

Bankton Primary School



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Bankton Primary School,
Kenilworth Rise,
Dedridge,
Livingston
EH54 6JL

ABOUT OUR SCHOOL

Bankton Primary School is a vibrant learning community which serves the communities of Dedridge and Adambrae in Livingston. Officially opened in 1980, the school has enjoyed a positive reputation in West Lothian for almost 40 years.

Originally meeting the needs of a well-established community, changes over the past 5 years have led to an increase in the number of private lets in the area leading to more movement of pupils both in and out of school.

The school roll is currently 303 pupils organised into 12 classes. The school is managed by the HT, DHT and PT and currently has 18 teachers including a Support for Learning Teacher, Nurture Teacher, Music and P.E. Specialist Teachers.

Bankton Primary is an integral part of the community, both educationally and socially. Strong links also exist with local and The James Young High School Cluster Primary Schools.

Our key drivers in Bankton are Health and Wellbeing and Getting It Right for Every Child. We are also strongly committed to environmental education and teaching our children to protect the natural resources within the local area, in particular, the Dedridge Pond.

We believe our children need to be confident, resilient and have a 'can do' attitude to take their place in future society. Therefore we encourage them to 'live' our school values of PERSISTENCE, RESPECT, INCLUSION, CO-OPERATION AND KINDNESS every day in school.

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 evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS74) 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>1.</p> <p>To raise attainment for all, especially in literacy and numeracy</p> <p><i>Learning is enriched for all learners through research led improvements in pedagogy focussing on the evidence of learning leading to improved outcomes for all learners</i></p> <p>Our measurable outcome for session 2018/19 was to improve learners awareness of their own personal strengths and next steps by improving the quality of feedback.</p> <p>NIF Driver(s):</p> <p>Teacher professionalism Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do? We further developed learning and teaching by improving the quality of feedback given to all learners. We reviewed our Interdisciplinary Learning programme to make it more relevant and meaningful to learners in our school. We introduced Reflective Reading approaches from P.3 – P.7 to improve pupil engagement with and understanding of texts in a variety of different genre. We extended our use of concrete, pictorial and abstract approaches to include bar modelling at 2nd level</p> <p>Evidence indicates the impact is:</p> <p>Learners at all stages are now able to talk knowledgably about their strengths and next steps in learning. Pupils from the earliest stages in school are able to interpret learning feedback, given in a variety of ways to help them improve.</p> <p>Learners are now more motivated and engaged in Interdisciplinary Learning across the school. Pupils and their current experience is always the starting point for each topic upon which layers of understanding and rich learning experiences are built.</p> <p>Reflective Reading approaches have had a very positive impact on pupils' understanding of Non-Fiction text in particular at second level. Learners in all classes are motivated by the personalisation and choice within their task mat activities. There has been a significant rise in reading attainment because of these approaches coupled with improvements in pupils' engagement in reading.</p> <p>Learners at all stages continue to benefit from the understanding of numeracy and mathematical concepts through their use of concrete, pictorial and abstract approaches. This has been extended successfully at 2nd level through bar modelling with a resultant rise in attainment.</p> <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To raise attainment in Literacy and Numeracy to ensure that learners across all stages of school attain expected levels by the end of P.1, 4 and 7. • To reduce the identified gender gap between boys and girls at second level writing by 5%
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2017/18 was to</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>In Bankton Primary School we have had a 'team' approach to planning for our use of Pupil Equity Funding this session. Overseen by the DHT and led by the Pupil Equity Fund Co-ordinator, the team examined self-evaluation from staff, pupils, parent focus groups and partners before creating a robust plan with a focus on the following areas:</p>

<ul style="list-style-type: none"> • further empower parents to help their child with learning through parental engagement events • narrow the gap between the most and least advantaged children across the school. <p>NIF Driver(s): Performance Information Assessment of Children's Progress Teacher professionalism</p>	<ol style="list-style-type: none"> 1. Closing the gap in Literacy 2. Closing the gap in Numeracy 3. Addressing Health and Wellbeing, particularly of the most vulnerable 4. Increasing Parental Engagement <p>The team analysed a wide range of attainment data and information before identifying clear gaps in attainment between the most and least disadvantaged children. Our main aims were very clear and the team used strategies and interventions which had been proved by researchers to make a measurable difference.</p> <p>Some of our aims were realised with targeted groups of children; some with whole school and some with parents and children together through events. The planned events included a Spooky Writing Afternoon, a number of motivational events with Badger and Laura (McNicoll & Jackson, our Reading Patrons) and Christmas Arts and Crafts. There were also vocabulary workshops for P.1 Parents, empowering them to help their children at home. The increase in parental engagement through these events has been astounding with extremely positive feedback in all cases.</p> <p>We gathered evidence before each of our interventions began. This evidence gave us a baseline to work from. Pupils have since been assessed following interventions and the results are very positive in all four areas, particularly in Numeracy. Our SSNA results this year at P.4 have shown the impact of our interventions over the last two years and although there are gaps in attainment, these have been significantly reduced.</p> <p>We will continue to evaluate and consult with pupils, parents and partners before creating our plan for Phase 2 of Pupil Equity Funding in session 18-19.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Significantly increased confidence in vocabulary development in almost all targeted pupils from Nursery to P.7 • Increased engagement with reading for pleasure in all targeted pupils due to our work with McNicoll and Jackson our Reading Patrons • Increased confidence in Numeracy through our use of concrete, pictorial, abstract approaches to help pupil's understanding of their numeracy learning • Raised attainment at P.4, showing the impact of 2 years of interventions evidenced in SSNA assessments. • Improved wellbeing of targeted pupils through flexible nurture arrangements • Significant increase in parental engagement in learning through motivational parent & child tutorials, workshops, learning showcases, PATPALS, Bedtime Maths, Science Extravaganza, Reading Patron events <p>Our priorities for next session will be:</p> <p>To reduce the gap identified in Writing between the most and least advantaged children To involve pupils, parents and partners in participatory budgeting projects next session improving outcomes for all learners</p>
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to Improve wellbeing of all of our children and young people through their involvement in self-assessment of Health and Wellbeing and improved positive relationships with all adults in school.</p> <p>NIF Driver(s): Teacher Professionalism School Improvement School Leadership Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>Staff at all stages engaged with the national Benchmarks for Health and Wellbeing to improve outcomes for learners</p> <p>Staff collaborated to review the school's positive relationships approaches using research based approaches from Paul Dix, "When the Adults Change, Everything Changes"</p> <p>Tracking and Monitoring processes were refined to include pupils' participation and engagement</p> <p>Staff worked collaboratively to develop trauma informed attitudes and developed nurturing approaches for pupils affected by trauma.</p> <p>Evidence indicates the impact is:</p> <p>Learners at all stages have had experience of health and wellbeing programmes of study which are linked to the national benchmarks. There has been a strong focus on mental wellbeing, allowing pupils to manage their emotions.</p> <p>Learners feel more valued by adults in school through the introduction of 'meet and greet' and recognition boards in classes. The positive relationships approaches will be extended next session to include a focus on 'above and beyond' recognition and restore and repair approaches.</p> <p>Learners are more aware of their own achievements not only in learning and teaching, but in all four arenas through learner conversations and tracking and monitoring. Participation will be extended next session to include further decision making opportunities through participatory budgeting within Pupil Equity Fund projects.</p> <p>All staff have been trained in trauma awareness and the impact that trauma has on individual learners. Further work on nurturing approaches will be carried out within the positive relationships review next session.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To improve the wellbeing of all of our young people by building their resilience and making them feel valued through positive relationships. • To upskill parents in bringing up children with confidence
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<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to ensure that all pupils are aspirational for the future, seeing possibilities in a wide range of employment opportunities through business partnerships .</p> <p>NIF Driver(s): School improvement Teacher professionalism</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>Staff across the school integrated a Skills for Life and Work Framework into daily lessons, raising pupil awareness of how their skills will be useful in the world of work.</p> <p>Through annual planning processes staff at all stages integrated DYW into all Interdisciplinary Learning.</p> <p>Through DYW partnership visits during the World of Work Week, pupils at all stages raised their aspirations for the future</p> <p>The Principal teacher led digital learning development at second level introducing learners to computer science and coding skills alongside upskilling them in the tools available on GLOW.</p> <p>Evidence indicates the impact is:</p> <p>Learners at all stages can confidently discuss how their skills in learning now will be useful in the world of work in the future.</p> <p>Learners are more motivated and engaged in interdisciplinary learning in the knowledge that they are developing a range of useful skills in the future. They are aware that both social and learning skills are useful in the world of work.</p> <p>Learners have integrated their DYW skills into the profiling process, detailing their aspirations for the future and how they are preparing to meet these.</p> <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • Develop further opportunities for employability partnerships through IDL annual planning • Include DYW skills in pupil tracking of participation in the 4Arenas
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ATTENDANCE AND EXCLUSION

There have been no exclusions in Bankton during this session due to staff commitment to the Positive Relationships Framework. This will be sustained through further enhancements next session.

Attendance is Good overall with 93% of pupils with attendance of 85% and above. There are still a large number of families who take holidays during term time and this has impacted on our overall attendance. School staff will work hard to communicate this to parents next session and we aim to make improvements in partnership.

PARENTAL ENGAGEMENT

Parental engagement has been a key strength in Bankton Primary School for a number of years. There are a variety of forums for involvement of parents in school improvement including focus groups, dialogue stations on Parent Consultation evenings and information on the school website. School will include different methods of electronic communication including forms moving forward next session.

Our Wider Achievements this year have included:

- Whole school Accreditation of Excellence for Professional Learning from GTCS
- Presentation of Award at PDSP
- Partnership with Scots authors, McNicoll and Jackson to enhance our Reading Culture
- Partnership with Sainsbury's Red Nose Day Appeal
- A highly successful Community Christmas Fayre in partnership with the Parent Council
- A wide range of parental engagement events including Read, Write, Count Launch, PATPAL events, Spooky Writing, Christmas Art and Craft workshops , Reading Patron events and Willow Workshop outdoors
- A successful P.5 Film created to record their genre journey in reading for The First Minister's Reading Challenge
- Two sell out Nativity performances
- Successful Easter performance by P.3/4 and P.4
- Two sell out performances of Rock Bottom with rave reviews
- Partnership with Limelight Music to produce a successful Band Showcase at Howden Park Centre as a confidence building programme for a selected group of pupils from P.5 – P.7
- Participation in the Glasgow Attainment Challenge Early Years Conference to share our Parental Engagement Journey
- DYW and ECO Focus Fortnights
- Partnership with the Harvester Restaurant to develop hospitality skills in our P.7 pupils
- Silver Sports Award for Schools plus individual sporting achievement at national level in swimming
- Participation in all Cluster Sports Festivals
- Successful residential experiences at P.5 and P.7
- Successful Water Aid Day
- Actively sharing our practice in Family Learning, Vocabulary Development, Early Numeracy Development, Moderation of Numeracy, Assessment Model, Holistic Assessment, Emotion Works across all West Lothian Schools

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.

Can add statement of validation from HMI or authority supported VSE.

How good is our school? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Excellent
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very 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	Very Good

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

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	Very 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	Very Good

+Delete if not relevant

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