



**West Lothian  
Council**  
Education Services

**Bankton Primary School**

**HMIE Progress Report  
June 2015**

## **Contents**

### **1. The Inspection**

Education Scotland published a report on the inspection of Bankton Primary School in June 2013. Working with the school, the education authority prepared an action plan indicating how they would address the main points for action included in the inspection report.

### **2. Continuous Improvement**

Bankton Primary School continues to improve the quality of education it provides for its pupils. Following the retiral of the head teacher and depute head teacher in June 2013, a new senior management team (SMT) is now in place. The new head teacher and staff are working well together to ensure that pupils learn effectively, developing skills for learning, life and work in a positive and stimulating learning environment.

The 2013 report noted that learners' experiences were very good and that the school was committed to providing exciting and enriching learning experiences. Staff across all stages of the nursery and primary school continue to focus on learners' progressive skills development within rich contexts across the curriculum which is making learning experiences more meaningful for all pupils.

The high quality of pupils' achievement in expressive and creative arts was highlighted in the report and continues to be a strength of the school, increasing pupils' self-confidence and self-esteem through opportunities for performance from the earliest stages.

Pupils were also commended in the report for making a positive difference in their community. Citizenship continues to be a priority in Bankton and the ECO agenda, led by pupils, is now firmly embedded in the curriculum.

The school maintains high standards and is continuing to develop curriculum and assessment within Curriculum for Excellence in line with local and national guidelines. These developments are having a positive impact on pupils' learning and motivation.

There have been significant improvements in meeting pupils' needs since the inspection. Staff are further developing their skills in meeting a range of pupil needs in the classroom. They are very well supported in early identification of need and appropriate intervention by the depute head teacher and newly appointed support for learning teacher who have identified flexible targeted groupings to increase early skills development.

All staff responded positively and enthusiastically in implementing the action plan following the inspection. They now willingly adopt co-ordinator leadership roles and work effectively in teams to develop and improve aspects of the work of the school.

### **3. Progress towards the main points for action**

- **Develop the use of assessment to plan for children's learning and provide them with appropriate support in their learning**

The head teacher and staff worked together to develop an assessment strategy for the school. In line with national and local guidelines this strategy concentrates on teachers and pupils working together to assess important core learning in everyday classroom situations.

Staff work with the head teacher to establish, develop and embed the pupil profiling process. As a result, assessment now includes learner conversations and dialogue, some of which is recorded in individual children's profiles. Pupils are regularly involved in talking about their learning with their teachers, discussing their strengths and next steps. They help to set their own learning targets, identifying what they have to do to improve their learning. To support pupils in making progress in their learning, teachers share accurate feedback based on how much and how well pupils have learned.

Teachers evaluate daily, as part of the planning process to ensure that they are providing appropriate support and challenge for learners.

Tracking and monitoring of progress is the responsibility of all in Bankton Primary School. As part of this process, regular attainment meetings are held between staff and SMT to discuss support and challenge for all pupils. This ensures that the SMT have a sound knowledge and understanding of attainment and progress across the school.

SMT also meet regularly with the support for learning teacher to review and evaluate arrangements for those who require more targeted support. Assessment data is analysed and this leads to appropriate support and challenge being put in place for pupils. Pupil Support Workers now work in a 'needs based' approach, mainly working with pupils who require additional support. They also provide group support with the school's literacy programme through phonological awareness training and phonic blending and support in numeracy through the Stages of Early Arithmetical Learning (SEAL).

- **Engage staff more fully in self-evaluation and in leading improvement in children's learning experiences**

The head teacher promotes and develops a culture of self-evaluation which now involves all those involved in the school community. Staff have been trained in the use of evaluative language and evaluative reporting practices have become more robust. Parents are involved in the school's self-evaluation procedures using a range of innovative approaches. Partner agencies have also been asked to evaluate the work of the school and were very positive about the focus on meeting pupils' needs and on building staff capacity to meet a range of needs in the classroom.

All staff have been involved in reviewing the curriculum rationale in Bankton and identifying next steps for continuous improvement. This has resulted in greater staff ownership of, and enthusiasm for, curriculum development across all stages of the school.

Staff undertake meaningful leadership responsibilities and so far this has resulted in the development of skills progression pathways in Literacy, Numeracy and Maths, Health and Wellbeing, Science and Modern Languages. Other curricular pathways will be fully developed during the coming session. This significant curriculum development is impacting positively on pupils' learning and progress at all stages.

All staff, including nursery staff, engage in short term, responsive planning based on daily evaluation of the curriculum. This ensures that pupils' needs are met promptly and learners' experiences are enhanced. Nursery staff work hard to enhance children's learning experiences particularly through the development of literacy and numeracy skills across the curriculum. Focus groups are now in place for specific skills development, giving children a positive breadth of learning at Early Level during their two years in Nursery.

A review of learning and teaching approaches in maths has resulted in a broad, balanced, skills-based curriculum where pupils are more motivated and attainment is being raised.

Pupils are involved in self and peer evaluation both individually and in groups from the earliest stages. This has increased their ability to discuss their learning and has given them a better understanding of their next steps for continuous improvement.

Nursery children are involved in discussion and evaluation of their learning through floor books. Pupils from P1 – P3 use symbols and traffic lights to evaluate their progress while pupils from P4 – P7 are encouraged to comment on skills development in learning.

Parents are kept fully informed of curriculum development and a wide range of opportunities are provided for them to share in their children's learning through showcase events and curricular evenings.

#### **4. Conclusion**

In conclusion, the school benefits from the culture of self-evaluation and collegiate working along with the clear leadership shown by the head teacher and depute head teacher and as such is well placed to continue to improve.



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June 2015