



Bo'ness Public Primary School and Early Years Childcare and Learning Centre

Standards & Quality Report Session 2016-2017

Dear Parent/Carer,

As you probably know, each year the government and the Council publish information designed to show how well schools and local authorities are improving pupil performance year on year.

In similar fashion, we in Bo'ness Public School and Early Years Childcare and Learning Centre would like to tell you how we are progressing in our school. This report has been designed to do just that. It is our "Standards and Quality Report" for last session.

Inside, you will find a brief description of our main achievements during last session. We will report our progress under the four key Quality Indicators from 'How Good is our School 4'

I hope you find the report helpful. If you have any questions about it, please do not hesitate to phone the school office for an appointment. I will be pleased to offer clarification.

Gillian Genoe
Headteacher



Context of the school

Bo'ness Public has a shared set of values built upon agreed mission and vision statements. These promote the holistic development of every child, regardless of the barriers they face, as an individual and a learner. The school has built a curriculum rationale upon these agreed values. There is a strong, caring and nurturing ethos across the school including a very positive focus on children's rights and their responsibilities to others in society. Class charters enable learners to be reminded of the standards they all aspire to while learning and conducting themselves across the school. There is a positive whole school ethos and our pupils are very well behaved and polite. All staff in school place a strong emphasis on children's well-being, and there is a high profile of programmes for emotional resilience across the school and Early Years Learning and Childcare Centre. Pupils are making good progress from their prior levels of attainment in literacy and numeracy, and their skills are developing well over a range of subject areas. Our children are confident and contribute to the life of the school, taking on responsibilities locally, and working with a range of partners. They identify strongly with their school and its surrounding community. We had an HMI and Care Inspectorate Joint Inspection in September 2016 and full Summary Inspection Findings were published in January 2017. We were judged to have the capacity to make continued improvement with the support of officers and resources from Children's Services within Falkirk Council and they will make no more visits in connection with this inspection.

Review of progress for 2016-17

School Priority 1: Raising attainment in numeracy and literacy

NIF Driver

School improvement

HGIOS4 QI

3.2 Raising attainment and achievement

Progress and impact:

We developed a programme of planned visits for some classes to our local library to widen opportunities for 'reading for enjoyment' and support further attainment in reading. Over the summer holidays, 38 of our pupils completed the Summer Reading Challenge which was the second highest number in the local authority.

We used the Progression Pathways and Benchmarks to develop learning and teaching in Listening and Talking resulting in a consistent approach across the school.

Summative Assessments in P2-7 and Teacher Judgment Surveys in P1, 4 & 7 show that progress in literacy and numeracy continues to be a strength across the school

with pupils consistently meeting expected attainment levels in Reading, General Maths and Mental Maths across the stages.

HMI October 2016

'From evidence observed in class and from CEM, teacher's written judgments and Curriculum for Excellence data provided, learners are making good progress from their prior levels of attainment in literacy and numeracy.'

Early Years Childcare and Learning Centre

'Most children are making good progress in early literacy.'

'Children are progressing well in numeracy.'

'Children's individual achievements within the centre are captured and celebrated well.'

Next steps:

There will be a strong focus on developing Literacy and Numeracy at Cluster Level. We will be using a new 'Big Maths' resource currently used as a programme for Mental Arithmetic, to cover General Maths and offer a universal and shared programme of work which includes comprehensive tracking and assessment across the school. There will be a series of professional learning events to support this work.

Targeted pupils in P4-7 will be taking part in the First Minister's Reading Challenge and will support the development of reading for enjoyment and reading across genres throughout the school. This will be supported through additional resources available from the PEF (Pupil Equity Fund).

ALL classes in school will make planned monthly visits to Bo'ness Library as a lending resource and the library will support the school with additional visits and reading opportunities, as well as resources.

The school will embark on a Moderation of Reading programme with cluster colleagues at Early Level, initially, supported by school staff and the Acting DHT who is a QAMSO (Quality Assurance & Moderation Support Officer) for the local authority.

There will be a focus on the development and moderation of the Curriculum for Excellence Writing Progression Pathways at cluster level, and all schools will use the Scottish Criterion Scale to assess progress.

School Priority 2: Creating continuity in learning and teaching across the school

NIF Driver
School leadership

HGIOS4 QI
1.3 Leadership of change

Progress and impact:

There was a commitment to observe all class teachers on at least three occasions during the HMI Inspection in September 2016. All lessons observed were judged to be satisfactory to very good with aspects of excellence, and ‘Overall the quality of learning and teaching in the best lessons observed was strong.’ (SIF January 31st 2017)

All class teachers produced a revised ‘Yearly Overview’ to show progress and consistency across the 8 curricular areas.

Termly Evaluations were completed on teaching and learning with feedback meetings held with the P.T.

Staff all engaged in professional dialogue around a shared understanding of the strands of Listening & Talking to support progression from Early – Second Level.

HMI October 2016

‘Staff work together well, developing their own shared understanding of what the school does well and needs to do to improve further. They use local and national guidance and advice well for review and audit, for example, in looking closely at their curriculum and what needs further development in light of recent national advice.’

Early Years Childcare and Learning Centre

‘Staff are reflective practitioners. They engage in professional dialogue and share their skills and expertise to help make improvements.’

‘Practitioners access a range of career long professional learning opportunities to support their professional knowledge and practice.’

Next steps:

Class teachers to engage in two ‘Sharing Learning’ sessions with a colleague over the session with written feedback given on the quality of learning and teaching observed through professional dialogue.

Peer Observations in Literacy and Numeracy to be carried out between schools through the Cluster Improvement Plan.

All teaching staff to take on a leadership of learning role in school and high quality CPD to be delivered through Collegiate Activity Sessions and through Falkirk Council's Continued Professional Development Programme of Courses.

School Priority 3: Maintaining and continuing programmes for emotional resilience, wellbeing and inclusion

NIF Driver

Our priorities – social and emotional wellbeing

HGIOS4 QI

3.1 Ensuring wellbeing, equity and inclusion

Progress and impact:

Consistent approach used to teaching resilience through 'Bounce Back' in weekly lessons across the school over the session.

Pupil Steering Group formed to work towards recognition of further commitment to Rights Respecting Schools.

Whole School audit of playground behaviour carried out and 'bullying' the focus of a school assembly.

Visual Aids developed for meal and choices and communication friendly notices put up across the school.

Planning for the use of Well Being Indicators to inform practice and meet children's need in Early Years.

A comprehensive Contextual Analysis of the impact of poverty on pupils carried out for decision making on priority areas for Pupil Equity Funding of £49,000 allocated to the school.

Parental Engagement with Homework Support Programme devised by staff and delivered by volunteer parents daily for targeted pupils in P1-3.

Establishment of a member of staff as a 'Communication Champion' in Early Years Childcare and Learning Centre.

HMI Particular Strengths of the School October 2016

'The very positive focus on children's rights and the way they understand their responsibilities to others in the local community'

'Friendly, polite children who interact well with each other and who are proud of their school.'

'The way that the school supports children to understand their own emotions and feelings of others.'

'The strong relationships between the school and its families, built on mutual respect.'

Early Years Childcare and Learning Centre

'There is a caring, positive ethos in the centre and the wellbeing of children is paramount. Practitioners are attuned to the varying needs of children and their families and are committed to improving their outcomes.'

Next steps:

Utilise Glasgow Motivation and Wellbeing Profile or alternative toolkit to give a baseline for PEF pupils.

Further develop the use of the 'Emotional Rating Scale' in all classes.

Pupil Voice & Parent Group to take forward further action points from playground behaviour audit and increase parental engagement.

Extend the use of visual aids and a communication friendly approach through whole school assemblies and establish a 'Communication Champion' at the Primary 1 stage.

Implementation of an agreed 'Well Being Assessment Document' to be started with nursery pupils in September 2017.

PEF Plan to be implemented to remove barriers around: Attendance, Attainment, Engagement, Participation, Mental Health & Well Being for targeted pupil throughout the school.

Parental Homework Support Programme to be extended and further developed across the school and taken into P4-7.

School Priority 4: Improving outcomes through use of evidence and data

NIF Driver

Assessment of children's progress

HGIOS4 QI

2.3 Learning, teaching and assessment

Progress and impact:

Use of CEM summative data to inform next steps in learning and early intervention.

PEF Contextual Analysis used to identify pupils and evidence the poverty related gap in school.

Digital Learning – 'Bring Your Own Device' rolled out across P6 & 7.

Collegiate Activity Time used to engage in professional reading and dialogue around Pathways and Benchmarks in literacy and numeracy.

Audit and moderation of writing at all levels.

Teacher Judgement Survey carried out at P1, 4 & 7 stages in school and which was Quality Assured at local authority level.

Early Years Progress in Reading Skills tracking sheet completed for pupils starting P1 in August 2017 to inform prior learning.

HMI October 2016

'There is a strategic and consistent approach to the assessment of literacy and numeracy, including clear criteria showing success at the particular level being studied. Staff complete regular literacy and numeracy assessments four times a year providing up to date helpful data on progress across the school.'

'The school uses a well-considered broad range of tools to assess and diagnose barriers to learning with children with ASN. Staff understand the need to gather more robust evidence on how well schools are closing the poverty-related gap.'

Next steps:

Implement new Scottish National Standardised Assessments at P1, 4 & 7 between April and June 2018.

Utilise an Excel Tracking & Monitoring Spreadsheet 2017-2018 to gather evidence and data for all pupils in school.

Implement and evaluate progress of PEF plan throughout the 2017-2018 session.

A whole school Wi-Fi upgrade will allow for an increase in the use of digital technologies and learning. Raise funds for the purchase of additional I-pads that allow for whole class teaching.

Utilise Falkirk Council Progression Pathways and national benchmarks in literacy and numeracy as a tool to inform teacher judgment.

In writing, devise a consistent approach to assessment through the use of the Scottish Criterion Scale and moderate in school and at cluster level.

Early Years Progress tracking sheets to be continued and further developed to incorporate a wider skill set.

Key priorities for improvement planning

- To fully implement 'Big Maths' as the core numeracy resource used in school for both Mental and General Maths. (3.2)
- To formalise 'Sharing Learning' sessions with peer observations carried out both within the school and across the cluster in literacy and numeracy. (1.3)
- To fully implement our Pupil Equity Funding Plan to reduce barriers to pupils impacted by the poverty gap. (3.1)
- To fully populate a whole school Tracking and Monitoring Spreadsheet with key data and information for pupils across the school and nursery classes.(2.3)

Our statement for our capacity for continuous improvement is from our HMI inspection report which summarised our capacity to improve as follows:

"We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection."

October 2016

NIF Quality Indicator

Quality indicator	School self-evaluation September 2017	Inspection evaluation October 2016
1.3 Leadership of change	Good	Good
2.3 Learning, teaching and assessment	Good	Good
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Good
3.2 Raising attainment and achievement	Good	Good