



Standards and Quality Report 2023-2024

BOTHWELL PRIMARY SCHOOL

#beingbrilliantatbothwell



Context of School

Bothwell Primary is a non-denominational primary school, situated in the village of Bothwell. We are part of the Uddingston Grammar Learning Community. The associated church of the school is Bothwell Parish Church. Our school currently caters for children from P1 to Primary 7. Our nursery was a temporary addition to the school and closed in June 2024, moving to the purpose built Wooddean Nursery within the village.

Our school comprises of 13 classrooms, the Rainbow Room (for wellbeing groups), a large gym hall and separate dining hall. At present we have 12 primary classes, where the current roll is 341 in the school. We have a staffing allocation in line with National and Council policy.

At Bothwell Primary we welcome community involvement in the school including working with Bothwell Futures and Brighter Bothwell. We are keen to work with all stakeholders and welcome them to community events, assemblies and other celebratory occasions. Our school is vibrant and busy. We value our links with parents and carers and work hard to foster positive relationships between home and school.

We have a very active combined PTA and Parent Council, who are a great support to us. They organise fundraising events and fun activities for the children and support the school's drive for improvement.

Our school is in a period of change with the appointment of a new Head Teacher in March 2024. During this period of transition we have adopted an 'unofficial motto' of *'Being Brilliant at Bothwell'*. It is our intention to revise our school vision, values and aims during the 2024-25 as we progress under a new headship. We will continue to build on the nurturing, inclusive and rights respecting ethos within our school, where we will work in partnership with our parents and carers to support our learners to meet their potential.

Vision and Values

Our current school vision is, '...to work in partnership with all stakeholders, to provide a safe, nurturing and stimulating environment in which every child can achieve their full potential in preparing for their role in society'.

Our Values are based on the acronym 'SMARTER'.



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Our key achievements this session have been as follows:

- Our combined attainment for P1/4/7 in Numeracy for this session has increased.
- Attainment at Primary 7 has increased with regards ACEL data for Writing.
- Through our play pedagogy improvement work in Primary 1, children are experiencing high quality play in their learning and in a range of learning opportunities, whilst being supported in meeting their needs.
- All classes have engaged in music learning experiences with our partner, 'Beat Buddies'. This included all learners having the opportunity to perform in two end of term showcases throughout the school year.

School Improvement Plan Priorities 2023-24 – What did we achieve?

Priority 1 - Cascade SLC Maths Recovery programme, in order to raise attainment and achievement in Numeracy.

- A Numeracy and Maths working party participated in CLPL based on growth mindset, particularly in relation to maths.
- Our Numeracy and Maths planning and pathways were audited, to allow identification of any gaps/repetitions in our programme.
- Numeracy and Maths is now more fully resourced, with greater support materials to meet a range of needs. Technology is used well to further support and challenge.
- Mental maths teaching was revisited. Planners and strategies based on Number Talks were shared with staff.
- Some staff have been using a fluid grouping and concept teaching approach to learning, which has a big impact on pupil involvement and attainment in maths, as well as confidence.
- Two members of staff undertook Maths Recovery training.

Priority 2 - Raise attainment in Writing, through a consistent approach to the use of Learning Intentions and Success Criteria and enhanced use of data at all levels.

- Through an audit of our writing planning and pathways, we were able to decide on the planning we would use moving forward. This will ensure progression in line with the benchmarks.
- All members of the writing working party were able to showcase and share good examples of creative ways to teach writing. This then encouraged all other staff to trial these approaches.
- All staff ensure that LI and SC are explicit for writing lessons and where possible, success criteria is co-produced.
- Based on working party input, feedback is more consistent across the school. Most learners understand their progress and next steps, with some able to give effective feedback to their peers.

Priority 3 - Develop and implement learning pathways in Expressive Arts as a vehicle to promote positive mental health and reduce stress and anxiety.

- Almost all staff shared that their confidence in teaching Expressive Arts could be improved. Based on this, it was agreed that resources to support teaching and learning would be purchased to increase staff confidence and provide ideas for creative teaching and learning.
- All staff were involved in auditing resources for Music, Drama and Art. Following this, we purchased subscriptions for music (Charanga) and drama (The Drama Studio). Utilising the artistic skills and expertise of a member of teaching staff, she researched and sourced an Art and Design planner which has exemplars of good practice out with our Local Authority.
- To further develop staff skills and confidence, almost all staff took part in CLPL from The Drama Studio and participated in a workshop from Matt Duncan Drama Kids Lanarkshire. All staff and pupils have participated in Beat Buddies music sessions, which has developed confidence and talents across the school.

Priority 4 - Extend play based learning pedagogy at the early level.

- Following an audit, the learning environments have been adapted to suit the children within the classroom. We used play as a transition tool until the October break and then introduced more of a stations approach to learning and teaching, incorporating play into this.
- Across this session, more play is evident in P1 classes and across the P2 classes.
- A play pedagogy rationale has been created and used across P1 classes, with some adaptations being made at different points in the session, following evaluation.

Next Steps:

- *Forward plan content to be more structured across the school.*
- *P5-7 classes to use a fluid grouping/concept teaching model next session.*
- *Writing policy to be updated based on decisions made for next session. Whole school weekly writing approach needs to be determined. Assessment and moderation practice needs to be planned and agreed*
- *Play Pedagogy planning to continue to be further developed.*

School Improvement Plan Priorities 2024-25

Priority 1- LITERACY - To develop consistent and effective practice for the learning, teaching and assessment in Literacy and English with a specific focus on writing at all stages and beginning to review our approach to teaching reading at Early and First Level.

OPERATIONAL ACTIVITY

1. Introduce SLC progression pathways to support planning for learning, teaching and assessment for Reading, Writing and Listening and Talking.
2. Learning, teaching and assessment of Writing will continue to be a focus for improvement. Policy to be developed and launched to ensure consistency of approach to planning for learning, teaching and assessment of Writing across all stages.
3. Identify learners through interrogation of ACEL data and SNSA results to identify targeted learners for interventions.
4. CLPL opportunities to be provided to staff focusing on 'The Science of Reading' and 'Systematic Synthetic Phonics' to support reading development.
5. Whole class NELI programme at Primary 1 -

- P1 staff trained in NELI via Future Learn.
- Children assessed using Language Screen (pre and post).
- Whole Class delivery to be tweaked for our use- approx. 20 weeks of language rich activities for all learners. (Universal enrichment add on).

Priority 2 - NUMERACY - To raise level of challenge within second level at Numeracy and Maths through the use of Fluid Maths Groupings in order to raise attainment.

OPERATIONAL ACTIVITY

1. Introduce SLC progression pathways to support planning for learning, teaching and assessment across learning pathways.
2. Launch whole school policy developed during 2022/23 session across school community.
3. Introduce the use of fluid groupings/concept teaching model across Primary 5-7 stages.
4. Diagnostically assess learners in October in Primary 2-7 through MALT assessment to identify any gaps in learning to be addressed.
5. Identify learners through interrogation of MALT results, SNSA and ACEL data to identify targeted learners for interventions



Establishment Improvement Plan Overview 24-25
Bothwell Primary School

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Priority 3 - HEALTH AND WELLBEING - To enhance and improve the health and wellbeing of our school community through the introduction of our 'Ready, Respectful and Safe' approach to PPRUDB, along with the launch of our revised Antbullying policy and focus on our approach to being a Rights Respecting Schools within the classroom and playground.

OPERATIONAL ACTIVITY

1. Whole staff training at Inset Day 1 on 'Ready, Respectful and Safe' policy.
2. Introduce our 'Ready, Respectful and Safe' programme across the whole school community in August 2024.
3. RRS will be a focus for staff discussion and training throughout the year to support the development of staff confidence in using strategies to support learners through our 'Ready, Respectful and Safe', PPRUDB and Attachment Informed policies.
4. To complete the development of the school Anti-bullying Policy and launch with all stakeholders.
5. To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways and complete the Bronze Level Pathway for a RRS Award and apply for accreditation.
6. **Bamardos** - Invisible Backpack - Part 1 - deliver CLPL session(s) to all staff. Staff will research areas via the **Bamardos** **padlet** then present findings to the group.

MAINTENANCE -

To continue to build on planning learning experiences through Expressive Arts to promote child wellbeing and development.

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Priority 4 - SUSTAINABILITY - To introduce the Sustainable Development Goals to our School Community and build staff confidence to plan learning experiences based on the SLC Sustainability Curriculum Map guidance.

OPERATIONAL ACTIVITY

1. Education Scotland whole school community approach to LFS self-evaluation tool to be completed by staff and pupils.
2. Whole School focus through participation of activities from 'The World's Largest Lesson' during Global Goals Week (20-29 September). Specific learning activities for P1-4 will be from the 'Explorers - SDG characteristics' activities and for P5-7 is 'What World do you want to live in by 2030?' and 'Become a **Factivist**' **Attendance** Levels

