

Croftmalloch Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

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 are very proud of the community we serve.

At the end of Session 24/25, the school had 229 children on roll across 10 classes, 3 of which are 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 full-time PEF funded Acting Principal Teacher, 15 class teachers, 5 PSWs and an Admin Assistant in the office. The Nursery is staffed by 1 full-time Early Years Officer, 6.5 Early Years Practitioners and 2 Pupil Support Workers. 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 24/25, 16.74% of our children were from Quintile 1 households, the school's Free School Meal Entitlement was 26.67%, and those eligible for access to the Clothing Grant was 32.58% - 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.

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

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for Session 2024/25 was:</p> <p><i>All learners receive consistent, high quality learning experiences in numeracy and literacy which offer suitable challenge, differentiation and pace, and are underpinned by effective assessment approaches.</i></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 very good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Implemented the '<i>Croftmalloch Literacy Strategy</i>' from August 2024, ensuring consistent approaches to learning, teaching and assessment in all aspects of Literacy. - Worked with the Literacy Pedagogy Officer to introduce resources supporting consistent approaches to teaching and planned assessment within Listening and Talking. - Introduced consistent summative assessment strategies from P1-7 in order to ensure consistent data gathering across the school. - Reviewed the use of Number Talks across the school, working towards consistency of approach. - Planned and delivered Moderation sessions across Literacy, supporting teacher professional judgement of a level. - Following moderation sessions, worked with teaching staff and Pedagogy Officer to highlight agreed next steps for identified learners, creating bespoke interventions for targeted pupils. - Continued to develop use of Learning Intentions and Success Criteria to ensure clear focus on the planned learning objective. - Continued to develop creative approaches to differentiation to ensure children's assessed needs are appropriately met in the classroom. - Continued to develop approaches to the use of digital technologies to support core learning. - Continued to embed approaches to assessment and moderation that support confident professional judgement of progress and achievement of children. - Further developed our Family Learning and Engagement offer, in collaboration with key stakeholders. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - At end of session, most pupils from P1-7 were on track to achieve expected level in Literacy. - At end of session, most pupils from P1-7 were on track to achieve expected level in Numeracy. - '<i>Croftmalloch Literacy Strategy</i>' successfully utilised in all classes, ensuring consistency of approach and resource in all areas of our Literacy Curriculum from P1-7. - Quality assurance activity demonstrates: <ul style="list-style-type: none"> - Following CLPL, lesson observations showed more consistent approaches to high quality Learning Intentions and Success Criteria - In observed lessons, personalised supports to meet the assessed need of identifies pupils were effectively deployed - Scrutiny of writing jotters highlighted a clear and coherent progression of skills throughout the school - Most writing jotters contained frameworks to support differentiation, most jotters contained evidence of marking and feedback linked to core and genre targets, and evidence of peer-, self- and teacher-feedback linked to next steps. - Feedback from staff following moderation sessions highlighted increased consistency and confidence of judgement of a level. - All classes now have consistent approaches and resources to assessment of Literacy and Numeracy, resulting in consistent data outcomes supporting teacher professional judgement. - Assessment data from shows that almost all identified pupils made progress in Reading as a result of targeted interventions. - The majority of families attended at least one of our family learning events, enabling them to better support their children when learning at home. - According to Parent Ethos Survey results: <ul style="list-style-type: none"> - 87.50% of parents feel that the school ensures their child is progressing well. - 86.72% of parents feel that their child is stretched to work at the best of their ability. - 92.97% of parents feel the school offers a selection of family learning events - 86.72% of parents feel that they receive information about how they can support their child's learning. - According to Pupil Ethos Survey results: <ul style="list-style-type: none"> - 96.67% of children feel the staff know their strengths and encourage them. - 98.89% feel the school makes sure they are getting along well with their work. - 100% of children feel that they regularly receive feedback on their progress - 98.89% of pupils feel that staff regularly set targets for their learning and talk about how they can improve it

<p>ELC</p>	<p>We have made good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - We continued to embed opportunities for staff to engage with data trackers, using them to plan high quality interventions and provocations based on prior assessment. - HT and ELCASM held tracking meetings with Practitioners, moderating judgement and supporting identification of next steps for pupils. - CLPL delivered on targeted interventions, ensuring that they are data informed and their impact is measured. - CLPL held to support the planning and delivery of provocations and invitations for learning, linked to consultative planning. - We further develop family engagement opportunities, further supporting families in how to extend their children's learning at home. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - As a result of participation in moderation sessions, staff confidence in use of trackers to inform next steps will increased. - Quality assurance of learning environment shows more consistent approaches to delivery of provocations and invitations. - Feedback from families shows that most families feel that there are regular opportunities to engage with the school to support their child's learning. - During tracking moderation meetings, evidence presented to support professional judgement was of a high quality, validating judgements in all cases
<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for Session 2024/25 was:</p> <p><i>Identified children are able to access the whole of the curriculum and make effective progress through well planned, timely and specific interventions.</i></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 good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - The school's PEF funded Principal Teacher coordinated effective supports and interventions for identified pupils. - Participatory Budgeting was utilised to ensure Pupil Voice was part of decision making. - Quintile 1 pupils were consulted on PEF expenditure to ensure additional opportunities for Pupil Voice. - PEF funded Literacy Pedagogy Officer supported staff in planning and delivering high quality interventions for identified pupils. - Additional Speech and Language Therapy sessions were funded to support interventions for identified pupils. PEF funded SaLT attended parental engagement sessions and delivered CLPL to staff. - PEF funded staff were responsible for delivering targeted Numeracy and Literacy interventions for identified pupils. - Additional experiences were heavily subsidised by the school, reducing the Cost of the school Day for families. - A Food Bank and School Uniform Bank were regularly accessed by targeted families. Quintile 1 pupils were responsible for managing this. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> - The attainment of Q1 learners in Numeracy and Literacy increased last session. - The attendance of identified Q1 pupils this session was 87.24% - an increase of over 2% compared to the end of last session. - According to Parent Ethos Survey results, 91.41% of families feel that the school is doing well in helping to reduce the cost of the school day. - Pupil Ethos survey results show that 98.89% of children feels the school ensures that costs do not prevent them from participating in wider school activities.
<p>ELC</p>	<p>We have made good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - PEF Funded Speech and Language Therapist worked with identified learners to improve vocabulary and fluency. - PEF Funded Speech and Language Therapist provided CLPL for staff in supporting identified learners.

	<ul style="list-style-type: none"> - Delivered targeted family learning sessions to promote improved outcomes in Numeracy, Literacy and HWB of identified families. - Further developed stay and play sessions with identified families - Identified parents were targeted for stay and play sessions - Ongoing CLPL and staff support from SALT and the West Lothian Inclusion and Wellbeing Service. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - The majority of identified families attended at least one engagement session. - SaLT assessments highlight improvement in vocabulary and word building, post intervention. - Increased attainment of identified learners in Numeracy and Literacy - Stay and play sessions were well attended by targeted families
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<p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for Session 2024/25 was:</p> <p><i>All learners are well supported mentally, socially and emotionally so they can fully engage in learning.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Continued to embed principles of Trauma Informed Practice, ensuring that all staff are trained in TIP, and identified staff working towards Level 3 training. - Further embedded our principles of UNCRC, culminating in accreditation of Gold RRS award. - Ensure a Pupil Voice Group is allocated the task of applying for and achieving gold RRS award. - Continued to embed newly developed Positive Relationships Policy within school, ensuring consistent implementation in all classrooms. - Audited current outdoor learning provision, taking meaningful Pupil Voice into account. - Further developed approaches to outdoor learning as a consistent and core offer of learning for all children. - Worked with stakeholders to create an 'Outdoor Learning' curriculum framework within the Learning, Teaching and Assessment policy, which sets clear and consistent expectations and outcomes for all staff and pupils with regards to opportunities for outdoor learning across the curriculum. - Continued to develop pupil leadership opportunities within HWB, such as HWB Mini Champs, Inclusion Ambassadors and Diversity Club. - Organised family and community engagement and learning events across a range of HWB priorities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Almost all learners report positively when self-reporting across all of the Wellbeing Indicators. - Almost all pupils show 'Green' engagement on Attainment Data trackers. - Learner Conversations show that children have a robust understanding of their Rights, and can confidently discuss and describe them. - Learner Conversations show that pupils have an awareness of Positive Relationships Policy and it is implemented more consistently. - Pupil Voice Group action plans show meaningful opportunities for pupil involvement in leading aspects of RRS, HWB and Outdoor Learning. - According to Parent Ethos Survey results: <ul style="list-style-type: none"> o 100% of parents feel that their child is safe at school o 98.44% feel that their child is treated fairly. o 91.41% of parents feel that their child has an opportunity to learn about their rights and these are promoted and protected at school - According to Pupil Ethos survey results: <ul style="list-style-type: none"> o 98.89% of children feel that they have a trusted adult who they can talk to in school o 95.56% of children feel that they are treated fairly and with respect. o 100% of children feel safe at school o 98.89% of children feel that they have the opportunity to learn about their rights, and these are protected at school o 98.89% of children feel that other children behave well o 95.56% of children feel that the school deals well with bullying, and that other children treat them fairly and with respect.
ELC	<p>We have made good progress in this area.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Continued to embed principles of Trauma Informed Practice, ensuring that all staff are trained in TIP 1, and identified staff have Level 3 training.

	<ul style="list-style-type: none"> - Following achievement of Silver RRS award last session, we continued to embed and further develop use of UNCRC articles in the ELC working towards accreditation of Gold RRS. - Working with all stakeholders, audited existing practice against standard for Gold RRS award. - Continued to build upon existing Outdoor Learning provision, introducing 'Forest School Days', where pupils spend the entire day outside, with reference to 'Out to Play: creating outdoor play experiences for children' (Scottish Government 2020). - Staff CLPL linked to Outdoor Learning provision supported high quality provision. - Continued to develop processes for transition between Nursery and P1, including universal approaches for all pupils, and bespoke supports for identified learners. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - All ELC staff will have received training on Trauma Informed Practice and feel confident in supporting identified children. - Following successful application and accreditation, we received Gold RRS Award. - Following successful application and accreditation, we received RespectMe award. - Learner Conversations show that pupils have an awareness of their Rights, and are able to talk about these. - Learning Walks show that children's rights are clearly referenced within the environment. - Quality assurance of SeeSaw show evidence of outdoor learning sessions. - Staff confidence questionnaire shows increased confidence in outdoor provision. - By June 2025, qualitative data from parents, pupils and staff will show increased confidence in transition processes.
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<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for Session 2024/25 was:</p> <p><i>All learners have opportunities to develop skills for learning, life and work, in collaboration with partner schools in the Whitburn Academy Cluster.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Continued to develop approaches to children's involvement in the ethos and life of the school, influencing change and improvement. - Further developed children's leadership of learning through collaborative learning approaches, engagement in higher order thinking skills and skills for learning, life and work. - Further developed children's knowledge, understanding and ownership of their strengths and next steps and approaches to evidencing and profiling their learning. - Further development of <i>Skills Stations</i> in all central areas, in order to promote skills development through play opportunities for all pupils P1-P7. - Further development of use of STEM and Digital Technology across the school, building evidence to support a successful application for a Digital Schools Award. - Ongoing, staff 'drop ins' and technology workshops to up-level skills and build capacity in the use of technologies. - Collaborated on a Cluster approach to developing the Young Workforce including a specific STEAM / Meta skills focus. - Set a small test of change in use of My World of Work profiling tool at First and Second Level. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Evaluated Pupil Voice Group action plans to show clear involvement in leadership at school level of all pupils. - Pupil Voice to be evident in consultation on Profiling. - Education Scotland profiling tool to be piloted in identified classes. - Profiling tool will show that children evidence of achievements being recorded, as well as clear links to Skills development. - Further best practice sessions will have taken place to highlight high quality provision in teaching of Meta-Skills. - Learner Conversations show engagement with Skills Stations, and opportunities for children to use language related to Meta Skills. - Skills Stations evident in all central areas - School achieved 'Digital School' award in recognition of good practice - Enhanced transition was in place to support Nursery, P1 and P7. Qualitative feedback from children and families showed positive transitions to support Nursery, P1 and P7
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ELC	<p>We have good progress in this area</p> <p>What did we do?</p> <ul style="list-style-type: none"> - ELC to continue to develop further opportunities for parental engagement to support skills for learning, life and work. - Following feedback from Care Inspectorate, ELC staff to consider ways in measuring and tracking the wider impact of Parental Engagement, beyond attendance at sessions. - Further develop opportunities for our children to access the forest and garden, and extend the outcome of this beyond planting – giving children the opportunity to harvest ingredients and use them to create healthy snacks. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Most families to have attended at least one parental engagement session, enabling them to support children at home. - Staff utilising a range of approaches to measure parental engagement, including impact on attendance and HWB. - Quality Assurance of SeeSaw, Floorbooks and Learning Environment show evidence of outdoor learning linked to skills.
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Our whole-school attendance rate at the end of Session 24/25 was 91.39%, which showed an increase on the previous year. The attendance of our Quintile 1 learners last session was 87.24%, which was an increase of over 2% on the previous year. This increase was greater than that of our Quintile 4 pupils, which clearly demonstrates that we are continuing to close the poverty-related attendance gap for our most deprived pupils, whilst simultaneously raising the bar for all learners. 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, becoming even more responsive to parental feedback.
- The Parent Council have become even more involved in the life of the school, meeting regularly to feed into school improvement actions, support ongoing parental consultation and plan fundraising and community engagement events.
- 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 were accredited in our Gold Rights Respecting School validation, demonstrating a clear commitment to ensuring children's rights.
- We were awarded a Digital School award, in recognition of high quality practice in use of digital technology.
- We successfully achieved the RespectMe Award, which *'demonstrates that our anti-bullying work has substance and can withstand scrutiny, shows that children and young people our care are having their rights upheld and respected and that they feel safe, and proves that our interventions are making a difference.'*

- Several of our classes have completed Bikeability training, promoting wellbeing and active travel.
- Pupils have represented the school at a range of sporting opportunities, such as netball, football and swimming festivals.
- Our pupils have also led digital pupil voice, 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	Very 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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)