

Polkemmet Primary School

'Be All You Can Be'



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Polkemmet Primary School
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ABOUT OUR SCHOOL

Polkemmet Primary School is a non-denominational school that serves the community in the West of Whitburn. The school has celebrated many successes during a very full programme of changes and improvements. During session 2022/23 the school roll of 212 pupils was comprised of 174 pupils organised over 8 classes in the primary school. In the ELC (nursery), 13 morning and 12 afternoon children, and 13 children who attended all day.

All staff have taken on various leadership roles and worked in collaboration with cluster schools, including Whitburn Academy. This year our Cluster collaboration has aimed to improve literacy with a continued focus on reading and assessment.

Families were provided with a variety of learning opportunities such as Maths and Numeracy and Literacy pedagogy officers providing parent/carer workshops and a Family learning after school club. PEF Family Support teacher and West Lothian Adult Education team provided support and advice to a wide group of families throughout the school session. This also included SVQ accreditation in ICT and maths and numeracy for groups of parents/carers.

The school has an excellent relationship with cluster schools, the local community, and the local church. A number of people from the local community, church and parents volunteered to support children's learning experience through donations of resources and time.

A significant number of our children have barriers to learning and the school works hard to identify and overcome these, priding itself on providing an inclusive and nurturing learning environment for our children and their families. We believe that children, **'have to be well, to do well'** and that we can empower them to **"be all they can be"**. Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be **Confident, Responsible, Effective, and Successful citizens**.

Our Values – effectively inform improvements and our children's sense of identity with the school.

- Love learning and be inspired to **ACHIEVE**
- Keep **ACTIVE** and look after yourself.
- Show **RESPECT** and **FRIENDSHIP** for each other.
- Be **RESPONSIBLE** and keep each other **SAFE**.

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 2022/23 and what the impact has been. Our future improvement priorities will be identified in our school improvement plan for Session 2023/24.

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 evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for Session 2022/23 was:</p> <p>All learners receive regular, well-planned learning in numeracy, reading and writing leading to appropriate progression in numeracy, reading and writing skills.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher & Practitioner professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff continued to engage in joint professional learning with partner agencies and cluster colleagues to support children and families to ensure positive outcomes for all learners. • Teachers continued to engage in professional learning to support purposeful sharing of learning, feedback and feed forward between teacher and learner. • Leadership for Learning, school improvement groups were formed and led by staff to create literacy, maths and numeracy action plans/driver diagrams denoting improvement priorities within each area. • Continuation of the successful Nursery to P1 intervention partnership working with PEF Speech and Language Therapist. • Introduction of partnership WORK with ELC Early Years Support Officer, ELC staff and P1 staff to look at P1 classroom environments, transition projects in consultation with PEF appointed cluster DHTs/Pedagogy Officers literacy, numeracy and mathematics. • Further development of a whole school reading and writing culture through staff professional learning opportunities, pupil leadership groups, Book Bug, local library visits, Scot's poems and book study weeks. • Consistent use at all stages of curriculum pathways in maths and numeracy and literacy to support progression for all learners. • Staff worked collaboratively with Cluster Literacy pedagogy DHT to developing a clear focus on planning for progression in literacy. This involved the creation of a consistent approach to writing assessment supported by engagement with whole school and cluster moderation. • Continued to develop the quality of learning and teaching in maths and numeracy through engagement with the cluster pedagogy DHT to ensure consistent use of specific interventions and strategies e.g. Tools, Talks and Tasks, Number Talks and maths/numeracy working walls. • Continued to improve practice in continuity and progression at points of transition by effectively sharing and using information about learners. During period, May – June 2023 primary and secondary staff collaborated and supported the implementation of targeted key group transition experiences for P7-S1 pupils using virtual teaching opportunities and visits to the Academy. • Continued to embed the use of digital learning activities, P1-P3 SEESAW, P4-7 Glow Teams. ELC to introduce Seesaw. Whole school use of digital communications (e.g., class blogs, Twitter, SWAY, school app and website). <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners at all stages are making good progress from prior levels of attainment in maths/numeracy and literacy. • Most learners reflect improved vocabulary levels, ELC—P1 and listening skills amongst P1 pupils as a result of our interventions, partnership work with our PEF appointed Speech and language Therapist have improved outcomes for most learners.

	<ul style="list-style-type: none"> • All learners benefited from effective systems which helped track and monitor and identified individuals who required support or additional challenge. • The majority of learners are beginning to talk with increased confidence about learning, describing the strategies used to support themselves and how their next steps in learning are determined. • Most learners are showing more confidence and enthusiasm in reading, writing and maths/numeracy • Most learners are beginning to be more involved in challenging themselves in their learning. • Most learners are making better progression through carefully planned learning opportunities and environments. • All learners have increased opportunities to engage with rich learning, teaching and assessment tasks.
<p>ELC (Early Learning and Childcare)</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Improved practice in continuity and progression at points of transition by effectively sharing and using information about learners with all partners/agencies associated with each learner e.g. PEF Speech and Language Therapist. • Primary and ELC staff collaborated and supported the implementation of targeted key group transition experiences for Nursery to P1 pupils using SWAYS, visits to the main school, enhanced transitions, P1 teacher visits to Polkemmet ELC and to those ELC settings where our new P1 pupils are based in other council and private provider settings. • Introduction of a very successful ELC to P1 transition project supported by the Early Years Development Officer, ELC and school staff. <p>Impact on Learners</p> <ul style="list-style-type: none"> • Most learners reflect improved vocabulary levels and listening skills amongst ELC pupils as a result of our interventions through partnership work with our PEF appointed Speech and language Therapist. • Transition project – ELC staff noted that children’s understanding of rhyme improved due to the focus on listening and identifying rhyme.
<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:</p> <p>Engage in partnership working and interventions that result in raised attainment and positive outcomes for all learners.</p> <p>Through targeted interventions 80% of our</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded (£100 450, of Pupil Equity Funding (PEF). 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. • 26 priorities were planned and 8% of these priorities were fully achieved with 88% making good or better progress and 4% moderate progress. • PEF was used to recruit a PEF Literacy Lead across the Whitburn Cluster, to provide training for staff in literacy approaches and interventions. • PEF was used to recruit a PEF Numeracy and Mathematics Lead across the Whitburn Cluster, to provide training for staff in numeracy and mathematics approaches and interventions.

<p>children in Quintile 1 are achieving Early Level in Literacy and Numeracy by the end of P1, 80% First Level by the end of P4 and 85% Second Level by the end of P7.</p> <p>Increase and sustain attendance for children in Quintile 1 to above 90%</p> <p>NIF Driver(s): School Improvement</p> <p>School Leadership</p> <p>Teacher & Practitioner professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>Performance Information</p>	<ul style="list-style-type: none"> • PEF resource was used for additional staffing, staff training and additional resources. • Partnership working with WL Equality and Equity Team and Speech and Language Therapist <p>What did we do?</p> <p>Partnership working:</p> <ul style="list-style-type: none"> • Engagement in regular meetings in person and via TEAMS to support more intelligent interpretation and use of school data. • Coaching and data analysis – senior leadership team. • Engagement in Equity Team network meetings to share good practice amongst Equity schools and with other schools. • Analysis of attendance data and engagement with Equity team Development Officer's and PEF appointed teacher family lead learners Attendance Project. • Equality and Equity Officer worked collaborative with class teachers to enrich and enhance literacy learning, teaching and assessment opportunities alongside effective gathering of evidence and data. • Equity team supported the introduction continuous Improvement Cycle- introduced as small tests of change in identified classes. • Equity team worked with teaching staff group and lead teachers to further develop adaptive teaching approaches that focused on a range of differentiation strategies. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Teaching staff have a better understanding, ownership and intelligent use of data to inform interventions and outcomes for all learners leading to raised attainment in literacy and numeracy. • Teaching staff have engaged in professional development and are supported to be part of a professional team who have a key role in supporting raising attainment for all learners. • Identified attendance groups have been supported towards positive attendance progression. <p>Speech and Language Therapist (SLT)</p> <p>SLT Tasks:</p> <ul style="list-style-type: none"> • Collaborate and train staff to build capacity and support the language and communication needs of all children in their care. • Work with targeted groups of children in order to support their language and communication development. • Provide resources and ongoing coaching to support a communication friendly school and ELC environment. • Attend school and nursery parent events to offer support to parents and be seen as part of the school and ELC community. <p>SLT Actions:</p> <ul style="list-style-type: none"> • The SLT offered monthly challenges for school staff to set up communication friendly classroom environments. This was based on the West Lothian classroom checklist adapted from the Better Communication Research Project. • The 'special classroom communication friendly checklist' was provided to support the introduction of the new Beehive classroom within the school. The SLT also jointly provided consultation sessions to offer
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any advice to staff with the Educational Psychologist and Advanced Pupil Support Worker.

- Science, Technology, Engineering and Mathematics (STEM) vocabulary support documents (in line with the Boosting Vocabulary intervention) were shared with the newly established role of the STEM lead learner teacher.
- The SLT attended or provided information leaflets to school parents via the school parent coffee morning events.
- A group of primary pupils engaged with, 'Learning the Language of Math's' sessions. Each session focused on developing pupil understanding of a word related to maths and numeracy based on SLT assessments of the pupils' vocabulary knowledge.
- The SLT offered staff drop-ins via Teams as well as ongoing support that included providing information on Language Link, Signalong videos and Lego Therapy advice.
- The SLT & Primary 6 class teacher arranged ELC Buddy Training for Primary 6 and ELC learners.

Evidence indicates the following impact on learners:

- Staff completed the communication friendly classroom environments checklists independently.
- The Beehive classroom implemented classroom communication friendly checklist – 'now' and 'then' work charts, literacy and numeracy areas, teaching children to listen through use of visuals, use of visual supports and song signifiers, reading corner.
- To measure the impact of the 'Learning the Language of math's groups, the SLT completed assessments of children's math's vocabulary knowledge at the beginning and end of the academic year. 100% of children showed improvements in vocabulary knowledge for the words targeted within the sessions. The total assessment scores from pupils also increased following the intervention

Teacher and Practitioner Professionalism

Appointment of a PEF Raising Attainment Teacher, Intervention for Equity- Parental Engagement lead learner.

- Lever for Change: Learning & Teaching, Families and Communities.
- Continued focus of Intervention: Early Intervention and Prevention.
- Continued to consult with parents and partners to form an in-depth understanding of the specific challenges and needs within the school, community and ELC setting.
- Explored opportunities to work collaboratively with staff and partners between and beyond school.
- Identification of interventions to target learners and families who are identified as vulnerable or who have additional support needs (ASN).
- Staff, pupil and family consultations, considering the possible interventions and approaches that could be utilised to support them.
- General family support including support with funding grants, social support and advice – weekly coffee morning/Polkemmet Patter, Wardrobe, food larder, Dignity Boxes, stationary packs. Partnership working – Triple P, Adult Learning Team, Market Place. Visible presence at school gate.
- Family events – Christmas fayre, Games Night, Football Rounders, Stay and Play. Re-established PC and PTA.

- **Evidence indicates the following impact on learners:**
- Average parental attendance at Polkemmet Patter was 10% of parent/carers weekly and Stay and Play on average 25% of parents attended.
- Increased application for school clothing grants applied for and issued to parents/carers.
- Increased use of digital platform to share learning and school information – School App, Twitter, Seesaw, online consultation booking system in place
- Parent Council and Parent Teacher Association established April 2023 – supported P7 transition and led community Gala Day event
- Increased use of clothing wardrobe, around 60 items a month, dignity box - 40 items a month.
- Four parents completed Triple Parenting programme
- West Lothian Adult Learning courses held Polkemmet PS – 7 adults gained SQA level qualifications in IT, group of 4 parents working towards mathematics and numeracy SVQ qualification.
- Improved school attendance was noted during and after interventions.
- Continued links with the local Church in providing uniforms/clothes, Christmas and Easter presents.

Appointment of a PEF Parental Raising Attainment Teachers- Intervention for Equity

- Writing- supported progression in attainment in writing with the use of Star Writing approach implemented to increase the number of core writing targets that learners could achieve consistently in a piece of writing. Supporting them to achieve this with increasing independence.
- Mathematics and Numeracy – to support and close gaps in early level targets to allow children to progress with confidence at 1st Level. Learners were supported to learn through real life contexts e.g. producing timetables and role playing shops/cafes using real money; using board games to improve their working memory.
- Junior Award Scheme for Schools (JASS) introduced to increase targeted groups of learners ability to present their learning and achievements. Learners worked on a variety of topics using a Science, Technology, Engineering and Mathematics (STEM), outdoor learning and play approach. This approach was used to enhance learners development of transferrable and meta skills that are appropriate and necessary for learning, life and work e.g. enterprising skills when learning to prepare a snack and items for the Christmas Fayre, math skills to plan a new sensory garden within school grounds, building planters and helping with the forest to plant trees and support their growth.

Evidence indicates the following impact on learners:

- Writing - the majority of learners made progress within specific areas of literacy and numeracy. Identified and protected time to focus on literacy support helped increase learner engagement and confidence. The most significant impact being on writing. Positive relationships have resulted in increased learner engagement and raised literacy and numeracy attainment. Observations show that most learners are

writing with increased confidence and relying less heavily on adult support.

- Reading- PM Benchmark assessments show all learners have moved on a number of reading levels
- Numeracy and Mathematics- the applications have proven successful to enhance the learner's overall knowledge of money and value of money. The timetable task was successful in order to provide a daily structure. Learners have become more aware of time and have increased their interest in the topic which has meant that they are now managing time much better and have a better understanding of the concept. The engagement of the pupils has significantly improved.
- JASS and STEM group - learners showed a high level of engagement and took ownership of their groups learning and showed pride in their work and achievements. Board games enhanced communication, collaboration skills and celebrating success by taking turns to speak and offer comments. Literacy skills were enhanced within research and presentation of findings.
- Star Writing Approach - all reading levels have gone up by one or more levels. Learners became more independent and grew in confidence as writers, more able to talk about their core reading and writing targets and assess their own work, setting targets for moving forward. All learners have progressed in the number of core targets they can achieve in each piece of writing. Most of these learners are now secure and on track for writing.

Appointment of a PEF Nurture Teacher

- Continued to embed nurturing practices and environments throughout the school.
- Refreshed our school values in consultation with staff, parents, and learners. Most stakeholders wanted learners to feel safe, respected and to achieve in their learning.
- Continued with community partnership with the local church to provide snacks for all learners. This was something that learners across the school continued to feel strongly about and wanted some form of intervention in place to support their peers, to make them feel included and cared for.
- Continued to review and the school positive relationships policy which incorporates our nurturing approaches, restorative practice, and elements of Paul Dicks practice with links to West Lothian Council's, *Promoting Positive Relationships Policy*
- Nurture teacher supported learners/groups of learners with a focus on targeted approaches to literacy and numeracy as well as focusing on key skills which allow learners to work cooperatively as a class.
- Learners took part in a number of activities which address individual targets set from the Boxall assessment. Activities focused on independence, self-confidence, wellbeing and building relationships.

Evidence indicates the following impact on learners:

- Boxall profiles were completed termly by class teachers to track progress and set new termly targets to progress learning for identified learners. Learning plans have been made for individual pupils from the Boxall profile assessments.

	<ul style="list-style-type: none"> • Positive relationships were developed and confidence and self-esteem grew. Resilience and independence are also beginning to grow.
ELC	<p>We have made good progress.</p> <p>What did we do?</p> <p>Engagement with PEF appointed Speech and Language Therapist (SLT)</p> <ul style="list-style-type: none"> • The Speech and Language Therapist (SLT) supported the nursery to implement a 'Boosting Vocabulary' approach. Ongoing advice and support was provided as and when required. The nursery staff themselves measured the impact of Boosting Vocabulary using their own baseline assessments, observations and learners' journals. • Staff completed the communication friendly classroom environments checklists independently. • Training was provided for nursery staff members on visuals and supporting children with communication differences. Ongoing support was provided as and when required. • The SLT provided information for nursery parents via Sways on topics such as World Book Day, Signalong and Halloween language learning (see image 2) and also attended nursery natter sessions. • Signalong continued to be embedded into everyday practice within the ELC and with parents/carers. The SLT also provided Signalong support for the ELC to learn the 'Colour Monster' emotions song at the ELC leavers' event for parents/carers. The Speech and Language Therapist (SLT) trained ELC practitioners on hand positions and key signs around every day ELC routines. Following the training, the ELC team has access to the 50 licensed signs as well as the West Lothian Signalong school manual. Staff members also decided to use Signalong with all learners in the ELC setting as they now recognise the benefits of doing this. • Box Clever was implemented in the ELC by the Equity and Excellence Lead (EEL) as part of targeted interventions. Speech and Language Therapist (SLT) provided training to all ELC staff members. • Vocabulary was implemented in all play areas of the ELC both indoors and outdoors, providing learners with increased opportunities to both learn and use new vocabulary. Box Clever vocabulary implemented every 3 weeks. The SLT provided ELC practitioners with themed vocabulary sheets which could also be shared with parents/carers. The SLT created a Sway for parents/carers to provide information on what Box Clever is and how they could support this at home. <p>Impact on Learners</p> <p>Signalong</p> <ul style="list-style-type: none"> • Learners responding increasingly independently in the use of sign language. ASN learners noted in particular to be increasingly independently using signs in context during ELC sessions to communicate their needs and feelings. <p>Box Clever</p> <ul style="list-style-type: none"> • Marked improvements in the number words children incorporated into oral sentences. • All children improved their confidence in the use of words.

	<ul style="list-style-type: none"> The majority of children were able to expand their oral sentence vocabulary and create a story from this.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our desired outcome for Session 2022/23 was to</p> <p>All children receive regular, well-planned learning in HWB. Learning opportunities that provide appropriate progression in learning and high-quality learning experiences that support children's understanding and use of wellbeing indicators and embed the language of GIRFEC and UNCRC</p> <p>NIF Driver(s):</p> <p>School & ELC Improvement School & ELC Leadership Teacher & Practitioner professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Health and Wellbeing Curriculum Developments (HWB):</p> <ul style="list-style-type: none"> Continued use/implementation of Wellbeing Check-ins using self-reporting both in class daily and online at periodic intervals One trusted adult approach in place for all learners Whole school and class level interventions to support resilience, compassion, bereavement and nurture Resources to support HWB – Jigsaw, Emotion Works, UNCRC, LGBT, RSHP, Wellbeing Scotland Councillor Continued to embed a shared language and understanding of health and wellbeing with purposeful opportunities to apply the associated skills in meaningful contexts throughout the school's community. Increasing pupil voice – self reporting and contributing their views, opinions and ideas that lead to change e.g. Pupil Voice Groups, House Groups Supporting learners to apply leadership skills to direct and shape their own health and wellbeing We continued to explore ways in which to embed the language of GIRFEC and UNCRC into our school ethos, culture and planning as well as processes and practices. Partner agency working with Wellbeing Scotland Counselling and Play Therapy, St Columba's Hospice, ISS to support identified needs of learners. Jigsaw/Emotion Works HWB programme and associated adapted resources continued to support the development of more consistency of HWB delivery across the school. This is curriculum mapped to deliver breadth and depth through experiences and outcomes. Additional HWB learning and teaching training and resources bought to support and enhance RSHP element of HWB curriculum <p>Evidence indicates the following impact on learners:</p> <p>Self-Reporting</p> <ul style="list-style-type: none"> Implemented daily self-reporting in P1-7 has resulted in an increase in conversations with learners about emotions and personal situations and the development of emotional literacy from an early developmental stage of learning. Most learners are more able to articulate their needs and thoughts in relation to their HWB. <p>UNCRC</p> <ul style="list-style-type: none"> Developing more meaningful use of rights in order to increase learners understanding and their part in exercising their rights. Wellbeing and rights respecting group; learners have created a playground charter. Exploring what GIRFEC principles look like to all learners, celebrating learners exercising GIRFEC indicators.
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	<p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • The school continues to have a positive ethos and school values that support learner’s understanding of wellbeing indicators. • Staff are confident in delivering HWB outcomes, exploring themes and concepts using online resources and stories to tackle sensitive issues. • All learners are being supported to feel safe and secure and have a positive image of themselves as learners. • Most learners can talk about their rights and their role in other people’s rights. • Most learners are increasing their use of UNCRC and GIRFEC language. • Learners are using self-reporting system more regularly and in a more meaningful way. • Rights respecting language is more embedded in conversations and most learners can talk about this in a variety of contexts. • Nurturing and restorative practices support learners to identify and reflect on their own feelings and the feelings of others. This emotional literacy has started to help most learners to become increasingly more competent in understanding their own feelings and the feelings of others. • Learners’ awareness of health themes has improved, and most learners are more able to discuss their own health and choices that they need to make and/or be aware of. • Increased learner’s resilience through the implementation of approaches to support their mental health and wellbeing.
ELC	<p>We have made good progress.</p> <p>What did we do?</p> <p>Health and Wellbeing Curriculum Developments (HWB):</p> <ul style="list-style-type: none"> • Further developed wellbeing check-ins using self-reporting at a more appropriate and inclusive level for all learners aged 2-4years. • Increasing pupil voice – learners self-reporting and contributing their views, opinions and ideas that lead to change. • Children’s voice, opinions and ideas were added to the newly refreshed ELC curriculum rationale. • Consultative planning reflects children’s views, ideas, opinions and interests. • Reviewed and refreshed ELC curriculum rationale taking account of learner’s health and wellbeing and values in consultation with the entire ELC community. • Commenced UNCRC rights of the month shared with the entire ELC community each week. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Learners continued to be supported with their engagement in daily self-reporting check-ins resulting in an increase in conversations with learners about emotions and personal situations and the development of emotional literacy from an early development stage of learning. • Learners are more able to articulate their needs and thoughts in relation to their HWB. • Continuous check-ins between children and keyworkers in place and consultation with everyone to help support one another’s needs.

	<ul style="list-style-type: none"> • Further implement UNCRC in the life and work of the ELC community. Adapting this according to the age and stage of our young learners aged 2-4 years.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2022/23 was to</p> <p>To enable children to make connections between skills for learning, life and work.</p> <p>NIF Driver(s): School & ELC Improvement School & ELC Leadership Teacher & Practitioner professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made Good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Continued implementation of a whole school, Developing Young Workforce (DYW) framework. • Enhanced staff confidence and creativity in the use of digital platforms. • Continued to develop learner's use of IT, associated platforms and programmes. • Digital platforms embedded into daily teaching experiences. • Partnership working to provide learners with engaging and creative learning opportunities – John Muir Award, Sports Leaders, JASS Award, Heritage Hero's Award, RSPCC Workshops, Fire Safety Workshops-P5-7. • STEM/SERC - staff engagement in online science workshops. Lead learner teacher engaged in cluster school training, leading staff training and attending a national sharing of learning event. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners are making more informed choices as to how digital technology can and should be used as part of their learning and teaching experiences. • Most learners are beginning to apply creativity skills across learning in new contexts. • Most learners can work individually and within teams. • Learners have opportunities to use technology to communicate and collaborate with others. • All learners have access to IT resources and P4-7 pupils have access to laptops that supports daily learning, teaching and assessment opportunities. • Learners are being supported towards a more informed understanding of staying safe online. Learners are increasingly confident and responsible in the use of technologies and staying safe online e.g. Internet Safety Week • Learners are making use of technology to enhance and personalise learning e.g. Sumdog, IDL • Most learners (P1-7) are developing or enhancing their knowledge and use of terminology/language associated with skills for learning, life and work.
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Continued to increase the use of IT and platforms such as Learner Journals, School App and ELC Twitter page • Commenced a more holistic approach to developing skills and engage children in play around the world of work to foster positive attitudes for learning, life and work. • Responsive planning to support children's curiosity in various employment opportunities e.g. construction, health, café <p>Evidence indicates the following impact on learners:</p>

	<ul style="list-style-type: none"> • The majority of learners have increased knowledge and understanding of different employment opportunities and associated skills. • Most learners are making use of technology to enhance and personalise learning • The majority of learners are beginning to use a wider range of associated key vocabulary.
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ATTENDANCE August 2022 - June 2023 91.24%

Monitoring and tracking of pupil attendance was completed in partnership with the Youth Strategy CYPT (AIMS) Officer and family engagement teachers working in partnership with Equity Support Officer to raise attendance.

We have taken into consideration the individual circumstances surrounding attendance and have identified that moving forward that there is further improvement that can be made with regards to attendance and late arrivals next session. We will also continue to work in partnership with other agencies to support pupil attendance looking at factors that may be impacting on attendance and possible ways of addressing these barriers for children and families.

Parents and Carers

Parents and carers have worked in partnership with school staff throughout this academic session. Systematic approaches to seeking parental views, including through the use of digital technologies, are being embedded as a feature of school and ELC improvement.

We will continue to work in partnership with our parents and carers during 2023-2024 to support their ongoing engagement and partnership with the school.

We thank parents and carers for their support and look forward to further enhancing parental engagement and involvement in the life and work of the school next session.

Our Wider Achievements 2022-2023:

Our Wider Achievements this year have included:
<p>Curriculum</p> <ul style="list-style-type: none"> • ELC to Primary 1 transition programme and Primary 7 transition sessions with Whitburn and St Kentigerns Academy. • Books Weeks • P1-3 Bookbug • Pupils led the allocation of PEF PPB allocation • Continued to improve digital literacy through use of Microsoft TEAMS, forms, Sway, and glow blogs. • ECO flag retained • ECO group organised a successful litter pick • NYCOS sessions ELC, P1 and P4. • Pupils in P4-7 using Teams in class and have access to laptops for digital learning and teaching experiences. • P4-7 multiplication challenges • Pupil Voice and House Groups • Every class has engaged with excursions within and out with the local community-part of pupil use of Pupil Participatory funding/PEF

- Local library visits
- Royal Institute of Science
- P4-5 Heritage Heroes
- P4-7 JASS Award
- Coding Workshops
- Education Scotland maths and art exhibition P1-7
- Love Languages week P1-7
- P7 Language Ambassadors
- West Lothian College Outdoor Classroom – P4-7
- Social Enterprise – Dragon’s Den event P6 and P7 pupil representatives
- Burn’s Celebrations
- Children and parents mental health walks P1-7
- STEM – whole school learning opportunities.

Appointments-

PEF Family Support Teacher, Nurture PEF Teacher, Literacy PEF funded Cluster DHT, Maths and Numeracy PEF funded cluster DHT, additional teacher PEF funded to support attainment throughout the school, PEF Speech and Language Therapist, PEF appointed PSW

- PSW engagement in a wider range of professional learning programmes to support learning and teaching experiences in literacy and maths/numeracy.
- PSWs CLPL – ASN strategies
- Continuation of change in pedagogy from traditional classroom model to play based learning in P1-P3
- Staff continued to upskill their digital literacy in a variety of areas such as Microsoft Teams, Forms, Sway, SEESAW and made effective of use of glow blogs, School App and Twitter to deliver learning and enhance communication with parents/carers
- After School Clubs led by staff- Gamers Workshop (board games), art, Lego, homework, walking, multi sports , bikes, reading, ICT and family learning club.
- Three class teachers completed – West Lothian Introduction to Leadership
- One staff member – appointed as cluster schools STEM lead learner during Term 3

Sports

- Judo Workshops
- American football workshop
- P 6-7 Sports Leaders
- P6 Cross Country
- Cluster schools handball, bench ball, multi sports festivals

Parental Engagement

- Re-establishment of Parent Council
- ‘Meet the Teacher’ SWAYs
- Whole school, class, and focus weeks e.g. book week
- Parent Consultations ELC – P7
- ELC – P1 Transition
- Enhanced Transition visits to P1 and S1
- Virtual and in-person meetings to support individual educational and wellbeing plans for identified pupils
- West Lothian Adult Learning Team – ICT, maths & numeracy (cookery club) leading to SVQ qualifications for groups of parents, summer science club
- Family Nights/Learning
- Established links with Dignity Boxes and created school clothing wardrobe

- Triple P, Parenting classes
- Costume and party clothes swap shop led by parents
- Polkemmet Patter – opportunities for parents/carers to network with one another and invited guests/partners

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.

We will continue to develop the curriculum to ensure that learners experiences impact positively on the school’s success in raising attainment for all.

There will be a continued, ongoing focus by the school on developing literacy, numeracy, health and wellbeing and skills for learning, life and work. This work has been well resourced and is linked to guidance which informs whole school learning, teaching and assessment approaches. We will continue to invest in professional learning to further enhance the wider staff understanding of curriculum development through curriculum and PEF leadership roles. The school recognises that continuing to develop its curriculum, indoors and outdoors, should remain a priority in session 2023-2024 to support the wellbeing of all learners.

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children’s progress	Good

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