

# Bent Primary School



## Standards & Quality Report 2022-23



## Context of the school:

### Our School

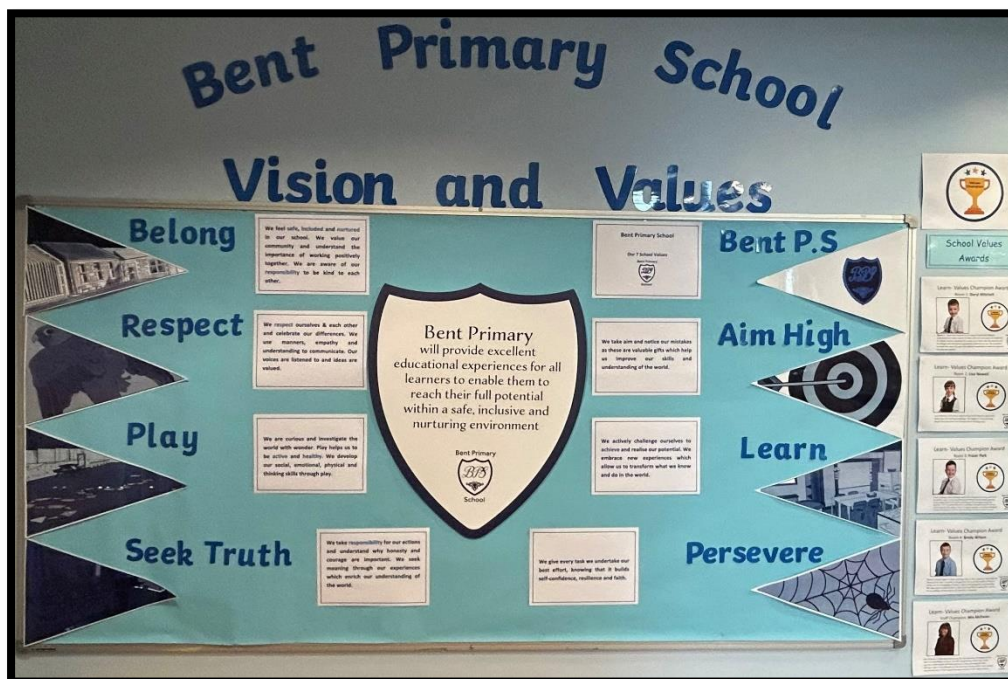
Bent Primary is a non-denominational school located between the two villages of Kirkmuirhill and Boghead and is part of the Lesmahagow Learning Community. Originally one of six 'side' schools mentioned in a report dating back to 1825, the school campus was upgraded with a new dining/P.E hall and 4 new classrooms in 2014.

Within our community there is a mixture of both local authority and private housing and much of the school catchment area includes a large rural farming zone. Local facilities include Blackwood and Kirkmuirhill Community Wing which offers a wide range of sport and leisure activities and we have developed strong links with Woodhill Nursery which provides us with the majority of our primary 1 pupils. The school also benefits from close links to our local parish church in Kirkmuirhill and well as partnering the Blackwood and Kirkmuirhill resilience group. We have also liaised with our new Blackwood Estate Community Association and their site at Loch Wood which will provide excellent opportunities to develop our outdoor learning provision.

### Vision and Values

Our school vision is:

To provide excellent educational experiences for all our learners to enable them to reach their full potential within a safe, inclusive, and nurturing environment.



Our Shared Values were developed in consultation with all school stakeholders and formally launched in January 2023. These values can all be prefixed with the word 'WE', highlighting the Bent Primary Family which promotes working together. The artwork was created by Olivia Smith, a S5 pupil at Lesmahagow High School. Linked to this, we celebrate pupil successes and achievements each month with a pupil from each class being awarded our 'Values Champion' award.

### **Our Values:**

**BELONG:** We feel safe, included, and nurtured in our school. We value our community and understand the importance of working positively together. We are aware of our responsibility to be kind to each other.

**RESPECT:** We respect ourselves & each other and celebrate our differences. We use manners, empathy and understanding to communicate. Our voices are listened to, and ideas are valued.

**PLAY:** We are curious and investigate the world with wonder. Play helps us to be active and healthy. We develop our social, emotional, physical, and thinking skills through play.

**SEEK TRUTH:** We take responsibility for our actions and understand why honesty and courage are important. We seek meaning through our experiences which enrich our understanding of the world.

**AIM HIGH:** We take aim and notice our mistakes as these are valuable gifts which help us improve our skills and understanding of the world.

**LEARN:** We actively challenge ourselves to achieve and realise our potential. We embrace new experiences which allow us to transform what we know and do in the world.

**PERSEVERE:** We give every task we undertake our best effort, knowing that it builds self-confidence, resilience, and faith.

### **Whole School Ethos & Culture: House Teams**

Running in tandem to our school values, we continue to embed our house teams with P7 captains and vice-captains, leading change and taking responsibility for initiatives across the school. Our 3 house groups, with the names 'Kestrel', 'Merlin' and 'Peregrine', are all named after Falcons. This whole school project continues to be hugely successful in creating a sense of belonging as well as providing a basis to celebrate continuous learning and wider achievement at assemblies.



**KESTREL**



**MERLIN**



**PEREGRINE**

### **Staffing**

Staffing consists of a Head Teacher, 3 full time class teachers, 3 part time teachers and 1 newly qualified teacher, equating to a teaching provision of 5.4 FTE. In addition, there is a complement of 3 school support assistants, 1 part-time janitor/cleaner and 1 cook. The school support assistants are led by an experienced team leader.

## Partnerships

In partnership with parents and the wider community, our aim is to provide an excellent educational service which is delivered in a stimulating, secure and respectful environment with each child having the opportunity to realise their full potential socially, physically, emotionally, and cognitively. We work to build pupils' self-esteem, self-worth, and endeavour to showcase pupils' successes through whole school events which celebrate their efforts and achievements.

Bent Primary is proud of the links it has forged within the Lesmahagow learning community and wider educational and health professionals. We have a proactive and supportive Parent Council and recognise the significant impact that their involvement and engagement have on pupils' achievement and attainment levels. Our parents are key stakeholders in planning school improvement priorities as well as fundraising. Their continued participation in shaping the school vision and priorities is paramount to our success.

## Our Children & Families

In session 2022/23, we formed 4 composite classes: P1/2, P3/4, P5/6, and P6/7 with the school roll currently standing at 82 pupils.

Due to the location of the school and the inaccessibility of local footpaths, all children arrive via bus, taxi, or private car. Around three quarters of our pupil role comes from a shared catchment area with Blackwood Primary School within Kirkmuirhill, as well as the surrounding areas of Boghead and The Blackwood Estate. All of these children are offered free bus places. A quarter of pupils attend the school as placing requests from the neighbouring villages of Blackwood & Auchenheth and arrive to school by private car. Staff have excellent relationships with our children and families, with many of our children being the 2nd or 3rd generation to attend Bent Primary.

Our SIMD profile indicates that 31.7 % of our pupils live in an area, which falls within the first and second most deprived deciles (SLC Average 20.3%). Furthermore, 35.5% of our P6 and P7 pupils are entitled to free school meal (SLC Average 20.2%) with 52.8% of our children in receipt of clothing grants, which compares with the SLC average of 29.4%.

Our attendance average over all our classes combined for the session 22/23 stands at 91.6%.

Average attendance across each stage is as follows:

Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
87.2%	93.4%	93.7%	93.1%	87.3%	92.6%	88.4%

We promote positive relationships and foster an ethos that encourages all pupils to respect themselves and others. Furthermore, we value the opinions of our children and ensure that there are opportunities for all pupils to be involved in the various pupil action groups – Pupil Council; ECO/Health Group; Rights Respecting, Reading Schools Leadership; PEF Participatory Budgeting, JRSO; House Captains, monitors, and pupil buddies.

**Review of progress for session Aug 2022- June 2023**

**School priority 1: Raising Attainment & Improving the provision of teaching and learning in Numeracy & Mathematics.**

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment  
 School Improvement

HGIOS?4 QIs

2.3 Learning, teaching and assessment  
 3.2 Raising attainment and achievement  
 1.3 Leadership of change

**What did we set out to do?**

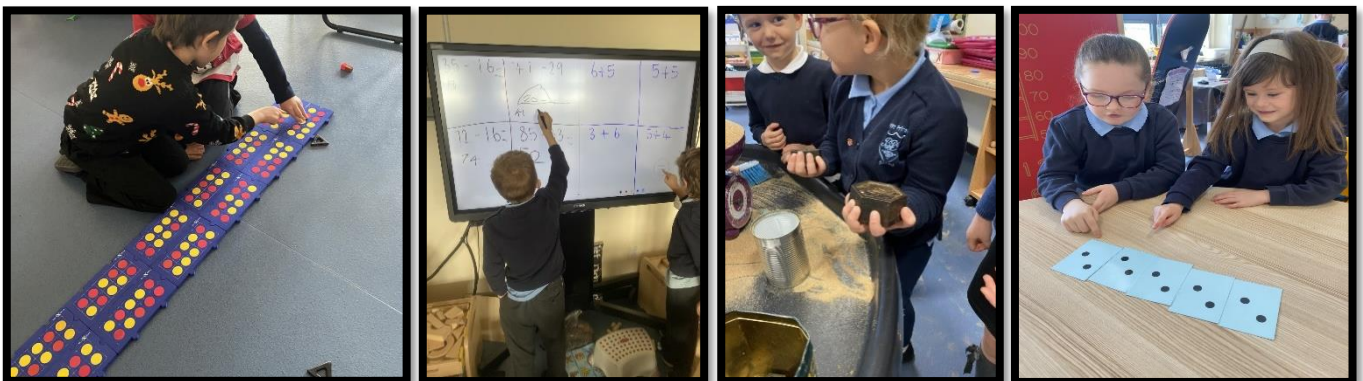
Build upon the experiences and systems introduced in 21/22 to further increase attainment levels across each primary stage. Whole school attainment in numeracy has increased from 45% in 20/21 to 66% in 21/22. Although there have been incremental gains in the tasks and interventions planned below, these need another year to effectively embed as well as adjust to a significant turnover in staff and modifications to classroom environments and outdoor space.

- Embed number talks and maths recovery approaches to all classes with consistent progression pathways and planners established to support teaching and learning.
- Provide greater classroom opportunities based in enquiry and problem-based learning with components of structured play.
- Maths recovery training CPD delivered to all Classroom Teachers and Support Assistants.
- Resource and develop new outdoor area to enrich numeracy sessions through active play and enquiry-based learning.
- Create strategic partnership with Woodhill Nursery to ensure effective transition support at N to P1 and with Lesmahagow High at P7 to S1.
- Introduce school numeracy intervention program to support learners with gaps which have emerged as a result of attendance or support for learning needs.
- Engage with parents to offer numeracy workshops and increase knowledge of maths recovery approaches with concrete materials which can be reinforced at home.
- Effectively analyse formative and summative data to identify gaps in learning and co-ordinate interventions to support needs and promote challenge.

**Progress and Impact**

- Number Talks and Maths Recovery as approaches to teaching and learning have now been embedded across all our 4 classes with all staff trained in the pedagogical instructional knowledge which underpins the approach.
- One of our teachers is working towards achieving accredited trainer status within Maths Recovery with the aim of sharing her expertise with colleagues across the authority. Classroom Assistants have received support from teachers with aspects of numeracy teaching and have supported individual pupils with targeted interventions. These intervention groups were successful in supporting 27 children (33% of learners) reinforce numeracy learning in small, focused groups to address gaps in learning over short afternoon blocks of study over term 1 and 2.

- Resources were purchased to support our outdoor play area with a new 'Numeracy Shed' which is full of practical equipment which enriches the experiences for all children. This replicates the resources in class but provides accessibility and spontaneous numerical play experiences to occur.
- The school was successful in September 2022 in gaining a £3000 grant from Education Scotland to help facilitate the training of Maths Recovery and allow us to create a strategic partnership with Woodhill Nursery in Kirkmuirhill. This saw one of our teachers support an early years worker embedding maths recovery practices as well as ensuring their own participation on formal maths recovery training through SLC. The bid also allowed us to purchase resources for the nursery which are currently used by our learners in P1, ensuring consistency of approach. Furthermore, we established a CPD library for practitioners to research pedagogical approaches across a range of themes such as numeracy, literacy and health & wellbeing approaches.
- We also worked successfully in partnership with a numeracy education officer from Education Scotland in November to review the progress we had made in integrating maths experiences into our outdoor area and this experience has added value to improving our provision and considering next steps.
- Linked to Maths Recovery, the school has also been successful in improving the provision of interpreting formative and summative data. This has been facilitated by creating detailed progression frameworks across our early, first and second level numeracy curriculum which has improved teacher planning, tracking and assessment. All teachers have also attended a CPD session on gap analysis and tracking pupil progress using the maths recovery intervention specialist approach.
- Although there have been some links made to supporting parents, such as through our Read, Write, Count Initiative and by inviting parents to participate in 'sharing the learning' experiences with children, we hope to offer further workshops in September 2023.
- Attainment in numeracy has improved as a result of all of these actions with 78% of learners in 22/23 on target for learning in numeracy and mathematics showing a 12% increase from the previous year on 66%.



#### Next Steps to inform SIP for 2023/2024:

- Continue with the strategic transition partnership with Woodhill Nursery to provide support and collaboration in improving their levels of staff training and quality of numeracy experiences for children. The scale of this support will be dependent on a follow up bid by our school to secure £3000 of grant funding from Education Scotland.
- Further develop 'white book' maths recovery training to all teachers using assessment schedules and individual pupil profiles for numeracy.
- Create numeracy experiences in P5-P7 which replicate the P1-P4 model of teach, target and play, using STEM and Enquiry Based Learning projects.

**School priority 2: Raising Attainment & Improving the provision of teaching and learning in Writing.**

NIF Priority

Improvement in attainment, particularly in literacy and numeracy.

NIF Driver

Curriculum and assessment  
 School Improvement

HGIOS?4 QIs

2.3 Learning, teaching and assessment  
 3.2 Raising attainment and achievement  
 1.3 Leadership of change

**What did we set out to do?**

Significant attainment gains and improvements in reading culture were planned to be transferred and extended to writing contexts as well as focusing on enriching the teaching and learning of all aspects of writing. Whole school attainment in writing at 59%. Previously using NLC Active Writing programme which has given practitioners a good level of pedagogical understanding of the features of effective T&L of writing at genre level. Opportunities exist to make more explicit links to T&L of grammar and punctuation and use our experiences of enquiry-based learning to promote challenge, personalisation, and depth to IDL writing experiences.

- Create Strategic Partnership with Scholastic using PM Writing resource through Cluster co-operation and moderation.
- Plan comprehensive program of teacher and support assistant CPD looking at academic and best practice as well as the conventions of PM Writing as a resource to improve the quality of teaching experiences for children.
- Devise a whole school position statement on writing which integrates genre, spelling, punctuation, and grammar.
- Create termly moderation events with partnership schools to develop a shared understanding of ACEL as well as improve networks and cluster stage partners to share experiences.
- Engage with parents to offer writing workshops and increase knowledge of PM Writing scheme with transferable skills which can be reinforced at home.
- Make creative links to Reading School Accreditation which was gained in June 2022 with IDL Writing opportunities established as part of enquiry-based learning/IDL pupils projects.

**Progress and Impact**

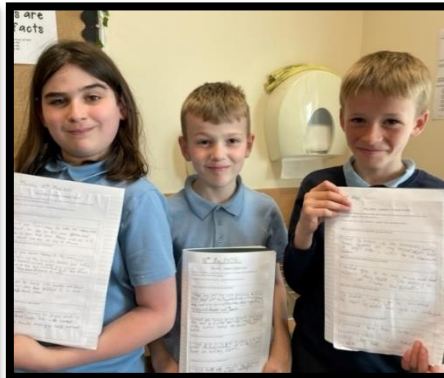
**What difference did we see? What did we achieve?**

- Successful implementation of cluster writing approach with Blackwood PS and Milton PS which embraced opportunities to moderate writing between levels using PM Writing as a curricular/teaching aid. Improvement in teacher judgement of writing levels within CfE.
- Increased classroom teachers pedagogical understanding of creating 'balanced' writers with pupils analysing text types in more depth. Noticeable improvement in pupil attainment in writing across all stages with 6 % improvement in whole school attainment from 22/23 to 21/22.
- Teachers participated in 6 online sessions looking in detail at various writing text types, resulting in increasing teacher knowledge and confidence of delivering effective writing sessions to pupils. Furthermore, teachers also participated in a 2-day practical session seeing model lessons and engaging in professional dialogue and reflection with teachers from Blackwood, Milton and beyond SLC.

- Gold Reading School Accreditation Achieved in May 2023 building on the successes of our Core award that was gained last year. Significant links established within the wider community and engaging with parents, the community, and local businesses to promote literacy.
- Whole school position statement on literacy created with links to all aspects of writing, reading and listening and talking. This has ensured consistency through a shared rationale with explicit literacy aspects to be covered through teaching and learning and linked to CfE.

**Next Steps to inform SIP for 2023/2024:**

- Continue strategic partnership with Blackwood and Milton PS to further moderate text types and improve teacher judgement in achievement of levels.
- Plan reading CPD which links to the Writing sessions delivered by Stephen Graham this year which further improves practitioner's pedagogical knowledge of literacy teaching.
- Develop holistic literacy lessons for all stages which integrate decomposition (reading) and composition (writing) of language with oral language opportunities to reinforce and extend learning.
- Create overview planners for literacy with text type blocks which integrate reading, writing, listening and talking into blocks of study with a view to improve literacy attainment.





**School priority 3: Equity through Play/Nurture & Health & Wellbeing**

NIF Priority (select from drop down menus)  
 Improvement in children and young people's health and wellbeing  
NIF Driver  
 Curriculum and assessment  
 School Improvement

HGIOS?4 QIs (select from drop down menus)  
 3.1 Ensuring wellbeing, equality and inclusion  
 2.2 Curriculum  
 2.6 Transitions

**What did we set out to do?**

• **Play Based Pedagogy:**

Using our experience of embedding play-based learning approaches in our P1-P4 stages in 21/22, we will extend this further to our children in P5-P7 with the aim of providing richer learning experiences and promoting enquiry-based learning and play. This will also support children with additional support needs which currently affects 56% of our pupils who have an identified ASN. Through our PEF allocation, resources will be identified to support those learners and enrich our outdoor learning spaces.

• **Attendance:**

Analysis of attendance across all learners in session 21/22 highlighted cohorts of pupils with Attendance levels between/below certain thresholds as follows;

Cohort	Number of pupils 21/22
Group 1 (Attendance 80-90%)	17
Group 2 (Attendance 70-80%)	4
Group 3 (Less than 70%)	3

To support families our nurture provision teacher will support various families with new attendance forum meetings created to ensure early intervention and partnership with our families.

• **Nurture:**

From August 2022 we planned to establish a nurture base which provides bespoke support for our children who have attachment and mental/emotional health needs. This will be resourced with appropriate furniture and teaching resources. One of our teachers will provide 3 afternoon nurture sessions for targeted pupils as well offering interventions such as Lego Therapy, Talking and Drawing, counselling support and HWB assessment and needs identification with 3rd party organisations. Additional staffing 0.1 FTE from PEF will allow a teacher to support our children. 13 children identified as having social, emotional and behavioural needs.

• **Cost of the School Day:**

Revising/Updating The Cost of the School Day position statement and further links to Local businesses and community & resilience groups as well as continuation of our enhanced Breakfast Club through Greggs Bakery. Ongoing identification of barriers highlighted by pupils and families and supporting our families with third sector and LA resourcing.

## Progress and Impact

- **Play Pedagogy**

Our teacher responsible for P5/6 participated in the Play Pedagogy training sessions provided by SLC and play specialist Dierdre Grogan. This has resulted in enquiry-based learning becoming a regular feature of planning and experiences in P5-7 with a range of play and STEM resources being purchased to enrich learning. These include Lego Spike, Knex, Gravitrax, Make Do and a woodwork bench with tools. Classes have also integrated a planning/teaching model of teach, target, and play with opportunities to closely record pupils play experiences and develop personalised targets. Outdoor learning is a daily part of the teaching day with opportunities being made to enrich literacy and numeracy outdoors as well as provide teachers with pupil focused assessments which form personalised learning plans.

- **Attendance**

Whole school attendance is 91.7% for 22/23. To support good attendance, we have maintained close links with identified families and provided bespoke services such as online provision through e-sgoil national digital learning scheme as well as regular termly attendance forum meetings. There has been a reduction in the number of children whose attendance has dropped below 90% with 8 fewer pupils than last year showing attendance between 80-90%. However, in a small amount of cases attendance has worsened due to a variety of factors out with external advice and agency support being sought.

Cohort	Number of pupils 21/22	Number of pupils 22/23	Change +/-
Group 1 (Attendance 80-90%)	17	9	-8
Group 2 (Attendance 70-80%)	4	3	-1
Group 3 (Less than 70%)	3	4	+1

- **Nurture**

Resources were purchased to provide a dedicated Nurture and Health & Wellbeing space for a range of practitioners to provide support for our pupils. We also identified 6 children (7% of pupils) who have been receiving counselling provided by Counselling Scotland to support individuals with specific emotional, mental health, and life event needs. Furthermore, we have provided Theraplay sessions for pupils in our early stages of schooling which offered attachment and play based therapy for children with emotional and behavioural difficulties. Our P4 and P5 children (22 pupils) were also involved in The Bounce Back programme provided by Action for Children which focused on improving self-esteem and confidence in response to the demands of the Covid pandemic. All children were also benchmarked against the Glasgow Wellbeing scale over the year to assess ongoing wellbeing needs and provide tailored support when needed.

- **Cost of the School Day**

Our cost of the school day policy has been updated and made available to all stakeholders through our website and app. Throughout the year we have looked closely at reducing costs for families and making experiences such as class trips and excursions at zero cost where possible.

**Next Step(s) to inform SIP for 2023/2024:**

- Play Based Pedagogy journey to continue into session 23-24 with further focus on embedding play-based experiences to all P5-P7 pupils.
- Attendance. Continuation of attendance forum meetings to support families in maximising attendance.
- Cost of the school day policy will permeate across all aspects of school life.



# School Highlights 2022-23



Reading Leadership Group



Shredability Biking



Visit to Hampden



Enquiry Projects



Sustainability Waste Warriors



School Values



Visit to New Lanark



Visit to Edinburgh



Play Exploration & Enquiry



Pupil Achievement Assemblies



Visit to David Livingston



P7 residential Trip

Opportunities for personal achievement  
Ethos and life of the school as a community

Interdisciplinary learning  
Curriculum areas and subjects



World Book Day



Enhanced Breakfast Club



Class Reading Areas



P1-P7 STEM Challenge



Focus on pupil wellbeing



Christmas Show



Gold Reading School Award



Digital Technology



Dance/Football Netball Festivals



Participatory Budgeting



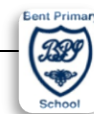
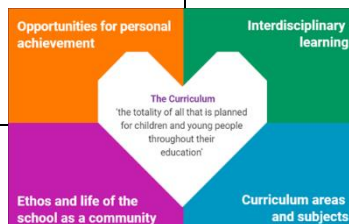
P1 and P7 reading Buddies



Play Pedagogy in practice

## School Highlights 2022-23

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| <ul style="list-style-type: none"> <li>• House Teams and P7 Captains established.</li> <li>• Pupil Achievement assemblies.</li> <li>• Values Awards and New School Vision and Values Statements Created.</li> <li>• 2-night P6 and P7 residential Trip to National Sports Complex in Largs in January 2023.</li> <li>• P7 Forest Schools sessions and enhanced transition support to High School.</li> <li>• After School clubs- Multi Sports, Dance, Football, Netball, Gymnastics and Coding.</li> <li>• Wellbeing/Bullying/Class Charters.</li> <li>• Pupil Leadership Groups.</li> <li>• P 5 &amp; 6 Swimming Lessons.</li> <li>• Whole School Sports Day.</li> </ul> | <ul style="list-style-type: none"> <li>• Whole School Visit to Edinburgh National Museum and New Lanark in January 2023.</li> <li>• Room 1 &amp; 2 Trip to David Livingstone in January 23.</li> <li>• Room 3 &amp; 4 trip to Hampden in January 2023</li> <li>• Whole School Visit to Stirling Castle in June 2023.</li> <li>• Enquiry based learning topics and personal investigations throughout the year.</li> <li>• Christmas Nativity and visit to Pantomime in Lanark.</li> <li>• Class Learning Showcase events with parents.</li> <li>• Shredability biking lessons for P6 and P7</li> <li>• P5-P7 Musicians</li> <li>• P4-P5 Bouncing Back HWB Programme.</li> </ul> |
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| <ul style="list-style-type: none"> <li>• Counselling Support. Pupil wellbeing needs and resilience training.</li> <li>• Partnership with Local Businesses (A&amp;L Campbell, Patersons Quarries and Men's Shed).</li> <li>• World Book Day Event &amp; celebrating the King's Coronation.</li> <li>• Harvest/Christmas/Easter Services and partnership with Kirkmuirhill Parish Church.</li> <li>• Participatory Budgeting pupil consultation and PE/playground equipment Upgrades.</li> <li>• Enhanced Breakfast Club- Partnership with Greggs Bakers.</li> <li>• Cash For Kids Partnership &amp; Cost of School Day Policy embedded.</li> </ul> | <ul style="list-style-type: none"> <li>• PM Writing and Cluster School Collaboration.</li> <li>• Reading School Gold Award Achieved in June 2023.</li> <li>• Improved focus on Non-Fiction reading and texts available in libraries.</li> <li>• Scottish context week with assembly.</li> <li>• Play pedagogy in room 1 and 2, expanding the experiences for our children.</li> <li>• Maths Recovery focus with improved concrete materials.</li> <li>• Internet Safety and NSPCC focus.</li> <li>• Food Waste and Waste Warriors Initiative promoting sustainability.</li> </ul> |
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# Bent Primary School Standards and Quality Report 22/23