

Bridgend Primary School & Nursery Class



PROGRESS REPORT FOR SESSION 2017/18

(Standards & Quality Report)

Bridgend Primary

Auldhill Road,

Bridgend,

EH49 6NZ

School Context

Bridgend Primary is a non-denominational school serving the community of Bridgend. The school catchment consists of Bridgend, Philipstoun, Threemiletown and some outlying farms. The school role as of June 2018 is 67 with pupils organised over 4 classes, P1/2, P2/3/4, P5/6 and a P7 class. We have a nursery within the school building which can accommodate up to 20 pupils in a morning or afternoon session. Our nursery welcomes eligible 2 year olds as part of the Scottish government's early intervention model.

At Bridgend Primary School our school vision is simple.. We aim to:



To achieve this we work in partnership with parents, carers and the wider school community, promoting a caring approach and striving for high quality learning and teaching at all times, to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child towards reaching their full potential and enabling them to have the skills and confidence to embrace the world we live in.

Our school values are: Respect, Honesty, Friendship, Self-Belief, Determination and Teamwork. We aim to promote these through our relationships and within our curriculum.

In August 2015, the school was identified as being one of two primary schools in West Lothian which have been included within the Scottish Government's Attainment Challenge programme. The school has identified key priorities for enhanced focus which are aimed at raising attainment and closing the poverty related attainment gap.

The school staff consists of a Head Teacher, a Principal Teacher, 4 full time teachers and 3 part time teachers. The Principal Teacher has a remit to co-ordinate support for learning provision and lead nurture groups for pupils across the school. We also benefit from two full time Nursery Nurses. We have a committed group of six pupil support workers are an asset to our staff team.

In addition to the school budget funded staff we also have a 0.5 Principal Teacher who plays a lead role in co-ordinating the work of the Scottish Attainment Challenge and a 0.2 literacy specialist who primarily works within early level. The Pupil Equity Fund (PEF) enables us to have an Excellence & Equity teacher who provides targeted Literacy and Numeracy support for pupils across the school.

The Parent Council are actively involved in the life of the school and continue to offer a very high level of commitment and support. Community links are strong and the school is valued for its open door culture. The school runs a Breakfast Club where pupils can start their day in a positive manner socialising with their friends and various after school clubs to provide pupils with a range of engaging new experiences.

Bridgend Primary School works hard to continue to improve the quality of education it provides for its pupils. The Head Teacher and staff are committed to improving outcomes for all learners and are fully engaged and committed to the work of the Scottish Attainment Challenge. The Head Teacher has a clear vision of continuous improvement for the school and Staff demonstrate strong collegiality, team work and commitment to improving outcomes for all learners.

The National Context for Education

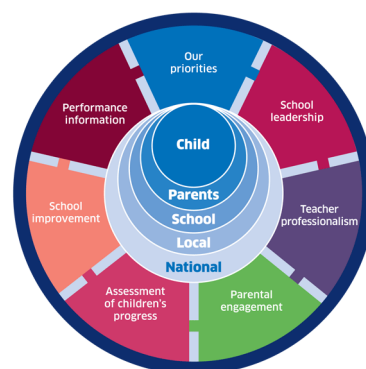
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity.

Our school, working in partnership with West Lothian Council is fully committed to delivering these ambitious aims. The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP.)

Below we have indicated what progress we made with these priorities in Session 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

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 indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

If you would like to clarify anything in this progress report, please do not hesitate to contact the school.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcomes for Session 2017/18 was to:</p> <p>Raise attainment in <u>Literacy</u> as a result of high quality learning experiences for all children ensuring that learning is rich, motivating and meaningful.</p> <p>Raise attainment in <u>Numeracy</u> as a result of high quality learning experiences for all children ensuring that learning is rich, motivating and meaningful.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information <p>HGIOS?4 QIs:</p> <p>1.1 – Self-evaluation for self-improvement 1.2 – Leadership of Learning 1.3 - Leadership for Change 2.2 - Curriculum 2.3 – Learning, Teaching and Assessment 3.2 – Raising Attainment</p>	<p>We have made very good progress in this area.</p> <p><u>What did we do?</u></p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Further embed Colourful Consonants and Vowel House in P1/2 • Introduce Active Literacy from P2-7 • 24 week family learning programme for targeted pupils to improve their phonics and reading skills delivered by Literacy specialist and family community worker. • Embedded Word Boost from nursery to P7. • Fathers Reading Every Day (FRED group) wrote their own story and had it published – the book has cross cutting themes with H&W, growth mind-set and incorporates Word Boost words. • Set day for writing lessons introduced – all classes writing on a Wednesday. • Staff effectively deployed to support writing lessons – three adults to support and challenge for weekly writing lessons. • Mighty Writer purchased for P1/2 and P3/4 to support pupils with structuring their writing through using oral narrative and picture sequencing cards. • Engaging books purchased for older pupils who require age / stage appropriate material of low level / high interest. • School lending library introduced utilising strength of pupil support worker and upper school pupils. <p><u>Numeracy:</u></p> <ul style="list-style-type: none"> • Planning developed using WL pathways incorporating benchmarks and SEAL phases. • Medium term planning developed to reflect a 6-8 week period. • All pupils SEAL assessed twice a year. • Number Talks mental agility and computation methodology further embedded across the curriculum • Teacher trained in Maths Recovery. • Targeted pupils received intensive Maths Recovery programme. • Numicon introduced as an additional visual support strategy • Benchmarks used to moderate and validate achievement in numeracy • Maths CVA training delivered to all staff – teachers and PSWs (cluster) • Whole school thematic review to gather robust self-evaluation evidence with regards to curriculum, teaching, learning, assessment, personalised support and raising attainment. <p><u>Evidence indicates the impact is:</u></p> <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Learners are beginning to transfer their vocabulary knowledge from Word Boost into written tasks. • Increased quality / quantity of all pupil's writing at all stages. • All children grown in confidence when writing more extended pieces of writing. • Almost all children are able to blend successfully enabling them further access to the curriculum. • Some parents more aware of literacy developmental stages and how to support their child at home from participating in phonics / reading family learning sessions. • Pupils more eager to enjoy books through the lending library where they have personalisation and choice about genres etc. resulting in an increased motivation for reading.

Numeracy:

- Increased confidence in computational fluency for all learners.
- All learners more able to explain and articulate their numeracy reasoning and thinking.
- Adapting planning has ensured that there is a consistent approach with progression and coverage across the stages in Maths and Numeracy.
- Higher levels of pupil engagement during maths & numeracy lessons.

Our next steps will be to:

Literacy:

- Literacy moderation planned based on the priorities identified from our school SNSA analysis
- Time allocated for staff to work within levels to plan for literacy assessment and moderation activities.
- Literacy moderation with a particular emphasis on the * 1 2 3 professional judgement.
- Further embed CC&VH in P1/2 ensuring pace and challenge through delivery of programme.
- Further develop and embed Active Literacy across the school.
- Introduce Reading Ambassadors to evaluate, review and lead improvements to class and school libraries in turn promoting reading for enjoyment.
- Audit resources to ensure that there is sufficient challenge of age appropriate materials, and balance of genres.
- Research 'Bug Club' to provide a digital element to reading and enjoying various texts.

ACTIONS SPECIFIC TO NURSERY:

- *Re-introduce Story Sacks providing Family Learning opportunities.*
- *Further embed Word Boost using linked texts and identified words continuing to close the vocabulary gap.*

Numeracy:

- Approach to play-based numeracy learning in the early years adopted.
- Maths Recovery sessions delivered involving families at key stages to support home learning and celebrate success.
- Numeracy moderation planned based on the priorities identified from the cluster SNSA analysis
- Time allocated for staff to work within levels to plan numeracy holistic assessments
- Numeracy moderation across the cluster with a particular emphasis on the * 1 2 3 model
- Staff moderate evidence of numeracy assessments and give feedback on standards
- Staff to upload numeracy evidence to cluster share point

ACTIONS SPECIFIC TO NURSERY:

- *Continuously evaluate ELC environment to ensure it is Numeracy rich, motivating and inspiring for all nursery pupils.*
- *Re-introduce Play Along Maths sacks to facilitate family learning opportunities.*

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2017/18 was to:</p> <p>Identify our gaps and track & monitor them ensuring that margins are closing ensuring excellence and equity.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information <p>HGIOS?4 QIs:</p> <p>1.1 – Self-evaluation for self-improvement</p> <p>1.2 – Leadership of Learning</p> <p>1.3 - Leadership for Change</p> <p>2.2 - Curriculum</p> <p>2.3 – Learning, Teaching and Assessment</p> <p>3.1 – Improving wellbeing, equality & inclusion</p> <p>3.2 – Raising Attainment</p> <p>3.3 – Increasing creativity and employability</p>	<p>We have made very good progress in this area.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Baseline assessments / measures completed and tracked across the year (Attainment, Attendance, Exclusion, Participation & Engagement) • Teachers analyse data and make termly predictions about future progress <p>Literacy:</p> <ul style="list-style-type: none"> • Word Boost –. Large gains were made for every pupil in the school last session. Decision made to extend this programme into nursery. • CC & VH – Literacy specialist is team teaching with P1/2 teacher on a weekly basis and providing family learning opportunities for targeted children and families. • Specific focus on writing this session: introduction of set writing day, timetable of support (2 teachers and PSW for every writing lesson) *Excellence & Equity teacher providing additional support • Mighty Writer has been purchased for P1/2 and P3/4 to inspire children of all abilities; nurturing the skills of speech, story planning and writing. Targeted group of children receive additional time with this resource to promote oral story telling. <p>Numeracy:</p> <ul style="list-style-type: none"> • All learners have been SEAL assessed – teachers are planning to meet individual needs of pupils. From this targeted groups are identified. • Excellence & Equity teacher has been trained in Maths Recovery and has established working groups who will be set SMART targets to support their development. <p>Health & Wellbeing:</p> <ul style="list-style-type: none"> • A play therapist has been employed 2.5 days a week to provide in-school support to improve the emotional wellbeing of pupils, families and school staff. Initially this was agreed through Place2Be but this organisation withdrew due to lack of therapists in the authority. WithKids have been contracted to provide the same service at the same cost. Targeted pupils were identified based on need. <p>Wider Experiences:</p> <ul style="list-style-type: none"> • Prior to our wider experience theatre outing 61 children across the school had never been to a theatre. P1-4 went to Stick Man and P4-7 went to see Awful Auntie after completing a literacy context for learning around Julia Donaldson and David Walliams. • P5-7 went to the theatre to see Wicked further building ambition and raising aspiration. • Ice-Hockey and premier football experiences were offered to pupils to inspire and motivate them in the world of sport. • Masterclasses were introduced this session with new skills being offered to learners (Bike Maintenance, Knitting, Crochet, Zumba, Watercolour Art, Junk Modelling, Soup Making) These classes are being delivered by both teaching and non-teaching staff supported by members of the community. Every 5th week is a 'Family Learning' showcase where the learners inspire their parent / carer by teaching them new skills. <p>Family & Communities:</p> <ul style="list-style-type: none"> • FRED (Fathers Reading Every Day) group has re-commenced. Fathers are in the process of writing their own book which will be linked with school values, growth mindset and which incorporates Word Boost words. • RCWC – Raising Children With Confidence 10 week course has been well received by 5 parents representing 8 children (100% SIMD 2) • Bridgend Blether - In August we had 12 children, 10 from SIMD2 households, represented, or 17% of the school role. In September this figure rose to 18 children (16 SIMD2), or 25% of the school role. Our target for October was 25 (20 SIMD2), equating to 34% of all children. In May 2018 we had 30 (23 SIMD 2) pupils meaning that our numbers of pupils who engaged in the Bridgend Blether has steadily increased over the session.
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Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

Attainment

Numeracy

Assessments: SEAL, GL Assessment, teacher progress trackers
Most children in SIMD 1 and 2 are below their expected chronological age in numeracy but there has been positive improvements reflected in the added value. Figures show that there has been an increase of 17% in the number of SIMD 1 and 2 pupils achieving expected progress in maths. This has increased from 32% achieving time equivalent improvement between session 2015-16, 49% in session 2016-17 to 56% in session 2018-19. Continued and improved growth is expected over time.

Pupil confidence questionnaires show that almost all children in SIMD 1 and 2 feel that they are improving and most feel confident within numeracy

Literacy

Assessments: GL Assessments in Reading (P1-7), SWST (P3-7), West Lothian POLAAR (P1-2), Language Link (P1-2), Renfrew Word Finding Vocabulary Assessment (Nursery – P3), Assessment of Comprehension and Expression “Naming” Assessment (P4-7)

There has been a slight improvement in the number of SIMD 1 and 2 children making time equivalent progress in reading, from 52% in June 2016 to 56% in May 2017 and 59% in June 2018. The children who have now equalled or exceeded their chronological expectation has increased by 22% in this same period.

Pupil confidence questionnaires show that almost all children feel that they are improving and most feel confident within literacy.

Health and Wellbeing

Assessments: Boxall Profiles, Energy for Learning Profiles (ELI), Wellbeing Web (SHANARRI), Leuven Scale, WL SAC Participation Scale

In September 2017, the Leuven Scale of Engagement presented a 64% increase in SIMD 1 and 2 children who actively engage in learning with only 1 less engaged from the previous year. Overall, 27% were fully engaged in learning. By June 2018, figures have risen again with 41% of children fully engaged in every lesson. 14% of pupils have improved by 2 or more points on the scale. The majority of children were graded at point 4 or higher, with teachers reporting that the children were engaged in activities without interruption, challenged but motivated and that pupil capabilities were being addressed in the activities.

Almost all children feel that they are healthier, more motivated and that their needs are being addressed in school.

Achievement of CfE Levels at Significant Stages

It would be expected that the majority of children would achieve CfE Early Level by the end of P1, First Level by the end of P4 and Second Level on completion of P7.

Many children in primary 1 started school with significant gaps in vocabulary and numeracy skills. This has been a focus for targeted support and, although still below expected levels, significant progress towards closing this gap has been made.

The children in primary 7 are on track and performing in line with expectations. Over 80% are achieving expected levels in all curricular areas. However, this shows a slight reduction from session 2016/17. It has been identified that outdoor education has increased pupil engagement and participation so plans are in place to provide a programme of outdoor learning opportunities which focus on the planned literacy and numeracy outcomes in session 2018/19.

Our next steps will be to:

- Further embed interventions that are already in place and working well for our pupils.
- Introduce a new programme to support pupils and families within school and the community (SACRO Refresh)
- Develop a robust programme for outdoor learning to provide our pupils with the opportunity to develop literacy and numeracy skills.
- Extend our wider experiences programme to further build ambition and raise life aspirations.
- Excellence & Equity teacher role and remit amended to suit the needs of identified, targeted pupils.

3.

To improve children and young people's health & wellbeing

Our desired outcome for Session 2017/18 was to:

Ensure our children are more confident and resilient in their attitude to learning as a result of a shared understanding of wellbeing promoting confidence and resilience of pupils and their families.

NIF Driver(s):

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assess. of Children's Progress
- Performance Information

HGIOS?4 QIs:

- 1.1 – Self-evaluation for self-improvement
- 1.2 – Leadership of Learning
- 1.3 - Leadership for Change
- 2.2 – Curriculum
- 2.4 – Personalised support
- 2.7 – Partnerships
- 3.1 – Improving wellbeing, equality & inclusion
- 3.2 – Raising Attainment

We have made very good progress in this area.

What did we do?

- Play Therapist employed 2.5 days a week. Hub created and resourced to provide a stimulating, safe space for sessions to take place.
- Play therapy sessions for 8 pupils across the session.
- 'Time to Talk' opportunities for all pupils delivered by Play Therapist at break and lunch times.
- 2 x staff members trained in delivery of 'Give us a Break' (GUAB)
- 2 x GUAB sessions delivered across the year to 8 pupils who have experienced trauma and loss in their lives.
- Fitness Fortnight was planned to deliver new experiences for all pupils including fitness boot camp, foot golf, kickboxing, orienteering, dance, yoga, football, bike maintenance and fun fitness sessions.
- Wider experience visits planned to build ambition and raise aspiration (Premier football match, ice-hockey experience, speedway racing, theatre and cultural trips)
- Sensory Circuits programme developed ensuring each identified child has specific targets and a programme of work.
- PSW been identified and trained in movement to facilitate the sensory circuits groups.

Nursery:

- Adopted a Froebelian approach within the nursery setting
- Created a calm environment with the introduction of neutral, natural colours scheme using hessian, wood and natural materials.
- Developed our outdoor space to allow for more opportunities for block play / risky play / gardening.
- Introduced the wellbeing indicators from 'My Creative Journey' to pupils and made puppets for them to play with.
- Nursery benefited from fortnightly outdoor learning sessions at Beecraigs Country Park.

Evidence indicates the impact is:

- Pupils receiving play therapy and who have had GUAB input are more able to discuss emotions, feelings and self-regulate which is transferring into the classroom.
- Less disturbances for teachers to deal with after break times as the Play therapist offers 'Time to Talk' – impacting more positively on pupil / teacher relationships.
- Pupils more eager to learn about / experience more sporting activities – raising aspiration and future ambitions.

Our next steps will be to:

- To improve pupil awareness of resilience, what this means and specific skills.
- To raise staff awareness of Adverse Childhood Experiences (ACE) and their impact on pupils
- To raise staff awareness of Mental Health and have some staff trained in Mental Health First Aid.
- To provide second level pupils with the opportunity to embark on the JASS award.
- To develop an outdoor learning / play strategy.
- To embark on the Sports Scotland award increasing the opportunities our pupils have to engage in sport activities.
- To provide a wealth of sport related after school clubs including some family learning sessions.
- To develop pupils self-awareness, confidence and self-esteem through collaborative outdoor learning opportunities providing positive health benefits, both physically and mentally for all.

	<p>ACTIONS SPECIFIC TO NURSERY:</p> <ul style="list-style-type: none"> • <i>Strategy for 'Risky Play' developed</i> • <i>Further develop use of 'My Creative Journey' with staff, pupils and parents.</i> • <i>Nursery pupils to complete a weekly mile.</i> • <i>'Do and Discover' sessions introduced in nursery to develop learners sense of balance, relaxation and to develop the ability to move with control, precision and clarity.</i> • <i>Further develop 'My World Outdoors' programme of learning to:</i> <ul style="list-style-type: none"> - <i>Enhance opportunities to support pupil's problem solving skills while nurturing their curiosity and creativity.</i> - <i>Provide rich opportunities for children to develop their imagination, inventiveness and resourcefulness.</i> • <i>Involve parents and carers in outdoor learning opportunities.</i> • <i>Support parents in creative ways to use the outdoors to enhance learning – PEEP group</i>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2017/18 was to:</p> <p>Ensure programmes of work provide opportunities to prepare learners for life in the work of work and develop the profile of family learning.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information <p>HGIOS?4 QIs:</p> <p>1.1 – Self-evaluation for self-improvement 1.2 – Leadership of Learning 1.3 - Leadership for Change 2.2 – Curriculum 2.7 – Partnerships 3.1 – Improving wellbeing, equality & inclusion 3.2 – Raising Attainment 3.3 – Increasing creativity and employability</p>	<p>We have made satisfactory progress in this area.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Second level pupils applied for various roles / jobs around the school which had a specific remit. • Interviews were carried out to provide a 'real life' experience with regards to the process of applying for a job. • Pupils led various events throughout the year, eg. bake sales, enterprise topics, school fayres. • Every pupil was a participant in a school committee group to enhance pupil voice. • P1/2 – 'My World of Work' context for learning which resulted in an assembly where they showcased their learning. <p>Nursery:</p> <ul style="list-style-type: none"> • Benefited from a session at Little World of Play where they had the opportunity to role play in varying professions. <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> • Almost all second level learners are taking more responsibility for specific roles within the school understanding what this process may look like in real life, ie. Applying for a position, interview techniques, giving notice etc. • All pupils more aware of the self-evaluation process within school and how we bring about improvements due to their participation in a committee group. All pupils feel more included and involved in the life of the school. <p><u>Our next steps will be to:</u></p> <ul style="list-style-type: none"> • Provide all pupils with enhanced opportunities to lead their learning. • Introduce My Work of Work Ambassadors at P6 stage to build capacity over two years. Train staff as part of the process. • Continue to seek partnerships with others to support learning and teaching around developing skills for learning, life and work. • Second level pupils to plan and deliver a Careers Conference utilising local businesses and employers.

Our Achievements this year have included:

- All staff trained in SEAL methodology
- Maths Recovery Teacher trained
- Literacy Family Learning programme involving targeted families working with Literacy Specialist and Adult Learning Worker.
- HT and SAC PT presented our Family Learning journey at a national PEF event.
- HT presented at Leadership Meeting about 'Culture of Learning' drawing on examples of good practice from our school.
- Every teacher conducted a personal practitioner enquiry and shared this with cluster colleagues.
- Masterclasses introduced to provide pupils with experiences beyond the curriculum, ie, sewing, photography, soup making, bike maintenance etc. This involved an element of family learning as every 5th week was a showcase to share new skills with parents.
- Support marketplace provided at parent's night involving outside agencies (Citizen's Advice, Home Start, Food Bank, Clothes Bank, Credit Union)
- Increased numbers of parents attending parent consultation appointment.
- Wider experienced programme of events
 - Theatre (Wicked, Awful Auntie, Stick Man)
 - Newcastle football experience x 2
 - Ice-Hockey trip
- New venue for school camp provided a once in a lifetime experience for our pupils to live in a castle for a week.
- FRED group published their own story book in collaboration with children and staff of the school linking curricular themes and incorporating Word Boost words.
- All pupil support workers trained in Number Talks and Scotland Reads initiative.
- All pupil support workers went on a good practice visit to another authority school.
- Community Bingo event
- Community BBQ event
- Community ceilidh
- Sports Day – increased parental engagement
- Nursery outdoor learning sessions at Beecraigs Country Park.
- Nursery environment transformed adopting a neutral, natural approach to promote a calm, conducive learning environment.
- 4 x promethean boards purchased for the school – Nursery, P1/2, P3/4 and P5/6 classrooms.
- Football team participating in community tournaments wearing their new football strips with pride.
- Golden Ticket awarded to the school from Dynamic Earth allowing unlimited trips to the exhibition and workshops.
- Whole school wider experience outing to Blair Drummond Safari Park.
- P1/2 nativity performance
- Whole School Scottish focus month
- Engaging Fitness Fortnight working in partnership with local businesses and active schools to provide coaches.
- Therapet programme for targeted individuals to promote reading for enjoyment.
- P5/6 engagement in Life Paths in conjunction with the cluster and the church.
- Teacher led dance crew who performed at the West Lothian dance event.

Thank you to everyone in the school community for their support this year.

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.

How good is our school? The quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Good
	Raising attainment and achievement 3.2	Good

How good is our Early Learning and Childcare? The quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of change 1.3	Good
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very Good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very Good
	Securing children's progress 3.2	Good

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