

*Thank you to everyone in the
school community for their
support this year.
We are committed to improving
the experiences for the
children and families in our
community, as part of a
continuous cycle of improvement.*



**Croftmalloch Primary School and Early
Learning and Childcare
Progress Report for
Session 2018/2019**

'BE ALL YOU CAN BE'

35 Raeburn Crescent, Whitburn, Bathgate, EH47 8HQ

Tel: 01501 740506



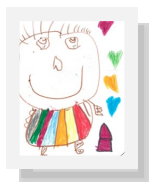
About our school

Croftmalloch Primary School and Nursery Class are pleased to share progress made in Session 2018/19 with parents/carers and the wider community. There is strong evidence of continuous improvement and the school and nursery have worked hard on ensuring that developments meet the needs of the 21st Century in line with Local and National Guidance.

The school benefits from a small, supportive Parent Council. A variety of events take place within the school to help develop parental involvement. These have included class assemblies, Learning Together sessions, planned parental consultations and partnership stalls.

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, responsible, effective and successful citizens.

Our values were recently refreshed and selected by the families, staff and friends of Croftmalloch Primary School. They are revisited during class assemblies to ensure that they are very much alive. Our Values are:



Believe in Yourself

Be Respectful

Be friendly



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.

We have also indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

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. This was recognised by the recent Validated Self-evaluation— ‘the school has a clear understanding of its strengths and areas for improvement. The team is confident that the capacity within the staff team, and the school’s arrangements for self-evaluation will continue to lead to further improvements’

How good is our school? The quality indicators* show 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 Raising attainment and achievement	Good

How good is our leadership and approach to improvement?	1.3 Leadership of change	Very 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

How good is our Early Learning and Childcare?* The quality indicators show that:

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare 2016)

Our Achievements this year have included:

- * Introduction of Playground Zones and Zone Managers (P5-7 pupils)
- * Refreshed vision, values and aims in school and in nursery
- * Refreshed Promoting Positive Relationships Policy through restorative approaches
- * All classes sharing their learning with parents/carers and families through class assemblies
- * Learning Together sessions, where parents can come in and see first-hand what their children are learning, and how they are learning, in class
- * Introduction of Free Writing Friday
- * Successful whole school Christmas Show
- * Well attended end of term Church Services
- * Ongoing commitment to supporting West Lothian Foodbank through generous donations—this was recognised by the Food Bank this session
- * Successful fundraising at the Christmas Fair
- * Successful Buddy Programme continued, supporting new P1 children
- * Sharing whole class and whole school and nursery learning and events through class dojo to enhance parental engagement in children’s learning
- * Continued use of Croftie Chatter pupil voice groups and introduction of The Voice pupils council groups to gather learners’ views on school improvement and wider actions/responsibilities in school
- * Continued Flapjack Friday sessions once a month, to discuss ways to make learning sparkle
- * Continued success of The Goblet of Good Manners
- * Successful Cluster Collaboration sessions to enhance learning and teaching
- * Big Bedtime Read in nursery
- * Musical Theatre after school club and production
- * Well attended Sports Day in June

Priority 1	How did we do?
<p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to improve our approaches to learning and teaching in writing, to raise attainment across the whole school</p> <p><i>NIF Drivers:</i> School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children’s Progress Performance Information</p> <p><i>HGIOS?4 Quality Indicators:</i> 1.2 Leadership of Learning 1.3 Leadership of Change 2.3 Learning, teaching and assessment 2.6 Transitions 2.7 Partnership 3.1 Ensuring wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ◆ Writing interventions for individuals, groups and at class level ◆ Effective feedback with clear next steps linking to pupils’ writing targets ◆ Foster a culture of reading moving into writing <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ◆ Improved attainment in writing, across the whole school since August 2018 ◆ Positive impact in the quality of learners’ writing following targeted interventions ◆ Most learners are able to articulate the effectiveness of feedback provided by class teachers, translating into clear next steps <p>Our next steps will be to:</p> <ul style="list-style-type: none"> ◆ Develop Digital Literacy across all stages ◆ Collaboration across cluster to embed resources and interventions, and further develop literacy outcomes for pupils. ◆ Develop outdoor learning

Priority 2	How did we do?
<p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2018/19 was to develop a writing culture and to support the development of social and emotional literacy in the upper school</p> <p><i>NIF Drivers:</i> School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children's Progress Performance Information</p> <p><i>HGIOS?4 Quality Indicators:</i> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ◆ Word Boost training for P1-3 teaching staff and implementation, including a parent workshop ◆ Mighty Writer training for all staff ◆ Lego Therapy for identified pupils in P5-7 ◆ Upper nurture provision for identified pupils in P4-7 <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ◆ Early intervention and development of vocabulary which has impacted on the quality of writing ◆ Improved self awareness and confidence of most identified upper school pupils <p>Our next steps will be to:</p> <ul style="list-style-type: none"> ◆ Embed Word Boost and Mighty Writer with new staff in infant area ◆ Continued opportunities to moderate reading and writing. This will ensure robust teacher professional judgement of achievement of a level ◆ Teacher confidence in gathering dynamic data to inform planning and decision making about the learning needs of pupils

Attendance and Exclusion	Parental engagement
<p>Attendance levels in school fall below West Lothian Council averages.</p> <p>Our current average sits at 93.02%.</p> <p>We continue to follow WLC policy and procedures for absence management and meet with families to offer support to ensure that their child received their entitlement to education. The head teacher regularly meets with the Attendance Improvement Management Service Officer as we endeavour to make attendance a priority for all families.</p>	<p>The school has promoted parental engagement through termly Learning Together sessions, class assemblies, parents workshops, Church services and through the offer of Families Connect for P1 and P2 parents. Some parents engage in the life of the school and this is an area of ongoing development to involve all parents.</p> <p>Some nursery parents/carers/grandparents attend Stay and Play sessions.</p> <p>Surveys are issued through groupcall and class Dojo to consult parents in decision making within the school. 20% of parents/carers respond on average.</p> <p>The most effective engagement this session has been the participatory budgeting approach to reduce the cost of the school day with a 45% response rate.</p>



Priority 4	How did we do?
<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 improve skills in literacy, numeracy and wellbeing to ensure that all children across the school are equipped with skills for life, learning and work.</p> <p><i>NIF Drivers:</i> School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children’s Progress Performance Information</p> <p><i>HGIOS?4 Quality Indicators:</i> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ◆ We created a skills poster following consultation with parents, pupils and staff to ensure that these skills permeate through planning for learning, teaching and assessment ◆ P7 careers fair ◆ Re-established Pupil Council groups <p>Evidence indicates that</p> <ul style="list-style-type: none"> ◆ Some children are able to make the links between their learning and skills for later life and work ◆ Most P7 pupils are more able to talk about career pathways through attendance at the careers fair and interaction with My World of Work website ◆ Almost all Pupils Council group representatives are able to articulate the purpose of their groups and how their actions impact on the rest of the school and community <p>Our next steps will be to:</p> <ul style="list-style-type: none"> ◆ Embed life skills to ensure that children are able to make the links between learning and later life ◆ Further develop Pupil Council groups

Priority 3	How did we do?
<p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to create opportunities and learning where all children benefit from profiling that will enable them to engage in their learning journey</p> <p>All children will feel supported in their wellbeing, through further development of the principles of nurturing schools. Children will be involved in embedding our ethos of promoting and supporting the mental wellbeing of all learners.</p> <p><i>NIF Drivers:</i> School Improvement School Leadership Teacher professionalism Parental Engagement Assessment of Children’s Progress Performance Information</p> <p><i>HGIOS?4 Quality Indicators:</i> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising Attainment and Achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> ◆ Created profile jotters and guidance to support a consistent approach ◆ Frequent learner conversations with head teacher to support children in understanding and articulating their learning ◆ Refreshed our ‘Promoting Positive Relationships Policy’ to include restorative approaches to conflict management <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ◆ Most children are confident in talking about the purpose of their learning through the use of their profile jotter ◆ Reduction in number of incidents in playground <p>Our next steps will be to:</p> <ul style="list-style-type: none"> ◆ Further develop profile jotters to include learner conversations with teachers at key points in the school session ◆ Continue to develop restorative approach to support pupils in resolving issues through the use of restorative questions 