

BLACKRIDGE PRIMARY



AND ELC



**PROGRESS
REPORT FOR
SESSION 2019/20**

(Standards & Quality Report)

Main Street

Blackridge

EH48 3RJ

ABOUT OUR SCHOOL

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian and sits within the Armadale Cluster. The combined school and ELC roll is 200. The school building and adjoining community wing provides adequate accommodation for 8 classes and a 30:20 Early Learning and Childcare (ELC) class.

Blackridge Primary School has gone through an unsettled period at Leadership Level.

The school is supported by Pupil Support Worker who assist learners in class and provide targeted support for individual pupils.

The school runs a very successful Breakfast Club which is well attended by the children. We have a fully supportive Parent Council who play a crucial and vital role in school, especially in the areas of fundraising and general parental communication and liaison. The school has an excellent relationship with the Cluster Schools, Local Community, and the Local Church.

Our SIMD rank is 20 out of 67 WL schools with the majority of learners living in decile 2, 4 and 5. Free Meal Entitlement of 21% from ELC to P7. The Armadale Cluster has the joint 4th highest income deprived rate and joint 2nd highest employment deprived rate – being 1% and 2% above the respective West Lothian averages. Armadale's cluster has the 5th highest (mid-table) % share of West Lothian Universal Credit/JSA claimants, slightly below the average for the county. At 12.8%, the cluster has the 4th highest share of all West Lothian lone parents resident in its cluster. West Lothian Anti-Poverty Strategy Poverty profile identifies that 21% of children living in Armadale and Blackridge are living in poverty.

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 to 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 were:</p> <p>Almost all pupils, through focus groups, are able to speak confidently about their learning as well demonstrate and share clear targets and next steps</p> <p>Almost all of observed lessons include key features of learning, teaching and assessment policy features</p> <p>All staff have a developing understanding of achievement of a level judgements aligned to WLC attainment descriptors and then use these judgements to plan for next steps in learning both universally and for targeted support.</p> <p>All ELC staff can plan, observe, assess and evaluate learning to provide both universal learning through pay experiences and targeted support through adult directed activity aligned to the key aspects of learning.</p> <p>All children in our ELC setting experience adult directed activities to support vocabulary and oral narrative skills through the 'What's in the box' programme.</p> <p>ELC</p> <p>Baseline observations – Sustained Shared thinking framework to track impact on learners within key worker identified groups.</p> <p>Quality Assurance cycle - Learners' Journals/ Floor books / ELC my Journey planning wall/ ELC Trackers / Moderation Documents/ observations of ELC Setting</p> <p>Almost all learners will be able to understand and use a range of questions and respond appropriately.</p>	<p>We have made satisfactory progress from Aug 2019 until March 2020 due to changes in staffing at Leadership Level and COVID 19.</p> <p>What did we do?</p> <p>In Jan 2020 the PSW staff were re-aligned to target support to individual pupils. This was not fully implemented due to COVID 19.</p> <p>In Nov 2019 staff received a lesson observation. Due to staffing changes at Leadership Level there was no professional dialogue in response to this.</p> <p>In Jan 2020 staff worked on their tracking and monitoring and professional dialogue on what 'qualifies' a pupil to be a *, 1, 2, 3. Staff wrote descriptors of each level and undertook professional dialogue challenging each other to further increase their knowledge and understanding. Staff used this deepened knowledge and understanding to track pupil's progress and plan for next steps in learning aligned to the West Lothian Progression Pathways. Support for Learning teachers and Pupil support workers were realigned to support children both universally in class and provided targeted support for pupils who required further reinforcement and consolidation of key literacy and numeracy skills.</p> <p>Support was put in place from the local authority in the ELC setting in Jan 2020 and a Best Practice Visit for ELC staff arranged. The ELC staff undertook a range of professional learning opportunities to further develop planning, observation and play pedagogy in order to provide relevant learning opportunities for the children. Staff also had the opportunity to attend a best practice visit to refresh play provision on the ELC floor. This will continue to be a priority for session 2020/21.</p> <p>Evidence indicates the impact is:</p> <p>Staff note that some learners are able to speak confidently about their learning as well demonstrate and share clear targets and next steps.</p> <p>The ELC support team from West Lothian Council noted a very strong nursery staff team with a wide range of strengths and skills.</p> <p>Staff confident in delivering What's In The Box and to support progression form ELC into P1.</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	
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<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:</p> <p>Targets achieved in CFE levels of identified learners and will be collected from pupils, parents and staff then analysed to gauge impact.</p> <p>Targeted groups of pupils will increase their quick recall of letter sounds, blends and key words.</p> <p>Targeted groups of learners will be supported to access literacy and numeracy across the curriculum</p> <p>Family Support worker to measure impact using notes/observations and identified measurement tools within action plan.</p> <p>Decrease in referrals to CYPT Mental Health and Wellbeing screening group through Family Support Worker intervention.</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>We have made satisfactory progress from Aug 2019 until March 2020 due to changes in staffing at Leadership Level and COVID 19.</p> <p>What did we do?</p> <p>Support staff were further recruited to support children to access literacy and numeracy learning across the curriculum. These support staff were deployed to support targeted children in both class activities and to support small group work. A Pupil Support Worker provided x3 weekly sessions with identified children to support quick recall of letter sounds, blends, and key words using the five minute box resource. Support was also redeployed in response to teacher's professional judgements on achievement of level judgements. Support for Learning resources and staff were also redeployed to deliver targeted support for pupils primarily in literacy. Plans were also in place to ensure that class teachers had the opportunity to work directly with pupils who required further reinforcement and over learning of key concepts.</p> <p>In Jan 2020 the PSW staff were re-aligned to target support to individual pupils. This was not fully implemented due to COVID 19.</p> <p>In Jan 2020 staff it was planned to implement release by the Acting PT to support staff in gaining an understanding of individual levels of learners and setting up interventions. This was not actioned due to COVID 19.</p> <p>Further recruitment of PSWs to target PEF learners was planned but due to COVID 19 this was not implemented.</p> <p>Limited data available due to COVID 19 and schools closures from March 2020.</p> <p>No Family Support Worker in place due to no responses to the advert.</p> <p>From Jan 2020 outstanding referrals were made re Mental Health. These were in response to ensuring all outstanding actions from CPM and Assessment of Wellbeing Meetings were in place.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Not able to evaluate.</p>
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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:</p> <p>Focus groups of young people evaluating PSE lessons on wellbeing leading to a 90% reported understanding of wellbeing indicators</p> <p>To further enhance the school's nurturing ethos and promote the mental health & wellbeing of all learners</p> <p>Young people are confidently able to self-report on their wellbeing to provide a baseline for future improvement</p> <p>ELC Staff meeting minutes/ Floor books/ Parent Audits reflect a greater understanding of the wellbeing indicators linked to personal examples.</p> <p>QA evidence indicates that pupils are increasingly more articulate in the language/visuals of the well-being indicators</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>We have made satisfactory progress from Aug 2019 until March 2020 due to changes in staffing at Leadership Level and COVID 19.</p> <p>What did we do?</p> <p>Work begun on the Blackridge Primary School 'Be the Best You Can' programme. This will continue to be a priority for session 2020/21 realigned to the schools recently refreshed vision, values and aims completed by the newly appointed Head Teacher. Health and Well Being continues to be strength of Blackridge Primary School with all staff reporting that they know their children and families well. This will continue to be a priority for session 2020/21 as part of the school's recovery plan. Staff accessed a range of partner agency support for identified children and families to ensure that they have access to resources, advice and support and to provide staff with specialist knowledge and understanding to allow for strategies and resources to be implemented. Clear systems of Record Keeping for Child Protection and Multi Agency were refreshed in line changes of Head Teacher.</p> <p>From Jan 2020 outstanding referrals were made re Mental Health. These were in response to ensuring all outstanding actions from CPM and Assessment of Wellbeing Meetings were in place.</p> <p>The Newly appointed Head teacher along with all staff have redesigned the school's positive relationship policy which takes into account the school's recovery plan and WLC guidance for supporting Health and Wellbeing in Aug 2020.</p> <p>Staff note that Health and Wellbeing is a key focus and strength of the school.</p> <p>Staff feel confident in this area and feel it is a strength of the school. Staff note that they know Blackridge Families well and have a good relationship with them.</p> <p>Support was put in place from the local authority in the ELC setting in Jan 2020 and a Best Practice Visit for ELC staff arranged. ELC staff noted a positive visit and were enthused with ideas but these could not be fully actioned due to schools closing in response to COVID 19.</p> <p>Evidence indicates the impact is</p> <p>Parents are in regular contact with staff. Parents note that they feel supported and are very positive about school.</p>
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<p>4. 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:</p> <p>Pupil learning conversations demonstrate a greater ability to discuss skills learned and how these relate to the world of work.</p> <p>Pupils have increased access to community resources and businesses to develop skills for learning, life and work to make an impact across the school and wider community</p> <p>Pupils have the opportunity to learn through the Confucius Hub – ‘language linking, business thinking’</p> <p>All pupils have the opportunity to develop skills for learning, life and work through a participatory budget joint project.</p> <p>ELC Learners have increased access to community resources and businesses to develop skills for learning, life and work to make an impact across the school and wider community</p> <p>NIF Driver(s):</p> <p><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 type="checkbox"/>Performance Information</p>	<p>We have made satisfactory progress from Aug 2019 until March 2020 due to changes in staffing at Leadership Level and COVID 19.</p> <p>What did we do?</p> <p>Groups of children from Blackridge primary School have had the opportunity to develop skills for learning, life and work as well as learning about the Chinese culture and some Mandarin, They children has sessions from the Confucius Hub teacher in preparation for the Cluster Chinese New Year parade, and received input from the Mandarin teacher on the importance of the Panda to the Chinese culture and people.</p> <p>All children from primary 1-Priary 7 were at the planning and budgeting stage of a Participatory Budget project with the Parent \council and the local community grant project. All pupils had to consider, plan, budget and present a project which would benefit the community. Plans were in place for this to be presented to parents/carers before being open to a community vote. Children also had the opportunity to learn technology and coding skills through a workshop delivered by Barclays Bank.</p> <p>All pupils had the opportunity to learn a Scottish or Burns poem and present these at Assembly for the whole school and invited guests developing their confidence and performance skills. All pupils were able to learn and contribute to community sustainability through taking part in a tree planting community project.</p> <p>Evidence indicates the impact is:</p> <p>No impact</p>
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This session our average attendance across the school - Aug until March (Pre Covid 19) was 92.1%. This is a drop of 1.7%

Parent Council and staff note that they have not received the School Improvement Plan or had input to this.

Our Wider Achievements this year have included:

- A wide range of after school clubs and activities; basketball, netball, football, yoga, dance, hockey and gymnastics have been very successful in encouraging our young people to become more active. We have greatly improved our links with many local clubs and coaches such as Love Gymnastics, West Lothian Youth Foundation and SMK dance
- Achieved the Gold Sports Award - The school worked incredibly hard to move from Bronze straight to Gold. The Gold School Sport Award is recognition of our school's achievements in putting sport at the heart of our school's planning, practice and ethos.
- Participation in all Active Schools Cluster Festivals

Capacity for Continuous Improvement

A new Headteacher was appointed during the COVID 19 closure. During Staff Meetings (April – June 2020) it was noted that teaching and support staff are keen to ensure rapid progress on schools re-opening. Within the Nursery this will be through empowering all nursery staff.

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

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

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

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

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