

Blackburn Primary School

and

Hopefield ELC



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

**216 Riddochhill Road
Blackburn
West Lothian
EH47 7HB**

ABOUT OUR SCHOOL

Blackburn Primary is a non-denominational school, serving part of the community of Blackburn in West Lothian. This session the school roll is 104, across 5 mainstream classes and 2 classes for children with autistic spectrum disorders. Hopefield ELC, a purpose built nursery attached to the school was opened, initially for Eligible 2 year olds in November 2022 and pre and anti-preschool pupils were welcomed in April 2023.

The school is situated in an area of multiple deprivations and is in SIMD Decile Band 1. As a result of this many children and their families at Blackburn Primary School require support to help them overcome barriers to learning.

School staff strive to deliver a progressive, agile curriculum that supports enquiry, creativity and curiosity and challenges our learners. This session school staff have worked collegiately with West Lothian Excellence and Equity Team and Bathgate Cluster PEF Pedagogy Officer with a strong focus on raising attainment in literacy and in many of the classes there was significant improvement in writing and reading. Moving forward, the staff team will continue to challenge learners and build on the excellent work.

The school benefits from an allocation of Pupil Equity Funding from the Scottish Government to improve the educational outcomes for our children. A range of improvements, initiatives and approaches were implemented and core staff led improvement teams to raise attainment within Literacy, Numeracy and Health and Wellbeing.

Community links continue to be strong. We continue to forge strong links with a variety of local partnerships, this includes Community Action Blackburn, Food Insecurity Group, Active Sports, Blackburn Partnership Centre and West Lothian Food Bank. This year we have also strengthened new partnerships with the Regal Theatre in Bathgate as well as the Generation Science Team. We have a supportive Parent Council, who are enthusiastic and committed to improving the educational outcomes for all.

During the 2024/25 session, Murrayfield and Blackburn Primary Schools operated within a collaborative leadership model. The strategic and operational roles of the Headteacher and Depute Headteacher spanned across both schools, with the Principal Teachers being allocated to and based within specific schools. The model is now entering its third year. This approach has facilitated strong collaborative approaches between the pupils and adults across both settings. Within the year ahead, we aim to strengthen joint parental engagement approaches.

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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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 2024/25 was for</p> <p>Almost all learners experience a progressive numeracy curriculum, differentiated to meet their individual leaning needs.</p> <p>Almost all learners can accurately identify their strengths and next steps in reading and writing and can evidence progression within these.</p> <p>Most learners in Primary 1 can recognise, recall and write all initial sounds in writing and reading contexts.</p> <p>The majority of learners are on track in literacy and make progress from prior levels of attainment.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made good progress</p> <ul style="list-style-type: none"> • At key stages, team teaching opportunities have been delivered to help raise attainment within Literacy and Numeracy. • Staff have co-created a Literacy Strategy document, this provides an overview of Learning, Teaching and Assessment approaches within Literacy across all levels. • A Literacy Across Learning approach has been developed to provide a termly overview of core focuses within each of the core Literacy components. • We have continued to participate in the Reading Accreditation Programme to help develop a culture of reading for pleasure across the school. This year we achieved our silver accreditation award and are aiming to achieve Gold within the 2025/26 session. • Staff within the Enhanced Resource Base have been supported by West Lothian ASN (Additional Support Needs) Service and Speech and Language Therapists to introduce SCERTS. Staff have undertaken various CLPL, to support the pupils effectively in meeting individual needs • Through excellence and equity meetings, staff made effective use of a wide range of assessment information to support informed judgements of achievement of a level for learners in literacy and numeracy. • We have reviewed our planning to make it proportionate and manageable. This has helped support our drive to ensure breath and coverage across the curriculum. • The Numeracy Lead Person has led staff moderation sessions, enabling staff to work together to plan, deliver and evaluate pupil progress in Numeracy against the components of the Moderation Cycle. • Primary 1 teachers, across both Murrayfield and Blackburn, have conducted good practice visits between the schools to model aspects of Literacy, Numeracy and IDL pedagogy. • We have developed consistent approaches to writing through the sharing of practice between Murrayfield and Blackburn Primary Schools. • Working with cluster colleagues, staff have engaged in the Building Thinking Classrooms Pedagogy, creating approaches to develop learner led thinking within Numeracy. • The Numeracy Lead Person has planned and implemented parental support sessions across both schools. A variety of resources were shared and updated Numeracy pedagogies modelled to enable parents to support and consolidate key concepts at home. • A designated member of support staff has undergone the Numicon Training Course and has led aspects of this intervention to support specific pupils. • Pupil Voice groups have been established across Literacy and Numeracy, resulting in pupils modelling pedagogies during showcase events and promoting key improvement priorities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • As a result of parental engagement approaches within Literacy and Numeracy, families have self-reported an increase in confidence when supporting and consolidating key concepts across these core subjects. (Parent Ethos Surveys 2025) • In P1 and P4 the majority of our pupils are attaining in both Literacy and Numeracy.

<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> • In P7 most of our pupils are attaining in Literacy and the majority are attaining in Numeracy. • During session 2024/25 Literacy attainment within P1 and P7 has increased from track 1 to track 4, demonstrating an upward trend. • Within P2-6 the majority of our pupils are attaining in Literacy. In almost all stages, the majority of pupils are attaining within Numeracy and Mathematics. • Listening and Talking attainment has increased in almost all stages across the school from track 1-4.
<p style="text-align: center;">ELC</p> <p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> • All children will benefit from high quality play and learning experiences and a curriculum that reflects current pedagogical practice, meeting the needs of individuals and ensuring progression. • Children will benefit from the effective literacy and numeracy play experiences designed to develop their early skills and understanding. • Our parents will work in partnership with the ELC to support play and learning to increase literacy and numeracy experiences at home. 	<p>What did we do?</p> <ul style="list-style-type: none"> • Maths Through Stories has been imbedded within the setting and staff work alongside the numeracy lead to ensure high quality early numeracy learning opportunities are appropriately differentiated, resourced and paced. • Staff have leadership roles and responsibilities, across literacy, numeracy and health and wellbeing, which allows them to lead an element of improvement within the setting. Action plans are created around SIP priorities and evolve with current planning and staff review these within the session. • Action plans and priorities from both SIP and previous Care Inspectorate process, were shared with new staff to ensure the improved practice and high quality play experiences remained consistent. • Staff have made use of skills sessions with children, focussing on specific areas of development which has allowed for intervention work around health and wellbeing, e.g. social and emotional development, which is being supported through small group activities to develop listening and attention, communication and interactions and also promote co-operation and sharing. • The nursery provided opportunities for parental engagement and family learning through a variety of events, such as Stay and Play, which were shaped by parental feedback around what these would focus on. This has allowed staff to continue to supports parents with the creation of positive home learning environments. • Continue to strengthen partnership working within the community, such as links with Community Action Blackburn and Gala committee. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There is an increased understanding of tracker data analysis, the use of this to identify trends and highlight individuals with similar gaps and how this can be used to inform planning and interventions/play experiences to address priorities and gaps. • Parental engagement has been high and feedback tells us that parents have found the format of the special family events and stay and play sessions has been a beneficial way to see their children’s learning, share a learning experience and has provided them with some ideas for follow up activities and approaches for both literacy and numeracy at home.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p>	<p>We have made good progress</p> <p>The school was awarded £63,700 of Pupil Equity Funding (PEF)</p> <ul style="list-style-type: none"> • The 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.

<p>Our measurable outcome for session 2024/25 was for</p> <p>All staff able to decipher a wide range of pupil data to plan universal and targeted supports.</p> <p>Achieve equity for all learners through a strategy of universal and targeted supports.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and Improvement. ELC</p> <p><input checked="" type="checkbox"/> School Leadership and Teacher Practitioner Professionalism ELC</p> <p><input checked="" type="checkbox"/> Parental Engagement and Assessment</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • PEF was utilised to enable a 9 class structure within the school. This ensured that targeted year groups (P3, P4 and P5) benefitted from smaller class structures as well as enhanced support for learning inputs. • The Senior Leadership Team participated in CLPL sessions focusing on the core components of “The Promise” document. This helped to strengthen approaches to tracking the progress and achievement of care experienced pupils. • The Senior Leadership Teams across Blackburn and Murrayfield Primary Schools, collaborated with Addiewell and Stoneyburn Primary Schools as part of an equity partnership initiative. This enabled each setting to compare commonalities in attendance data, as well as share forms of good practice in reducing the cost of the school day. • We have applied PEF to improve reading skills within early and first level through the use of the “Sight Words Intervention” Support staff have daily designated time with identified pupils to help them recognise sight words and read them in context. • The Numeracy Development Lead Person led team teaching slots across both schools, focusing particularly on raising attainment of Q1 learners. • We updated our Poverty Proofing Statement and Cost of the School Day strategies to ensure that class and whole school trips were free of charge for all pupils. • A Cost of the School Day Calendar was designed and shared. This helped provide parents with a yearly overview of cost effective strategies in place at school to help alleviate financial barriers for families. • As part of Challenge Poverty Week Scotland, staff across Murrayfield and Blackburn Primary Schools explored the theme of poverty with pupils and learned about promoted various local community initiatives that provide forms of financial support to families. • Teaching staff from both schools participated in a series of “Leading Equitable Classrooms” workshops. These focused upon varying components of high quality learning and teaching, for example, questioning skills, formative assessment and differentiation • Support staff are trained to deliver a range of interventions, including transition support groups, friendship circles and nurture support. • The Parent Council Team promoted the “uniform swap” initiative. This enabled parents access to items of uniform for no cost. • During both parents’ consultation sessions we invited community partners into school to promote various forms of financial support, this included Community Action Blackburn, West Lothian Food Bank and Citizens’ Advice. • The school worked with partner agencies, for example, Educational Psychology Service, Inclusion Support Service, Wellbeing Scotland and the DASAT. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Parent questionnaires collated from Numeracy and Literacy support sessions demonstrate an increased level of confidence from families when consolidating pupils’ learning within Reading and Numeracy. • Prioritising attendance during Excellence and Equity meetings has enabled staff to decipher attendance statistics, identify trends and create small tests of change interventions to improve any declines. • We have a succinct Excellence and Equity tracking toolkit that enables us to recognise Q1 pupils who are off track in their learning, list the barriers to success and make a sustainable plan to support.
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	<ul style="list-style-type: none"> • P1-7 combined attainment data shows that the majority of Q1 pupils are attaining in both Literacy and Numeracy. • Most Q1 learners in Primary 1 are attaining within Listening and Talking. • Within P4 almost all Q1 learners are attaining in Listening and Talking and in P7 all Q1 learners are attaining within this specific Literacy component. • From track 1-4 Q1 Literacy attainment has increased across both P1 and P7. From track 1-4 Q1 Numeracy has increased in P4.
<p style="text-align: center;">ELC</p> <p>To close the attainment gap between the most and least disadvantaged children:</p> <ul style="list-style-type: none"> • Children have access to high quality, planned interventions that support and develop learning 	<p>What did we do?</p> <ul style="list-style-type: none"> • The staff team have worked closely with parents and partner agencies, such as the health visiting team and SALT to identify specific needs and barriers of new learners before joining the setting. Continued use of the CPM process and regular reviews with parents and other professionals has ensured the most appropriate and relevant interventions and targeted supports have been implemented at the earliest stages. • EYO's have benefitted from links made through the collaborative model and have worked together with our shared ELCASM, which has allowed for further opportunities to moderate within planning, spaces, experiences and self-evaluation to improve practice and ensure better outcomes for learners. • Excellence and Equity meetings allowed for tracker analysis with senior leadership, which ensured priorities/gaps were identified and specific targeted supports, interventions and play experiences are implemented to target the gaps. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There is a shared understanding of key principles of literacy and numeracy learning and teaching within the nursery and staff are keen to explore further opportunities for moderation and quality assurance across both settings as a next step. • Quick identification of individual children's needs and increased staff confidence in analysing data has ensured the right children are being targeted for specific supports/ interventions to develop their interests, play, communication and social interactions. • Increased engagement and motivation across literacy and numeracy within the setting, has been evident within the cohort of identified individuals and parents report improved outcomes associated with social and emotional development, e.g. children better able to take turns and wait at home.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was for</p> <p>Almost all learners experience a broad and progressive health and wellbeing curriculum</p>	<p>We have made very good progress</p> <ul style="list-style-type: none"> • We have achieved our Rights Respecting Bronze accreditation and are working towards Silver. • A Rights Respecting Pupil Group has been established to help raise the profile of UNCRC across the school and ELC. This group have created priorities and showcased them at key events, for example, parent council meetings. • Blackburn and Murrayfield Primary Schools worked together to develop a joint positive relationships policy. • Children were given regular opportunities to self-report on their wellbeing indicators.
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<p>Most families have the opportunity to engage in programs and activities with a focus on health and wellbeing</p> <p>All learners are able to talk about the UNCRC rights of the child and demonstrate these in daily school life and work</p> <p>NIF Driver(s):</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>	<ul style="list-style-type: none"> Teaching staff have utilised classroom environments to enhance a culture of inclusion, this includes the creation of calm corners, check in areas, class charters and recognition boards. We have continued our Trusted Adult approach, ensuring all pupils have designated slots to build familiarity with their trusted adult. The Health and Wellbeing Development Lead has helped to raise the profile of our HWB priorities and created a succinct action plan for each term. To support pupils' and families' wellbeing, we have sustained strong partnerships with wider agencies, this includes, Wellbeing Scotland Counselling Service, Inclusion Support Service and the Inspire Team <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Learners have a strong understanding of wellbeing indicators and are improving their ability to talk about their wellbeing. The Pupil Ethos Survey indicated that 94% of pupil respondents feel safe at school and 97% believe that all staff at Blackburn treat them fairly and with respect. This is above the West Lothian average figure. Pupil learning conversations have indicated that our children have happy and positive interactions with adults across the school. They are able to identify their trusted adults in school and can articulate strategies to apply when feeling unsafe. Within the Parent Ethos Surveys 100% of parent respondents believe that their children are safe at school and that staff treat their child fairly and with respect. Collated parent questionnaire surveys have revealed that families believe Blackburn Primary to be a nurturing, loving school that place positive relationships at its core. Almost all pupils can identify the wellbeing indicators and discuss each SHANARRI component in context.
<p>ELC</p> <p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> Children will experience a caring, nurturing and inclusive learning environment, which has our values at the heart of everything we do, continuing to strengthen the health, wellbeing of all. Children and their families will gain a greater understanding of the wellbeing indicators 	<p>What did we do?</p> <ul style="list-style-type: none"> Staff relaunched our visions and values with parents and partners, sharing how these along with UNCRC rights underpin the ethos and support the creation of our nurturing and inclusive nursery environment for all learners, where children feel safe, secure and valued. Staff have enhanced the nursery spaces to ensure they are being responsive to children's wellbeing and regulation needs, which has strengthened our culture of inclusion, e.g. creation of additional sensory spaces, calm corners, check in charts and regulation boxes for individuals. Relaunching the wellbeing indicators and characters with the children and sharing these with parents to raise the profile of how these are used to support our children's understanding of SHANARRI within the context of the nursery. The continued development and use of positive response/support plans for identified individuals has ensured there is a shared understanding of individual needs and a consistent use of approaches, responses and strategies within the staff team to support them. These plans are created in consultation with children, parents and professionals. Key staff attend and contribute to the CPM meetings and have access to the completed minutes for further details regarding recommended strategies, agency supports and agreed actions.

<p>and the UNCRC rights of the child</p> <ul style="list-style-type: none"> Children will experience supports, tailored to meet their needs and lead to improved wellbeing. 	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> The majority of children display improved emotional regulation and are responding positively to the use of the different strategies and spaces available to them. The use of individual regulation boxes, which incorporate some of the strategies the children have identified as helping them to keep themselves calm and regulated, e.g. breathing techniques, use of bubbles, has ensured that staff are able to respond instantly and at the earliest signs which has led to some less frequent dysregulation for some. Staff report an increased awareness and shared understanding of individual children's needs and are aware of the supports in place to ensure these children are being targeted for specific supports/ interventions to support their development. The majority of children can identify a range of emotions through the use of stories, puppets and small world/drama scenarios and are able to talk about their own emotions. Increased opportunities for outdoor play, has allowed children to further explore their environment and has led to improved wellbeing, social interactions and general engagement.
<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 2024/25 was for</p> <p>All learners will experience and engage in a relevant and purposeful curriculum that is unique to the context of the school</p> <p>NIF Driver(s):</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 good progress</p> <ul style="list-style-type: none"> Senior pupils hosted a Careers Fayre in which a variety of local community partners were invited to school to discuss their job roles and the specific skills demonstrated within their everyday practice. All pupils were involved in developing an enterprise initiative to present at the local Christmas Fayre. We have updated our approach to IDL to help ensure that the themes covered are the result of strong pupil voice processes. We have developed a skills progression framework across early first and second levels. This has ensured consistent approaches to the teaching and coverage of meta-skills. There are a variety of pupil voice groups established to help provide key leadership opportunities across the school, this includes, HWB Mini Champs, Pupil Council, Rocking Readers, Fitness Ambassadors and Maths Champions. Pupils were involved in participatory budgeting sessions and were able to identify areas for investment, for example, outdoor learning equipment and school trips. All pupils were involved in developing an enterprise initiative to present at the local Christmas Fayre. We continued to expand links with external agencies to broaden the experiences of our learners, this included hosting Generation Science Workshops, the Regal Theatre and visiting the Sky Skills Academy. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Most pupils are able to identify their learning strengths and next steps. This is demonstrated via pupil learning conversations. Pupil learning conversations have demonstrated pupils' ability to discuss specific skills developed within lessons. Learners in our infant settings are benefiting from increased opportunity to apply their play in relevant contexts allowing for the development of early skills for learning, life and work. Learners are demonstrating confidence and motivation when taking leadership priorities forward within school.

<p style="text-align: center;">ELC</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Children had increased opportunities to make real life connections, to the world of work and staff have created opportunities for them to explore a variety of roles and employment through responding to their interests, e.g. caring for people and animals, people who help us etc. Where appropriate children are able to explore (unused) ICT equipment, such as keyboards, telephones, mobile phones, cameras etc. within their play. • Staff have made further links within the wider community, e.g. local walks, local shops and connections with local businesses to expose the children to the range of skills associated with the world of work. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • This has led to a deeper understanding of some of the different roles and skills used within different types of employment and has allowed the children to explore some of these further, investigating them through their play. • Children have a better understanding of what their natural environment looks like, and what is available to the community of Blackburn, through being able to explore and make use of the local community spaces and amenities.
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Attendance and Exclusion

During 2024/25, Blackburn Primary School was part of the West Lothian Pilot Group for Power BI. This is an advanced tracking toolkit that enables senior leadership teams to decipher attendance data across quintile profiles. This has supported school staff in identifying attendance/patterns and trends as well as tracking the progress of attendance interventions, particularly within the Quintile 1 profile.

Parental Engagement at Blackburn Primary School

At Blackburn Primary School we strive to create effective partnership working with parents and families. Our parents are active participants in the improvement work undertaken across our settings. We have developed a communication strategy to provide an overview of the various gateways all settings use to share information with parents and showcase pupil achievements.

This year we have been able to establish a small parental engagement group. This group meets every 4-6 weeks to promote local community priorities as well as to support with some school improvement priorities. We are hoping in the year ahead to expand this group further.

A weekly update is sent to all parents detailing key information and diary dates for the week ahead, as well as this, parents are able to nominate their children for shout outs at assembly. Parents/carers provide feedback to improve the life of the school. They have shared their viewpoints on effective learning approaches as well as suggesting suitable school aims and values.

Our Wider Achievements this year have been:

- Pupils and staff from across Blackburn and Murrayfield Primary Schools have developed effective working partnerships and collaborated on a variety of school improvement priorities.
- Blackburn and Murrayfield Primary Schools planned and led a joint schools MacMillan Coffee Morning. This enabled our schools to raise over £700 for charity.

- A joint schools choir was created. This included pupil representatives from both schools. The pupils performed for school events, for example, the joint schools showcase presentation as well as local community events, for example, Blackburn's Got Talent.
- Senior pupils across both Murrayfield and Blackburn worked alongside pupils at Bathgate Academy to showcase local community partners that can support families experiencing financial hardship.
- Pupils at Murrayfield were awarded 1st place prize for the Blackburn Gala Quiz event.
- Murrayfield and Blackburn Primary Schools participated in the Whitburn Rotary Quiz as a joint team. The pupils were awarded third place.
- As part of Blackburn Galaday celebrations, we were awarded second place for our School Float.
- We have increased the number of lunchtime/after school clubs, with pupils now being able to access a range of sporting initiatives across the school year.
- We have participated in national learning themed events, for example, Maths Week Scotland and Book Week Scotland and Safer Internet Day
- Children across the School and ELC continue to enjoy our sensory room space and use the area to help regulate emotions.
- All classes have held parental engagement events. This has enabled parents/families to contribute to school learning experiences and view their children's learning in class.
- The Parent Council Team organised a series of successful uniform collection events. This enabled families to access clothing for children at no expense.
- Senior pupils in both schools have co-created aspects of our joint Positive Behaviour Approach. This has included the development of playground and dining hall charters.
- Pupils from Blackburn and Murrayfield Primary Schools planned and participated in "Blackburn Book Trail".
- Blackburn Primary School was provided with the "Reading Schools Silver Accreditation Award" in recognition of promoting gateways that enable children and families to read for pleasure.
- A small pupil group attended a Head Teacher Collaborative meeting to showcase our approaches to supporting and improving attendance across our school.
- Senior pupils hosted a Careers Fayre in which a variety of local community partners were invited to school to discuss their job roles and the specific skills demonstrated within their everyday practice.
- Pupils enjoyed a recent enterprise project. This enabled pupils to raise money for school funds. This incentive supported the children to manage a budget, plan a variety of events and identify profit gained.
- We held a whole school "Our Art World" showcase event in which pupils were provided with an opportunity to share creative approaches to Art and Design.
- Pupils participated in a wide range of community events, for example, Blackburn's Got Talent, Community Relay Races and Blackburn Quiz competition.
- The Scottish Football Association (SFA) worked with targeted pupils on a "Football Champions" initiative. This project aimed to support pupils to attend school regularly and re-engage with learning.
- As part of Blackburn Galaday celebrations, Hopefield ELC was awarded first place for "Best Decorated Building."
- We have participated in national learning themed events, for example, Maths Week Scotland and Book Week Scotland and Safer Internet Day
- Class assemblies and sharing the learning inputs have continued to be successful across the school with many parents attending and able to celebrate children's success in class.
- All classes have had an opportunity to work with Kids Gone Wild. This has resulted in pupils familiarising themselves with accessible outdoor spaces within their local community.

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	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)