

Seafield Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Cousland Terrace, Seafield

ABOUT OUR SCHOOL

Seafield Primary School, situated in the village of Seafield, is a non-denominational school which caters for Nursery to Primary 7 children. Seafield Primary School is in the Deans Cluster and most of our children move on to Deans Community High School. Session 22/23 we had 99 children in the school and 28 children in our nursery.

Our unique vision and values for our school underpins the work we do in our school and community. They change and evolve over time to respond to the changing needs of our learning community.



Be Ambitious
Be Respectful
Be Responsible

Be Kind
Be Resilient

Working together to nurture and inspire our whole community to be the best we can be

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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. Primary To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcomes for session 22/23 were:</p> <p>Children's learning experiences are improved through continued consistency of learning and teaching approaches within literacy and numeracy</p> <p>NIF Drivers: <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>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Second level learners adopted “Guided Reader” approach under guidance of literacy pedagogy officer. This approach ensured that learners had access to a balanced diet of reading activities across the week which encompassed decoding activities, comprehension activities, fluency and phrasing activities • P3/4 to P7 learners benefited from engaging with Giglets online reading resource to access a wide range of texts and to develop skills in answering literal and evaluative questions • Staff participated in cluster reading moderation activities. This supported staff to ensure shared standards across the school and cluster and supported professional judgements around the CfE (Curriculum for Excellence) levels of pupils within the area of reading • Staff participated in school writing moderation. Staff used progression pathways and benchmarks to validate professional judgement. This also provided opportunity for discussion around shared standards and expectations across the school • Staff engaged with new West Lothian Numeracy progression pathways. This supported staff with effective planning for learning • Number Talks were a consistent feature in all classes. Number Talks were a focus for a family learning breakfast where we shared the purpose of Number Talks and some activities with parents/carers <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners at second level have experienced greater consistency in reading experiences and have been able to articulate this in discussions with class teachers • Staff have greater confidence in moderation across literacy and have a clearer understanding of what achievement at each CfE level looks like • Planning for learning in numeracy is more focused through use of West Lothian pathways and the implementation of a range of resources and activity ideas • Learners are becoming more confident in being able to share strategies in mental agility through regular Number Talks activities
<p>ELC Our measurable outcome for session 2022/23 was to ensure:</p> <p>Children's learning experiences in the key aspects of literacy are improved through specific early language and communication activities; and through a focus on mathematics key aspects of learning</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Staff took part in “Box Clever” training and have made plans to implement this as part of regular activities • Groups of children took part in “Teaching Children to Listen” activities • Staff team have developed greater awareness in using ELC trackers to impact on planning experiences for children <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff observations indicate that some children who took part in “Teaching Children to Listen” were now showing an understanding of how to be a good listener
<p>2. Primary</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £28,175 of Pupil Equity Funding (PEF)

<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcomes for session 22/23 were:</p> <p>Learners will be supported through interventions in literacy, numeracy and health and wellbeing</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 type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. • 7 priorities were planned and 28% of these priorities were fully achieved with 44% making good or better progress (28% moderate progress) • PEF was used effectively to recruit additional staff to support literacy interventions across second level and support the needs of identified learners • A group of targeted learners participated in Kids Gone Wild sessions to support health and wellbeing • Our cluster also funded a literacy pedagogy officer, and this helped to ensure consistency of approaches across our school <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • All learners benefited from consistent approaches to literacy • Second level learners experienced consistency of pedagogy in reading • P7 learners actively engaged in a transition project with staff from DCHS which focused on reciprocal reading strategies and critical essay writing, supporting smooth transition from primary to secondary • Support for learning teacher trained in using 4 Lens approach. This was used as part of a small group intervention and allowed staff to accurately identify how best to support the learners involved. • Identified pupils across P2 and P3 increased their knowledge of sounds, blends and the number of Fry's words they could read and write • Identified learners across P5 – P7 demonstrated an increase in 2 core writing targets • Identified learners showed an increase in self-reporting across respected, responsible and included indicators • Staff and parents reported improvement of ability to self-regulate in learners who participated in targeted programmes
<p>ELC</p> <p>Our measurable outcome for session 2022/23 was to ensure: Families will be supported to foster a love of reading and encourage the sharing of stories at home</p>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Big Bedtime read has become a well-established feature of the ELC. This is organised by pupil support and all children can choose from a selection of books to take home. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Feedback from parents who completed the questionnaires included in Big Bedtime read packs indicate that this is having a positive impact on creating a culture and love of reading • Children in the ELC are showing a greater interest in reading and choosing books throughout their sessions as well as being particularly excited to choose books to take home, fostering an ethos which recognises the importance of reading for pleasure.

<p>3. Primary</p>	<p>We have made good progress. What did we do?</p>
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<p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcomes for session 22/23 were:</p> <p>Children's rights and the UNCRC (United Nations Convention on the Rights of the Child) are fully embedded within our learning community</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"> • Refreshed children's awareness and understanding of the rights of the child • Audited our current practice in delivering children's rights and produced an action plan to address any areas which were evaluated as "red" • Staff took part in trauma informed practice training and an area of future focus was identified • Parental Health and Wellbeing event was organised to provide parents with strategies to support mental and emotional wellbeing of young people <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have an improved awareness of key rights, particularly those which they should experience when at school • Bronze RRS award obtained with silver action plan being created. Learners are able to discuss the rights of the child and those in the RRS steering group are keen to take this forward • All teaching staff are more aware of the importance of trauma informed practice within the school community. This impacts positively on learners as staff have increased knowledge of how to support dysregulated learners and the possible reasons behind the distressed or heightened behaviour.
<p>ELC</p> <p>Our measurable outcome for session 2022/23 was to ensure:</p> <p>Learners become more familiar with wellbeing indicators and aware of children's rights</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The Wellbeing Indicators (SHANARRI) were named by the children and matched to the symbols in "My Creative Journey" • Staff are beginning to use the character symbols and names within the setting and children are demonstrating increased ability to talk about the wellbeing indicators and what they mean • Staff are making use of stickers to raise the profile of wellbeing indicators with learners, this now needs to be fully embedded • Staff attended ELC Network sessions around UNCRC, increasing their awareness of the importance of children's rights • As part of distributive leadership, EYP has started to introduce UNCRC into the setting and this will be built upon in session 23/24 <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff observations show that learners can recall why they have been given a SHANARRI sticker and know what most of the wellbeing indicators mean • Children are able to talk a little about having rights and would now benefit from further support to be able to state what their rights are
<p>4. Primary</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcomes for session 22/23 were:</p> <p>Learners will continue to engage in STEM activities, ensuring</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff took part in cluster working with RAISE officer to plan and deliver engaging STEM lessons. Staff were then able to feed back with teachers working in the same CfE levels and discuss what went well and next steps • Staff effectively engaged with Teacher Assessment in Primary Science (TAPS) resource to support assessment across STEM subjects • We had a whole school "World of Work" week where learners developed their understanding of the different jobs which exist, and the meta-skills involved in a range of occupations. This culminated in class visits to P1 – P3 from partners who work in jobs linked to

<p>greater coverage of the technology experiences and outcomes Learners will develop an awareness of the World of Work and will be introduced to profiling to link skills for learning, life and work</p> <p>NIF Driver(s): <input 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>	<p>“People Who Help us” and P4 – P7 taking part in a careers fayre event where they learned about 10 different jobs from a range of career sectors.</p> <ul style="list-style-type: none"> • Senior Leadership Team linked with digital team to explore a range of profiling options for P4 – P7 <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff feedback via Microsoft forms indicated increased confidence in planning for STEM and how this could link in with classroom learning already taking place. Learners are now benefitting from this joined up approach, ensuring coverage across a range of curricular areas • Staff feedback via Microsoft forms indicated that staff felt that they now had an assessment approach for STEM to embed within planning • ‘World of Work’ feedback showed that learners were more aware of the different skills required for work and some learners were able to see the link between skills for learning, life and work • Profiling toolkit created for use with learners in session 23-24 will support learners to discuss and set learning targets alongside selecting latest and best work to share
<p>ELC Our measurable outcomes for session 2022/23 were to ensure: Community links were strengthened Learners have quality outdoor learning experiences, both within the grounds of our setting and beyond STEM provocations will be explored</p>	<p>We have made satisfactory progress. What did we do?</p> <ul style="list-style-type: none"> • We took part in sessions in partnership with West Lothian College which saw learners from our AM session visit the outdoor classroom at WLC. These sessions were inclusive and were tailored to meet the needs of all children • Our PM cohort had a session with Kids Gone Wild to learn more about nature • Practitioners have started to implement STEM provocations within the playroom and will continue to embed to ensure a consistent approach which allows all children to engage with learning across the STEM subjects <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Practitioners have built confidence in leading outdoor learning and children will take part in regular outdoor learning excursions next session, accessing the many benefits from outdoor play in learning in terms of health and wellbeing, and physical and cognitive development. • Floor book entries show the positive experiences that the children took part in through working in partnership with West Lothian College • Staff observed that children were engaged in STEM provocations and this interest will be further explored and extended next session.

The school’s attendance rate for session 22/23 was 92.06% with an exclusion rate of 0%. Attendance across the school is in line with West Lothian Council average. Consistent application of West Lothian Council Attendance at School Policy and robust monitoring procedures ensures prompt measures are implemented. The Head Teacher monitors pupil attendance monthly and works in partnership with parents/carers and Inclusion and Support Service to overcome any barriers to attendance. Following conversations with parents/carers and offers of support, attendance increases for many children.

Seafield Primary School is committed to partnership working with parents. In Session 22/23 we invited parents/carers into school for class assemblies, family welcome breakfasts, family

learning breakfasts and sharing our learning sessions which took place in November and May. These sessions were well attended, particularly the family breakfasts. Parents commented positively about these events, enjoying the opportunity to be in school learning alongside their child/children. Alongside these activities, in person parental consultations took place in October and March. Sports Days and Leavers celebrations were also held for school and ELC children.

Our consistent implementation of the GIRFEC (Getting it Right for Every child) framework ensures learners needs are regularly supported and reviewed. Working closely with our families and following the West Lothian Positive Relationships Policy ensures timely interventions and supports are implemented for our learners. Opportunities to obtain feedback from parents are regularly sought at events and offered through use of tools such as Microsoft forms. We consulted and asked our parents for feedback to support the development of our anti-bullying statement and positive relationships blueprint.

In our ELC, we introduced a “Nursery Natter” on a bi-monthly basis to provide parents and carers with opportunities to share their views on the work of the setting. We also welcomed parents in to join us for Stay and Play sessions and were delighted when we were able to have parents in the setting daily again.

There is no current Parent Council in school, however the school would like to prioritise rebuilding a parent council through the development of a partnership strategy.

Our Wider Achievements this year have been:

- Successful residential experience for P6 and P7 pupils
- Links with the Seafield Gala Day committee and with the Community Centre Education committee were strengthened
- Whole class assemblies for parents/carers were organised
- Family Welcome breakfasts were held in September which were very popular
- Family Learning breakfasts were held in March and parents and carers had the opportunity to learn more about teaching in numeracy
- Milkshake Monday celebrations held each week for learners who display our school values
- Our brass ensemble performed for younger pupils and for parents/carers at our P7 Leavers Event in June
- P6 and P7 engaged with Mr Christie from DCHS music department, and some learners participated in the Christmas concert in the high school
- Artwork produced by our pupils for the King’s Coronation was displayed in Seafield Bowling Club to decorate the club for the celebrations of this event
- Our P5 – P7 learners held a Burns Event for members of the local Senior Citizens group, which was very well received, and links have been established with the organisation
- Our buddying programme for learners in P1 and P7 continued to flourish. P6 learners began visiting children in the ELC to build relationships across the year
- We offered a wide range of after school clubs which had varying attendance
- Our ELC to P1 transition was built up gradually over the final term, carefully planned to put our children at the centre and ensured a smooth programme which met the needs of the children
- P7 to S1 transition hybrid model of online and in-person activities supported our learners to feel less anxious when visiting Deans Community High School (DCHS)
- Mini Health and Wellbeing Champs worked with staff on a range of health and wellbeing activities. Our Family Champs also began to link in with Staff Champs and organised a successful uniform swap
- Successful Health Week was organised by Staff Health and Wellbeing Champions which involved activities for all learners

- A whole school “World of Work Week” was organised and culminated in a P5 – P7 Careers Fayre and class visits from “People who Help us” for P1 – P4
- We raised money for Children in Need through Pennies for Pudsey and wearing yellow. Our “Seafield Scares Hunger” event fully stocked our Kindness cupboard.
- We celebrated World Book Day and almost all pupils created a potato book character after being provided with potatoes to encourage participation and remove barriers
- Two teams of P6 pupils took part in the Euro Quiz, where they brilliantly represented our school

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

How good is our Early Learning and Childcare? The quality indicators* evidence that:

1.3 Leadership of change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children’s progress	Good

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)