

Polkemmet Primary School

'Be All You Can Be'



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Polkemmet Primary School
The Avenue
Whitburn
EH47 0BX
Tel: 01501 740319



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 2023/24 the school roll of 228 pupils was comprised of 174 pupils organised over 8 classes in the primary school. In the ELC (nursery), 20 morning children (including 5 two year olds) and 19 afternoon children (including 5 two year olds), and 15 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, maths and numeracy and pedagogical approaches.

Families were provided with a variety of opportunities to engage with the school such as Stay and Play events, school fairs, class sharing assemblies, Polkemmet Patter and other family events such as Rounders.

The school also continues to have an excellent relationship with cluster schools, the local community, and the local church. A number of people from the local community, church and parents volunteer to support children's learning experiences 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 Contributors, 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 2023/24 and what the impact has been. Our future improvement priorities will be identified in our school improvement plan for Session 2024/25.

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 2023/24 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"> • This session we have further developed our planning, learning, teaching and assessment of writing and reading. • All teaching staff have engaged in professional learning with cluster pedagogy DHTs for literacy and numeracy. • We have continued to create a writing and reading overview to demonstrate the range of genres covered throughout the 4 context for learning. • 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. • Continued development of a whole school reading and writing culture through staff learning opportunities, pupil leadership groups, Book Bug, local library visits and book study weeks. • Collaboration with cluster literacy pedagogy DHT to continue to develop a consistent approach to writing and reading assessments as part of school and cluster moderation. This has now been extended and applied to numeracy moderation at school level. • 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. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Identified learners benefited from more robust and effective tracking and monitor and identified individuals who required support or additional challenge through planned interventions. • In P1 the majority of our children have achieved expected levels in literacy and numeracy at early level. • In P2 the majority of our children are on track in their learning in literacy and most of our children are on track in numeracy. • In P3 the majority of our children are on tracking in their learning in literacy and numeracy. • In P4 most of our children have achieved the expected levels for literacy and numeracy at first level. • In P5 most of our children are on track in their learning in literacy and numeracy. • In P6 the majority of our children are on track in their learning in literacy and numeracy. • In P7 the majority of our children are on tracking in their learning in literacy at second level and most of our children are on track in their learning in numeracy at second level. |
| <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"> • Continued to improve transitions by effectively sharing and using information about learners with all partners/agencies e.g. PEF Speech and Language Therapist. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Primary and ELC staff continued to collaborate and support the implementation of transition experiences of Nursery to P1 pupils e.g. SWAYS, visits to the main school, enhanced transitions, P1 teachers visit ELC settings. • Continued to embed ELC to P1 transition project. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners reflect improved vocabulary levels and listening skills as a result of our interventions through partnership working with the PEF appointed Speech and language Therapist. • Transition project – ELC staff noted that the majority of 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 2023/24 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 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 School Leadership Teacher & Practitioner</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). 82% of our PEF resource was used for additional staffing and 18% for additional resources. • The 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. • 8 priorities were planned and 25% of these priorities were fully achieved with 75% making good or better progress. • PEF continued to be allocated for a literacy lead and a maths and numeracy lead across the Whitburn Cluster to support staff training in literacy, maths and numeracy approaches and interventions. • PEF continued to be used for a nurture teacher, an advanced learning resource teacher and a pupil support worker to help support the needs of identified learners across the school. • Nurture teacher supported identified learners/groups of learners with a focus on developing emotional literacy, independence, self-confidence, wellbeing and building relationships • In order to support reading and writing progression for targeted learners we continued to embed the use of core writing skills and the Balanced Reader approach. Resources to support learning included Clicker, dyslexia friendly books, more diverse range of upper level reading materials, early literacy support tools and the Forward Together Programme. • Introduction of numeracy and maths interventions for identified learners across the school to support identification of specific needs or gaps in learning knowledge and conceptual understanding e.g. Maths Through Stories books, concrete counting resources, Numicon, Dynamo and First Class Number targeted interventions. • Collaboration with PEF Speech and Language Therapist(SLT) to build staff capacity and support the language and communication needs of all children. Provision of resources and ongoing coaching to support a communication friendly school and nursery environment. SLT attend school and nursery parent events to offer support to parents and to be part of the school and nursery community. • PEF teacher, parental engagement continued to work collaboratively with staff and partners between and beyond school to support identification of interventions to support learners and families. Teacher also supported increasing attendance by completing weekly phone calls to families to build relationships and provide support to ensure |

| | |
|---|---|
| <p>professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>Performance Information</p> | <p>learners attended school more often. Data was tracked on run charts along with twice weekly check-ins for groups of identified learners to help support continued attendance.</p> <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. • 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. • Average parental attendance at Polkemmet Patter was 10% of parent/carers weekly and Stay and Play on average 25% of parents attended. • Parent Council supported school events, P.7 transition and led community Gala Day event • Attendance - 80% of a group of identified learners attended school more consistently. 70% of the identified learners showed a 5% or more increase in their yearly average attendance. Run charts show large improvements in weekly routines, more often than not, attending school 5 days per week • Nurture - 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 learners from the Boxall profile assessments. Most learners were observed as becoming more able to talk about their emotions and were developing strategies which allowed them to manage their emotions more effectively. • Literacy, maths and numeracy interventions had a positive impact on all most all identified learners across the school. • All learners benefited from Pupil Participatory Budget with noticeable increased engagement of learners in project based learning. |
| <p>ELC</p> | <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 continue to implement a 'Boosting Vocabulary' approach. • ELC Staff continued to implement the use of the communication friendly classroom environments checklists. • Training was provided for nursery staff members on support strategies such as signalong. Staff continued to embed signalong into everyday practice within the ELC and with parents/carers. • The SLT provided information for nursery parents via Sways on topics such as Christmas and Signalong. • Box Clever was reintroduced in the ELC as part of targeted interventions. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners responded increasingly independently in the use of sign language. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Box Clever- The majority of children improved their confidence in the use of words. The majority of children were able to expand their oral sentence vocabulary and create a story from this. |
|--|---|

| | |
|--|--|
| <p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our desired outcome for Session 2023/24 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> <ul style="list-style-type: none"> • Continued implementation of wellbeing check-ins using self-reporting both in class daily and online at periodic intervals. • 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. • Increased pupil voice – self reporting and contributing their views, opinions and ideas that lead to change e.g. pupil voice groups, House Groups, Bullying Guidance. • 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 through focused GIRFEC and UNCRC assemblies and The Big Question Time. • Continued to develop our targeted nurture approaches across the school; including: family engagement, core nurture groups, Junior Awards Scheme Scotland (JASS), Beehive, John Muir Award, free after school clubs including a STEM family club. • Further developed the nurture principle, 'knowing and understanding me developmentally' all staff engaged in further training and development in relation to additional support needs; these included: English as an Addition Language (EAL), Dyslexia, language differences, ASD and ADHD. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • The P5-P7 pupil ethos survey results demonstrated that most learners felt positive in their response to all of the questions. • Almost all learners are able to identify and discuss our school values and what they mean to them. • Across the school most to almost all of our learners were reporting positive health and wellbeing scores using the wellbeing indicators. • Across the school most learners engage well in their learning across the curriculum. • Across the school most of our learners have over 90% attendance. • Most learners are increasing their use of UNCRC and GIRFEC language. • Almost all learners are using self-reporting systems regularly and in a more meaningful way. • GIRFEC and Rights Respecting language is more embedded in conversations and most learners can talk about this in a variety of contexts. • Emotional literacy has started to help most learners to become increasingly more competent in understanding their own feelings and the feelings of others. |
| <p>ELC</p> | <p>We have made good progress.</p> <p>What did we do?</p> |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Embedded wellbeing check-ins using self-reporting leading to increased pupil voice with learners self-reporting and contributing their views, opinions and ideas that lead to change. • Continued to embed consultative planning that reflected learner's views, ideas, opinions and interests. • Further implementation of UNCRC into the life and work of the ELC community. <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • Most learners reflected an increased development of emotional literacy. • Most learners are able to articulate their needs and thoughts in relation to HWB 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 2023/24 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 – profiling, skills passport, skills framework displayed in each classroom. • Continued to support staff confidence and creativity in the use of digital platforms – One Note, Sway and Seesaw. • Continued to develop learner's use of IT • Digital platforms embedded into daily teaching experiences. • Continued partnership working to provide learners with engaging and creative learning opportunities – John Muir Award, Sports Leaders, JASS Award, Climate Smarter, Smart Stem and Sky, Cluster STEM project, Firefly, Police Scotland Community Officer- Cyber Awareness <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 making use of technology to enhance and personalise learning e.g. IDL • 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 • 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 Seesaw, School App. |

| | |
|--|--|
| | <ul style="list-style-type: none"> Continued to developing skills and engage learners 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. |
|--|--|

Attendance August 2023 - June 2024 88%

Monitoring and tracking of pupil attendance was completed in partnership with the Interrupted Learner Service (Attendance), Youth Strategy, Inclusion & Support Service (Attendance) and family engagement teacher.

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 the barriers for learners and families.

Parents and Carers

The Parent Council continues to be a developing partnership that supports school and community events. We continue to use the local authority ethos survey to be responsive in our plans.

We have an established programme of partnership working with Active Schools, Sustrans, the local church, library, care homes and businesses. This has added to the wider experiences we have been able to provide across the school. We want to continue to develop this and better involve our partners in self-evaluation activities.

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 2024-2025 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 2023-2024:

We continue to have a range of pupil groups that lead aspects of school improvement; these include: Reading Ambassadors, Pupil Council, Eco Group, Health, literacy, numeracy and maths mini champs, Pupils Rights Group.

Our buddy programme allows P6 into P7 pupils to support ELC into P1 learners transition into school and provides this link throughout learners first year of school. This programme is highly valued by children, staff and parents/carers.

We offer a range of after school clubs and link with Active Schools and Whitburn Academy Sports Leaders to allow children to take part in organised events.

This Session wider achievements were recognised daily within classes and during assemblies. Learners were recognised and achievements celebrated with Super Hero award certificates.

We have an established school House System, consisting of 4 House: Red Squirrels, Owls, Wild Cats and Stags. Pupils contribute to earning House Token and House Points for their House Group, all linked to our school values of Learning.

Other wider achievements have included:

- Scottish Book Trust – Reading Schools Gold Award (In process)
- John Muir Award – P6 & P7 (awaiting accreditation)
- Climate Smarter (Young Engineers and Science Clubs Scotland) – P6 & P7
- Stem Leaders (Young Stem Leader Programme) – P6 & P7
- Sustrans – ELC- P7 partnerships working and grants for scooters, helmets, bike racks and participation in bike library programme
- Dowden’s Martial Arts – P4-P7 partnership working (each child in P4-7 took part in a fitness programme)
- STEM Nation Award (Education Scotland) – awaiting accreditation
- Pupils attended Smart Stem and Sky Industry Event
- Whole school participation in Cluster Stem Project in conjunction with local community, West Lothian Council and Young Enterprise Scotland
- Continued participation in Lothian Green Space Trust
- Participation in Livingston Designer Outlet tree planting programme in local area
- Rights Respecting Schools Award – Bronze (awaiting accreditation)
- Sport Scotland – School Sport Award – Bronze
- Retained ECO Schools Award
- Successful Tesco Community Grant for playground equipment

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

| | |
|--|------|
| 1.3 Leadership of Change | Good |
| 2.3 Learning, teaching and assessment | Good |
| 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)**