

Bankton Primary School



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

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.

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 in and out of school.

The roll is currently 280 pupils organised into 12 classes. The school is managed by the HT, Acting DHT and PT and currently has 18 teachers including Support for Learning, Nurture, Music and PE.

Bankton Primary School is at the heart of the community and has strong links with its cluster schools and with the feeder secondary school, The James Young High School.

Our key drivers in Bankton are Health and Wellbeing and Getting It Right For Every Child. We are strongly committed to our Values led practice, encouraging our children to 'live' our values of Perseverance, Respect, Inclusion, Kindness and Co-operation.

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 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have 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 (HGIOS?4) 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, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to close the gender gap at second level by 5% in writing. Children to attain expected levels by the end of P1, P4 and P7</p> <p>NIF Driver(s): -School Improvement -Teacher Professionalism -Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We developed our whole school writing pedagogy and programme making it consistent, progressive and enjoyable for learners. • We embedded Reflective reading throughout the school and linked it to our Writing programme • We invested in new reading materials and reading areas in all classrooms and break-out spaces to motivate learners • We focussed on Numeracy problem solving approaches including worded problems daily. • We further improved our CPA approaches by training in Bar Modelling as a whole staff team. • We developed our pedagogy Art and Design through a progressive programme. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are now more motivated in Reading and Writing and are able to talk confidently about specific features of different genre. They are more able to make links with reading and writing due to the joint planning of these. The gender gap from P5-7 is closing with attainment increasing. • Learners are able to talk through numeracy processes using different methods, including bar modelling. They are able to work through worded problems using CPA approaches. They are able to demonstrate their learning processes through Learner Conversations. • Learners across the school have developed Art skills appropriate to their age and stage. Feedback from learners shows that they are more confident in this area and have enjoyed the progression of skills, this was demonstrated through our Art Exhibition.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to reduce the identified gap in Writing between the most and least disadvantaged children. Involve pupils, parents and partners in participatory budgeting .</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>After analysing our data and formulating an action plan we:</p> <ul style="list-style-type: none"> • Targeted P1 and P2 pupils for Box Clever 2x per week to build up their vocabulary • Targeted children throughout the school for our Maths/numeracy 10 minute boxes with PSW • Targeted children throughout the school for Reading and Writing supports/interventions by SfL and PSW • We involved our Reading patrons to work with targeted children • We held Family Learning events on Literacy and Numeracy throughout the session, including specific workshops for P1 parents/carers • We provided flexible Nurture arrangements throughout the session

<p>NIF Driver(s): Performance Information -Assessment of Children's Progress -Teacher Professionalism</p>	<ul style="list-style-type: none"> • We provided additional H&W activities such as gardening, running and dance clubs • We provided home learning packs for targeted pupils <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Increased engagement in reading for pleasure in all targeted groups due to Patrons work, new resources and personal choice • Significant increase in vocabulary development in almost all targeted pupils from ELC to P7 • Increased confidence in Numeracy through PSW support, 10 mins Boxes and Concrete/Pictorial/Abstract methods • Improved wellbeing of our learners through flexible Nurture/Check-in approaches • Parent/Carer engagement has continued to strengthen through workshops, PATPAL events, Reading Patron activities, evening Family events e.g The Crystal Maze
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was to improve the wellbeing of our children by building up their resilience and making them feel valued through positive relationships.</p> <p>NIF Driver(s): School Improvement -Teacher Professionalism -Parental Engagement -Assessment of Children's Progress</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff took part in professional reading and dialogue using Paul Dix materials to review our own Positive Relationships Policy • We devised a Policy which reflected views of children/staff/parents/carers which is now consistent across the school • We have aligned the Policy to our School Values which underpin all that we do and all learners are reminded of this daily by all members of staff through positive reinforcement • We have worked on 'Building Resilience' programme throughout the school and involved parents/carers through home activities • We have run our 'Raising Children with Confidence' programme • We have tracked and monitored our children's Health and Wellbeing through regular self-reporting and have systems in place for follow-up and interventions where required • Pupil participation in decision making is more inclusive with all children consulted • We took part in a Cluster Thematic Review focussing on 3.1 Wellbeing. We looked inward at our current practice and outward to the cluster schools to evaluate across the schools and set shared priorities in H&WB for all pupils within the JYHS cluster schools. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners at all stages have taken part in the Resilience Programme and are using techniques and vocabulary to help them become more resilient. • Learners are being cared for consistently in school using the Positive Relationship Policy which impacts positively in everything that they do. • Learners are able to talk with confidence about our School Values and what this means as part of our Bankton Family • Learners ethos surveys reported that children feel well supported and cared for in school impacting positively on their mental health and wellbeing • Learners have been consulted and included in decision making across the school and as a result feel included in this process.
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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 2019/20 was to make links in learning to see possibilities in a range of employment opportunities.</p> <p>NIF Driver(s): School Improvement -Teacher Professionalism</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff took part in STEM training including professional reading and dialogue sessions led by our STEM Champion • Children took part in STEM challenges in every area of the school and Parents/carers were invited to school to see this in action • Staff have made/planned STEM links within IDL topics • DYW partnerships have strengthened through visits to school to talk to our children and demonstrate links to learning which has been co-ordinated by our school DYW Champion • Specific links to DYW skills are made in lessons <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are able to talk about DYW skills and how these link to their lessons. • Learners have been fully engaged with our STEM challenges are able to discuss processes and links between subject areas • Learners have benefitted from visits from businesses/professionals to talk about and demonstrate what they do as well as discuss the links to learning in school to motivate them and discuss jobs they would like to do
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There have been no exclusions in Bankton during this session and attendance is good with 93% of pupils with attendance of 85% and above.

Parent/Carer Engagement continues to be a key strength to school improvement in Bankton Primary School. There are a variety of ways parents/carers can be involved in shaping our improvements including our SCITs (School Community Improvement Teams), dialogue stations at all events, in/formal meetings and surveys. We have also been using Microsoft Forms to gather feedback throughout the session. Reporting on school improvement progress is done through Newsletters, Assemblies, Parent Council Meetings and displays around the school which can be accessed through our many events throughout the year.

Our Wider Achievements this year have included:

- **Working together as a team through a very challenging period in education to still do the best for our children and families**
- **Celebrating the school's 40th Anniversary by holding an Open Day with entertainment and Art exhibition.**
- **A successful Christmas Fayre in partnership with our Parent Council**
- **A wide range of parent/carer events including – PATPAL events, Reading Patron visits and Reading sessions.**
- **Our Nativity performances for school and ELC**
- **STEM competitions and involvement from outside agencies to further develop this**
- **Residential experiences for our P5 and P7 year groups**
- **DYW focus fortnight and integrating skills for learning, life and work**

How good is our school? 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 Raising attainment and achievement	Very 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

+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)