

# **Croftmalloch Primary School and Early Learning and Childcare Setting**



# **PROGRESS REPORT FOR SESSION 2023/24**

**(Standards & Quality Report)**

**35 Raeburn Crescent, Whitburn, EH7 8HQ**



## ABOUT OUR SCHOOL

Croftmalloch Primary School is a non-denominational school serving the community of Whitburn. Open since November 1973, we celebrated our 50<sup>th</sup> anniversary in November..

In session 2023/24, the school had 212 children on roll across 9 classes, 3 of which were composite. Our school has a 40/40 nursery attached, which currently has 56 children on roll – up to 10 of whom are 2 years old.

The school is staffed by a Head Teacher, a full-time Principal Teacher, a part-time PEF funded Acting Principal Teacher, 15 class teachers, 4 PSWs and an Admin Assistant in the office. The Nursery is staffed by 2 full-time Early Years Officers, 6.5 Early Years Practitioners and one Pupil Support Worker. Staff are committed to the best possible outcomes, and work closely with our families to ensure we are Getting it right for Every Child. The school's values of *Ready, Respectful* and *Responsible* are at the heart of what we do.

In Session 23/24, 19.02% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 22.12%, and those eligible for access to the Clothing Grant was 34.63% - all of which are higher than Local Authority average. We had no families from Quintile 5 households. Our local context therefore, demonstrates a clear focus on ensuring equity for all.

The school has strong links with the community of Whitburn, including Cluster schools, local community organisations and an incredibly supportive parent body – well represented by a highly engaged Parent Council. Working together in partnership, we are proud to say that we meet the needs of all learners.

## 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our measurable outcome for Session 2023/24 was:</p> <p>To embed school level guidance and learning and teaching approaches in Reading, Writing and Listening and Talking to maximise the attainment and achievement for all pupils, in every lesson.</p> <p>To further develop our approaches to assessment across school to ensure that pupils can articulate their strengths and next steps in learning and that they receive appropriate feedback to enable them to do this.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <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</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- We worked with the Cluster Pedagogy Officer to ensure consistent use of WL Writing Targets and additional pathways to support moderation and teacher professional judgement</li> <li>- Working both within the school and as a cluster, we moderated Reading and Writing in order to strengthen teacher professional judgement</li> <li>- We continued to promote the Balanced Reader Approach and ensure consistent approaches to Reading pedagogy from P1-P7</li> <li>- Focused on core writing skills to build writing stamina using a whole school approach.</li> <li>- Implemented agreed, consistent approaches to marking and feedback based on the WL Writing Targets, supporting opportunities for regular and robust self- and peer assessment in all classes.</li> <li>- Embedded agreed approaches to marking and feedback, as part of LTA policy.</li> <li>- Staff received additional high quality CLPL on Outdoor Learning strategies, supporting creative approaches to teaching and learning.</li> <li>- In consultation with parents, a comprehensive Family Engagement calendar was updated in order to maximise opportunities for family learning and involvement.</li> <li>- Created the <i>Croftmalloch Literacy Strategy</i>, to be implemented in Session 2024-25, ensuring consistent approaches to pedagogy and assessment in all areas of Literacy.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- At the end of session, most pupils from P1-7 were on track to achieve expected level in Literacy.</li> <li>- At the end of session, most pupils from P1-7 were on track to achieve expected level in Numeracy.</li> <li>- Attainment Data remained stable between Track 1 and Track 4, showing an increased confidence in Teacher Professional Judgement.</li> <li>- Staff feedback shows increased confidence in Teacher Professional Judgement following moderation sessions</li> <li>- The majority of pupils are making good progress in Literacy and Numeracy across school. Where children are not yet working within expected level, high quality targeted interventions are in place.</li> <li>- Assessment data from shows that almost all identified pupils made progress in Reading as a result of targeted interventions.</li> <li>- According to Parent Ethos Survey results: <ul style="list-style-type: none"> <li>- <b>95.24%</b> of parents feel that the school ensures their child is progressing well.</li> <li>- <b>88.57%</b> of parents feel that their child is stretched to work at the best of their ability.</li> <li>- <b>94.29%</b> of parents feel the school offers a selection of family learning events</li> <li>- <b>88.57%</b> of parents feel that they receive info. about how they can support their child's learning.</li> </ul> </li> <li>- According to Pupil Ethos survey results: <ul style="list-style-type: none"> <li>- <b>93.15%</b> of children feel the staff know their strengths and encourage them.</li> <li>- <b>97.26%</b> feel the school makes sure they are getting along well with their work.</li> <li>- <b>90.41%</b> of children feel that they regularly receive feedback on their progress</li> <li>- <b>97.26%</b> of pupils feel that staff regularly set targets for their learning and talk about how they can improve it</li> </ul> </li> <li>- Evidence from Lesson Observations shows that learners benefit from high quality learning experiences in Numeracy and Literacy, with most lessons observed being at least 'Good'.</li> <li>- In Learner Conversations, almost all pupils talked about their feedback and next steps</li> </ul>
<p>ELC</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Developed use of Numicon and arrays for small group activities and assessments, linked to the WLC tracker.</li> <li>- Delivered CLPL to support staff in using trackers to identify next steps for identified learners.</li> <li>- EYO led interventions of identified learners, informed by tracker data.</li> <li>- Termly progress meetings between HT / EYOs ensure robust tracking data and identify next steps.</li> <li>- Parental Engagement / Family Learning Calendar provides clear opportunities for events where families can learn how to support within Numeracy and Literacy.</li> <li>- Staff engaged with SeeSaw CLPL in order to effectively journal learning experiences electronically.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- Lesson observations show evidence of use of Numicon and arrays.</li> <li>- Quality assurance activities shows evidence of electronic journaling on SeeSaw for all learners.</li> <li>- Over 50% of families to have attended at least one Parental Engagement Session.</li> <li>- Evidence of regular interventions to support identified learners.</li> </ul>

<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for Session 2023/24 was:</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</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 <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Utilised a PEF funded Principal Teacher in order to effectively plan supports and interventions for identified learners.</li> <li>- Funded Numeracy and Literacy Pedagogy Officers in order to inform high quality pedagogy and interventions.</li> <li>- Funded Speech and Language Therapy sessions for identified learners.</li> <li>- High quality interventions took place for identified learners, in order to support attainment in Numeracy and Literacy.</li> <li>- Targeted nurture sessions meant that identified pupils were supported in HWB and were ready to learn.</li> <li>- Targeted family learning session support parents and carers in assisting their children's learning from home.</li> <li>- Additional experiences were heavily subsidised by the school, reducing the Cost of the school Day for families.</li> <li>- Participatory Budgeting principles were followed, ensuring that pupil voice was integral to decision making processes and spending.</li> <li>- A Food Bank and School Uniform Bank were regularly accessed by targeted families.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>- The attainment of Q1 learners in Numeracy and Literacy increased last session.</li> <li>- The attendance of identified Q1 pupils rose over the course of this session as a result of targeted interventions.</li> <li>- According to Parent Ethos Survey results, <b>85.71%</b> of families feel that the school is doing well in helping to reduce the cost of the school day.</li> <li>- Pupil Ethos survey results show that <b>95.89%</b> of children feels the school ensures that costs do not prevent them from participating in outings, events and clubs.</li> </ul> <p>The school was awarded £60,025 of Pupil Equity Funding (PEF)</p> <p>The new 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> <p>10 priorities were planned and 30% of these priorities were fully achieved with 70% making good or better progress (30% moderate progress and 0% made no progress)</p>
<p>ELC</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- PEF Funded Speech and Language Therapist worked with identified learners to improve vocabulary and fluency.</li> <li>- PEF Funded Speech and Language Therapist provided CLPL for staff in supporting identified learners.</li> <li>- EYO led interventions of identified learners, informed by tracker data.</li> <li>- Delivered targeted family learning sessions to promote improved outcomes in Numeracy, Literacy and HWB of identified families.</li> <li>- Further developed stay and play sessions with identified families</li> <li>- Identified parents targeted for stay and play sessions</li> <li>- Ongoing CLPL and staff support from SALT and the West Lothian Inclusion and Wellbeing Service.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- At least 50% of our identified families attended at least one engagement session.</li> <li>- SaLT assessments highlight improvement in vocabulary and word building, post intervention.</li> <li>- Increased attainment of identified learners in Numeracy and Literacy</li> <li>- Parent/Carers gave positive feedback of the support and knowledge shared regarding the progress of their child.</li> <li>- Stay and play sessions attended by targeted families</li> </ul>

<p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for Session 2023/24 was:</p> <p>To boost the health and wellbeing of groups and individuals by ensuring that all children have equal opportunities to participate in a wide variety of opportunities across the 4 contexts of learning</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 <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Reviewed HWB Curriculum in order to ensure more consistent approach to received curriculum.</li> <li>- Trauma Informed Practice training was delivered to all staff.</li> <li>- Self-evaluated existing practice using UNCRC toolkit</li> <li>- Continue to develop Rights Respecting School Action Plan and embedded Practice in all classrooms.</li> <li>- Applied for – and received – Silver RRS Award</li> <li>- Embedded newly developed Positive Relationships Policy within school, ensuring consistent implementation in all classrooms.</li> <li>- Created quiet spaces in the playground to support wellbeing</li> <li>- Play therapy sessions used to support targeted learners.</li> <li>- HWB Mini-Champs Pupil Voice group ensure meaningful opportunities for pupil voice</li> <li>- Inclusion Ambassadors were nominated, and visited other schools to share their work</li> <li>- Family Learning calendar used to support HWB engagement events.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- Almost all learners report positively when self-reporting across all of the Wellbeing Indicators.</li> <li>- Almost all pupils show 'Green' engagement on Attainment Data trackers.</li> <li>- Learner Conversations show that pupils have an awareness of Positive Relationships Policy and it is implemented more consistently.</li> <li>- According to Parent Ethos Survey results: <ul style="list-style-type: none"> <li>- <b>100%</b> of parents feel that their child is safe at school</li> <li>- <b>98.10%</b> feel that their child is treated fairly.</li> <li>- <b>90.48%</b> of parents feel that their child has an opportunity to learn about their rights and these are promoted and protected at school</li> </ul> </li> <li>- According to Pupil Ethos survey results: <ul style="list-style-type: none"> <li>- <b>100%</b> of children feel that they have a trusted adult who they can talk to in school</li> <li>- <b>100%</b> of children feel that they are treated fairly and with respect.</li> <li>- <b>97.26%</b> of children feel safe at school</li> <li>- <b>94.52%</b> of children feel that they have the opportunity to learn about their rights, and these are protected at school</li> </ul> </li> </ul>
<p>ELC</p>	<p>We have made <b>good</b> progress in this area.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Continued to embed the use of Wellbeing Indicators with the children, to support discussion around their wellbeing.</li> <li>- Further developed Parental Engagement / Family Learning Calendar to ensure families are fully involved in supporting HWB both in Nursery and at home.</li> <li>- Learning Environment display boards redesigned to support discussions with children and families about HWB</li> <li>- Further developed approaches to consultative planning, with Children's Rights at the heart of this.</li> <li>- Further development of the forest area and forest experiences e.g. use of tyre swing and hammock, story-telling outdoors, discussing environmental elements and their effects on our environment.</li> <li>- Distributive Leadership opportunities for staff to led change in these areas.</li> <li>- Further developed processes around transition for N-P1 to support HWB of learners.</li> <li>- Continue local and community walks e.g. walk to the shops, walk to the park.</li> <li>- Prioritising the use of the nursery garden to continue to allow children to sow seeds, grow crops, harvest them and prepare foods for snack.</li> <li>- Weekly visits from/to Nursing Home and other local areas to discuss aspects of nature that children are interested in.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- Observations show evidence of child-led learning as a result of consultative planning.</li> <li>- The majority of children selected for learner conversations are able to talk about UNCRC Rights.</li> <li>- For identified children, the outdoor space provides additional opportunities for utterances, gestures and early communication to take place.</li> <li>- Staff confidence questionnaire shows increased confidence in outdoor provision.</li> <li>- Evidence of distributive leadership roles identified through quality assurance activities</li> <li>- Floorbooks show evidence of regular community walks, sparking children's interests.</li> <li>- Regular sessions in forest areas promote skills for learning, life and work.</li> <li>- Most children self-report positively against the HWB indicators.</li> </ul>

<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for Session 2023/24 was:</p> <p>To increase pupil skills in digital technologies, to further develop learner agency across learning.</p> <p>To ensure play based opportunities for skills development are implemented in all classes, from P1-P7.</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 <b>good</b> progress.</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Introduction of <i>Skills Stations</i> in all central areas, in order to promote skills development through play opportunities for all pupils P1-P7.</li> <li>- Staff working group led digital skills across school</li> <li>- Staff working party worked towards 'digital schools' award</li> <li>- Pupil Voice 'digital leaders' committee led improvements and innovations in use of technologies and cascaded this to others across school.</li> <li>- Ongoing, staff 'drop ins' and technology workshops were used to up-level skills and build capacity in the use of technologies.</li> <li>- 'World of Work' session took place, inviting parents, local businesses and community members in to speak to children about their careers</li> <li>- Family learning events were delivered, building understanding and capacity in the use of technologies across the school community.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- Evidence of emergent Skills Stations in all central areas</li> <li>- Learner Conversations show engagement with Skills Stations, and opportunities for children to use language related to Meta Skills.</li> <li>- Learners have increased opportunities to develop meta-skills and engage in STEM activities across school and through home-learning experiences.</li> <li>- Qualitative feedback from children and families showed positive transitions to support Nursery, P1 and P7</li> <li>- Career event and Enterprise event was well attended by community partners as well as parents.</li> <li>- Learners have access to appropriate, high quality technology in classrooms across school.</li> </ul>
<p>ELC</p>	<p>We have <b>good</b> progress in this area</p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>- Further developed parental engagement opportunities linked to skills for learning, life and work.</li> <li>- Further developed community links and opportunities for learning experiences in the local area</li> <li>- Further developed Forest School and Woodwork areas, and extend opportunities for regular use.</li> <li>- Further developed Nursery Garden to promote planting, growing and harvesting.</li> <li>- Delivered CLPL to staff in order for to plan effectively for sustainability learning opportunities.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>- The majority of children engage with technologies confidently.</li> <li>- Floor walks and learning audits show that pupils' use of technologies is evident</li> <li>- Staff confidence in using technology is increasing</li> <li>- SeeSaw is continuing to be used to journal children's learning</li> </ul>

Our school attendance rate currently sits slightly below Local Authority averages, but has improved over the last two sessions. We continue to work with a range of partners to ensure that children are supported to attend school. This session, there were no formal exclusions.

**This year, we have continued to develop parental engagement and partnership working through the following approaches:**

- Our Family Learning calendar and provision was further developed this year, as a result of parental feedback.
- The Parent Council and fundraising group have continued to be actively involved through regular meetings and event planning in supporting the school with improvement planning.
- We continue to communicate with parents, regularly through a range of channels: emails, texts, newsletters, phone calls, our website and social media feed.
- We have collected feedback from parents/carers this session on the following topics:
  - Pupil Health and Wellbeing
  - Participatory Budgeting
  - Cost of the School Day
  - Parental Engagement Calendar
  - School Improvement Planning
  - Positive Relationships Policy

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

- We have achieved our Silver Rights Respecting School validation, and are working towards Gold.
- Achievement of an RSPB Bronze Wild Challenge Award.
- The school achieved the School Sports Award, in recognition of our sports provision.
- We continue to be an Eco school, and this is led by our two pupil-voice committees.
- Several of our classes have completed Bikeability training, promoting wellbeing and active travel.
- A group of our pupils have become '*Inclusion Ambassadors*' for the school, and have visited other schools to present in assemblies.
- Pupils have represented the school at a range of sporting opportunities, such as netball, football and swimming festivals.
- Our pupils have also led, digital leaders, STEM, play/active learning, 1+2 languages and pupil council committees this session to take forward school improvements
- We have further embedded HWB Mini Champs who have worked within the school and with the wider WL HWB team to develop wellbeing in our school. We also have a very active and committed HWB Family Champ.
- Wider achievements have been tracked effectively and celebrated in assemblies and on displays across the school.
- After School Clubs run free of charge for all pupils and are very well attended. Priority places are offered to identified pupils.
- The school has worked closely with the Gala Day committee to maximise attendance and engagement with the event, with many of our school community marching on the day.
- Regular liaison with other community partners and attendance at community events, such as Rotary Club quizzes.

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	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)