



Bothwell Primary School

Context of the school:

Our School:

<http://bothwellps.schoolwebsite.scot/>

Bothwell Primary is a non-denominational primary school, situated in the village of Bothwell. The secondary school for our school is Uddingston Grammar School. The associated church of the school is Bothwell Parish Church. Our school currently caters for children from Nursery to Primary 7. Our nursery is a temporary addition to the school. We have 12 primary classes and 2 nursery playrooms. The current roll is 335 in the school and 40 in our nursery. We have a staffing allocation in line with National and Council policy which consists of 1 Head Teacher, 1 Depute Head Teacher, we have 2 teachers fulfilling the PT role and 17 class teachers. There are also 10 support assistants plus their Team Leader and a nursery staff which comprises of 1 Team Leader and 7 Early years Practitioners. At Bothwell Primary we welcome community involvement in the school. 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 are very aware of the need to reduce our paper and photocopying costs whilst ensuring that all stakeholders feel informed and involved in the life of the school. Implementing Covid-19 guidelines further strengthened our Eco approach, by all communications where possible, now being done electronically via email or our school app. However, account is taken of families unable to access the internet and their needs are met in other ways.

Our Pupil Equity Funding (PEF), has enabled us to support and enhance the learning of our identified children through additional staffing and resources. Our Scottish Government additional funding has furthered this by enabling staff to dedicate time to those children who, perhaps due to lockdown, are not quite on track, in order to close the gap.

We encourage a good work ethic and pride in the school. Our parents and carers support our pupils in their school experience, by working in partnership with the school through the combined PTA and parent council, to organise fundraising events and fun activities for the children. We have a great pride in our school uniform and our parents and carers support us by ensuring most children arrive at school with the appropriate clothing. Again, in order to promote equity, the school can provide uniform to families where appropriate, and in line with current financial constraints, no pressure is put on children to be in school uniform.

We in Bothwell Primary aim to:

- Foster a compassionate and caring ethos, through nurturing approaches and ensuring equity, in an inclusive, diverse, learning culture.
- Implement creative high-quality learning and teaching, which is responsive and relevant, to the children's interests, the community and the wider world.
- Embed skills for learning, life and work through experiences which further develop partnerships, independence, strategic thinking and resilience.

Our Values:

Sensible
Mature
Ambitious
Respectful
Trustworthy
Eco-Friendly
Responsible

SMARTER

Today's SMARTER learners, tomorrow's
SMARTER leaders!





Key Successes, Challenges and Achievement for Session 22-23

Key Successes

- ACEL data shows that we have raised overall attainment levels in literacy and numeracy.
- Play based pedagogy implemented in Primary 1 and 2.
- Nurture provision increased and a noticeable impact has been observed for most pupils.
- Continued to engage positively in families, strengthening relationships.
- Specialist sport training from PB funding has had a positive impact on health and wellbeing across the school.

Challenges

- Punctuation and attendance of some pupils has had to be closely monitored.
- Attainment gap in writing has widened.
- Mental health of pupils and staff has had an impact on pupil learning and school life.
- Returning to 'normal' life post Covid-19, has been a challenge, the time factor proving to be the biggest.

Achievements

- Nursery Care Commission visit and feedback: QI 1.1: Nurturing care and support (5) = VG 1.3: Play and learning (4) = G, 2.2: How good is our setting? Children experience high quality facilities (4) = G, 3.1: How good is our leadership? QA and improvement are well led (5) = VG, 4: How good is our staff team? Staff deployment (4) = G
- Pupils participated in a number of sporting events including athletics, football, netball and hockey.
- Increase in extra-curricular activities. 13 lunchtime and after-school clubs offered across the session, with at least one club per stage being offered.
- Whole school Beat Buddies end of term performances.

School priority 1: Continuity of Learning

NIF Priority (select from drop down menus)
 Improvement in attainment, particularly in literacy and numeracy.
NIF Driver
 Curriculum and assessment
 Performance information

HGIOS?4 QIs (select from drop down menus)
 2.2 Curriculum
 2.3 Learning, teaching and assessment
 3.2 Raising attainment and achievement

Strategy

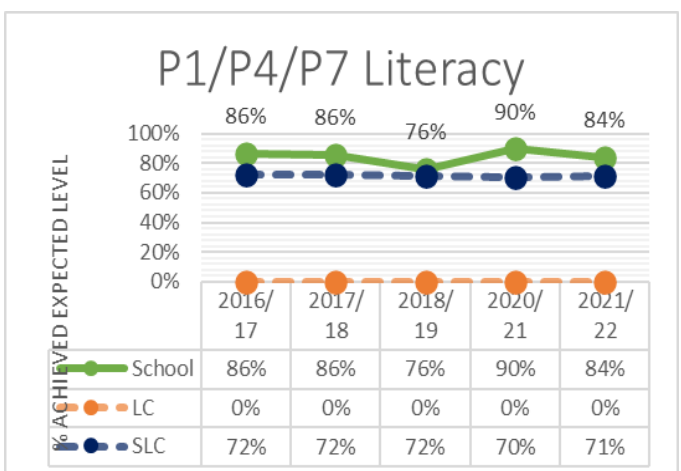
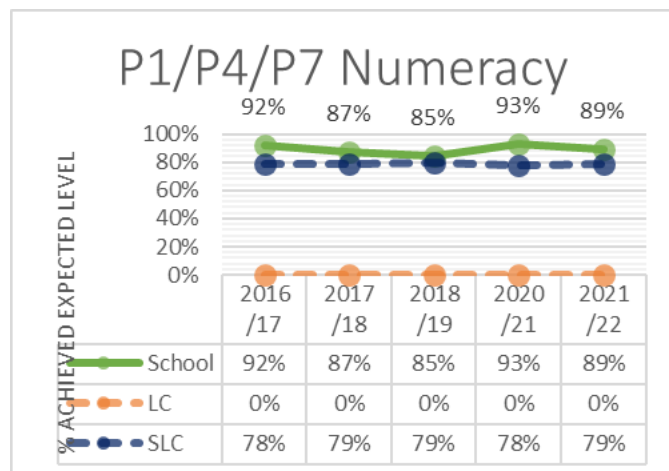
What did we set out to do?

- Raise attainment in maths and literacy.
 - Increase staff confidence in teaching maths and numeracy and writing, and in using the Benchmarks.
 - Introduce Maths Recovery and other training to improve numeracy and mental maths skills. Provide CLPL to reinforce good practice in writing e.g. Big Writing.
 - Create holistic approaches to teaching maths and numeracy through STEM and assessments.
 - Ensure teachers take views and interests of pupils into account in order to encourage engagement and also provide opportunities for pupil voice.
 - Resource our equipment and programmes for maths and numeracy and literacy successfully.
 - Ensure tracking and monitoring meetings focus on data and class teachers are able to interrogate data diagnostically in order to “close the gap”, ensure needs are being met and potential maximised.
 - Share good practice.
- Engage our learners through creative learning and teaching.
 - Identify needs of learners and allocate appropriate levels support and challenge.
 - Provide further support through Scottish Government funded team-teaching experiences.
 - Further develop a range of learning and teaching strategies to ensure pupils experience interesting and engaging learning opportunities e.g. outdoors, digital technologies, play, questioning and AifL.
 - Encourage pupils to take ownership of their own learning.
 - Equip our P1 and P2 classes with the skills and resources they need to embed play-based learning.
 - Continue to develop ICT skills and digital technologies, ensuring all pupils are equipped with the resources they need to learn.
 - Utilise our staff effectively, based on the needs of our pupils.
 - Use all data to review and plan next steps.

Progress and Impact

What difference did we see? What did we achieve?

- At P1, 4 and 7 the data for progress in literacy and numeracy data is below. We are currently above SLC average.



- Our surveys show that staff confidence in teaching maths and numeracy and writing has increased due to relevant CLPL and reinforcing good practice. This is also due to a number of new resources and programmes which have enabled us to ensure we are supporting and challenging pupils appropriately.
- We have shared good practice, taking account of staff skills and expertise.

Next Step(s) to inform SIP for 2023/2024:

- Audit our current maths and writing progressive pathways in line with Benchmarks.
- Maths Recovery to be cascaded to other staff.
- New resources and programmes to be implemented successfully.
- CLPL opportunities to develop learning and teaching in numeracy, learning and teaching, literacy and assessments.
- De-clutter calendar to ensure quality numeracy focuses across the session.
- Continue to focus on interrogating data to appropriately support and challenge.
- Draft and pilot whole school writing policy.
- Further develop effective LI and SC in order to increase attainment, particularly for those pupils in SIMD 1 and 2.
- Ensure that feedback is relevant and purposeful; learners have an understanding of their progress and their next steps in order to improve.

Review of progress for session Aug 2022- June 2023

School priority 2: Promote the positive health and wellbeing of children & young people, parents/carers and staff

NIF Priority (select from drop down menus)

Improvement in children and young people's health and wellbeing

NIF Driver

School and ELC improvement

Assessment of children's progress

HGIOS?4 QIs (select from drop down menus)

3.1 Ensuring wellbeing, equality and inclusion

1.4 Leadership and management of staff

2.7 Partnerships

Strategy**What did we set out to do?**

- Begin the session with a strong transition to ensure staff are aware of needs within their new class.
- Assess wellbeing across the school in order to identify barriers for any pupils and staff.
- Use Boxall profiling to assess and plan to meet the needs of targeted pupils.
- Support staff with their mental and emotional health needs through CLPL and other appropriate means.
- Introduce programmes, resources and workshops to raise awareness of importance of good mental health.
- Ensure staff and parents are aware of and complying with the New Nutritional Standards for Primary Schools.
- Raise awareness of Pupil Voice and Parent Voice and ensure we are promoting both.

Progress and Impact

What difference did we see? What did we achieve?

A strong transition was implemented to ensure all class teachers were familiar with the needs of their new pupils. This will be factored into the end of the current session to continue.



Next Step(s) to inform SIP for 2023/2024:

- Develop and implement learning pathways in Expressive Arts as a vehicle to promote positive mental health and reduce stress and anxiety.
- Further develop the above to ensure we meet the health and wellbeing needs of all stakeholders and provide support, where necessary.

National priority: How we are ensuring Excellence and Equity?

Strategy

(Brief commentary on context and identified barriers to learning which affect progress and attainment, key interventions undertaken)

In Bothwell Primary School, 13.8% of our pupils across the full school are SIMD 1 & 2 & FSM. The majority of our pupils are in deciles 8-10 (61.9%) and deciles 3-5 (32.6%), with 2.3% of pupils in SIMD 1 or 2. For free school meals, 12.01% of pupils across the full school are in receipt of these, 11.3% of these being in P6/7 cohort. 14% of our pupils are entitled to receive a clothing grant.

This year's P1, 4 and 7 stages have 25 pupils who are SIMD 1 & 2 & FSM, which is over 50% of all pupils in the school who are entitled to benefit from equity funding and support.

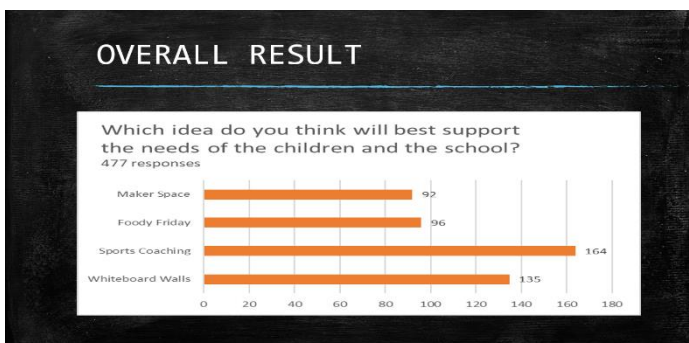
In order to meet the needs of our learners who are affected by the poverty-related attainment gap, we put a number of measures in place this session.

- Attendance and punctuality:
 - Monitor attendance and punctuality closely and provide feedback and support to families, where appropriate.
- PEF:
 - Include a committee of stakeholders when planning for our participatory budgeting spend, ensuring that planned spend meets our equitable needs.
- Health and wellbeing:
 - Continue to provide nurture-based intervention to targeted pupils across the school session.
 - Provide relevant CLPL for nurture to ensure staff are able to assess and support targeted pupils in their class.
 - Develop positive mental health in our learners and staff to ensure all are ready to learn and teach.
- Raising attainment:
 - Equity Lead to support and reinforce the work being done within Priority 1: Continuity of learning.
- Cost of the School Day:
 - Encourage parental engagement to ensure families can provide support to learners at home.
 - Action our carry forwards from the previous session which could not be carried out due to Covid-19.

Progress and Impact

What difference did we see? What did we achieve?

- Attendance and punctuality figures have increased for targeted pupils due to close monitoring and stronger relationships being built between the school and families.
- PEF: Participatory Budgeting – our overall vote was for specialised sports coaching which we organised and undertook a block of football from Rangers Football Club. This was a huge success and involved all pupils!



- Nurture CLPL has raised awareness of nurturing principles and Boxall profiling. This will continue to be embedded next session. All pupils who have received nurture-based intervention this session (26) have improved wellbeing and their barriers to learning have been significantly reduced, with some pupils (5) being back in their mainstream class full time by the end of the session.

- Music Intervention:

We've developed our music skills and confidence through Beat Buddies sessions. They have been so much fun!



- Cost of the School Day:

- ✓ Recycle Rail
- ✓ Outdoor Clothing audit carried out and items purchased
- ✓ Clubs offered to all (to suit targeted pupils where possible)
- ✓ "Challenge Poverty" Week introduced and will be in next session's calendar

Next Step(s) to inform SIP/PEF Plan for 2023/2024:

- Through relevant CLPL, further develop staff knowledge and skills in relation to supporting pupils who require additional interventions, such as nurture-based intervention or other health and wellbeing supports: Boxall Profiling, attachment, emotion coaching, GWMP wellbeing assessment.
- Develop a whole school cycle of wellbeing.
- Health Promoting School: Nutritional Standards' School Policy to be shared and piloted.
- All staff trained to be trained in CPR and First Aid.
- Increase opportunities to celebrate diversity and challenge discrimination.
- Further promote the UNCRC.