



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

Blackridge Primary & ELC

Main Street

Blackridge

West Lothian

EH48 3RJ

ABOUT OUR SCHOOL

Blackridge Primary School and ELC serve the community of Blackridge, West Lothian. Our shared vision, values and aims ensure that we have a relationship-based approach and put wellbeing first for learners, families and staff. We have effective community links through engagement with our local Community Council and associated community groups, including Blackridge Parish Church and we have strong links with Armadale Academy and the cluster primary schools.

The school roll is 131. The staff team is made of an ambitious SLT team, consisting of the Head Teacher and Principal Teacher (Acting). We also have a nurturing team of 9 Class Teachers and a Support for Learning teacher who support learning across the school. In addition to the teaching staff, our non-teaching staff includes Pupil Support Workers who support learners in a wide range of learning experiences. We are ably supported by an Administration Assistant who enhances the welcoming and nurturing ethos of Blackridge Primary School.

The ELC role is 39 and is staffed by an Early Years Officer and 6 Early Years Practitioners as well as a Pupil Support Worker. Strong links have been established across the ELC and Primary 1 to support transition and strengthen the Early Level, ensuring consistencies in pedagogical approaches.

The school and ELC benefit from an extensive school estate, which supports high quality outdoor learning experiences. We are committed to ensuring our learners reach their fullest potential and therefore offer a wide range of free, extracurricular activities to our learners.

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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to</p> <p>Ensure formative and summative assessment approaches evidence learner progress with a focus on pace and challenge.</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 very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Almost all staff have an increased understanding of high-quality assessments and have used this to support the planning of numeracy and maths assessments. This was further evidenced through robust professional dialogue at cluster moderation events. • Identified staff have benefited from intense professional learning on Building Thinking Classrooms. All staff have engaged in professional learning and a small test of change and are implementing aspects of Building Thinking Classrooms within numeracy, allowing most learners to talk and share their learning in different ways. This is leading to most learners experiencing a wider range of learning opportunities in numeracy and maths. • Teaching staff developed robust curriculum guidance for approaches to teaching reading across the school. In addition to this, staff worked together to evaluate reading resources and ensure they supported progressive learning experiences. • All staff completed CLPL sessions on engaging and motivating learners with OSIRIS Education. This has led to almost all staff demonstrating an increased awareness of planning learning experiences that are highly engaging and support appropriate pace of learning. • All staff worked with their cluster colleagues to carry out moderation of high-quality assessments in numeracy and maths, enhancing opportunities for professional dialogue across the cluster. • The enhancement of approaches to mid term planning for writing is ensured focused planning for progression within writing and supported further consistencies across P1-7. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Increased consistency to approaches to assessment, supported by the implementation of cluster and school level assessment frameworks, has been evidenced through quality improvement activities. • Learners can evidence through learner conversations. the range of assessment approaches used within learning experiences and their role in the assessment process. Jotter monitoring shows increasingly consistency in feedback approaches provided to learners. • Moderation activities show that in almost all numeracy evidence, there are consistent approaches to assessment, ensuring learners benefit from progressive learning experiences. Attainment levels in numeracy & maths have increased across all stages of second level and within first and early level, most learners are achieving expected levels. • Through quality improvements activities, e.g. planning, classroom observations, pupil focus groups, E&E meetings and professional

	<p>dialogue, there is evidence of increased staff ability to know and understand the relevance of assessment.</p> <ul style="list-style-type: none"> • All staff engaged in CLPL on using digital tools to extend and enhance learning experiences, including the use of Adobe Express. • Attainment in writing has continued to increase across all stages for most learners. • Universal support in writing (Pupil Support Worker in class during writing times) and universal supports mean that most children are on track in Writing • Attainment has increased across all stages for the most learners across all aspects of literacy (<i>reading, writing, talking & listening</i>) evidencing most learners are achieving expected levels. • Learner conversations evidence that the majority of learners can identify key assessment approaches, their role in the assessment process and how assessment is supporting them to identify their next steps. • Quality improvement activities evidence an increase in creative approaches to using digital tools and platforms to support learning across P1-7. Learners are demonstrating increasing independence when using digital tools.
ELC	<ul style="list-style-type: none"> • Staff have engaged in a wide range of self-evaluation activities that have led to improvements in the learning environments to extend learners' curiosity and creativity. • Opportunities for literacy and numeracy across learning have been extended beyond the playroom and into the outdoor spaces. This is further supporting learners to develop key skills within these areas. • New approaches to sharing planning using Realising the Ambition guidance (<i>spaces, experiences and interactions</i>), is supporting planning to be shared with greater consistency to all stakeholders, especially with families and learners.
<p>2.To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25: was to</p> <ul style="list-style-type: none"> • Increase in attendance across P1-7 through universal and targeted approaches • Improve attainment for targeted learners <p>NIF Driver(s):</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £55125 of Pupil Equity Funding (PEF) • Middle leaders across cluster schools have further engaged in quality improvement activities, supported by the West Lothian's Equity team to identify next steps to improve approaches to closing the poverty related attainment gap. • School staff are further enhancing their knowledge and approaches to equity and closing the poverty related attainment gap. This is ensuring that all staff are actively taking steps to meet the needs of all of our learners including reducing the stigma around the cost of the school day and the impact of poverty. • The refreshed 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. • 8 PEF priorities were planned and 75% of these priorities were fully achieved with the other 25% making good or better progress • PEF was used effectively to recruit a Speech & Language Therapist to support across the school and ELC, to provide training for staff in

<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>assessment approaches and interventions and to fund three additional pupil support workers to help support the needs of identified learners.</p> <ul style="list-style-type: none"> • In addition, PEF funded an Early Level Lead teacher to enhance consistency of approaches across early level. • PEF funded Speech and Language Therapist has worked with class teachers to develop bespoke communication profiles for each class. These are supporting to enhance both universal and targeted communication approaches throughout the school. • Class teachers worked with OSIRIS to explore approaches to increase learner engagement and increase the pace of learning for all learners. • Staff use the CIRCLE tool to ensure learning environments are inclusive and support all learners. High quality learning environments were identified as a strength within the VSE. • Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include the universal writing support, Maths Recovery interventions, enhancing the curriculum offer for targeted learners, and family learning. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Attendance of identified pupils increased by at least 1%. Attendance of identified pupils increased, on average, by 5%, some making very significant gains. • Almost all (above 90%) of identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write. • Identified pupils have increased their confidence and ability in numeracy and maths within number and number processes evidenced in school level data. • Almost all targeted learners now attend an extracurricular club, leading to an increase in learners' ability to share their wider achievements. • Attendance has increased at parental engagement and family learning events, with most families engaging in at least one family event across the academic session, including literacy & numeracy focus sessions and Sharing Our Learning events. • Quality Improvement activities evidence staff using the tools and supports developed through working with OSIRIS to increase engagement levels and extend learning opportunities.
<p>ELC</p>	<ul style="list-style-type: none"> • Within the ELC, partnerships with Inclusion Support Services have enabled us to deliver enhanced family learning opportunities. This includes a bespoke Triple P programme for families at Blackridge. • More rigorous approaches to tracking and monitoring is leading to increased attainment and achievement for almost all learners. Staff are increasingly measuring the impact of targeted interventions and

	making confident judgements around adaptations to these if and when required.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Relentless focus to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.</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 very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Across the Armadale cluster, all primary settings have planned using a cluster wide programme, which ensures breadth and depth across learning in P.E. This further enhances transition approaches across the cluster. • CIRCLE environment tool is used in all classes to ensure universal and targeted environmental supports are in place and used to help remove barriers to learning. • For identified learners, CIRCLE Participatory tool is used for planning targeted supports and identifying barriers to learning. The impact of these supports is monitored during termly excellence and equity meetings and for targeted learners, through the GIRFEC process (CPM & IEP reviews). • We continue to have an increased the focus on attendance and late coming. This session, a targeted approach to monitoring attendance through working with West Lothian's Attainment Advisor has resulted in increased attendance for identified learners. • We continue to work towards our Gold Rights Respecting Schools Award through increased awareness of the UNCRC Rights of the Child and how this is embedded across all aspects of school and ELC life. Our UNCRC pupil leaders shared their action plan progress with learners at Together Time and by creating a video to share with wider stakeholders. • We have had a continued focus on the mental health & wellbeing of all stakeholders and continue to develop our robust Health and Wellbeing strategy including embedding Zones of Regulation and 1 Trusted Adult Approach and targeted interventions such as Seasons for Growth and Confident Kids. • All staff have engaged in Trauma Informed (2) training to enhance existing approaches to supporting learners and deepening awareness of the impact of trauma. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all of our P5-7 learners report that they feel safe in school and almost all of our parents feel their child is safe too. • Most learners feel that the school deals with bullying well and are aware of the approaches taken if a bullying incident is reported. • Most parents and carers report that the school is either good or excellent at reducing the cost of the school day.
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	<ul style="list-style-type: none"> Over 90% of parents and carers feel school staff know their child well, an increase on last session. Almost all learners report in recent Ethos Surveys that staff pay attention to them and listen to what they say. Over 90% of parents and carers agree that the school is either good or excellent at ensuring their child knows their rights and these are protected and promoted by school staff. Almost all children at benchmarking stages self-report as green (<i>no concerns</i>) across all of the wellbeing indicators. Quality Improvement activities evidence that almost all classroom environments provide high quality learning spaces, using strategies and supports outlined in the CIRCLE environment toolkit.
ELC	<ul style="list-style-type: none"> Quality improvement activities, including VSE and a visit from Education Scotland, highlight how effectively staff are meeting the needs of learners with significant barriers to learning. All staff know learners well and are knowledgeable about their individual support plans, evidenced in how staff can report on all children's strengths and next steps. Increased partnerships with Inclusion Support Services and CLPL with staff is supporting staff to enhance both universal and targeted supports for learners.
<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 2024/25 was to introduce profiling which was developed by every learner and shared with families</p> <p>Develop effective systems for profiling with learner voice at the heart across BGE</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>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Blackridge, alongside Armadale cluster schools, has piloted the My World of Work platform to support profiling of learner achievements. This is supporting learners to identify their own successes and next steps. All learners across the school and ELC have a digital learning profile which captures learner success and achievements in line with the 4 capacities and metaskills. These are regularly updated, and learners are encouraged to share these with their families. Identified staff within the school and ELC received CLPL on enhancing outdoor spaces from Learning Through Landscapes. This is supporting the provision of outdoor learning experiences for all learners and will support future planning. The refreshed Positive Relationship Strategy has been embedded, and this session has been enhanced with a refreshed responsible usage policy, supporting learners to use online tools and platforms safely and responsibly. Effective partnership with Active Schools is enabling the school to provide a wide range of clubs to develop children's skills in a wide range of sports. The continued focus on achievement within sports for all our learners is evident in our maintenance of Gold Sports Scotland award. Primary 7 have worked alongside West Lothian Council's Digital Pedagogy Officers to develop capacity in using digital tools and platforms to enhance learning experiences. In addition, all teaching staff engaged in professional learning on the use of Adobe.

<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	<ul style="list-style-type: none"> • Early Level Lead teacher has developed <i>Play the Blackridge Way</i> resource to support the consistency of play based learning experiences across ELC – P7. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most (83%) of all our learners and almost all (90%) of our P3-7 learners attended an extra curricular club, funded from Pupil Equity Funding • Quality improvement activities show the rich discussions taking place around metaskills and how they link to learning experiences. This is being further supported by the regular input of metaskills at weekly Together Times. • Children can contribute to learner conversations, sharing their profiles and explaining why they have selected particular success. Learner conversations evidence the high levels of pupil autonomy within the profiles. • School was successfully awarded £500 to enable them to purchase block play resources, including Kapla. This means that all classes have access to high quality block play learning experiences, enabling them to develop a range of mathematical and problem solving skills.
<p>ELC</p>	<ul style="list-style-type: none"> • Partnerships with the local Community Centre has enabled learners to participate in weekly visits to the library, further promoting reading for enjoyment through regular Book Bug sessions. • Through the HMle pilot visit, leadership opportunities for all were identified as a strength. Staff enthusiastically lead improvements across the ELC and all staff engage in practitioner enquiries to measure the impact of interventions. In addition, the culture of leadership is enabling even our youngest learners to be leaders.

Attendance

Attendance for most learners is above 90.4%, which has increased from previous years. There were 0 exclusions. In recent years, it has been noted that lateness and absence levels have increased. A targeted approach will be used to address individual needs in relation to lateness and absence over the course of next session.

Engagement with Parents & Carers

The school use a range of tools and platforms to engage with Parents and Carers. In collaboration with families, we continued to use our refreshed communication strategy to support consistent approaches across the school and ELC, in addition to our Family Learning Calendar and Family Financial Calendar. At key points across the session, parents and carers are consulted on what is working well and areas for improvement and we welcome this feedback. This information informs next steps for the school and ELC. We have an active Parent Council who contribute to the development of School Improvement Priorities and all parents and carers are consulted on identified priorities and the use of Pupil Equity Funding.

Our Wider Achievements this year have been:

- In October 2024, both the school and ELC had a very successful VSE, which highlighted many strengths including the enthusiasm for learning shown by our children and the high quality learning environments, as well as the robust approaches to raising attainment.
- We were fortunate to be visited by Theatres in School Scotland for a fantastic performance of *Ginger* in November and learners then had the opportunity to take part in a cooking workshop based on the performance.
- Our P1-3 Nativity, Whoops A Daisy Angel, was a huge success and showcased the talent of our youngest learners as well as our P4-7 class choirs.
- P4-7 have all had the opportunity to participate in cluster wide sporting festivals, developing skills in a range of sports including Handball and supporting transition and cluster links.
- Our ELC and P1 learners have further developed their knowledge of their local community of Blackridge through regular visits to the Craig Inn Community Centre Library throughout the year.
- Our P2-7 learners enhanced their learning through trips to Amazonia and Riverside Museum. P1 learners took part in lots of community walks and exploring Blackridge.
- Our school was represented and received special recognition at the WL Dance Festival.
- Pupil Leaders have actively contributed to our school improvement journey this year, including our pupil group, Outdoor Wellbeing Leaders (OWLs), who consulted learners and purchased new play materials to enhance our playground spaces and our mini HWB and maths mini champs who have attended West Lothian champion events across the year.
- Our school entered West Lothian's Creativity in Numeracy & Literacy competitions, showcasing all the amazing learning experiences that learners engage in.
- Working with Learning Through Landscapes has enabled enhancements to be made across our school & ELC outdoor areas, as well as supporting future plans.
- Our ELC was selected to take part in the national pilot of Education Scotland and Care Inspectorate's new Quality Improvement Framework. Feedback from the team at Education Scotland was very positive and highlighted the strong impact that leadership across our ELC has on improving outcomes for learners.
- Our senior basketball teams have had lots of success in this sessions West Lothian Wolves Basketball Leagues, with our first team competing in the play offs for a fourth year.
- Our whole school community visited Summerlee Heritage Park, providing opportunities for creative writing, expressive arts and deepening their understanding of mining communities similar to their own of Blackridge.
- Health Week was a huge success, supported by strong links with Active Schools. All learners were able to participate in the preparation of healthy and nutritious meals.
- The school and ELC were well represented at the 2025 Blackridge Gala day, with all of our learners contributing to the preparations for this. Learners within the school

selected the theme of Scottish Myths & Legends which also contributed to our ongoing focus on developing our reading culture.

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)