

Bankton Primary School and
Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Kenilworth Rise

Livingston



ABOUT OUR SCHOOL

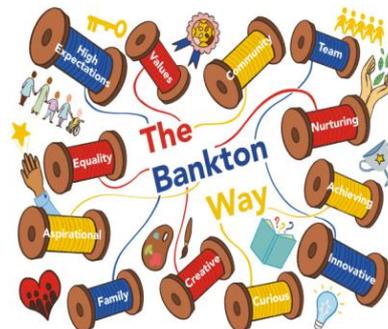
Bankton Primary School and Early Learning Centre is pleased to share progress made in Session 2024/25 with parents/carers and the wider community. Across the year there continues to be a relentless focus on improving outcomes for our learners through a full programme of quality improvement.

Bankton Primary School is a non-denominational school serving the communities of Murieston and Dedridge which includes continued new housing developments.

The leadership team includes the Head Teacher, Depute Head Teacher and Principal Teacher. In addition to 15 class teachers, there is a Support for Learning team, PE and Music teachers. In the ELC there are Early Years Officers, Early Years Practitioners and PSWs. The school is supported by a PSW team of 6 who support learners in accessing the curriculum and who also run other clubs within school. The school office is staffed by an administrative assistant and clerical assistant.

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.

The 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' the values of Perseverance, Respect, Inclusion, Kindness and Co-operation, all of this is encompassed in 'The Bankton Way'.



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, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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? |
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| <p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to continue the improvement in combined Literacy across the whole school embedding improvements in teaching and learning of listening & talking and writing, whilst improving attainment in Numeracy through embedding good practice and ensuring consistency of approach across the whole school, placing the human rights and needs of every child and young person at the centre of education</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"> • Introduced 'Building Thinking Classrooms' for numeracy/maths across the school, children have self-evaluated this as a positive addition to problem solving • Introduced 'Maths Launchers' in every classroom to develop a range of maths skills; the progression and consistency of these is evident across the school • Targeted support for Writing with digital tools has improved confidence in learners • Planned moderation in literacy and numeracy/maths learning throughout the session ensure consistency and progression • Targeted vocabulary support/intervention for EAL learners has increased vocabulary assessment scores in almost all learners • Consistent use of digital devices and applications to enhance and support learners in literacy and numeracy • UNCRC articles are highlighted across lessons and within assemblies to ensure children are familiar with them • Bankton Projects give a meaningful context to reading and writing and have increased confidence in presenting to an audience • Talking and Listening programmes were initiated throughout the school which has increased confidence in learners • STEM links were made through our 'Bankton Projects' and Young Engineer projects, demonstrating application of skills <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Introduction of Building Thinking Classrooms has increased learner participation in group problem solving activities, evidenced through teacher observation and feedback • Introduction of 'Maths Launchers' has ensured a progression and consistency throughout the school of daily routines • Targeted support in Writing has increased learner confidence, evidenced in learner conversations and self-evaluations • Learners experience a consistency of approaches in literacy and numeracy as evidenced through observations and learner conversations • Surveys completed by parents/carers and learners indicate that almost all feel that pupil learning continues to be a positive experience • In Literacy – 88.6% in P1, 74.5% in P4 and 75% of P7 are on track achieving expected levels. • In Numeracy – 91.4% in P1, 93% in P4 and 94% in P7 are on track and achieving their expected level. |
| <p>ELC</p> | <ul style="list-style-type: none"> • Use of 'Rhyme Time' and routines establishing rhyme/songs has supported listening and routines positively • A number of Family Learning Events have been held regularly over the session. These have been well-attended and families have reported positively about them • We have provided targeted support to individuals who require support with language and communication. This has had a positive impact on all children involved |
| <p>2.</p> | <p>We have made good progress.</p> |

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| <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to ...</p> <p>To narrow the attainment gap by setting ourselves the stretch aim of moving our Q1 cohort of pupils from majority on track to most on track, placing the human rights and needs of every child and young person at the centre of education</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>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £84,525 of Pupil Equity Funding (PEF) • The 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. • 11 priorities were planned and 50% of these priorities were fully achieved with 50% making good or better progress • Teachers continue to engage in robust tracking and monitoring processes to make sound professional judgements for achievement based on continuous assessment methods and Q1 analysis work • The use of digital tools supports learners in removing barriers • PSWs provide targeted support daily for vocabulary, phonics and numeracy • Family Learning programme in place to provide experiences and to learn together • Families continue to be offered support with 'Cost of the School Day' by providing uniforms, school supplies and limiting costs for any outings/residential • PEF was used effectively to provide support in Literacy for learners through staffing and resources • Nurture intervention was introduced this session to support like skills and develop emotional vocabulary <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified pupils increased their reading age, spelling age, knowledge of sounds and blends • Almost all identified learners who have accessed digital tools have become more confident and independent in the use of accessibility tools to support them • Interventions are reviewed at regular intervals to ensure progress is being made or if amendments are required • Attendance of identified pupils increased by at least 6%. • Participation in after school clubs of targeted learners increased by 45% • Parent and carer feedback indicated an increased confidence in supporting their children with life skills needed for getting ready for school and getting ready for bed. • All teachers reported an increase in confidence and knowledge of high quality learning, teaching and assessment in literacy and in making effective use of literacy interventions to best meet the needs of learners • Learners and families have benefited through the Family Learning Programme, with positive feedback from all involved |
| <p>ELC</p> | <ul style="list-style-type: none"> • We have continued to focus on developing communication skills to enhance social interactions and independence. Almost all children have made good or very good progress in this area. • We have held a number of Family Learning events including regular Bookbug sessions, Rhyme Time and Stay and Play. These have been well-attended and families we have received positive feedback from these |

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| <p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was to ensure that all learners experience a nurturing and inclusive learning environment placing the human rights and needs of every child and young person at the centre of education</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. What did we do?</p> <ul style="list-style-type: none"> • We introduced a new whole school Health and Wellbeing resource to ensure progression and consistency throughout the school • UNCRC rights are visible across the school and children are able to talk about them • Staff are supported through our Staff Dialogue approach to School Improvement • Almost all learners have self-reported positively using the wellbeing indicators • The school Health and Wellbeing Champions regularly attend the WL meetings ensuring we are following the most up-to-date guidance • Wellbeing conversations take place through our ‘Happy and Healthy@Bankton’ profiles, with trusted adults having follow-up conversations when required/requested • Global Goals have been evident through our work on IDL and Learning for Sustainability • Pupil Voice and choice has been at the forefront of planning learning, through Fascinating Fridays and P7 learners leading lunchtime clubs • Nurture group introduced to discuss feelings and regulation strategies • Learners were asked to evaluate our Ethos through Class Councils and this was feedback to parents/carers <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all learners can talk confidently about the Health and Wellbeing indicators • Our Ethos surveys and our H&W tracking data shows that almost all children are happy with our school. 100% of our P5-7 children indicated that they feel safe in school through the Ethos survey • Learners speak confidently about our school values and how these can be demonstrated • Nurture feedback and assessments have shown a positive impact on those learners impacted • Pupil Voice is evidenced through high levels of engagement throughout the school |
| <p>ELC</p> | <ul style="list-style-type: none"> • Regulation and quiet zones were set up in the spaces to allow children to regulate with the use of teddies and sensory resources • Children’s voice is evident through the spaces and resources • Routines are in place for our children and families to support transitions and build relationships with all • We have continued to promote UNCRC Rights of the Child throughout the ELC and with our families. |
| <p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver</p> | <p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • All classes took part in a Learning for Sustainability project as well as it being an integral part of learning • Bankton Personal Projects were run in P5-7, with the learning being showcased with others |

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| <p>destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was to ... Learners will contribute to the development of an agile curriculum that prepares them for future career pathways and the world of work, placing the human rights and needs of every child and young person at the centre of education</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> | <ul style="list-style-type: none"> • Metaskills are evident in all aspects of school • P7 took part in the cluster Science Fayre with a series of Science inputs beforehand • All classes take part in Outdoor Learning and have taken on a 'Community Champion' role to make a difference locally • Our UNCRC/RRS group have gathered evidence which will be submitted for our Gold RRS Award • Children have led learning across the school and have continued to input to planning through the use of the 4 Contexts • P7 children have led lunchtime clubs of their choosing, demonstrating leadership and kindness • Digital learning is used to enhance and support learners, with Digital Leaders across the school • P6 took part in the Virgin Money enterprise project learning about profit and loss as well as developing their metaskills • All classes took part in the Young Engineer Competition with our school gaining a division winner with several children having 'Highly Commended' • P6 learners took part in the initial 'Young Leaders of Learning' programme where they have evaluated themselves as becoming more confident through the visits <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are confident in giving their opinions through Learner Conversations and Class Councils • Learners and staff use digital tools confidently throughout the school • Learners have gained more insight into Learning for Sustainability and how they can make a difference through their class focus • The P6 learners who took part in the Young Leaders of Learning programme have self-assessed as more confident through this leadership area • Almost all learners are able to confidently talk about their Bankton Personal Projects with others |
| <p>ELC</p> | <ul style="list-style-type: none"> • We have promoted Learning for Sustainability through themes and stories with the ELC • We have regularly visited our local community and also had visits from the librarian • We have established links with our local care home, having regular visits to share songs etc with residents • We have recognised and celebrated important festivals with our children and families |

- Overall attendance across the school is 94.41%, increasing from last session
- There were 0 exclusions in 2024/25
- Our Parent Council and families is consulted in decision-making regarding school improvement, spending and fundraising. All family events are very well attended with positive feedback

- Parents/carers are consulted through WLC ethos surveys as well as school questionnaires
- All families are consulted throughout the Participatory Budget process and decision-making
- Parents/carers have access to their child's Personal Profile to see their child's learning journey
- Termly plans are sent home to parents/carers

Our Wider Achievements this year have been:

- **Gaining our second Gold Reading Award**
- **Successfully taken part in local football festivals**
- **P7 children have been part of the Basketball League**
- **Netball team have taken part in the WL league**
- **We have held a PATPAL each term which are very well-attended by all families**
- **P6 children took part in the WLC Dance Festival**
- **All classes have taken part in a learning showcase for the school community**
- **All classes have been an outing relating to their Bankton Project**
- **P5 took part in a cluster project, 'Creative Connections' with JYHS**
- **P7 children attending a residential**
- **P6 children took part in the 'Virgin Money' challenge**
- **P6 have gained their Bronze RSPB Award**
- **P5A achieved the Heritage Hero bronze award**
- **All classes took part in the 'Young Engineer' competition with Bankton pupils gaining a regional winner and many children receiving Highly Commended awards**
- **Our Family Learning events have been well-received and successful throughout the year**

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

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| 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:

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| 1.3 Leadership of change | Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Very Good |
| 3.2 Securing children's progress | Good |

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