support Needs (ASN)</b></li> </ul> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> </ul>	<p>We have made ... progress.</p> <p><b>What did we do?</b></p> <p>Developed ‘Emotion Works’ programme across the school to promote positive behaviour and wellbeing. Hopefield Nursery staff have received training on this educational programme for introducing next session</p> <p>Revised and Revisited our School Behaviour Policy and created a Behaviour Blueprint. Hopefield Nursery have worked in collaboration with stakeholders and adopted Behaviour values: walking feet, kind hands, listening ears, sharing and quiet voices</p> <p>Delivered Give Us a Break Training (GUAB) to targeted pupils</p> <p>Delivered Raising Kids with Confidence for targeted families</p> <p>Delivered Bal-A-Vis-X Training to improve focus, attention and physical coordination to lead to academic success.</p> <p>Visions, values and aims and curriculum rationale were revisited and revised in session 2018/2019 with all stakeholders</p> <p>Staff used the well-being indicators, language and wheels for pupils to become self-aware and self-directed and able to self-evaluate and report.</p> <p>Introduced ‘Health and Wellbeing: The Responsibility of All 3-18 Curriculum Impact Report’ to support self-evaluation of current Health and wellbeing practice. This was developed through our Health and Wellbeing Champion</p> <p>Gaps in learning were Identified in Health and Wellbeing across all levels and supported staff to use a progressive planner</p> <p>Staff engaged in professional reading of ‘When the Adults Change, everything Changes’ to develop teachers practice in managing behaviour in classes. Three members of staff were Pivotal trained (behaviour management).</p> <p><b>Evidence indicates the impact is:</b></p> <p>Learners have developed a shared understanding of wellbeing and Getting It Right For Every Child (GIRFEC) Agenda. Most staff and partners are proactive in promoting positive relationships in the classroom, playground and wider community. We consider each child to be an individual with their own needs, risks and rights</p> <p>Learners from the ASD resource integrate successfully with mainstream classes to access different areas of the curriculum. All of our children, including ASD children are supported to contribute to the wider life of the school and community</p> <p>Learners have been actively involved in behaviour assemblies which have helped to change our principles and practices in behaviour management e.g. The children are proud of their achievement wall which has been developed in all classes</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• All staff to engage in Pivotal training. This will include the following: <ul style="list-style-type: none"> <li>➤ Behaviour Policy Review</li> <li>➤ Half day on site behaviour health check</li> <li>➤ Full day behaviour management for all staff</li> <li>➤ Instructor training</li> <li>➤ E-mentoring sessions</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• Through working with West Lothian Youth Action Project (WLYAP) and Community Action Blackburn (CAB), staff, pupils and partners will be involved in developing a wild garden using redundant land within our school grounds</li> <li>• By undertaking a small test of change staff will celebrate diversity and challenge discrimination by focussing on age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation to ensure these are not barriers to participation and achievement</li> <li>• Use Education Scotland Milestones to support learners with complex additional support needs in the core areas of Curriculum for Excellence at Early Level and pupils within our ASD resource.</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 session 2018/19 was to</p> <p><b><i>Our Curriculum will reflect an effective approach to careers education and World of Work.</i></b></p> <p><b><i>Work in partnership to develop children's skills for life, learning and work.</i></b></p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School Improvement  <input checked="" type="checkbox"/> School Leadership</p>	<p>We have made good progress.</p> <p><b>What did we do?</b></p> <p>Staff familiarised themselves with the document Education Scotland Careers Standards Developing the Young Workforce (DYWF), which informs planning</p> <p>Staff engaged in Developing the Young Workforce (DYW) CLPL and increased their knowledge and understanding of My World of Work Toolkit and DYW</p> <p>All classes engaged in a quality enterprise project highlighting the importance of employability skills and high profile entrepreneurs such as Alan Sugar</p> <p>The curriculum was developed to ensure that there was a strong focus on developing the skills for our children in the world of work. This will be achieved through:</p> <ul style="list-style-type: none"> <li>• Working with live authors</li> <li>• Enterprise projects e.g. the reading café and Hopefield Nursery chickens and vegetable products, inviting parents for breakfast and to sample cakes and pancakes using our chicken's eggs</li> <li>• Invitation to parents/carers, local businesses and experts into school to talk about their employment.</li> <li>• Visits to workplaces</li> <li>• All children developing leadership skills through opportunities such as contributing to the work of eco-committee, health committee or rights respecting school committee. Hopefield Nursery are developing learning for sustainability and protecting our environment, utilising water sparingly, and restorative justice</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners were engaged in a discussion by the SLT to highlight the importance of Developing the Young Workforce and to advise them about the wider opportunities for careers beyond high school</p> <p>Learners visited places of work and learned skills in a real life context such as Farm to Fork, WE School, Sky Academy and Bathgate Academy POLAR Academy project.</p> <p>Learners from P3 to P7 including children from the ASD resource were given the opportunity of an outdoor residential experience. These experiences improved their self-confidence and developed their communication and team building skills</p>



	<p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Working with West Lothian Youth Action Project (WLYAP) and Community Action Blackburn (CAB), staff, pupils and partners will be involved in developing a wild garden using redundant land within our school grounds (Food for thought Initiative)</li> <li>• Staff will continue to engage with Education Scotland Careers standards (Developing the Young Workforce).</li> <li>• IDL Planners will contain a section outlining links to careers and skills for work and should include key skills progression</li> <li>• Continue to work with partners to further develop learners' skills for life, learning and work through a careers fayre</li> <li>• SLT to create a Careers Education Rationale for staff, pupils and parents</li> </ul>
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***Evaluative comment on schools attendance and exclusion data required.***

74% of all children have good attendance, 20% of all children have highlighted as having warning signs whilst 6% of all children have chronic absence

2 individual children were excluded this session, 1 for a total period of 4 days over 2 occasions and the other for a total period of 1.5 days for a single exclusion

***Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.***

This session we have liaised with parents and partners to discuss improvement planning and self-evaluation. Almost all parents have attended parent consultations with less than half attending PATPAL workshops.

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

Three successful outdoor residential experiences from P3 to P7

Engagement with CAB – 2 pupil reps have contributed greatly to supporting the community

A P4 pupil raised over £850 for The Little Princess Trust by donating 12 inches of her own hair that will help to make a wig for a child going through Cancer treatment

An ASD pupil was the winner in a local singing competition run by the Gala-day committee

2 of our class teachers received GTC recognition in professional learning by being the lead learners in our Tapestry project

Our Junior Road Safety Officers worked in partnership with our ibike co-ordinator to plan and lead an initiative to increase all pupils' level of activity by walking, pedalling or scooting. This work contributed to the school successfully securing a grant to resource 30 scooters

Every pupil in Primary 5/6/7 including our ASD pupils achieved their John Muir Discovery Award

Successful 5<sup>th</sup> Green Flag accredited earlier this session

One of our nursery practitioners has undertaken a Froebel course this session

Our EYO has completed a West Lothian Leadership Course. The aim of this project was to introduce learning for sustainability and was successful in resources and building a chicken coop and rearing 4 hens.

## 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	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)