

Springfield Primary School and Bonnytoun Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2021/22

(Standards & Quality Report)

141 Springfield Rd

Linlithgow

EH49 7SN



ABOUT OUR SCHOOL

Springfield Primary is a non-denominational school with a roll of 338 primary children as of June 2022. The school is joined with Bonnytoun ELC, based in a separate building on the grounds. The ELC provides early learning and childcare for 73 children over the course of the week (45 full-day spaces). 73% of children in school are in SIMD 10, with 5% in SIMD 1-5. The school currently has a Free Meal Entitlement of 3.5%.

The school building offers semi open-plan accommodation and has just celebrated its 40th anniversary. The school is attached to a community wing which is supported by its own management committee who deal with lets. This is well used by a range of groups in the local community. The school benefits from large playing fields.

The Senior Leadership Team (SLT) currently comprises an Acting Head Teacher, Acting Depute Head Teacher and one Acting Principal Teacher. The school has 14 classes, 2 at each stage. There are 16 class teachers and 2 part time Support for Learning teachers. The school benefits from STEM, Music and PE specialists. Brass and strings music tuition is provided to children from P5-7. Learning and teaching is further enhanced by a team of Pupil Support Workers who support learning in class and in the playground. The team in the school office comprises an Administrative Assistant and Clerical Assistant, both part time.

Our ELC is supported by 2 Early Years Officers, one of which is in an acting position due to maternity cover. There are currently 8 Early Years Practitioners and 2 Pupil Support Workers, one part time. The ELC office is supported by a part time Clerical Assistant. Staffing has changed over the session due to personal circumstances and several long term members of staff retiring.

Engagement of learners is high which is reflected in attainment data. The school and ELC have a supportive Parent Council and PTA who work closely with the school to improve outcomes for learners. There is a supportive parent body and attendance at events is high. Links with the local community permeate the curriculum. The school has good relationships with the Cluster Schools and local Church.

The school runs a very successful Breakfast Club which is well attended by children. There are a large number of free after school clubs offered for P1-7 children. These are run by staff and volunteers and are well attended.

Our aspirational vision, core values and sense of community with all stakeholders continues to be strong and underpins all we do.

Spring Forward in Learning and Life

'Becoming, Belonging, Believing.'

Our Values

Resilient, Kind, Inclusive, Respectful, and Confident

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 2021/22, what the impact has been and what our next steps will be to continue to address these priorities in session 2022/23.

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 measureable outcome for session 2021/22 was to...</p> <p>Writing attainment will improve beyond 90% across the school</p> <p>Children will further deepen their understanding of the connections between numbers through frequent use of concrete materials.</p> <p>Children will develop mental strategies to solve a range of number problems with accuracy.</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>School and ELC Improvement. <input checked="" type="checkbox"/>School and ELC Leadership <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism <input type="checkbox"/>Parental Engagement <input checked="" type="checkbox"/>Curriculum and Assessment <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • All staff took part in Anne Glennie Story Kitchen CLPL sessions throughout the year • Drop-in sessions offered for support and reinforce pedagogies • Staff Writing working party formed to lead developments throughout the session • Staff worked together to devise a 'cohesive' literacy week, tying together reading, grammar and punctuation, spelling and writing • Introduced Spaghetti Chef of the Week to celebrate success and achievement, with award given and work displayed in communal area • Shared policy devised outlining Writing approaches to ensure consistency in learning, teaching and assessment • Revisited target setting in line with Writing and devised progression to ensure consistency in verbal and written targets in jotters and feedback given • Padlet of examples of good practice created and shared • Free Writing Friday introduced to increase engagement and enjoyment • Cold pieces of writing carried out and assessed using core targets at the start of each term • Focussed moderation sessions built in throughout the year • Focussed quality improvement on Writing to ensure challenge and support for all <ul style="list-style-type: none"> • Progression for Number Talks devised and shared to ensure consistency • Drop ins offered to ensure support and understanding for new staff • Focussed quality improvement on Number Talks, including pupils in line with HGIOURS • Sharing of good practice between staff during shared observations • Number Talks policy developed to ensure consistency in approaches <ul style="list-style-type: none"> • Working party lead improvement in implementation of Numicon at all stages. • Working party members attend Numicon training • Training needs identified through staff self-evaluation and built into professional learning calendar at CAT sessions • Collaborative approaches to support planning and teaching of Numicon through allocated collegiate time in professional learning calendar • Focussed moderation sessions over stages <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Engagement and enjoyment in Writing has increased • Staff are more confident in teaching a cohesive literacy week that is more meaningful, child led and relevant to all pupils • Across the school, attainment sits at 93.2% in Writing. 32.85% of pupils are exceeding national expectations. • Significant targeted support and interventions are in place for the few identified learners who are not on track • Moderation activities demonstrate robust assessment leading to effective planning of learning and teaching. • Attainment and achievement termly meetings show effective planning and sound teacher understanding of children's progress • An increased staff understanding and confidence of how to use Numicon effectively as part of a concrete, pictorial, abstract method to support learning and teaching in Numeracy • Almost all children were able to demonstrate and communicate their mathematical thinking using Numicon in focused learning conversations. • Consistency in delivery of Number Talks sessions in all classes • Quality improvement activities showed clear progression in number skills and children were able to talk confidently about these skills.
<p>ELC</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>All pupils will be given high quality play experiences and support to develop early writing skills.</p> <p>By the end of the pre-school year, 90% of pupils will be able to understand rhyme (green) and 85% will be able to tap out the syllables in words (green).</p>	<p>We have made satisfactory progress. What did we do?</p> <ul style="list-style-type: none"> • Staff CLPL on developing creative opportunities for mark making. • Provided innovative approaches to encouraging mark making in a wide variety of play experiences both indoors and out – evident in floor books, planning and LJs. • Moderation sessions on how to assess rhyme and syllables in line with tracker statements to ensure consistency. This will continue to be a focus for next session. • Assessment and next steps linked in Learners Journeys for parents/carers. • Self-evaluation activities to reflect on literacy rich opportunities in the environment using the Literacy Toolkit. • Quality assurance and feedback for staff to ensure continuous improvement. • EY Practitioner developed Mother Songs and linked with parents/carers (fortnightly Sway and QR code at entrance) • Music area developed indoors and outdoors. • Rhyme of the Month developed and promoted. • Sound bags developed for use in nursery. • PEEP session with cluster schools postponed until next session due to staffing levels caused by pandemic.

<p>By the end of the pre-school year, 90% of pupils will be able to identify properties in 2D and 3D shapes.</p>	<ul style="list-style-type: none"> Promoting reading culture through e.g. Masked Reader Padlet for Book Week Lending home library restarted after Covid restrictions lifted. Planning focussed on opportunities to develop 2D and 3D shape in play experiences. Link in fortnightly Sway for parents/carers to Numeracy and Literacy priorities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> 74.36% of children are able to understand rhyme. 48.72% are green and 25.72% are tracking above expectations (star). An increase on the previous year. 17.95% of children require some support to understand rhyme (amber on tracker) and 7.69% require support (red on tracker). This information has been passed to new P1 teachers during handover and will be a focus in P1 and ELC. 76.92% of children are able to tap out syllables in words, 20.51% of which are tracking above expectations (star). An improvement on the previous year. 23.08% of children still require some support to do so. 82.05% of children can talk about the properties of 2D and 3D shapes in the world around them. An increase on the previous year. 17.95% require some support to do so (amber on tracker). Moderation sessions have led to practitioners understanding children's progress with more consistency across the staff team. This will continue to be a focus next session. Practitioners report that children are more confident in rhyme, syllables and 2D and 3D shape during learning experiences and interactions. Through careful observation, almost all practitioners ensure children's personal plans reflect timely support and ensure that targeted support leads to improved outcomes involving parents and specialist support where required, coordinated by the Leadership Team. Feedback from parents/carers will show that they feel supported and informed.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned and specific interventions.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" 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>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Baseline data of literacy and numeracy from IDL software used to identify gap and pupils requiring intervention. IDL Literacy and Numeracy programme used as a targeted intervention Through our approaches to assessment and planning children have been identified who would benefit from targeted nurture, literacy or numeracy support to help closing the gap between the most and least disadvantaged children. Additional investment in SfL teacher used to run support and challenge groups for identified children Support for Learning teacher and Pupil Support Workers establish Nurture groups to support identified children SfL teacher delivers digital skills to all P4-7 pupils to support access to learning and teaching (e.g., immersive reader, clicker 8, MS Office) SfL teacher runs targeted groups to support pupils to use digital tools to support learning Implemented new Rocket Phonics resource in P1 and P2 to support identified pupils to encode and decode Targeted family support sessions run to support learning at home Online IEP and CP meetings SLT monthly attendance review with appropriate follow up meetings and interventions <p>Evidence indicates:</p> <ul style="list-style-type: none"> Learners with IEPs and passports can articulate their targets and strategies that support them Learners have shown improvement over time using the IDL assessment Learners are competent in the use of Microsoft Office and Glow to support learning Attendance has improved for identified learners Provide an evaluative statement on the impact of interventions e.g., across the 5 key areas of tackling the gap (attendance, exclusion, attainment, engagement and participation) Identified learners were able to encode and decode with increased fluency Learner participation in PEF funded initiatives, such as Emotion Works, is reflected in engagement trackers and readiness to learn for identified pupils Tracking and monitoring data highlights most PEF identified learners have made progress within their level
<p>ELC</p> <p>Identified children are able to access the whole of the curriculum and make effective progress through well planned and specific interventions.</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> Staff training for specific Additional Support Needs, some from partner agencies such as Speech and Language WL Early Years Trackers used to inform planning and identify individual learning needs. IEP meetings, CP meetings and progress/personal plan phone calls to parents from EYs practitioners <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Personal plans evidence needs and support in place for identified children. Most children are making good progress in literacy and numeracy. An increased staff understanding and confidence of specific Additional Support Needs.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>Report that all children's needs in relation to the wellbeing indicators are being met.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" 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>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Pupil and staff Wellbeing Indicator survey carried out once a term • Learners are increasingly more confident in accurately self-assessing against the well-being indicators supporting the school team to make informed judgements about next steps in learning and appropriate support. • Lego Therapy groups run for identified children • A range of pupil support groups run over the session to meet children's needs e.g. nurture, Emotion Works, Fine motor control, gross motor control, transition group • Re-examined curricular approaches to ensure relevance, coherence and agility. • Staff training to ensure consistency in delivery of new RSHP resource • Updated digital QR Trusted Adult system put into place • Focussed Wellbeing Indicator assemblies to raise awareness for all staff and pupils e.g. Safe – with JRSOs leading • Various focus weeks e.g. Dyslexia Awareness, ASD • Parental workshops to reflect focus week <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners and staff benefit from positive relationships across the school. This is underpinned by the school's vision, values and aims. This leads to a readiness to learn. • Wellbeing surveys progressively improved each term with almost all children reporting positively against the 8 wellbeing indicators by June 2022. • Learner and staff wellbeing reporting is tracked with follow-up trusted adult conversations held and, where relevant, interventions are carefully planned to support improvement. • Attainment data reflects positive impact from high engagement of almost all learners • Teachers report that protected bubble time lessened over the year as less children were self-reporting negatively in daily class check ins (5 point scale) • Staff assessment and pupil feedback shows pupil support groups are having a positive impact • Learner conversations and observations show a good understanding of the wellbeing indicators and children can describe how these contribute to their health and wellbeing • Learners can articulate how they can access a range of supports available in school • The Parents Annual Ethos survey had a higher response rate than other WL schools in every question and noted the school was good at ensuring the children were safe (99.10%) and increasing in confidence(94.59%). • Pupil Ethos Survey results also reflected this trend, including questions related to being treated with fairness and respect (97.83%).
<p>ELC</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>All pupils will have the opportunity to access relaxation areas and mindfulness activities throughout their session.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Developed indoor relaxation area for pupils to retreat to throughout the day. • Sensory room established for identified pupils, although all pupils may access majority of the time. • Mindfulness activities on offer daily. Early Years practitioner leadership focus • Fortnightly Sway for parents/carers, mindfulness activity to engage with at home. • 3 point scale developed for children to self-report daily in line with the 8 HWB indicators. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Through a range of Quality Assurance activities e.g. floor walks, learner conversations and Floorbook evidence, <i>almost all</i> children were able to talk about the areas they can access and the impact mindfulness has on their wellbeing in relation to the wellbeing indicators. • All of the feedback from families who took part in the family learning review of our Vision, Values and Aims showed an alignment to our school values and felt positive about the work of the school. • On average 29% of our pre-school learners track above expectations (star) in the Health and Well-being key aspects.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>Through delivering an agile and flexible curriculum, children will develop their skills in a variety of challenging contexts that take</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • Staff working party led developments in line with priorities • Working party launched STEM Makerspace Week in line with Sustainable Global Goals • Makerspace Days (one per term) • Staff devise 6 C's – Suitcase of Skills. Early , First and Second Level success criteria devised • One skill launched per week • Pupils record skills used during play on Padlet in P1-3 and Genius Time in P4-7 • Staff CLPL sessions on pedagogy of Block Play and how to sensitively support and extend children's play • Quality play interactions checklist devised for P4-7 staff

<p>account of current local, national and worldwide issues.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" 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 	<ul style="list-style-type: none"> • Implemented Children’s University to track and celebrate achievements in and out of school. Unfortunately, this company went into liquidation throughout the year. • P7 Online Careers Fayre • Links to World of Work through curriculum <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Padlet shows evidence of agile approaches to skills development across all stages in school • Through learning conversations children are able to articulate how they apply different skills in challenging and exciting contexts and how to apply these in real-life contexts • Pupil engagement and enjoyment during Makerspace was apparent • STEAM approaches offer children the opportunity to apply skills and creativity to solve problems • Staff regularly plan experiences for learners across the school which have explicit links to skills for learning, life and work.
<p>ELC</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measureable outcome for session 2021/22 was to...</p> <p>All pupils will be given further opportunities to develop skills for learning, life and work.</p> <p>Staff will undertake a leadership role, developing an area of ELC practice in line with Froebelian principles.</p> <p>All Pupils will be given opportunities to lead learning and nursery improvements.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Developed planting, growing and cooking linked to sustainability in planning and learning opportunities. • Re-engaged with local community after Covid restrictions, visiting Day Care Centre and local shops. • All staff attended Pete Moorhouse CLPL session on woodwork. • Purchased a new woodwork bench and have begun to explore possible learning opportunities to provide challenge at the woodwork area. • Staff identified an area of need in the nursery and created an action plan, alongside children, to develop, in line with Froebelian principles e.g. Mother Songs, planting and growing. • Pupils part of devising actions and implementing to develop areas within the nursery (in line with staff leadership areas). • Pupils select a role each day in nursery and assume responsibility for leading that area throughout the session that day e.g. snack, outdoor risk assessment. • Children consulted in learning and improvements through floor books and learning conversations. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Progress made in line with staff leadership plans • Evidence of improvements created from 'pupil voice' in floor books. • The majority of children are able to talk about improvements made and the impact this has had on the environment and their learning. • Almost all of children are able to talk about the different roles they have undertaken within the nursery. • Through practitioner observation, almost all children showed an increase in independence. • Planning documentation shows links to skills for learning, life and work.

Attendance across the school is consistently high with an overall percentage attendance rate above 94% and a high level of engagement. There were no school exclusions during session 2021-22.

Events continued to be virtual for the majority of 2021-22 session due to the COVID-19 Pandemic. Parents continue to be active participants in their children’s learning although attendance at virtual workshops offered dipped towards the latter end of the session. Term four brought the relaxation of guidelines and parents allowed to in-person events. P1, P2 and P7 parents were given priority to attend in school events. A move back to in person events has seen a recent increase in participation. The family learning calendar for next session will focus on opportunities to further increase participation.

We engage with parents throughout the school improvement process, sharing progress with all stakeholders. We collate data gathered from questionnaires and feedback activities at key points throughout the year. Information helps us shape future school improvements.

Our PTA have continued to support the school financially over the last session with a range of fundraising events. This supports the subsidising of some specific priorities as well as, for example, our P7 leavers event. We are extremely fortunate to have parents committed to improving experiences for our pupils.

This session we informed parents and offered the following opportunities to support their child’s learning by:

- Regular email updates and Parent App
- Termly Class Overviews
- Weekly class blogs showing learning from the week and week ahead

- Class Seesaw for teachers to communicate directly with parents
- Social Media Updates on events and Learning through School App and Twitter
- Virtual Parent Consultations & Meet the Teacher Evenings
- Liaise with leadership once a term (virtually) – a chance to directly with SLT to make suggestions or ask questions
- Parent Council and PTA meetings
- Consultation questionnaires after every event, such as P1 transition.
- ELC fortnightly SWAY with consultation and You Said We Did feedback to show impact of views
- Learners Journals in ELC
- Share My Learning Jotter (a snapshot of a week's learning) completed twice a year before Parents' Consultations and sent home
- Parental workshops such as P1 and P2 Curriculum Evening, ASD Workshop
- PATPAL events (Pupils as Teachers and Parents as Learners)
- Family learning calendar outlining events for the session
- Monthly and weekly calendars sent home

Our Wider Achievements this year have been:

- STEM Makerspace Week and subsequent focus days linked to Global Goals
- Genius Time Play in P4-7
- Suitcase of Skills progression from P1-7
- Early Years Practitioner supporting development of woodwork in ELC to P7
- Story Kitchen and Spaghetti Chef has increased engagement and enjoyment in learning, ultimately leading to rise in attainment
- Cohesive Literacy week with Story Kitchen and Reflective Reading
- Staff CLPL and subsequent use of Numicon in Numeracy
- P7 involvement in F1 with Academy
- P6 and P7 school camp
- The large offering of free after school clubs run by staff and volunteers
- Lunchtime clubs run by staff and led by pupils e.g. chess
- Focus weeks such as Internet Safety
- 40th Anniversary celebrations and show, involving whole school
- Book Week with P7 Junior Librarians leading
- Use of Padlets for staff and children to record exciting learning opportunities
- School trips permitted once again – P7 skiing, canal, High Street, loch
- Food for Thought grant used to purchase and install poly tunnel
- Anytime anywhere learning successfully introduced from P5-7
- P6 Bikeability
- Wide range of leadership roles e.g. JRSO, P6 and P7 Learning Council, Digital Leaders, Sports Leaders, Pupil Council, One Plus Two Ambassadors
- Introduction of Family and Mini HWB Champs
- Weekly online assemblies – each class led an assembly and led by various leadership groups and House and Vice Captains
- Move back to in person assemblies in term 4
- Participation in Euro Quiz
- Welly Wig Walk fundraiser
- Children's University
- Lego Therapy run by PSWs for targeted groups
- Visit to day care centre
- Leadership at all levels – teachers leading working parties, ELC staff leading priorities
- P6 and P7 George Allan and Round Table tournaments
- Gala Day and Gala Queen
- P1-3 Nativity recorded and sent home

- Three ELC EYPs completing Forest Kindergarten Training at West Lothian College
- Various competitions such as Jim Clarke Writing Competition
- Use of Online Journals, Seesaw and MS Teams/Office 365 to support learning and teaching
- Bonnyton Bistro – new dining area in ELC which has enhanced mealtimes for all children
- NYCOS virtual sessions
- P6 Cross Country event
- Whole school litter picking event
- P7 virtual careers fayre
- Applied for Digital Schools Award and Reading Schools Award with Scottish Book Trust

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	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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)