



BOWHOUSE PS & ELC

STANDARDS & QUALITY REPORT

2024-2025



VALUES



Kindness: kind to ourselves; kind to our community; kind to our environment



Pride: pride in ourselves; pride in our achievements; pride in our community



Ambition: ambition to be the best we can be!



MISSION

Our team of caring, reflective and enquiring professionals aim to:



Provide high quality learning and teaching to achieve excellence and equity for all



Eensure a nurturing, healthy and safe environment where children can enjoy learning; work to their potential and make a positive contribution to our community.

Bowhouse Primary School and ELC is a non-denominational primary school situated in the town of Grangemouth, which is approximately 4 miles from Falkirk. Bowhouse is a two-storey building built in the late 1960s and includes a purpose built ELC with outdoor area.

Bowhouse sits within the 5% most deprived areas in Falkirk Council.

Bowhouse is part of the Grangemouth Cluster, working closely with two other primary schools, two high schools and two Early Learning and Childcare Centres. Bowhouse is supported by a Senior Leadership Team consisting of Headteacher, Depute Headteacher and Principal Teacher.

In Bowhouse Primary School and ELC it is our aim to continually build on our partnership with parents/carers and families and we actively encourage engagement in the education of their children, including the wider life of the school.

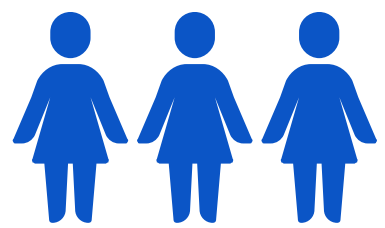


We are a **Reading School**

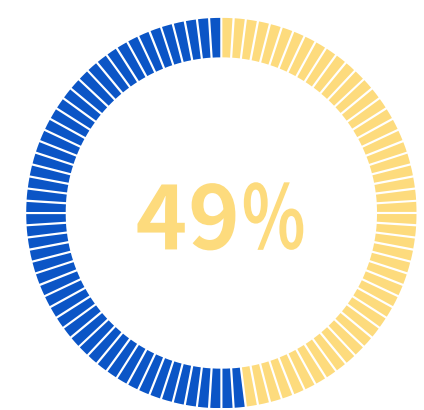
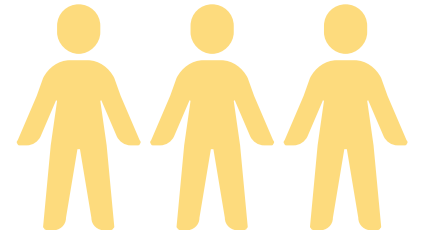


Silver

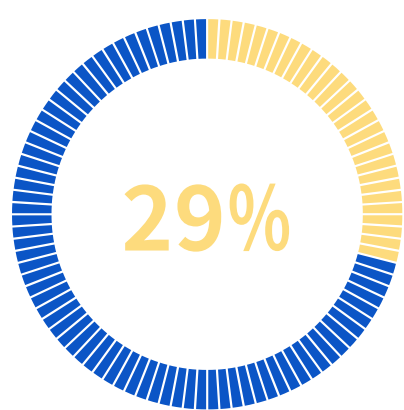
About Us



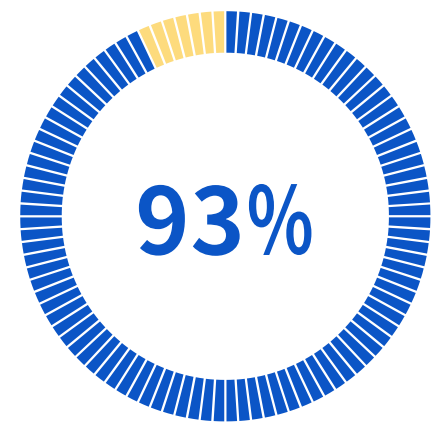
School - 261 children
ELC - 56 children



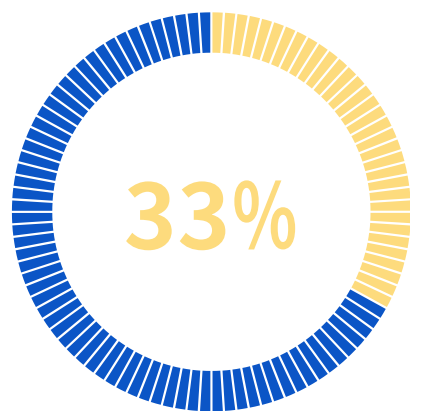
Quintile 1



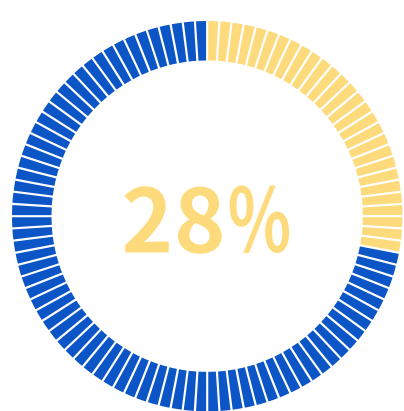
Quintile 2



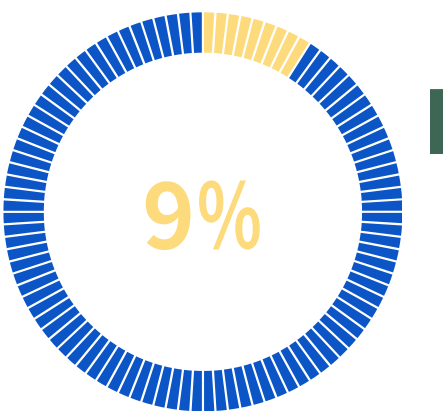
Attendance



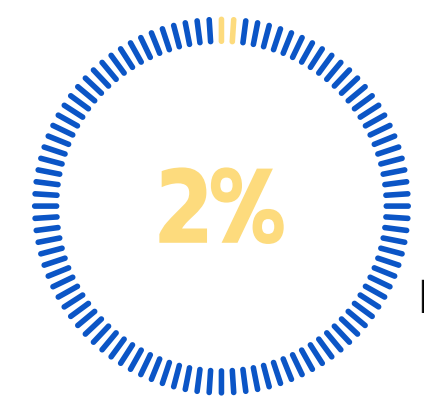
Additional Support Needs



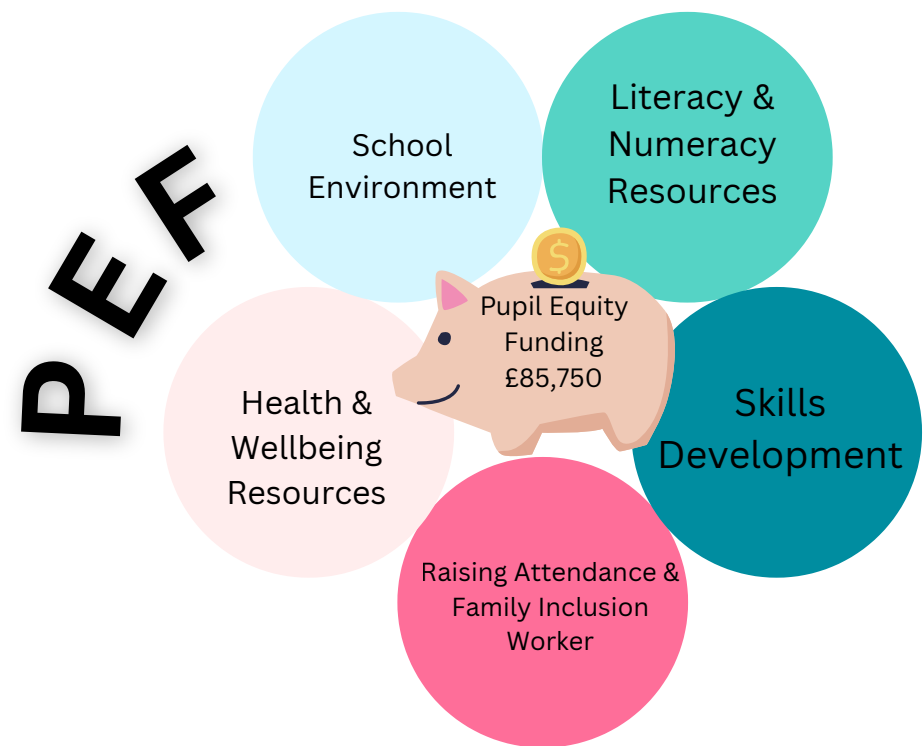
Free School Meals



English as an additional language

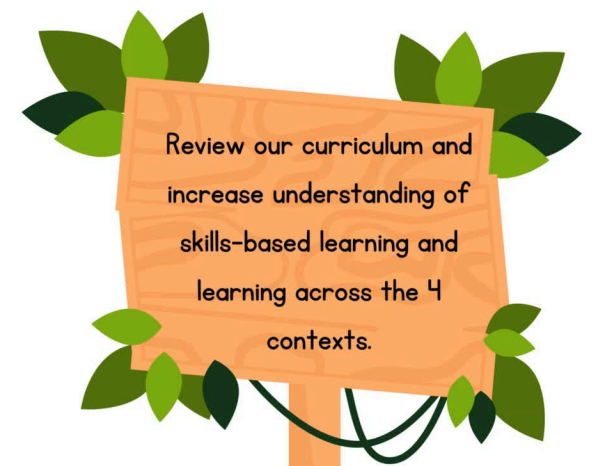


Care Experienced



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School Improvement Priorities 24-25

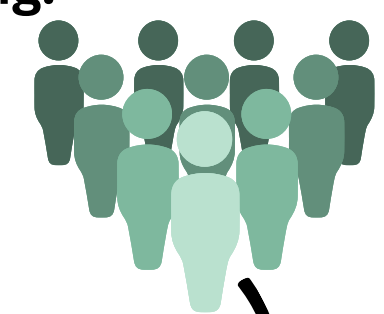
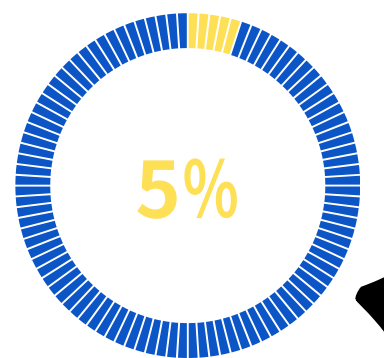


ELC Improvement Priorities 24-25



Scottish Index Multiple Deprivation Datazone
Bowhouse sits within the 5% most deprived areas in Falkirk. Multiple deprivation is made of of the following:

- income
- employment
- health
- education
- access
- crime
- housing



When combined, a clear indication of the relative deprivation in that area is given.

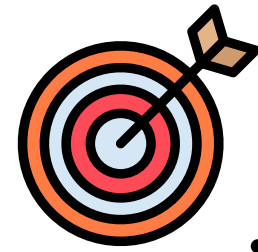
Priority 1

What did we want to achieve?



- All teaching staff received training from Learning through Landscapes and have delivered literacy and numeracy outdoor learning experiences for children P1-P7.
- All teaching staff received training on Metaskills and introduced this in P1-P7 in line with school skill progression.
- Purchased outdoor learning resources to develop our outdoor learning space and to facilitate outdoor learning activities.
- Held 'World of Work' week - Bowhouse Future Me

What did we do?



Impact

- All children across the school experienced increased outdoor learning linked to literacy and numeracy.
- Creation of meta skills progression leading to greater consistency of skills development across P1-P7.
- All staff are planning collaboratively for skills and demonstrated increased understanding of common skills language and understanding of meta skills.
- Increased links with partners leading to broader understanding of careers and world of work.

"Better communication, outdoor classes and activities teach more about job interview la value of money etc." (Parent)

"Friendly & safe environment where children can explore all of their skills and passions not just academic ones."
" (Parent)

"To have gained a well rounded education, being aware of his strengths. To be a confident child with effective social skills and values." (Parent & Child)

"Confidence knowledge of maths and English to a high standard and a "I can do it" attitude to anything he does." (Parent & Child)

Next Steps



- Narrow focus on Outdoor Learning with maths being a key theme.
- Introduce remaining meta skills across all stages and identify clear learning pathways for skills for learning, life and work.
- All children will experience a range of learning environments and creative teaching approaches, including appropriate use of digital technology to support them to make links to skills for learning, life and work.
- Use feedback from staff, pupils, parents/carers and partners to inform our curriculum rationale and refresh the structure of our curriculum.

Building our Curriculum

Priority 2

What did we want to achieve?



Include UNCRC education in the curriculum.
Apply for our Gold Rights Respecting Schools Award.
Review and update our school policies to reflect the UNCRC principles.
Engage with parents and the wider community to raise awareness of UNCRC.
Establish Children's Rights Ambassadors.



Review our Positive Relationships, Positive Behaviour Framework to align with national guidance and UNCRC.
Introduce 'Do be Mindful' and Decider Skills to support the mental, emotional and physical health of our school community.
Celebrate diversity and raise awareness of anti-bullying and anti-racism.
Build racial literacy into the curriculum.



Impact

"Respecting adults and other children
Following rules and respecting boundaries
Communicating and managing own emotions appropriately." (Parent & Child)

- Reduction of dysregulated behaviour and increased effective use of resources and spaces across all stages.
- Increased confidence and consistency with approaches and strategies used by almost all staff across the school.

Attainment

Each year we submit teacher judgement levels at the end of each Curriculum for Excellence level for literacy and numeracy
P1 - Early Level
P4 - First Level
P7 - Second Level

Below is a note of how our learners at these stages attained in session 24-25.

Attainment has increased in both literacy and numeracy compared to session 23-24.

- All teaching staff received Decider Skills training
- Introduced Decider Skills across P1-P7.
- Used CIRCLE Framework across P1-P7 to evaluate our inclusive environment.
- Purchased a range of ASN resources to support children's engagement in learning and to support with behaviour.
- HT engaged in Local Authority relationships and behaviour strategy group.
- Children's Rights Ambassadors
- Do be mindful
- Katy F - Racial Literacy Training
- Awareness raising - diversity, antibullying etc

"A safe, stable, caring and challenging environment for children to learn in." (Parent)

"Reinforcing school values with the children to provide a safe and happy learning environment for children." (Parent)

73%	Reading
71%	Writing
82%	Talking & Listening
70%	Overall Literacy
74%	Numeracy

What did we do?



"Good friends, good numeracy and literacy skills.
Feeling safe and supported at school. Have had fun learning and happy to be at school. Have had a range of different experiences throughout their time in school." (Parent & Child)

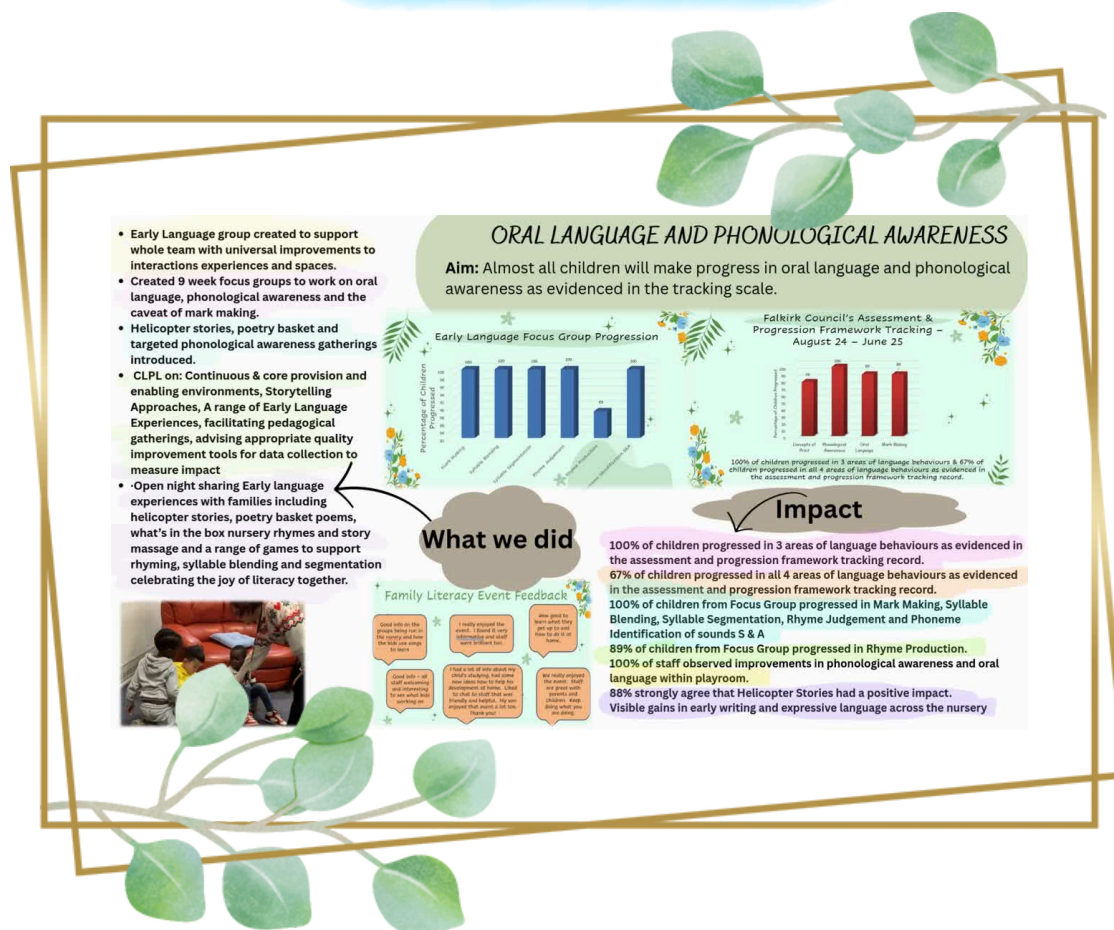
Next Steps

- Learning environment reflects our school vision and values
- Increase opportunities for families to be actively engaged in their children's learning.
- Fully implement all aspects of Decider Skills across ELC-P7.
- Continue to build an inclusive and diverse school and apply for our Rights Respecting Schools Gold Award in June 2026.
- Review and update 'Positive Relationships, Positive Behaviour Framework'



ELC Standards & Quality 24-25 & Improvement Priorities 25-26

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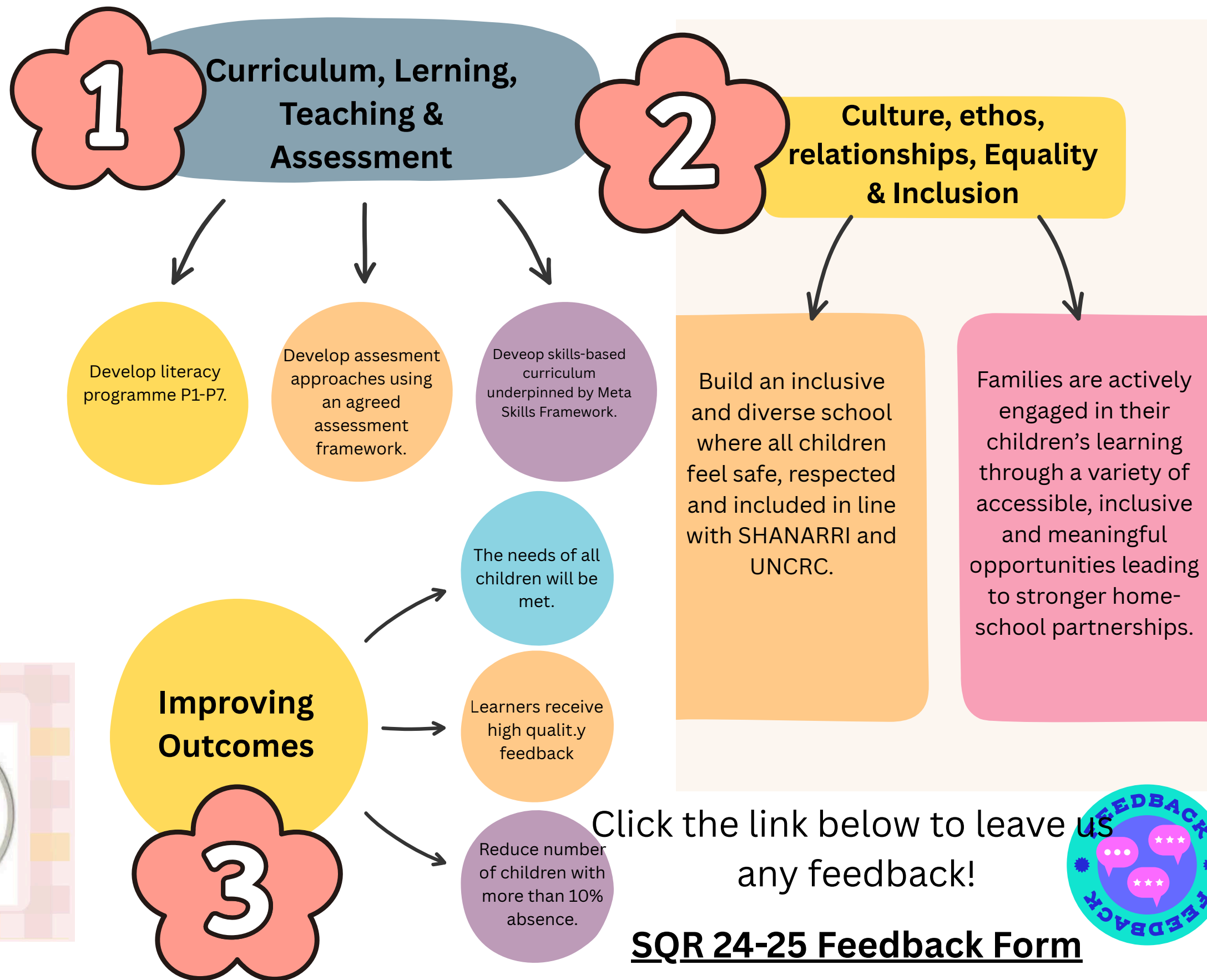


Watch our video which showcases our successes and achievements!

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School Improvement Priorities 25-26



Click the link below to leave us any feedback!

SQR 24-25 Feedback Form

