



## Standards and Quality Report 2024-25

### BOTHWELL PRIMARY SCHOOL



*#believebelongbecome*

#### 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 Primary 1 to Primary 7.

Our school comprises of 13 classrooms, the Rainbow Room (for wellbeing groups), a large gym hall and separate dining hall. At present we have 13 primary classes. The current roll is 351 in the school. We have a staffing allocation in line with National and Council policy which consists of 1 Head Teacher, 1 Depute Head Teacher, 1 Acting Depute Head Teacher and 1 Acting Principal Teacher. We have 17 class teachers. There are also 8 support assistants plus their Team Leader.

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.

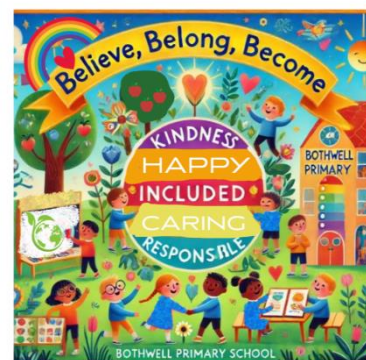
As an ECO school we had our Eco School Status renewed in May 2025. This session we have received accreditation as a Core Reading School and a Bronze Level Award from UNICEF's Rights Respecting School's Programme.

Our Pupil Equity Funding (PEF), has enabled us to support and enhance the learning of our identified children through additional staffing and resources.

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.

#### Vision and Values

During this session we have revised our school Vision, Values and Aims. Our school vision is to... 'work together to create a nurturing, safe and inclusive community where a rights-respecting ethos empowers us through high quality experiences to achieve our potential'.



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Our new values are:

KINDNESS

HAPPY

INCLUDED

CARING

RESPONSIBLE

**Our key achievements this session have been as follows:**

- Our combined attainment for P1/4/7 in Writing and Literacy overall for this session has increased.
- Attainment at Primary 4 has increased with regards ACEL data for Writing and Literacy organisers combined.
- Attainment in Primary 7 has increased across almost all organisers with Reading being the only organiser to remain as it was last session.
- We have launched our new Relationships and Behaviour policy which has mostly received positively.
- We have reviewed our School, Vision, Values, Aims and Motto with all stakeholders consulted.
- The school has become a Reading School this year, receiving Core Accreditation.
- The school has also achieved Bronze level of the Rights Respecting Schools Award this year too.
- We have had many sporting achievements this session; we have started a girls' football team between Primary 5 and 7 who have taken part in all of the Hamilton Festivals this session as well as the Davie Cooper tournament in April. Our Primary 7 Boys' Football Team reached the final of the Davie Cooper tournament in April and narrowly lost out in the match. The Sports Hall Athletics Team reached the finals this year too of the competition.
- Our community partnerships continue to grow with Bothwell Futures, Bothwell Parish Church and Grace Church supporting wider activities within our school. For the first time since moving to the new build, the school held a Christmas Service at Bothwell Parish Church where nearly all children participated, and family members were invited along. We have taken part in the music for all initiative supported by Bothwell Futures which supported our Beat Buddies sessions between September to March and also supported an after-school dance club for Primary 5 & 6, which cumulated in the girls performing at Hamilton Town House in May.



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## **School Improvement Plan Priorities 2024-25 – What did we achieve?**

**Priority 1** - 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.

- *All teaching staff have used the SLC Literacy Pathways to plan learning, teaching and assessment at the appropriate level of challenge for learners.*
- *New planners to build on the pathways has been developed this session for Reading and Listening and Talking which staff are piloted in term 2. At Moderation session, staff compared use of planners from Primary 1 to 7 and found the tool to be useful to ensure consistency across the stages.*
- *Writing Improvement Working Party has developed a new Writing Policy. The policy focuses on three genres of writing instead of the seven from Active Literacy, with categories of writing formats created under each genre. This policy, along with a new planning tool for staff will be launched in August.*
- *All staff have participated in Science of Reading CLPL session in December 2024 and Systematic Synthetic Phonics training in February In Service Day by Debbie Hepplewhite.*
- *P1 and P2 staff piloted the Phonics International resources and the new reading books with their classes as part of a Professional Enquiry model. Teachers noted improved decoding skills, more enjoyment and motivation, increased attainment and independence.*
- *Qualitative feedback from learners has been overwhelmingly positive also:*

*‘I like them because they have words in them that we can blend.’ (Primary 1 Learner Feedback)*

*‘Good because I can blend the words in the new books and sound them out.’ (Primary 1 Learner Feedback)*

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

- *Staff confidence in planning progressive learning and assessment improved significantly, supported by consistent engagement with the SLC progression pathways.*
- *Staff are now making more informed decisions when planning for depth, challenge, and progression. This is evident at tracking and monitoring meetings.*
- *Fluid groupings are now fully embedded from Primary 5 upwards in almost all classes. This flexible approach has enhanced learner experiences by enabling more targeted teaching and creating increased opportunities for personalisation, challenge, and pace.*
- *‘The fluid grouping approach is an excellent way to all the children to both challenge/support themselves and take ownership of their learning’. (Teacher Feedback)*

- *Almost all classes between Primary 5 and 7 use a consistent approach to fluid groupings under the headings of Bronze, Silver, Gold and Platinum. This creates a shared approach and smooth transition for children as they progress to their next class.*
- *Pupil feedback indicates greater motivation and confidence in numeracy, and staff have reported improved engagement and progress as a result of more responsive teaching.*

***'It's better because if you don't understand it you can start at bronze and work your way up.'* (Primary 5 learner)**

***'Having the 3 different levels allows you to support or challenge where I need it. I think it good because I can choose my own level. I like the platinum for a harder finishing task.'* (Primary 7 learner)**

- *The maths policy was reviewed by the numeracy and maths working party in alignment with current pedagogy and SLC guidance. This was launched this session and supports a more consistent approach to teaching maths across the school.*
- *New digital maths planners, aligned in format with existing literacy planners, have been created and trialled to support consistency in planning. Feedback from the trial informed tweaks and the planners are now ready to be rolled out across the whole school in August.*

**Priority 3** - 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 Antibullying policy and focus on our approach to being a Rights Respecting Schools within the classroom and playground.

- *All staff participated in PPRUDB training in August, as well as training focused on our own school specific policy - Ready, Respectful, Safe. The policy was reviewed in December with slight amendments made based on feedback from staff. Qualitative feedback from learners and parents suggests that the new implementation of the new policy has overall been positive:*
- *'We like that the rules are simple and we see a difference around the school. Children listen better and are quicker to show they are ready. It feels like a happy place. We really like the recognition board and getting to see ourselves enjoy Hot Chocolate Friday.'* (Primary 3 learners)
- *'My children talk about being "Ready to Learn" at home, they enjoy their class charts and often discuss why they have moved and feel a sense of achievement from this. Hot chocolate Friday is a huge hit and I think it is great that children are able to discuss why they have been chosen to receive this reward and like to say when their friends have had this and star of the week.'* (Parent/Carer Feedback)
- *'Much prefer the new behaviour policy - more opportunities for recognition of children's positive behaviour.'* (Parent/Carer Feedback).
- *'A lot more dignified approach to managing behaviour and a good whole school approach.'* (School Support Assistant Feedback)
- *Barnardos Invisible Backpack CLPL sessions were delivered to all staff.*
- *The school successfully completed the Bronze Level Rights Respecting Schools Award (RRSA) pathway and achieved Bronze accreditation in March 2025. This followed a period of focused development, including a whole-school Children's Day event in November 2024 to raise awareness of children's rights. The P7 RRSA committee led ongoing engagement through a Google Site and introduced a 'Right of the Month' calendar to embed rights-based learning across the school, shared at whole school assemblies.*

**Priority 4 -** 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.

- Sustainability was a focus during the 2024-25 session and is now incorporated into our school aims following a review of our Vision, Values and Aims in January 2025.
- All learners participated in Sustainable Learning focuses in September 2024 during Sustainability Week. Feedback from the week was very positive and showed an understanding of the need to maintain a focus on the importance of sustainability:
- 'We feel we have a good understanding of our Global Goals and can talk about ways to make our world more sustainable.' (Primary 3 learners)
- 'Primary 6 like that they can learn about what happens in the world and what we can do to help work towards the goals. Some don't really understand the goals and want to learn more.' (Primary 6 learners)

#### Next Steps:

- *Writing policy to be launched in August. L,T,A of writing will be built on further through IOW next year.*
- *Continue the Working Party for reading and phonics to sustain the development of SSP in P1 and P2, and start to introduce this into P3.*
- *Tailor the policy for L,T,A for reading and phonics.*
- *Resource P3 to start in session 2025/2026.*
- *Reflective Reading - develop this across the school.*
- *Introduction of Fluid Maths Groupings from P3 upwards to all learners.*
- *Numeracy and Maths policy to be shared with new staff members to promote consistency.*
- *Introduction of new maths planners at August INSET days to be used for forward planning this session.*
- *RRSA - Continue current progress and use the Silver Action Plan to deepen understanding of rights, increase pupil leadership, and progress towards the Silver RRSA.*
- *Anti-bullying policy to be launched early into new session.*

*\*\*See overview on next page for School Improvement Plan focuses for next session\*\**

# KINDNESS HAPPY INCLUDED CARING RESPONSIBLE



## BOTHWELL PRIMARY SCHOOL - ESTABLISHMENT IMPROVEMENT PLAN (DRAFT) - 2025-26

### Priority 1 - Literacy - LTA of Reading (P1-3) and Writing

#### PROPOSED OPERATIONAL ACTIVITY

- Introduce revised policy for reading policy for learning, teaching and assessment for P1&2 (August) and P3 (January 26).
- All staff to participate in Reflective Reading CLPL.
- To begin to revise policy for learning, teaching and assessment of reading for Primary 4 - 7.
- All teaching staff to participate in Improving Our Writing (IOW) - this is dependent on whether we are allocated a place from SLC.

### Priority 2 - Numeracy and Maths - Fluid Maths Groupings at First Level and beyond

#### PROPOSED OPERATIONAL ACTIVITY

- Introduce Fluid Maths Pedagogy at first level, starting with Primary 4, phasing down to Primary 3 and then Primary 2 over the course of the year.

### Priority 3 - Health and Wellbeing - Emotion Works and Anti Racist Education (year 1)

#### PROPOSED OPERATIONAL ACTIVITY - EM

- Staff to be trained in the use of Emotion Works.
- Emotion Works programme to be introduced at all stages (perhaps February onwards to link with Children's Mental Health Week (Feb 26).

#### PROPOSED OPERATIONAL ACTIVITY - AR

- All Staff to participate in Introduction to Racial Literacy Training.
- Staff to participate in an Anti-Racism journey.
- Begin to develop Anti-Racism policy

### Maintenance

#### PROPOSED OPERATIONAL ACTIVITY

Work towards Rights Respecting Schools Silver Award.  
Work towards Silver Reading Schools Accreditation.

### Priority 4 - Digital Technology

#### PROPOSED OPERATIONAL ACTIVITY

- To review Guidance on Mobile Phones in Scotland's Schools Policy with reference to our school's procedures.
- To begin to review Digital Learning Practice and Pedagogy across the school community.



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**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



#### **MAINTENANCE -**

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

**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

