

**Bellsquarry Primary School  
& Early Learning Centre**



**'Learn, Believe and you will Succeed'**

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# **PROGRESS REPORT FOR SESSION 2019/20**

**(Standards & Quality Report)**

**Bellsquarry Primary School 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 session 2019-20 is currently 223 pupils, organised over 9 classes, including 33 children across the two sessions in the ELC. In addition to the 8 class teachers we have an Acting Head Teacher appointed in January 2020 and a Principal Teacher. We also have a full time Support for Learning Teacher. Our school benefits from French, Music 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, one full time and four part time Early Years Practitioners and 2 Pupil Support Workers.

Our school benefits from a supportive and proactive Parent Teacher Action Group (PTAG) which is extremely enthusiastic and committed to improving the work and life of the school and who organise fundraising events throughout the school year. 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 blog, school website and monthly newsletters. The school and nursery have an open door policy and welcome feedback from our parents.

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 and our nursery class experience a weekly outdoor learning session in Bellsquarry woods, working closely with the Woodland Trust. As part of our After School Club provision we work with our community club, "Kids Gone Wild", which caters for children of all ages and provides outdoor experiences for all.

Our school's self-evaluation for Quality Indicators 2.3 and 3.2 was validated through the Validated Self Evaluation Process and the evaluated grades were agreed as an accurate reflection of the school's work in October 2019.

## **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 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](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><b>1.</b></p> <p><b>To raise attainment, especially in literacy and numeracy.</b></p> <p>Our measurable outcome for session 2019/20 was:</p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners is supported by professional learning focusing on improvements in Learning, Teaching and Assessment.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>❖ Teacher Professionalism</li> <li>❖ Assessing Children’s Progress</li> <li>❖ School Leadership</li> </ul>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• All staff took part in a range of CLPL to focus on: attainment to increase shared understanding of standards; approaches to planning and assessment</li> <li>• Teachers conducted professional learning implementing a small test of change in the form of an intervention to raise attainment in their classroom</li> <li>• Held moderation sessions to revisit the learning intentions and success criteria ensuring these are skills focused and able to be transferred into different contexts.</li> <li>• Teachers carried out CLPL on creating a balanced reader and writer including benchmarking</li> <li>• PM writing resource introduced to improve opportunities for writing across a variety of genres with a focus on non-fiction</li> <li>• Children appointed leaders of learning as Literacy Ambassadors organising events throughout the year such as: <ul style="list-style-type: none"> <li>➢ Literacy Ambassadors (pupils) promoted use of writing materials during lunch and break times</li> <li>➢ Whole school book swap held to promote a reading culture</li> <li>➢ Whole school celebration of World Book Day where each class created their own ‘class book’ to share at Assembly</li> </ul> </li> <li>• A continued focus on creating and maintaining attractive reading areas in classrooms</li> <li>• Continued author visits for all pupils to inspire and encourage them to write about a range of subjects and to show that reading and writing can be engaging and stimulating</li> <li>• Use of West Lothian Genre targets to ensure learning is visible, agreed core and genre targets for assessment and target setting purposes for both.</li> <li>• Reading benchmarking has been introduced at some stages with teachers carrying out running records with pupils to determine their reading age and abilities within; fluency and phrasing and comprehension.</li> <li>• Staff engaged in cluster moderation to ensure a shared understanding of standards across the schools in the cluster</li> <li>• Identified staff training needs in both Literacy and Numeracy to enable staff across the school, including non-teaching staff, to have increased confidence in teaching and supporting children to raise attainment through challenge and support.</li> <li>• Nursery and P1 staff work together to develop progressive play based learning across the early level consulting children on their interests, learning and achievements, recording this through floor books including evaluation.</li> <li>• Primary 7 pupils, in partnership with Moray House School of Education, participating in the Scottish Maths Challenge to challenge and extend their learning.</li> <li>• Pupils given increased opportunities to verbalise their learning and to link their classroom experiences with those in real life. For example, Percentages and shopping – sales (10% off, buy 2 get one free.)</li> </ul>

	<p><b>Evidence indicates the impact is:</b></p> <p><b>Through learner conversations:</b></p> <ul style="list-style-type: none"> <li>❖ Learners show an increased understanding of writing targets within different genres.</li> <li>❖ Almost all pupils can identify strengths and next steps in their learning through learner discussions. This is particularly evident in literacy.</li> <li>❖ Learners can talk more openly about what they are learning and what they need to do to meet their targets in writing.</li> <li>❖ Learners are becoming more aware of the importance of being able to talk about how they arrived at an answer in Numeracy, thus demonstrating a deeper level of understanding. (Process v Product)</li> <li>❖ Learners are beginning to link those skills used in literacy and numeracy with the wider world of work (Developing the Young Workforce)</li> <li>❖ Our nursery children are using floor books to plan and are aware of their learning and achievements. They are able to reflect on their own learning and are beginning to discuss next steps in learning.</li> </ul> <p>Through observations of learning taking place across the school during both the VSE and Leadership Team Quality Assurance Procedures showed that:</p> <ul style="list-style-type: none"> <li>❖ Most learners are engaged and eager to learn.</li> <li>❖ In Primary 1 children now have more opportunities to lead learning in play based contexts.</li> <li>❖ In the upper stages, learners are highly motivated through appropriately challenging activities which are well matched to their needs.</li> <li>❖ The quality of learning experiences in the nursery setting both indoors and outdoors, offer rich opportunities for children to develop their curiosity, enquiry and creativity within nurturing and motivating environments.</li> </ul>
<p><b>2.</b></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>Through targeted interventions 90% of our young people are achieving Early Level by end of P1, First Level by end of P4,</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Literacy Development post holder was appointed to lead and support Pupil Equity Funding Literacy interventions:</p> <ul style="list-style-type: none"> <li>• Targeted literacy interventions were implemented to close the attainment/poverty gap</li> <li>• CLPL to align professional judgements on attainment levels across stages and levels run by the Literacy Development post holder</li> <li>• Teachers used baseline information and through Excellence and Equity meetings were able to measure the impact of literacy interventions</li> <li>• Staff training in identifying strategies and resources to improve reading and writing e.g. Stephen Graham Creating a Balanced Reader and Writer, West</li> </ul>

<p>Second Level by end of P7.</p> <p>P1, P4 and P7 Quintile 1 pupils achieving expected level in literacy will increase by 10%</p> <p>An increase of 10% of pupils self-reporting for all wellbeing indicators.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>❖ Performance Information</li> <li>❖ Assessing Children’s Progress</li> </ul>	<p>Lothian Literacy Development Team re WL Genre targets</p> <ul style="list-style-type: none"> <li>• Targeted support for vocabulary development in Early years.</li> <li>• Nurture groups ongoing throughout the year to support children with self-esteem and resilience including input from Kids Gone Wild</li> <li>• Play Therapist provided targeted support to help identify and work through emotions.</li> <li>• Lunchtime games club introduced and ran by pupils and staff to allow children a space to go to play with other children in a quieter supportive and nurturing environment</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>❖ Increased percentage of P1, P4 and P7 Quintile1 pupils achieving expected level in literacy by more than 10%.</li> <li>❖ Over 90% of our learners in P1 achieved early level in almost all areas of literacy and numeracy by the end of Primary 1.</li> <li>❖ Over 90% of our learners in P4 achieved first level by the end of Primary 4 in all areas of literacy and numeracy.</li> <li>❖ Over 90% of our learners in P7 achieved second level by the end of Primary 7 in all areas of literacy and numeracy.</li> <li>❖ Almost all of our learners were able to self-report for all of the wellbeing indicators throughout the session.</li> </ul>
<p><b>3.</b></p> <p>To improve children and young people’s health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was:</p> <p>All young people experience a nurturing environment and positive supportive relationships that support learning.</p> <p>All young people in P1-P7 are able to self-report on their wellbeing to provide a baseline for future improvement.</p> <p>All children experience improved supports for HWB.</p> <p>NIF Driver(s):</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• Took part in Professional reading ‘When the Adults Change Everything Changes - Paul Dix’. All staff engaged in professional dialogue and Pivotal Education training sessions</li> <li>• Introduced ‘One Trusted Adult’ to enable pupils to feel they have someone they can go to for emotional support</li> <li>• Identified children attend weekly sessions with PSW/SfL for nurture groups.</li> <li>• Building Resilience resource used in all classes to support relationships and emotional wellbeing.</li> <li>• Use of Growth Mindset approach adopted in some classes helping children to understand that successful learning can take more than one attempt.</li> <li>• Parent and child friendly bereavement and loss policy created and updated.</li> <li>• Engaging wellbeing themed assemblies introduced – each linked to a wellbeing indicator.</li> <li>• Assemblies led by SLT and Youth and Children’s Development Worker (Church of Scotland) about core values and wellbeing indicators such as Respect, Equity, Nurtured etc.</li> <li>• Pupils engaged in self-reporting process using a format that best suited the pupils at the start of the session. Regular self-reporting using wellbeing indicators</li> <li>• Nursery implemented new self-registration, linking name with emotional board to make self-reporting more accessible to our youngest learners.</li> </ul>

<ul style="list-style-type: none"> <li>❖ Parental Engagement</li> <li>❖ Teacher Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• HWB progression pathways used to assist planning for HWB across the curriculum</li> </ul> <p><b>During period of remote learning:</b></p> <ul style="list-style-type: none"> <li>➤ Microsoft Teams groups were established to support those pupils who attend nurture groups.</li> <li>➤ Identified members of staff kept in regular contact with families of identified pupils.</li> <li>➤ Where difficulties in wellbeing were discovered through self-reporting or discussions with parents, alternative methods of support were offered.</li> <li>➤ Use of Online Learning Journals for P1-3 where teachers posted videos and made individual comments on pupil contributions to the learning journals and increased the number of online live Team video ‘check ins’ for P4-7 as a way of directly communicating with pupils.</li> <li>➤ Nursery practitioners posted regular video tasks to increase engagement in home learning and promote positive relationships and wellbeing.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>❖ Learners are well supported through the SfL, nurture and individual (where identified) Teams groups during period of remote learning.</li> <li>❖ Learners are responding to consistent experiences of behaviour management throughout the school</li> <li>❖ Some learners are now referring to resilience strategies to help them during periods of adversity.</li> <li>❖ Learners in the nursery are developing resilience and independence through high quality planned and spontaneous experiences in the nursery garden and weekly visits to local forest space. This has resulted in children who are highly engaged and confident in their learning.</li> <li>❖ Pupils and parents shared that during the period of school closures pupils were particularly happy and engaged in their learning when they could see or speak to their teacher or received online feedback from them.</li> </ul>
<p><b>4.</b></p> <p>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>All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>• World of Work skills are considered in the planning of lessons and projects to ensure the children are having opportunities to develop these skills across different stages.</li> <li>• Throughout lessons, children are encouraged to consider what they are learning and how it will help them in terms of skills for learning, life and work.</li> <li>• Activities planned and adapted for home learning through Teams in P4-7 and learning grids P1-3.</li> <li>• Plans made to invite various different types of workers into school to work with pupils sharing the skills for learning life and work required to carry out their role.</li> <li>• Engaging and motivating contexts and projects allowed pupils to develop</li> </ul>

<p>learning life and work.</p> <p>Develop an effective approach to careers education and world of work.</p> <p>NIF Driver(s):</p> <p>Parental Engagement School Improvement</p>	<p>skills for learning life and work e.g. inquiry, problem solving, communication etc. e.g. through trout eggs in the classroom project, science fayre, Titanic project etc.</p> <ul style="list-style-type: none"> <li>• Pupils provided with opportunities to take on various leadership roles within their classrooms as well as across the whole school e.g. Literacy Ambassadors, Buddies, Reading Buddies, House Captains, Vice-House Captains with these roles involving an application for the position and engaging with the interview process.</li> <li>• Shared the world of work skills and play based learning pedagogy and the benefits of this in order to develop skills for learning, life and work with parents at P1 Welcome Meeting in June</li> <li>• An increased focus on digital learning was implemented in Terms 3 and 4 with P4 – 7 pupils digital learning skills improved through use of Teams for remote learning.</li> <li>• Primary 6 pupils given STEM challenges, in association with the James Dyson Foundation, which challenged their understanding of how these experiments link to the wider world of work.</li> <li>• Children in the nursery used mini beds in garden to cultivate their own plot, grow produce and use this for making snack e.g. vegetables for soup.</li> <li>• Children involved in choosing snack menu and using online ordering system to shop for food and ingredients</li> <li>• Froebel trained member of staff in the nursery developed outdoor area consultation with parents to enhance the outdoor learning experience of the children in the nursery.</li> <li>• Introduction of young leadership roles through ‘helping hands’ in the nursery.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>❖ During the Validated Self Evaluation and during SLT observations of lessons learners were able to give examples of how to apply their skills across the curriculum and relate these to the world of work.</li> <li>❖ Learners demonstrated the ability to describe their thinking process and almost all children communicate their ideas well through learner conversations and classroom observations.</li> <li>❖ Learners in P4-7 demonstrated resilience and increased confidence when developing their digital learning skills during period of remote learning.</li> <li>❖ Learners in the nursery are able to talk about and use job titles in their play and are able to contribute to daily risk assessments associated with life skills such as cooking, woodwork, gardening etc.</li> </ul>
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- ❖ The average attendance rate from August to the end of March was over 92% across the school and nursery.
- ❖ There have been three occasions of exclusions this school session.

## **Parental Engagement**

Parent/Carer Engagement continues to be a key strength to school improvement in Bellsquarry Primary School. There are a variety of ways parents/carers can be involved in shaping our improvements. The school works in close partnership with the Parent Teacher Action Group to discuss improvements. Opinions are sought from all parents and other stakeholders throughout the academic session through Microsoft Forms as well as parent and partner focus groups. This session we had a Validated Self Evaluation and we recently held a thematic review on health and wellbeing where staff, pupils, parents and partners were able to feedback on how well the school supported the wellbeing of children as well as how this could be further improved. Information and feedback is shared with parents in school newsletters and feedback taken on board to improve outcomes for our pupils and families.

### **Our Wider Achievements this year have included:**

Bellsquarry's achievements this session reflects 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 achievements we have celebrated this session:

- Winning the £20,000 Aldi competition to improve Health and Wellbeing outcomes for our pupils.
- Award winning choir- Winners of Christmas choir competition at St Mary's Dalmahoy (3rd year running), performed at the Lord Provost's Christmas reception by invitation, performed at local community Christmas dinner in the village hall and also singing at Edinburgh Airport for fundraising.
- Nursery engaged in an Educational Development Programme with 5 Sisters Zoo.
- P1 library – assisted by a parent volunteer
- P1-3 Nativity
- P4-7 Christmas service at Polbeth Church
- P5-7 playing brass in school and performing to an audience at concerts and assemblies
- P4 and P5 pupils participated in Move to the Beat Workshops
- P6 team entered and represented Bellsquarry at the Euro Quiz competition
- Nursery participation in Jingle & Jump music project over 12 weeks funded by Creative Scotland.
- Author visits
- Visit from an Olympian Athlete – pupils prepared questions for Samantha Murray related to each of the 8 Wellbeing indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included
- P7s participated in a multi-sports event with other schools
- Introduction of Reading Buddies
- After school clubs: e.g. Kids Gone Wild, Glee, P6 & 7 Guitar club, P1-3 Dance
- Glee club prepared an entry for the National Competition
- Library link – visits to the Lanthorn for upper school and outreach visits for P1-3
- Parent Teacher Action Group led fundraising events – e.g. Movie night, competitions
- Active Schools festivals
- Participating and achieving in authority and national Sumdog competitions
- Achievement assemblies to celebrate achievements inside and outside of school.



- P5 residential to Low Port centre.
- Skiing – P6
- Fairtrade Fortnight
- Big Bellsquarry Book Swap led by our Literacy Ambassadors
- Book Week and World Book day
- Weekly woodland learning sessions – nursery
- Science lessons and Science Fayre in P7 from pupils in James Young High School
- P7 pupils hosted their annual Burns’ Supper
- P4 Labyrinth workshop
- Tennis taster sessions for P1 & P2 pupils
- Participation in Fischy Music Virtual Assemblies
- Primary 7 participating in the Scottish Maths Challenge
- Sports Scotland Award – Silver level awarded

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

<b>1.3 Leadership of Change</b>	<b>Good</b>
<b>2.3 Learning, teaching and assessment</b>	<b>Good</b>
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<b>Very Good</b>
<b>3.2 Raising attainment and achievement</b>	<b>Good</b>

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

<b>1.3 Leadership of change</b>	<b>Good</b>
<b>2.3 Learning, teaching and assessment</b>	<b>Good</b>
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<b>Very Good</b>
<b>3.2 Securing children’s progress</b>	<b>Good</b>

+Delete if not relevant

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