

Bellsquarry Primary School and Nursery Class



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PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Bellsquarry P.S. and Nursery Class

52 Calder Road
Bellsquarry
Livingston EH54 9AD

About Our School

Bellsquarry Primary School is a non-denominational school serving the Bellsquarry and Murieston area of Livingston which is part of the James Young cluster. Our school role for this session is currently 220 pupils, organised over 9 classes, including 28 children within two sessions in the nursery. In addition to the 8 class teachers we have a Head Teacher and a Principal Teacher. We also have a full time Support for Learning Teacher. Our school benefits from music, PE and art specialist teachers. There are four Pupil Support Workers (PSWs) deployed at various stages across the school to support children with identified learning needs and to support whole school working. Our Nursery Class staffing includes one Early Years Officer, two part time Early Years Practitioners and a PSW.

Our school benefits from a supportive and proactive Parent Council group which is extremely enthusiastic and committed to improving the work and life of the school and who organise fundraising events throughout the school year.

At Bellsquarry Primary School and Nursery Class we provide rich learning opportunities to enable our pupils to develop holistically through our strong values programme, literacy, numeracy and health and wellbeing. We actively engage in our community, including our Pollination project, Orchard project and monthly coffee mornings. Our nursery class experience a weekly outdoor learning session in Bellsquarry woods, working closely with the Woodland Trust.

We actively encourage parents and carers to be part of their child's learning at Bellsquarry and hold regular family learning events as well as class assemblies, showcases, meet the teacher sessions and formal parent consultation meetings. We regularly share our learning through our school twitter page, school website and monthly newsletters. The school and nursery have an open door policy and welcome feedback from our parents.



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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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 (HGIOS4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.



PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcomes in for Session 2017/18 was to:</p> <p>Improvement in Literacy for all: To develop coherent and progressive approaches for reading and writing for enjoyment -development of a 'reading and writing culture' within our school and nursery class</p> <p>To develop staff pedagogy and practice in reading and writing, in line with current national and local policy, taking into account teaching strategies, progression, resources and benchmarks to raise attainment in reading for all.</p> <p>PEF Interventions: Literacy Development post, supporting pupil equity funded literacy interventions to support closing the attainment/poverty gap</p> <p>NIF Driver(s): School Improvement Parental engagement</p> <p>HGIOS QIs: 3.2 Raising attainment and achievement 2.2 Curriculum 2.3 Learning, teaching and assessment</p>	<p>Literacy We have made very good progress in this area.</p> <p>What did we do? We have developed coherent and progressive approaches for reading and writing for enjoyment in all stages across our school and nursery.</p> <p>Approaches introduced and developed in Session 18 - 19 include:</p> <p>P1 – 7:</p> <ul style="list-style-type: none"> ✓ Space for whole school reading display and reading strategies displayed within classroom by CT and referred to regularly ✓ Pupils working with peers in small groups to support one another's understanding and strategy use ✓ Parental engagement and home learning - reading calendars included in homework tasks for parent/child to offer a variety of opportunities to develop enjoyment of reading ✓ First Minister's Reading Challenge activities ongoing ✓ Whole school Scottish Book Week (November 2018) activities using the theme of 'The Gruffalo'. Book week activities and assemblies. ✓ Nursery Big Bedtime Read event – established reading area, involving families: reading to children, open coffee mornings/afternoons ✓ Staff book exchange ✓ Whole school reading display – showing the books each class are reading ✓ Whole school book swap – World Book Day 7/3/19 ✓ Permanent book swap within nursery for parents to access daily ✓ Whole school reading lunch – promoting reading for enjoyment ✓ Reading Buddies – vertical learning across stages, including nursery ✓ Embedded regular ERIC/DEAR time ✓ All classes now have imaginative and welcoming reading dens/areas in all classroom ✓ P4-7, P1-3 and nursery library spaces ✓ Outdoor reading space – seated area and storage box provided for reading materials ✓ Participation in national book events to promote reading for enjoyment including Scottish Book week, World Book day ✓ Whole school author visit – Stuart Reid. Children participated in a reading assembly ✓ Whole school writing workshops ✓ Author visits ✓ Parental engagement – PATPAL – 'The Balanced Reader' focussing on comprehension, decoding and fluency and phrasing. ✓ Paired reading buddies between classes, including the nursery. ✓ Participation in 'Bellsquarry Young Writer' to select Stellar Award winner ✓ Staff are using the new West Lothian Literacy Genre targets in order to support, engage and challenge children when writing a variety of texts ✓ Whole school writing moderation – outlined within the Literacy Assessment overview ✓ Staff completing 'Running records' to confirm correct level of text for reading groups ✓ Children are participating in 'Free writing Friday' – to encourage reluctant writers and promote writing for enjoyment ✓ P1-5 participating in Jolly Phonics 'Grammar and Punctuation' programme

- ✓ After school club - Newspaper club
- ✓ Baseline writing assessment - writing attitudinal surveys
- ✓ Pupil choice – classes selected new class library books
- ✓ P1 lending library
- ✓ Staff (x2) training in Spanish
- ✓ Staff using Modern Languages planners

All teaching staff fully engage with West Lothian Progression Pathways in reading and writing. Our PEF funded Literacy Development Lead has supported staff with improving pedagogy and practice as well as leading the planning of regular tracking and monitoring with a greater focus on planned interventions to improve individual learners reading attainment. The range of interventions include:

- ✓ Disseminated good practice through staff development
- ✓ Two staff attended Stephen Graham workshop – The balanced reader and PM writing. This was followed up by a best practice visit to Knightridge PS.
- ✓ Delivering training on ‘developing a writing culture’, ‘the balanced reader’ and ‘moderation’ strategies.
- ✓ Use of assessments i.e. YARC reading assessment and Renfrewshire Vocabulary Test
- ✓ Lead the development of a ‘writing culture’ within our school and nursery class
- ✓ Continued to embed the school ‘reading culture’
- ✓ Upskill staff in identifying strategies and resources to improve reading and writing
- ✓ Further develop teacher confidence in using a variety of interventions for reading comprehension difficulties
- ✓ All staff have developed greater confidence in identifying learner’s next steps
- ✓ Analysed SNSA data and completed additional assessments for anomalies
- ✓ Lead literacy school improvement group to complete whole school interventions
- ✓ Attended West Lothian literacy champion meetings and disseminated key messages
- ✓ Promote pupil leadership through ‘Bellsquarry Literacy Ambassadors’
- ✓ Audit of current assessment procedures and new ‘Literacy Assessment overview’ created
- ✓ Progressive second level punctuation and grammar framework created

Evidence indicates the impact is:

- ✓ Learners engaging better with reading for enjoyment and almost all children have a consistent personal reader
- ✓ Learners are choosing a wider range of texts, poems and comics including digital versions
- ✓ Learners are showing greater confidence and enjoyment for writing including reluctant writers
- ✓ Learners are engaging with the new literacy genre targets and assessment procedures
- ✓ Learners are becoming more independent readers and writers
- ✓ Almost all learners now identified themselves as ‘authors’
- ✓ Reading continues to be part of everyday life in school and lifelong readers are being celebrated and nurtured
- ✓ Learners have become more confident in reading aloud in a variety of contexts.
- ✓ Learners have a greater diversity in reading materials

	<ul style="list-style-type: none"> ✓ Learners have improved their ability in reading and writing due to greater confidence in staff when using data to inform practice and identify strengths/areas for improvement in literacy. ✓ Learners identified through SNSA attainment and PEF interventions have received additional support to improve the attainment gap ✓ Learners respond positively to author visits and workshops ✓ Learners and parents have a greater understanding of the wide range of skills required to become a competent reader and how to best support children when reading at home. ✓ Learners are given more opportunities to write across the curriculum ✓ Through specific interventions, learners are making positive progress within tracking and monitoring documentation, evidencing improvement in attainment. ✓ Through our Big Bedtime Read intervention, nursery learners are keen to engage with books and participate in story time, rhyme and songs. <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> ❖ To develop moderation approaches for reading and develop reading holistic assessments for all stages/levels. ❖ To further develop the outdoor reading space, in school and nursery. ❖ PM Reading – running records ❖ PM Writing – variety of genre across the curriculum ❖ Pupil Support Workers to support Early level literacy
<p>Improvement in Numeracy for all:</p> <p>Meaningful moderation; Continue to develop rich tasks for assessment; Improve effective transition in numeracy</p> <p>Embed approaches to teaching numeracy to raise attainment across the school.</p> <p>Develop holistic questioning to be used more widely and effectively to improve outcomes for learners. This would involve further moderation and collaborative activities and peer observations and feedback.</p> <p>RA DHT supports teachers to gather high quality evidence to make assessment judgements decisions about next steps.</p>	<p><u>Numeracy</u> We have made good progress in this area.</p> <p><u>What did we do?</u> We have been developing coherent and progressive approaches for teaching numeracy and maths that will develop confident and numerate learners across all stages in our school and nursery</p> <p><u>Approaches introduced and developed in Session 18 - 19 include:</u></p> <ul style="list-style-type: none"> ✓ Continue to embed use of WL curriculum pathways and benchmarks so that staff can continue to develop confidence in learning, teaching and assessment practices linked to the context of our school. ✓ Discussed when and what we are assessing and how often. ✓ Consideration of learning and teaching approaches – all our children are visible, recognised and included ✓ Created numeracy and mathematic tracking document based upon experiences and outcomes and benchmarks, to assist/support teachers with their planning assessment and recording ✓ Devised Numeracy rationale ✓ Number Talks embedded as part of daily lessons ✓ All classrooms have a “working wall” to display prior and current knowledge, modelling of how to use such a space discussed with pupils. ✓ Staff engage in CLPL sessions on Fractions, decimals and percentages/Number talks/Concrete Pictorial and Abstract ✓ Targeted Support Groups using the SEAL assessment and L&T approaches: ✓ Support for Learning teacher (and Class Teacher) implementing and reviewing the assessments.

PEF Interventions

Cluster PT for Numeracy
Additional resources –
Number Talks, CPA
resources

NIF Driver(s):

School Improvement
Assessment of Children's
Progress

HGIOS4 QIs:

3.2 Raising attainment and
achievement
2.2 Curriculum
2.3 Learning, teaching and
assessment
2.4 Personalised support

- ✓ Supporting use of Concrete/Pictorial/Abstract approaches at First Level
- ✓ Staff engage with the WL Numeracy strategy
- ✓ Develop numeracy through literacy – confidence in using mathematical vocabulary
- ✓ Introduction of 'How to' jotters across P3-7

Additional approaches

- ✓ Improving learners' mental computation and fluency by continuing to develop daily Number Talks in every classroom;
- ✓ Cluster moderation sessions, to help staff develop more confident decisions about pupil achievement in numeracy. Staff have engaged in these professional dialogue sessions with cluster colleagues to gain clearer understanding of numeracy benchmarks which are now more confidently used at early, first and second levels.

All staff engaged in planned regular tracking and monitoring dialogue with a greater focus on planned interventions to improve individual learners' numeracy attainment.

Evidence indicates the impact is:

- ✓ Learners experiences have improved due to teacher confidence in use of CPA strategies in numeracy – using new and existing resources
- ✓ Learners have concrete resources readily available and visual representations of number are being more widely used around the classroom (pupil work and classroom - All levels)
- ✓ Learners have an increased level of maths vocabulary to explain and reason
- ✓ Maths Working Wall evident in all classrooms and are used to support and promote links between different maths topics
- ✓ Learners are talking more confidently about the strategies that they are using in numeracy.
- ✓ Learners show increased motivation and confidence in numeracy where they understand why they are learning something and where they can use it in their daily lives
- ✓ Learners have increased ability to talk about their next steps in learning due to improved teacher confidence in identifying strengths and areas for improvement in numeracy.
- ✓ Learners who are involved in specific interventions are making positive progress within tracking and monitoring documentation evidencing improvement in attainment.
- ✓ Learners have more understanding that making mistakes is part of the learning process in maths
- ✓ Nursery learners are engaged in meaningful numeracy activities in all areas of the nursery curriculum

	<p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> ❖ Further develop the use of concrete and pictorial representations of number in all classes. ❖ Embed the Number Talks approach by including discussions around fractions, decimals and percentages. ❖ Continue to identify learners from across first and second levels that require additional support with specific numeracy skills and upskill Pupil Support Workers to provide targeted support with groups of learners every week. Led by our Cluster Numeracy Team, support groups will increase pupil confidence and motivation related to numeracy ❖ Further develop moderation approaches for numeracy within our school and develop numeracy holistic tasks for all stages/levels. ❖ Further develop numeracy through outdoor learning experiences – using natural materials to support learning and to use the outdoor learning space for numeracy tasks. ❖ Continue to use Numeracy ‘How to’ jotters- giving learners the opportunity to record their ideas and vocabulary in an informal way, draw pictures to support their thinking and record explanations. ❖ Continue to provide further staff development (for new and existing) around providing different contexts for learning. ❖ Continue to promote numeracy in our nursery setting, particularly during our weekly outdoor forest school sessions.
<p>2.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>Raise attainment for all: Raise attainment for learners through improved pedagogy across the school</p> <p>Staff more confident and consistent in assessing and making accurate judgements in evaluating learner’s progress.</p> <p>NIF Driver(s): Teacher Professionalism Parental Engagement Assessment of Children's Progress</p> <p>HGIOS4 QIs: 2.4 Personalised support</p>	<p><u>Attainment</u> We have made good progress in this area.</p> <p><u>What did we do?</u> Our Pupil Equity Funding this year was identified to provide support in the following areas; Leading Learning – Improving Pedagogy</p> <ul style="list-style-type: none"> ✓ To support the West Lothian Moving Forward in Learning Vision: <i>‘We want to continue to develop a strong, evidence-based practice which is based on true collaboration, for which we see success in ensuring excellence and equity for all our children and young people.’</i> ✓ To establish Teacher Learning Communities (TLCs) as an effective professional learning model for improvement in schools; ✓ We established a Teacher Learning Community as a professional learning model as part of the Tapestry project. Staff have engaged in a range of professional reading and focused professional dialogue activities based around Dylan Wiliam’s principles in his book “Embedded Formative Assessment”. ✓ Two teachers lead the TLC and this has enhanced and developed their leadership skills and qualities. ✓ Most Staff were involved in regular TLC meetings and reviewing of the TLC programme to support each other in their practice. ✓ Staff confidence in making accurate judgements and in evaluating learners progress has improved through regular focused dialogue using further refined tracking and monitoring documentation. The process focuses on a holistic assessment of the learner.

<p>3.2 Raising attainment and achievement</p>	<ul style="list-style-type: none"> ✓ Staff developing Dylan Wiliam’s Pedagogy focus - 5 essential strategies: <ol style="list-style-type: none"> 1. Ensuring understanding of expected learning intentions and criteria for success; 2. Using classroom discussions, questions and tasks that motivate and elicit evidence of learning; 3. Providing feedback that moves learners forward; 4. Providing opportunities for learners to support each other’s learning; 5. Providing opportunities for learners to take responsibility for their own learning ✓ Staff are now better at identifying where the learner is and planning for their next steps in learning to ensure progress. ✓ Primary 1, 4 and 7 have undertaken the new Scottish National Standardised Assessments in Literacy and Numeracy this session. The data gathered from these assessments forms part of a pupils' assessment portfolio along with ongoing formative and summative assessments allowing teachers to make accurate professional judgements across stages as well as achievement of a level. <p><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</u></p> <ul style="list-style-type: none"> ✓ Greater consistency in quality of learning and teaching impacting on the quality of learner’s experiences ✓ Improving teacher understanding of pedagogy and impacts on raising achievement and attainment in our learners ✓ Feedback and assessment for learning strategies adding value to learners progress ✓ Learners becoming more aware when discussing learning and next steps in quality formative feedback ✓ Learner’s experiences improved across the cluster by sharing best practice and changing practice significantly ✓ Developing teachers as leaders. ✓ Mid-term evaluations and staff professional development and review indicate increased knowledge and understanding of the principles of Assessment is for learning and how they apply these in their own practice. ✓ Pupil Equity funding has allowed the school to enhance the provision of support for learners in literacy, numeracy and health and wellbeing. Learners report that they are supported by the interventions. <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> ❖ Continue to further develop the Tapestry and TLC model to enhance practitioner skill and learner’s experiences – improve learner feedback. ❖ To develop play-based pedagogy in Primary 1
<p>3.To improve children and young people’s health & wellbeing</p> <p>Our desired outcome for Session 2017/18 was to:</p> <p>Promote and improvement in all children and young</p>	<p><u>Health and Well being</u></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"> ✓ Developed planned CLPL opportunities for staff to build capacity, awareness and shared understanding of Resilience, trauma, attachment and adverse childhood experiences. ✓ Watched Resilience film– cluster inset. ✓ HWB champions collated wide range of interventions, techniques and strategies from across the cluster and partnerships

people's wellbeing:

Staff have an increased awareness and shared understanding of Adverse Childhood Experiences and develop trauma informed and attachment led practice.

Children and young people are more able to self-regulate through appropriate techniques and strategies.

PEF Funding:

Create inclusive and nurturing learning environments across the school and stages including continued consistent use of positive behaviour policy

NIF Driver(s):

School Improvement Assessment of Children's progress

HGIOS4 QIs:

3.1 Ensuring wellbeing, equality and inclusion
2.4 Personalised support

- ✓ Develop use of self- reporting on HWB using a consistent approach
- ✓ Reviewed and revised our Positive relationships policy – school based approaches agreed in line with research based practice: Paul Dix, Pivotal
- ✓ Introduced Fun 31 sessions to ensure all children have the right to play

What did we do?

Whole School Nurture Approach: This targeted intervention was planned to support our learners HWB and ensure it is at the heart of all experiences and outcomes at Bellsquarry.

- ✓ Embed nurturing approaches across whole school which will include providing targeted support for identified individuals in a nurture group.
- ✓ Revise and develop positive relationship policy with pupils, parents and staff.
- ✓ Embed the use of restorative practice across the school.
- ✓ Continue to use the well-being indicators, language and wheels to becoming self-aware and self-directing, able to self-evaluate and report.
- ✓ Further develop the emotional well-being of our pupils through continued use of 'Emotion works' resource.
- ✓ Outdoor learning and play resources are improved and established on a more regular and progressive curriculum led experience for learners.
- ✓ PSWs attended PSW conference lead by Educational Psychology service
- ✓ Head Teacher, Support for learning teacher, Pupil Support Workers attend whole school Nurture training, led by Educational Psychology service.
- ✓ Set up a targeted support nurture group within Bellsquarry where identified children attend for part of their school week as well as remaining in their mainstream class – lead by PSWs. The aim of these groups is to allow children, in a small-scale setting to have a predictable, calm and purposeful environment, free from curriculum pressures.
- ✓ These clubs are planned in liaison with class teachers and delivered by our PSW Team. PEF funding allows us to employ an additional PSW to ensure these clubs target learners across the school, across the week.
- ✓ Staff engaged in professional reading around supporting pupils

We have promoted both physical and emotional wellbeing throughout the year through:

- ✓ Weekly PE sessions with a specialist teacher
- ✓ All classes plan for regular outdoor learning
- ✓ Our nursery class engage in one session per week in our woodland – Forest Schools
- ✓ Health Week focussed on both physical and mental wellbeing with all classes and staff taking part in a variety of taster sessions in sporting, performance, outdoor and mindfulness activities.
- ✓ A wide range of after school clubs to promote physical and emotional wellbeing.
- ✓ Daily opportunities for outdoor play in all weathers, including a Trim Trail, and in our nursery garden through the purchase of new resources.
- ✓ Outdoor education opportunities – P6 skiing
- ✓ Engaging in tennis sessions – P2 and P3

Evidence indicates the impact is:

- ✓ Learners at all stages can talk about emotion names and behaviours based around Emotion works. This has been particularly useful around restorative conversations and supporting pupils to understand their own emotions and those of others.
- ✓ Learners HWB supported by nurture groups – evaluations indicate an impact on individual children's social and emotional needs

	<ul style="list-style-type: none"> ✓ Learners in the nursery are able to talk about what they learn whilst outdoors and like to share this with visitors to nursery. <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> ❖ Continue to develop awareness and understanding of Adverse Childhood Experiences with staff to improve outcomes for learners ❖ Embed a consistent approach to meeting the emotional needs of learners, through building resilience. ❖ Embark on further professional learning on positive behaviour strategies and approaches – Pivotal. ❖ Further develop the outdoor environment in the nursery to promote good mental health and reduce barriers to learning. ❖ Further develop online safety, through the use of digital technologies ❖ Continue to use Emotion-works resource to support mental health and wellbeing
<p>4. 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: Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Develop an effective approach to careers education and World of Work.</p> <p>Increasing pupil confidence in use of the Skills framework to identify skills in learning explicitly and make deeper links to the World of work.</p> <p>NIF Driver(s): School Improvement Parental Engagement</p> <p>HGIOS4 QIs: 3.3 Increasing creativity and employability 2.7 Partnerships</p>	<p><u>Developing the Young Workforce</u> We have made good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> ✓ Implemented the Cluster Skills Progression Framework across the school ✓ Continued to develop Pupil Leadership approaches and developed strategies to make explicit the skills of learning that are developed through these learning opportunities. ✓ Further developed the curriculum to ensure that there is a focus on developing the skills of our children in the world of work. ✓ Partnership with parents and families as well as local industries to explore the world of work. ✓ Continued to develop digital literacy across the school including the nursery. ✓ Adapted topics and lessons to include discussions around the world of work including job roles and skills for learning, life and work. ✓ Early level children explored the world of work through topics such as 'people who help us'. ✓ Further developed Pupil Leadership opportunities and experiences to include Ambassadors for curricular areas. ✓ P3 and 4 Young Leaders award - Engineering <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> ✓ Learners at Early Level can confidently talk about what their family do for work and can consider what they would like to do in the future. ✓ Learners at First and Second Level can explain which skills they think particular roles in the work place would need. ✓ Learners at Second Level could explain about their aspirations and ambitions regarding their future job/career ✓ Parents expressed enjoyment at being asked to come into school and share their experiences. <p><u>Our priority for next session will be:</u></p> <ul style="list-style-type: none"> ❖ Further implement the Skills Progression Framework across the school ❖ Develop a coherent approach to planning for our parents to share what they do with classes in the school e.g. a careers fair/ongoing visits to embed this practice

	<ul style="list-style-type: none"> ❖ Further develop and explore opportunities and enhance creativity skills across the school including the nursery ❖ Staff leadership role – Digital Technologies, developing skills across early to second level.
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Attendance and Exclusion Data

- ❖ 95% of children have an attendance of over 90%.
- ❖ There have been four occasions of exclusions this school session.

Effectiveness of the school’s engagement with parents and other stakeholders in improvement planning and on reporting school performance.

- ❖ All our parents and stakeholders were given the opportunity to contribute through questionnaires, West Lothian Council Parent Ethos Survey, school improvement self-evaluation, parent focus groups and through our regular Parent Council Meetings.
- ❖ We used the Learning Together Evaluation at our Parent Council Meeting as a baseline to measure the impact of parental engagement at Bellsquarry primary School and Nursery Class.
- ❖ Through learner’s conversations with children, we evaluate how they feel about their learning, what is good about school and what could be improved.
- ❖ We regularly consult with our partners about our school improvement journey.

Our Achievements this year have included:

Bellsquarry's achievements this session reflect the wide range of experiences and opportunities undertaken through our rich curriculum by our pupils and staff. Creativity is at the heart of our curriculum and this session many of our achievements reflect this. Below are just some of the achievement we have celebrated this session:

- Award winning choir – St Mary’s School Choir competition winners, sang with African Children’s Choir and National Glee Challenge finalists
- P5-7 playing brass in school and performing to an audience at concerts and assemblies
- P7 children part of the ‘ocarina project’ in West Lothian, playing with other pupils around the authority at ICHS
- Celebration of choir, brass, guitar and ocarina at Music Morning
- P1-3 Nativity
- Celebration of our reading and writing culture – P7 finalist in Stellar writing awards
- Participating and achieving in authority and national Sumdog competitions
- P6 Young Sports Leaders – working towards Sport Scotland Gold accreditation
- Achievement assemblies to celebrate achievements inside and outside of school.
- P7 residential to PGL Dalguise
- P5 residential to Low Port centre.
- Sky Academy – P6 and P7
- Skiing – P6
- Buddies in nursery – P6

- Young Sports Leaders
- After school clubs: P6 guitar club, P1-3 Art club, Star Harmonies Performance Club, Basketball Club, Multi-sports, Creative Dance, Newspaper Club
- Leadership of change – review of our school vision and values
- Monthly community coffee mornings linked to a charity organised and led by stages across the school
- Literacy PATPAL
- Parent Council led fundraising events – Fun Run, Movie nights
- Opening of our new Trim Trail
- Active Schools festivals
- Dog trust and NSPCC workshops
- Fairtrade Fortnight
- Big Bedtime Read
- Big Bellsquarry Book Swap
- Book Week and World Book day
- Weekly woodland learning sessions – nursery
- Reading with a dog – Therapets
- Mandarin lessons in P7 from Confucius Hub at James Young High School
- Cross school learning – Finger Knitting
- Achievement Assemblies

Building staff capacity:

- EYO successfully completing Forest Schools training, embarking on Froebel Pedagogy course and completing a BA in Early Childhood Studies
- Supporting attainment in WLC – Principal Teacher
- Achievement of a level – all teaching staff
- WLC Maths Strategy – Cluster DHT
- Cluster analysis of SNSA – PT, Cluster DHT, P7 teacher
- Coaching for Success – PT, CT
- WLC and five ACES Hub – Head Teacher
- Cluster moderation of numeracy – P1-7 staff
- Principal Teacher and P7 teacher/Literacy Leading a school based teacher learning community. The focus for Tapestry is developing consistent formative feedback.
- Two teachers trained in Spanish (ML3)

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. In undertaking self evaluation Bellsquarry Primary School demonstrates clear capacity for continuous improvement for Session 2018-19

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	Very 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)