



**Standards & Quality  
Report**

**January 2014**

**Session 2012/2013**

## Introduction

In session 2012- 2013, Raising Attainment was the overarching priority in the School Improvement Plan. This report details the progress made with the plan and is set within the context of Curriculum for Excellence and measured against the Quality Indicators within 'Child at the Centre' and 'How Good is our School?'

## Areas for Development Session 2012 - 2013

Self evaluation by staff, audits of the views of pupils, parents/carers and stakeholders resulted in the following areas of development being identified and incorporated within the School Improvement Plan for session 2012 -2013.

## Progress made in Session 2012-2013

### Priority: Raising Attainment

#### Area for Development 1:

To work collaboratively with Boghall / Murrayfield to ensure a shared understanding of standards and expectations, by continuing to implement a range of assessment strategies which help learners to show their progress through the levels, moderating across stages and schools with a focus on literacy.

*Very good* progress was made in this area.

#### Evidence indicated:

Transition arrangements within school ensure the continuity of learning from Nursery - S1. Staff participated well in WSD (whole school development session) with Murrayfield Primary School and established what, how and when the transfer of information to maximise learning should happen. This information gathered will be incorporated when revising agreed transfer information.

Through working collaboratively with Murrayfield and within the cluster, staff have a shared understanding and expectation of standards within curriculum for excellence, particularly in reading, writing and maths. All staff have completed backward mapping and this ensures broad coverage and promotes progression for all. This will be shared with the new teachers to ensure consistency. Staff have a greater understanding of *Bloom's Taxonomy* and use this more effectively to support and challenge our learners.

Our management calendar identifies regular times throughout the year for monitoring of lessons - by the Management Team and Peer observation, both in Boghall and at Murrayfield. All staff engaged in opportunities for training and sharing their views on quality learning and teaching, including assessment, through professional dialogue. Increased joint working with Bathgate Academy staff has assisted continuity of learning. For example, meetings between P6/7 and S1/2 staff have further developed transition arrangements related to learning. Sharing of skills development has taken place and two Boghall staff presented on skills an Inset Day to Bathgate Academy staff to prepare Bathgate staff for working on profiling, again sharing practice to assist continuity. Profiles and transition jotters have been completed by P7 pupils this session through planned collaborative work with Bathgate Academy and the cluster. In support of demonstrating progression and attainment Week Of Work (WOW) jotters are being used throughout the school near the end of the summer term to show new teachers the abilities of the pupils in June. These will be continued 3 times per session throughout the school to evidence development and attainment through the year. *Vowel House* and *Colourful Consonant* observations have taken place at Murrayfield by Boghall staff.

Neighbouring St Columba's PS staff have observed good practice here in Boghall. Reading whole school development is linked with the authority literacy framework. Staff collaboration in Reading Routes within and across the cluster has developed staff skills which have enabled pupils to improve and has increased consistency and the continuity and development of skills in reading for all cluster pupils. To ensure consistency, cluster P7 teachers observed a Boghall teacher using this resource. Monitoring of plans was completed in a different way and has led to more meaningful professional dialogue about individual pupil progress. Pupils are now better able to discuss their progress.

#### **Next steps:**

- Continue with peer monitoring and consider other methods e.g. learning walks.
- Make better use of the transition information collected to ensure coherent and progressive learning.
- Extend staff use of *Reading Routes* to each stage of the school.
- Staff continue to develop their work on *Bloom's Taxonomy*

#### **Area for Development 2:**

To review our learning and teaching practice in Numeracy and Mathematics across the school and make any necessary changes to maximise progress in learning

*Very good* progress was made in this area.

#### Evidence indicated:

Areas for staff development have been identified through staff review of current practice against Curriculum for Excellence principles and practice guidance. Discussion about how and what we teach in maths showed a need for quick recall and the development of number work, particularly times tables through the stages of the school to ensure success when pupils come to work on fractions and decimals. Maths challenges in number bonds and times tables have encouraged pupils to learn these bonds and tables and for their parents to be involved in their child's learning. A successful Curriculum Night took place with the focus on how we teach maths. Parents were able to see the variety of learning and teaching across the different stages and also how they could help their child. Feedback from parents was very good: they said they found it very useful and children said they enjoyed and were using the 'goodie bag' which included different items such as tables cards, ruler, number line etc. Virtual maths through Glow was introduced with Bathgate Academy staff through our Numeracy Development Officer. This has taken place in P6/5, P7/6 and P7 and has been excellent in challenging teachers and pupils and similar collaborative sessions will continue next year. Details of the sessions were shared with the cluster Head Teachers. Staff received training on the use of the newly purchased 100+ board and this is now used regularly to develop number bonds and patterns. The replacement of the projectors and Smartboards has allowed this to happen as the boards were previously not accurate enough to allow this software to be used.

#### **Next steps**

- Numeracy (SEAL) training for all staff with the Numeracy Development Officer
- Staff to use the strategies given to develop their teaching
- Continue to have learning number bonds and times tables as high priority following analysis of CEM results
- *Education City* resources / useful websites / resources shared across all staff
- Virtual maths again through Glow with Bathgate Academy

## HOW WELL ARE WE DOING?

### CONTEXT

Boghall Primary School is a non-denominational school serving the community of Boghall, Bathgate in West Lothian. The school, which was built in 1958, provides spacious accommodation for pupils and staff. For session 2012-2014 the school roll is around 270 and has been steadily increasing in recent years to the current 14 class structure. The Senior management team (SMT) consists of the Head Teacher (HT) and Principal Teacher (PT). Due to the increasing roll, the school is now eligible for a Depute Head Teacher (DHT) post. The HT also manages the authority Literacy Service which is located within the building. (This service was not part of the Validated Self-Evaluation). The school is currently undergoing extensive renovation and improvements to the school building, and staff have made several interim changes of accommodation since June 2013. Building work includes the addition of a new Community wing which offers exciting opportunities for further developing the well established joint working within the Boghall area.

The school staff comprises of 14 classes and 12 class teachers, including 3 probationer teachers, 2 job share staff, a music specialist and PE specialist. The school also benefits from a part-time support for learning teacher, 6 pupil support workers and an administrative assistant. In addition there is further admin support, a cook and kitchen staff, cleaning and janitorial staff. There is a very supportive Parent Council and community links continue to be strong where the school is valued for its open-door culture and integrated working. The school free meal entitlement is 32.3%. and currently sits in decile 6. Owing to staff changes (maternity leave, retiral, people going travelling) the composition of the staff team has been subject to significant change in that seven new teachers have joined the school since August 2013. The strong collegiality of the staff has ensured that the positive climate for learning and high expectations have been maintained within a culture of ambition which places the learner at the heart of all that is planned and executed. The school was last inspected in 2004 with a school review in 2010. In the session 2012-13 the Education Officer, in consultation with the HT, agreed that a school review should be undertaken in early in session 2013-14 to assess the extent to which the school continues to effectively develop and improve its work and to look at how recent priorities for improvement have impacted on the quality of learning, teaching and levels of attainment.

We have made very good progress with our recent improvements and can demonstrate that the school is in a very strong position to continue to improve.

### How well do children and young people learn and achieve? (1.1; 2.1)

#### **Strengths**

Most learners in our school make very good progress from their prior levels of attainment. We have raised the attainment of children who have particular needs through targeting support. The effective procedures for tracking and monitoring, including adaptive testing and teacher judgement inform attainment meetings where we focus on each individual's progress. Time taken to transition information to the next teacher is valuable and ensures maximum opportunity to build on prior learning. We have reviewed what information should be shared, how it will be shared and our future practice will take this into account. Through a variety of processes such as moderation and maths challenges and consistent use of reflections jotters, we have improved achievement, attainment and wellbeing of our learners.

Boghall PS is an exemplary *Rights Respecting School* and is working very effectively with children, parents and partners on this agenda. *Rights Respecting Schools* assessors - both staff and pupils- are skilled and continue to visit other schools to assess them.

Shared values, class charters and discussing rights is supporting children's very strong achievements. All pupils continue to achieve in a range of activities which promote personal and wider achievement. Learners' experiences are stimulating and challenging and almost all pupils are motivated and engaged in their learning and understand that they are expected to take responsibility for their own learning and development. Learners' views are sought and acted on regularly and they have scope to lead their learning and the planning of contexts. Children at all stages of the school are given daily opportunities to develop a sense of responsibility including running the glow meet, vertical groups, technical team, pupil council, class jobs. Our learners are successful, confident, exercise responsibility and contribute very well to the life of the school and the wider community as seen in all daily learning and whole school events.

The priorities in our school improvement plan have had a measurable impact on improving the achievements, attainment and well-being of our learners, and the work of our school. Children are motivated to be at school resulting in regular high attendance.

Following from the VSE activity in November/December 2013 we are clear on how to develop further.

### **Areas for Development**

To increase their skills as learners further by:

- consistent use of *Bloom's Taxonomy* throughout learning in all areas - particularly in maths
- continuing to break down the progression of skills, language and focussed experiences throughout the school
- developing an appropriate reflection method for the early years classes

**How well is the school helping children and young people to develop and learn? ( 5.1 5.3)**

### **Strengths**

Our curriculum has a clear rationale based on recent engagement with parents, children, staff and the wider community to agree on our shared values. Learners' entitlements are met and is designed to develop the four capacities. We continue to encourage parents to attend Curriculum Nights and evaluations indicate that these help them on how they can support their children's education at home. We continue to work very effectively with all stakeholders to support learners to access the curriculum more effectively, to build teachers' knowledge and to deliver aspects of learning.

We are constantly refreshing our curriculum to be responsive to the needs of the learners and ensuring that it is based on the principles of CfE. It takes account of our local circumstances and leaves scope for teachers to introduce well considered innovations to meet the needs of learners. Children are increasingly able to identify skills and their application across the curriculum as this has been given a high priority. This area is incorporated within our daily planning and now features at assemblies. Pupils are more able to use the language of skills in context e.g. P5-7 profiles. The curriculum is structured to allocate learning time which is focussed on particular outcomes such as science and RME.

*Masterclasses* take place twice per year and give our pupils and staff the opportunity to develop particular areas of interest and offer a depth of learning. Effective collegiate planning and review using the experiences and outcomes ensures learners experience a coherent curriculum. These

improvements in planning ensure opportunities for pupils to transfer learning across the curriculum. Interdisciplinary Learning is developing well.

Arrangements are in place to ensure all children have their individual needs met through the provision of appropriate activities, use of resources and targeted support. Particular attention is targeted to the most vulnerable pupils and their families. We identify, review and evaluate learners' needs effectively through working closely with our learners, their parents and partner services. Evidence of this can be seen in our Individual Education Plans (IEPs) and individual learning programmes.

We reflect very well in staff teams on the range of experiences for learners. *Language Link* was introduced last session and assessments are used to target support for children with particular language difficulties. Individual support groups benefit from regular sessions each week. This has been successful in identifying children's specific language development needs and we are more able to plan teaching to support these children to progress. We have targeted particular children by responsive deployment of Pupil Support Workers, parent helpers or other resources such as the introduction of the *Vowel House and Colourful Consonants* programme. All P1 children have been involved in this programme which contributes to ensuring coherence throughout the school. However we have also successfully targeted this programme of work depending on the needs of the child-not their stage in the school. We have worked hard to involve parents. Children, parents and staff continue to be involved in IEPs. We work well to engage a variety of other agencies in supporting our pupils, making appropriate referrals.

Following from recent Stages in Early Arithmetical Learning (SEAL) training staff are implementing this approach with particular stages and individuals. This is having an immediate impact on pupil learning and teachers' analysis of pupil development needs.

Staff and our Support for Learning teacher collaborate well to identify needs, design courses and programmes and evaluate pupil's progress. Support is varied and flexible to respond to changes in pupil learning and the impact of family circumstance. 'Getting it right for every child' (GIRFEC) is successfully embedded throughout the school.

Very effective arrangements are in place to support transitions from pre-school to P1 and positive developments are underway to improve continuity in learning P7 to S1.

### **Areas for Development**

- Staff review and note targets for the most able pupils as the year progresses
- Ensure that opportunities for differentiated learning are planned for those pupils needing more challenge
- Draw upon current good practice for the planning and delivery of the curriculum at each stage to produce curriculum overviews for all curricular areas
- The elective Masterclass initiative and the recent implementation of structured play opportunities in the early years should be developed further to ensure clarity of purpose and expected learning outcomes

### **How well is the school improving the quality of its work? (5.9)**

#### **Strengths**

Staff working with the community are committed to self evaluation and there is a strong culture of reflection and ambition to improve. Central to the improvement planning process is collaboration - with partners, teachers and pupil support workers, parents and learners.

We self-evaluate regularly against the school improvement priorities and other initiatives, resulting in a clear agenda for our own continuous development and that of the school. School improvement planning is embedded in the life and work of the school with many opportunities for high quality professional dialogue. Attainment meetings, in addition to planning meetings, are very effective in reviewing in staff teams every child's progress and identifying next steps and strategies for intervention. Staff are empowered to take on leadership roles which contribute to school improvement. Collegiate time is well used for sharing practice and moderating pupil work in and beyond the school. Peer monitoring is used effectively where a strategic approach is taken to promote consistency in learning and evaluate the effectiveness of new practices. Staff are committed to career long professional learning (CPL) and this impacts positively on pupils' experiences.

As individuals and with peer colleagues in our own school and a partner school, we are skilled at evaluating our own practice and that of others and make any appropriate improvements. We have very effective systems to gather the views of staff, parents, learners, partners and others about the quality of our work. We work extensively with services to secure improvement for children. All partner members of the school community have been involved in contributing to and sharing our vision, values and aims.

We are committed to acting on the results of self evaluation and respond to feedback such as November's curriculum night. At the next Curriculum Night we hugely increased parental attendance by children attending and using resources.

We share good practice across all areas in all we do across classes, school, cluster and council. We celebrate success for example through head-teacher's awards and skills certificates. Pupils also have the opportunity to share successes from their life outside school through our Special Mentions Folder shared at Whole School Time. We identified a need in maths and established our Maths challenge to meet this need.

### **Areas for Development**

- Continue to agree and share standards within school and across the cluster
- Training in the use of evaluative language in planning to ensure consistency

### **How well is the school working with partners? (8.1)**

#### **Strengths**

We judge this to be an area of excellent practice.

As a result of the open and welcoming ethos and mutual respect in school partners feel very much part of what we do. We have very effective partnership working with an extremely wide range of people - from education, social policy, health, voluntary sector and business - which has a significant impact on the nature and quality of curricular experience and support for our learners.

In the true spirit of GIRFEC staff are very committed to the aims of joint working and engage actively with partners, community representatives and agencies such as Social Work, Children and Young People's Team (CYPT), Literacy Services and Murrayfield Language Centre. All are very clear about those areas for which we take the main responsibility and those where we need the input of our various partners to maximise benefits for individual children and their families. We very much value the contributions of partners actively seeking their expertise to meet the needs of our learners

where appropriate. We are very willing to take on board the advice they give and make any necessary adjustments within our practice. Collaboratively with our partners we evaluate the impact of joint working on individuals and groups. We are ready and able to work creatively to ensure we make excellent use of our partners' time, with ongoing review to ensure progress. We have very effective procedures to identify learners' needs and next steps. We accommodate any input / training on offer from our partners, readily making the necessary alterations to our own plans, even at short notice.

Our links with other educational establishments (Murrayfield, Bathgate Academy and other cluster schools and nurseries) enrich learning and improve learners' achievements.

We have developed particular links with *1<sup>st</sup> Choice Glazing* and *Rural Connect* through staff developing educational packages for use in West Lothian Schools. Staff participate actively in a range of initiatives with other agencies such as Fairtrade, Credit Union, UNCRC, Food Co-op and UNICEF. We also have very good international links. Staff work very well with others to ensure that those most vulnerable are well supported and their learning and welfare needs are addressed throughout transitions. Our transition from Nursery to P1 has been described as best-practice at the WLC VSE. We continue to develop our excellent transition process from Nursery to Primary 1 - extending teacher visits to nurseries and acting upon evaluations received from previous Primary 1 parents.

We provide effective support through partnerships, where appropriate, with employers, industry, community learning and development, Scotland's Colleges, voluntary groups, educational psychologists, health services and social workers. We actively support pupil/parent work experience and college/university course placement. In addition to staff participating actively in initiatives led by other agencies they also develop others, for example supporting staff in Bathgate Academy to initiate their work in profiling and developing a curricular support pack called 'Plant a Seed' for use throughout the authority schools. Many other cluster colleagues have made best-practice visits to our school, in particular in relation to Rights Respecting Schools, Reading Routes and Vowel House.

There is excellent engagement with the local community in particular Boghall Drop-in, Church and Community Regeneration along very productive with business links/ local employers (1st Choice Living/Aegon/Tesco/ careers day).

An excellent example of partnership working is when a local business made an offer to the school of computers for home use by pupils and their parents. Working jointly with the Drop-in Centre we were able to target this resource to those most in need. This project was further developed college to provide qualifications which parents could use for seeking work. Our learners gained from this by being able to use a computer at home for homework, and experienced an excellent role model for lifelong learning. Our link with the Drop-in Centre staff will further develop as we share the new community building in the next few weeks.

### **Areas for Development**

- To contribute to the success of the newly added community wing.
- To extend, as planned, the number of visits for new Primary 1 children, prior to starting school.
- To continue developing the Food Co-operative and the Credit Union for adults.
- Parents to invite councillors to Parent Council meetings.



## How does the school ensure equality and inclusion and promote diversity across the school?

- We provide appropriate curriculum for all children, which includes providing for particular children who have a range of individual needs - we identify children who need both support and challenge and plan appropriately which ensures maximum progression for all.
- Individual Education Programmes are made for children who have particular needs and they are regularly reviewed by staff, pupils and parents to ensure that all can support the child's needs. At the end of the session the IEP is made by the existing class teacher for the start of the next session which ensures continuity.
- Vertical groups have taken place regularly throughout the year. Staff and pupil motivation is high and evaluation has directed changes for next session
- Masterclasses allow personalisation and choice - where both pupils and staff can choose what they would like to do. These sessions are shared with the whole pupil group to broaden the experience for all.
- A range of after school clubs have taken place - ranging from sport to parent and child cooking clubs. Feedback shows that pupils are benefitting from these extensive opportunities.
- Our Breakfast Club has grown in numbers regularly sitting at around 50 pupils and we are already planning for the expected increase in numbers in August.
- Two staff have provided a Lunchtime Club for Brass and the pupils are now able to play for the school at an assembly.
- Pupils are clearer what is expected in the roles in our School Show. All pupils have the opportunity to find the right role for them through applying for the role that suit their skills best.
- Our Nativity and assemblies provide opportunities for our pupils to share their work with our wider school community.
- Whole School Time provides an opportunity to work with the pupils on whole school issues such as skills / Rights Respecting Schools / Anti-bullying
- Rights Respecting School Level 2 - we promote respect and tolerance for individuals through our Class Charters and train staff and pupils to assess others on their journey to become a Rights Respecting School.
- We support pupils who have English as an Additional Language through using appropriate resources and making any necessary adaptation to our learning and teaching allowing them to make appropriate progress.
- We ensure by doing whatever is needed, for all children to appear as equal.
- Our elected Pupil Council support the voice and rights of all of our pupils through attending and feeding back from meetings.
- The introduction of Language Link has ensured the necessary development of all identified pupils as shown in the latest assessments.
- Our promotion of Fairtrade has been important in our support of people not as fortunate as us.
- We have been a trial school for the council's new Food Waste initiative which provides children with a very real way to take part and understand the need for food recycling.
- The Food Co-op has been very successful and we have developed this area through using the food to make meals and complete the cycle by eating the meal. Pupils are more aware of where the food comes from and can explain how it grows.
- The introduction of Vowel House and Colourful Consonants has been very important in meeting the needs of our pupils and allowing them to access literacy quickly as possible through the targeted language sessions.

- The Credit Union has been successful with many pupils joining and in saving for particular items. This links well with our Financial education programme. It is intended to start a credit union for parents/locals during West Lothian's Money Week.
- We always provide alternative activities for those not able to go on residential visits. They sometimes do a day visit to the residential if possible. This makes sure that all our pupils experience fairness and equality of opportunity.

### What stage is the school at in taking forward *Curriculum for Excellence*?

Curriculum for Excellence is fully embedded in our school. We continue to develop a skills progression in each curricular area.

### Improvement Priority 2013 -2014: Raising Attainment

Our key areas of development to take this priority forward are:

1. To continue to work collaboratively to ensure a coherent and progressive learning experience for all our children and young people through a focus on **Raising Attainment in Literacy Skills**
2. To review our learning and teaching practice in **Numeracy and Mathematics** across the school and make any necessary changes to maximise progress in learning

Based on the above information, at this point in time, we evaluate our school against the following quality indicators as below:

1.1 Improvements in performance	Very good
2.1 Learners' experience	Very good *
5.1 Curriculum	Very good
5.3 Meeting learning needs	Very good *
5.9 Improvement through self-evaluation	Very good *
8.1 Partnership with the community, educational establishments, agencies and employers	Excellent

- These areas have many aspects of excellence.