

# **Bankton Primary School and Early Learning and Childcare Setting**



# **PROGRESS REPORT FOR SESSION 2023/24**

**(Standards & Quality Report)**

**Kenilworth Rise**

**Livingston**

**EH54 6JL**



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**West Lothian  
Council**

## ABOUT OUR SCHOOL

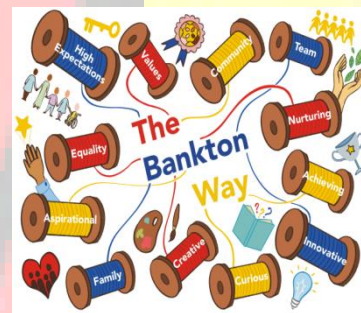
Bankton Primary School and Early Learning Centre is pleased to share progress made in Session 2023/24 with parents/carers and the wider community. Across the year there continues to be a relentless focus on improving outcomes for our learners through a full programme of quality improvement.

Bankton Primary School is a non-denominational school serving the communities of Murieston and Dedridge which includes continued new housing developments.

The leadership team includes the Head Teacher, Depute Head Teacher and Principal Teacher. In addition to 15 class teachers, there is a Support for Learning team, PE and Music teachers. In the ELC there are Early Years Officers, Early Years Practitioners and PSWs. The school is supported by a PSW team of 6 who support learners in accessing the curriculum and who also run other clubs within school. The school office is staffed by an administrative assistant and clerical assistant.

Bankton Primary School is at the heart of the community and has strong links with its cluster schools and with the feeder secondary school, The James Young High School.

The key drivers in Bankton are Health and Wellbeing and Getting it Right For Every Child. We are strongly committed to our Values-led practice, encouraging our children to 'live' the values of Perseverance, Respect, Inclusion, Kindness and Co-operation, all of this is encompassed in 'The Bankton Way'.



## 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, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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 2022/23 was to increase attainment in literacy across the school through interventions in EAL. To decrease the gender gap in P2 and P6 in literacy.</p> <p><b>NIF Driver(s):</b></p> <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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Our targeted vocabulary focus in P1-3 for identified groups has resulted in almost all learners making progress from baseline</li> <li>• Introduction of Personal Project time in P5-7 has led to the application of reading and writing skills alongside the use of digital tools</li> <li>• Targeted vocabulary support for EAL learners has led to increased confidence in almost all of our learners</li> <li>• Regular attendance at Literacy and Numeracy Champions meetings allow the continuation of literacy development based on current research and WLC initiatives which impact positively on our learners</li> <li>• Through Learner Conversations, almost all children can speak confidently about their targets</li> <li>• Teachers report increased confidence in the area of 'Building Racial Literacy' which is shown through diverse representation in our literacy materials</li> <li>• A refreshed approach to assessment practice and the introduction of assessment jotters ensures coherence and progression throughout the school in literacy and numeracy</li> <li>• Planned moderation in literacy and numeracy/maths activities throughout the session ensure consistency and progression</li> <li>• All classes using West Lothian Lingo Box resource to enhance learning and teaching in 1+2 languages</li> <li>• Maths recovery approaches have been used for targeted learners to consolidate learning</li> <li>• Use of the WLC 'Beyond Number' pathways ensure progression and coverage of the mathematics curriculum</li> <li>• Cluster moderation of numeracy confirmed sound teacher judgement in assessment practice</li> <li>• STEM links made through our 'Bankton Projects' demonstrate application of skills</li> <li>• Use of digital applications and devices to enhance learning in literacy and numeracy/mathematics</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Our P5-7 Ethos surveys indicate that 98.7% of parents/carers school are happy with the progress their child is making at school</li> <li>• Learner Conversations evidence the confidence in talking about targets and achievements</li> <li>• Learners experience consistency in approaches to learning in all classes</li> <li>• In Literacy: 95% in P1, 85% in P4 and 77% in P7 are on track and achieving their expected level. Our combined literacy attainment across P1, P4 and P7 is 88%</li> <li>• In Numeracy: 100% in P1, 93% in P4 and 86% in P7 are on track and achieving their expected level. Our combined numeracy attainment across P1, P4 and P7 is 93%</li> <li>• Surveys completed by parents/carers and learners indicate that almost all feel that pupil learning continues to be a positive experience</li> </ul>
ELC	<ul style="list-style-type: none"> <li>• We have prioritised developing oral literacy skills during group time</li> </ul>

	<p>sessions where practitioners have focused on listening and talking skills through stories, rhymes and conversation prompts. Almost all children have made good progress within their literacy skills tracker.</p> <ul style="list-style-type: none"> <li>• We have focussed on vocabulary development within our planning and interactions in all areas. Almost all children have made gains in their Renfrew vocabulary assessments.</li> <li>• We have developed numeracy within all areas of the ELC and have focussed on counting skills, sorting and subitising. Almost all children have made good progress within their numeracy skills tracker.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to engage and support children in literacy and numeracy to make progress in learning and increase confidence</p> <p>NIF Driver(s):</p> <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>We have made good progress.</p> <p>What did we do?</p> <p>The school was awarded £84,525 of Pupil Equity Funding (PEF)</p> <p>The new 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.</p> <p>10 priorities have been planned for the 3 year programme with 20% of these fully achieved already with a further 80% making good or better progress.</p> <p><i>An additional pupil support worker was employed to help support the needs of identified learners.</i></p> <ul style="list-style-type: none"> <li>• Teachers continue to engage in robust tracking and monitoring processes to make sound professional judgements for achievement based on continuous assessment methods</li> <li>• Interventions are reviewed regularly to ensure progress is being made</li> <li>• Meetings as a Support Team take place regularly to track progress and amend interventions where needed</li> <li>• Data analysis sessions with all staff to look at incremental progress take place throughout the session and through Excellence and Equity meetings</li> <li>• The use of digital tools supports learners by removing barriers</li> <li>• PSWs provide targeted support on a daily basis for vocabulary, phonics and numeracy</li> <li>• Family Learning programme in place to provide experiences and to learn together</li> <li>• Families are offered support with 'Cost of the School Day' by providing uniforms, school supplies and assistance with outings/residential</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Almost all identified learners who have accessed digital tools have become more confident and independent and are achieving success within their classroom environment</li> <li>• Learner and their families have benefited from the Family Learning programme of events run throughout the year, building relationships with all staff and having access to a range of free activities</li> <li>• All targeted learners, through Learner Conversations, indicate that they feel well supported in class and through interventions</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• We have focussed on developing communication skills to enhance social interactions and independence. Almost all children have made good or very good progress with this.</li> <li>• We have held a number of family learning events including regular</li> </ul>



	<p>Bookbugs sessions and stay and play sessions. These have been well attended and families have reported positively about them.</p> <ul style="list-style-type: none"> <li>• We have provided targeted interventions to individuals who require support with language and communication. This has had a positive impact on all children involved.</li> </ul>
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<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2022/23 was to have supports and strategies in place to support Health and Wellbeing of all</p> <p><b>NIF Driver(s):</b></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 good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Almost all learners have self-reported positively using the wellbeing indicators</li> <li>• 100% of our P5-7 said that staff treat them fairly and with respect in their Ethos Survey</li> <li>• Health and Wellbeing Champion Regular attends meetings allowing the continuation of H&amp;W development based on current research and WLC initiatives which impact positively on our learners</li> <li>• Wellbeing Conversations take place with our 'Happy and Healthy @Bankton' profiles, with teachers introducing initiatives where necessary</li> <li>• UNCRC Rights of the Child are highlighted and referenced during our learning ensure equity across the school</li> <li>• Fascinating Fridays have given learners the choice and voice regarding groups of interest</li> <li>• Personal Profiles reflect our learners and their achievements and interests</li> <li>• Assemblies promote 'Building Resilience' allowing our learners to discuss their strengths and next steps</li> <li>• Our approaches to H&amp;W across the school were shared with parents/carers</li> <li>• Weekly assemblies have learners input and voice, parents/carers are invited to these to allow them to see increased confidence and skills</li> <li>• Children across the school are supported to regulate through Nurturing principles allowing them to make progress across the curriculum</li> <li>• RRS Champions have ensure consistency across the school and achieved Silver RRS Award</li> <li>• Outdoor learning is timetabled throughout the school</li> <li>• Children across the school were able to speak confidently about H&amp;W using HGIOURS which was then shared with parents/carers</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Almost all learners can talk confidently about the Health and Wellbeing indicators</li> <li>• All learners can discuss our school values and how to demonstrate these</li> <li>• Our Ethos surveys and H&amp;W check-ins indicate that almost all children are happy with our school</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• We have focussed on our transitions and ensuring these are</li> </ul>

	<p>supportive of all children’s needs. This has impacted on the children’s regulation and wellbeing throughout their sessions.</p> <ul style="list-style-type: none"> <li>• We have promoted the UNCRC rights of the child throughout the ELC and with our families. Most children are becoming more familiar with this and are able to discuss these at group times.</li> <li>• We have focused on developing regulation strategies through a project based on the Colour Monster. Almost all children have engaged well with this and are able to identify some emotions.</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to develop a range of skills for learning, life and work, through a range of learning experiences</p> <p><b>NIF Driver(s):</b></p> <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>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Introduced Project Based Learning throughout the school ensuring ‘experts’ are part of our learning to allow learners to know more about potential careers</li> <li>• Learners are part of our planning process giving pupil voice and agency</li> <li>• All learners took part in the Young Engineer competition with Bankton winning 2 national awards</li> <li>• All learners are able to talk about metaskills and how these develop their learning</li> <li>• All children take part in outdoor learning</li> <li>• P7 children took part in the DWY cluster event looking at potential careers</li> <li>• Digital learning is a key part of our learning experience with learner choice</li> <li>• P5-7 took part in the Curiosity Cube learning activities for Science</li> <li>• Learners in P1-3 continue to use Seesaw to upload and share work independently with parents/carers</li> <li>• School Digital leads attend CLPL and share new learning with all staff keeping us updated</li> <li>• P6 took part in Virgin Money enterprise project learning more about profit and loss</li> <li>• STEM challenged are built in to our outdoor learning and projects to allow for application of skills</li> <li>• Links to DYW are made through our play/explore areas throughout the school</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learners use language linked to metaskills and how a good understanding of these</li> <li>• Learners can discuss future careers and links are made to these through lessons throughout the school</li> <li>• Learners and staff use digital tools confidently throughout the school</li> <li>• Learners are confident in asking questions and giving opinions through Learner Conversations</li> </ul>
<p>ELC</p>	<ul style="list-style-type: none"> <li>• We have been developing the children’s engagement with our ELC values through the ‘Values Bears’. Almost all children have responded well to this and are able to discuss the bears and what they represent.</li> <li>• We have been developing the children’s understanding of the different ways we communicate including different languages and BSL. The</li> </ul>

children have been able to use this during songs and rhymes.

- Overall attendance across the school is 92%
- There were 0 exclusions 2023/24
- Our Parent Council is consulted in decision-making regarding school improvement, spending and fundraising
- All School Improvement documents are shared with the school community
- Parent/carers are consulted through WLC ethos surveys
- All parents/carers are consulted regarding our Participatory Budget
- Parents/carers are updated on class work through termly plans being sent home

**Our Wider Achievements this year have been:**

- National winners in P5 and P7 for Young Engineer Awards
- All children have experienced a school excursion with their class
- Well attended Family Learning events throughout the year
- Curiosity Cube science visit
- P6 took part in successful Virgin Money project, pitching successful business ideas
- Basketball team took part in the
- P1-3 Nativity attended by parents/carers
- P5-7 School Show attended by parents/carers
- NYCOS Music visits for P4
- Achieving Rights Respecting School Silver Award
- Every class has held their own assembly for parents/carers
- European Day of Languages where our children led lessons for classes
- Successful Book Week events
- Very successful Christmas Fayre
- P6 Cross Country cluster event
- Children taking part in Active Schools events throughout the year
- P7 taking part in Sky Academy events and visit from the Adobe team
- Well attended PATPAL events run through the year

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	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

\*(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)

