

St Mary's Primary School and Nursery Class



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

St. Mary's Primary School and Nursery Class
Whitburn Road
Bathgate
EH48 2RD

ABOUT OUR SCHOOL

St. Mary's R.C. Primary School is a large denominational school serving the community of Bathgate. The school roll is currently 337 pupils arranged in 14 classes and a nurture class. In addition to this there is a nursery class which opened in April 2021 and is housed in a separate building within the school's grounds. The nursery has capacity to provide a care service to a maximum of 65 children, with no more than 10 aged 2-3 years old, full day Monday – Thursday during term time, to support the Scottish Government requirement of 1140 hours of early learning and childcare provision. Currently we have 61 children enrolled in the nursery class. The school and nursery enrolls pupils from a wide catchment area and our Pupil Equity Funding in session 2023/24 amounted to £76,680.

The school is staffed by a Head Teacher, Depute Head Teacher, Principal Teacher, 19 Teachers (full and part time) and 1 full time Support for Learning Coordinator. Non Class Contact Time (NCCT) is currently delivered using 3 of these staff members who develop learning and teaching within various areas of the curriculum. There are currently 10 Pupil Support Workers deployed across the school to support children with identified learning needs and to support whole school working. The nursery is staffed by 2 Early Years Officers, 7 Early Years Practitioners and 1.5 Pupil Support Workers. There is an Administrative Assistant and a Clerical Assistant.

The school works in partnership with St. Kentigern's Academy and cluster primary schools as well as the Parish of St. Mary's and St. Columba's, the Parent Council, PTA and wider parent forum. St. Mary's has a very good reputation within the local community and enjoys strong links with a number of local organisations. These partnerships strengthen our collaborative working and capacity for improvement.

The school vision, values and aims statement was revised and updated in session 2021-22, in consultation with pupils, parents, partners and staff. Our vision, values and aims continue to underpin the life and work of the school, they display our commitment to Gospel values and continuous improvement in all areas. A key driver for improvement has been the continuous development of Health and Wellbeing and the promotion of a trauma informed, supportive, inclusive environment which promotes excellence and equity. Staff work collaboratively with parents and partners and are committed to continuous improvement in order to maintain high standards of care, welfare and learning for all our children and families. The school also runs a successful breakfast club which is well attended by the children.

Our stakeholders are involved in self-evaluation to identify our priorities for improvement. The continuous development of learning, teaching and assessment, as well as teacher professionalism, ensures these priorities progress. Analysis of data provides further evidence to develop our curriculum in line with Curriculum for Excellence and guide our strategy to raise attainment for all, in particular those who may experience disadvantage through child poverty or for other reasons.

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 2023/24 and what the impact has been. Our next steps, identified in our School Improvement Plan, will continue to address these priorities in session 2024/25.

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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was:</p> <p>All learners receive consistent, high quality learning experiences which offer suitable challenge, differentiation and pace across literacy (in particular), and are underpinned by effective assessment approaches</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 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Worked collaboratively with Literacy Pedagogy Officer to improve literacy, in particular: writing across 4 contexts for learning, stamina for writing • In writing, judgement of achievement of a level has been supported by the school model of moderation of planning, learning, teaching and assessment against benchmarks and WL pathways • Worked collaboratively as a whole school around the Connected Quality Improvement Cycle in literacy to strengthen professional judgement and capacity to set personalised next steps in learning • Increased staff understanding, ownership and depth of knowledge of the attainment profile of the school through a tiered data dialogue model • CLPL for all staff to improve listening and talking experiences for children and ensure writing genres are specifically linked to learning and teaching activities across literacy through the use of a core resource (PM Oral Literacy) • Introduced Literacy Hour in P1, using literacy rotations and differentiated tasks (Julie Fisher model), with a focus on active learning to improve writing outcomes • More robust tracking and monitoring of perfect presentation, spelling progression and core targets within writing • Introduced new phonics programme to Primary 2 • Curriculum guidance for literacy was developed collaboratively with staff • Numeracy draft guidance was developed by numeracy lead, informed by enhanced professional learning opportunities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • As a result of the introduction of our P1 Literacy Hour and enhanced level of support writing attainment has increased by 13 percentage points in comparison to last year • In P2 and P7, extended opportunities for dictation exercises increased achievement of core targets • VSE reported emerging consistencies in writing and good progression of learning evident, particularly in writing • All our pupils in Primary 1 attained the expected level in listening and talking and numeracy. Almost all are attaining the expected level in reading (94%). Most attained the expected level in writing (78%) • Almost all our Primary 4 pupils attained the expected level in reading (91%) and listening and talking (97%). Most attained the expected level in writing (85%) and numeracy (85%) • Most of our Primary 7 pupils attained the expected level in reading (92%) and talking and listening (90%). Most attained the expected level in numeracy (86%) and writing (78%)
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Further developed the range of adult supported and child-initiated experiences we provide to support our children to develop early language skills and mathematical thinking, e.g. numeracy / maths

	<p>sacks, number line activities, syllable activities, Word Boost wow words and story sequencing</p> <ul style="list-style-type: none"> • Further developed our language rich environment to include more mark-making activities with a variety of materials throughout the nursery / outdoors and opportunities to discuss learning on a daily basis • Further developed strategies and activities which support children in their language development, e.g. problem solving activities and visual timetables • Consultative planning approaches continued to be developed which allow practitioners to plan for progression whilst responding to children’s needs and interests. Staff have undertaken staff development to ensure that planned learning informs observations <p>Evidence indicates the impact is:</p> <p>VSE findings noted:</p> <ul style="list-style-type: none"> • Skilled questioning and dialogue engaged and deepened children’s thinking, sustaining their interest • Consultative planning approaches are evidenced through use of daily plans, mind maps and floor books • Most children are making good progress in communication and language and can talk confidently about their experiences with adults and other children • The indoor and outdoor environments offer a range of opportunities for children to develop language, vocabulary, numeracy and maths skills <p>Our WLC trackers indicate the following:</p> <p>In literacy, most of our pre-school children can</p> <ul style="list-style-type: none"> • recognise their name and some letters / words • talk clearly and use grammar correctly • listen to others and take turns to talk • understand and use an increasing vocabulary • recall and retell stories in sequence • introduce a storyline into their play • mark make, displaying increasing detail and express meaning related to this <p>In numeracy and maths, most of our pre-school children can</p> <ul style="list-style-type: none"> • understand the language of time • copy and complete a complex pattern • understand positional language • match and sort objects • use the language of measurement
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was:</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £76,680 of Pupil Equity Funding (PEF) • The 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 • 16 priorities were planned to tackle the attainment gap and make improvements within: HWB, literacy, attendance and cost of the school day • PEF was used effectively to: <ul style="list-style-type: none"> - Fund two additional Pupil Support Workers to help support the needs of identified learners

<p>Ensure every child has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap</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"> - Employ a Family Link Worker who supported children and families - Recruit a Literacy Pedagogy Officer to lead staff development in literacy approaches and interventions <ul style="list-style-type: none"> • Interventions / supports this year focused on: <ul style="list-style-type: none"> - Supporting the wellbeing of pupils - Addressing gaps in Literacy and Numeracy through specific interventions - Increasing attendance - Improving participation in after school clubs <p>Examples include: small group setting for P1-3; Toe by Toe spelling programme; 5 minute boxes in literacy and numeracy; Rapid Reading; key words/phonic support; after school clubs informed by pupil voice; themed coffee mornings for parents / carers informed by their needs</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • 88% of PEF interventions were either fully achieved or we made good progress. • Due to universal and targeted interventions in HWB, literacy and numeracy, all our targeted pupils made progress throughout the year and there were significant improvements in some year groups <ul style="list-style-type: none"> - In reading, most of our targeted pupils are now on track - In writing, the majority of our targeted pupils are on track - Almost all our targeted pupils are on track in listening and talking - Most of our targeted pupils are on track in numeracy • The majority of the targeted learners from P2-7 have shown they can write with more technical accuracy and are mostly achieving 2-3 core writing targets • More than 70% of targeted learners across the school attended an after-school club within the school session • Almost all learners are making progress with their individual targets which were created based upon the Boxall Profile • All learners in the P2 targeted transcriptional writing skills group can write at least 2 sentences independently with at least 3 core targets consistently on track • Almost all of the targeted P1 group of learners know all initial sounds and the digraphs within our phonics programme • Almost all P1 Pupils know the appropriate reading programme words and the first 100 common words • Almost all of the targeted P1 learners are on track to achieve all of the early level reading/writing core targets • Targeted pupils have seen a raise in attendance by an average of 3% since January.
<p>ELC</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Continued to build strong relationships and encourage family engagement in nursery life as our nursery roll increased: new families were welcomed into the setting and new staff were introduced, in order to meet the needs of all • Kindness cupboard was supported by the 'Neighbourly' scheme and local supermarkets to provide day to day essentials for our families and promoted on our monthly Sway • Our school Family Link Worker supported identified families at key times in the year, e.g. Christmas and transition from Nursery – P1

	<ul style="list-style-type: none"> • Worked collaboratively with parents / carers and partner agencies to further improve supports and meet the needs of all our children through regular CPM and IEP meetings • Engaged in CAST process to ensure that children with ASNs are supported appropriately in their P1 journey <p>Evidence indicates the impact is:</p> <p>VSE findings noted:</p> <ul style="list-style-type: none"> • Almost all parents report very trusting relationships • Parents feel valued in the life of the ELC. They are offered opportunities to engage with and make contributions to learning via online learning journals. The ELC team work hard to engage with parents and families • Through distributed leadership roles, outcomes for children facing additional challenges are being improved • Practitioners know individual children and families well and have a good understanding of the socio-economic context <p>Care Inspectorate noted:</p> <ul style="list-style-type: none"> • The service had considered ways to offer individual support to families and developed a 'kindness cupboard'...this had been well used and was supported by local businesses <p>Partner feedback indicates:</p> <ul style="list-style-type: none"> • Strong relationships with partners improves outcomes for our children and their families
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to:</p> <p>Improve children's health and wellbeing through improved experiences and support systems</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 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our children's health and wellbeing continued to be our main priority and we support the wellbeing of our children in a number of ways including: <ul style="list-style-type: none"> - Universal approaches include: robust HWB curriculum; use of data and feedback to inform a bespoke HWB curriculum; whole school nurturing approach; One Trusted Adult approach; daily check ins using the Zones of Regulation; daily mindfulness activities; peer mediation; two hours quality Physical Education and Walk a Mile - Targeted approaches include: Piloting the Inclusion and Support Service model of Inclusion Support Planning through bespoke packages of support to meet the needs of all, informed by CPMs and strong partnerships with the Inclusion Support Service, Additional Support Needs team, Education Psychology Service and maximising links with other relevant partners/support agencies; provision of small group setting (Busy Bees); use of programmes such as Circle of Friends (to support friendships / inclusion); Kit Bag Groups (to support pupil self and co-regulation and increase emotional literacy); implementation of bespoke groups such as our Anti-anxiety group. Our Family Support Worker supports children and families in a variety ways and we plan supports informed by Child Planning Meetings (CPMs) and PEF planning systems. • Inclusion Support Plan (ISP) included: bespoke professional learning opportunities for staff; developing inclusive pedagogy; created / embedded use of appropriate resources; further reviewed Positive Relationships Policy
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- P6 and P7 children undertook the Scottish Schools Health and Wellbeing Improvement Research Network (SHINE) survey for the fifth year. Survey results were shared with pupils, staff and parents / carers and feedback continue to shape our HWB curriculum, as well as our Learning, Teaching and Assessment (LTA) guidance.
- HWB Staff / Mini / Family Champs developed and implemented HWB action plan in line with WLC action plan (to support pupil and staff HWB)
- Our Family HWB Champ wrote a blog for parents / carers, focussing on the topics of improving attendance, physical activity and the cost of the school day
- Increased P3-7 pupils' awareness of the impact of trauma and neurodiversity through the use of the programme LEANS
- Staff undertook professional development: Trauma Informed Practice, level 2
- HWB curriculum guidance created collaboratively with teaching staff to ensure shared understanding of policy and procedures, as well as learning, teaching and assessment in this area

Evidence indicates the impact is:

- Almost all children report feeling safe, healthy, active, included, achieving, responsible, respected and nurtured
- All staff and partners are proactive in their approach by ensuring early HWB interventions to improve outcomes for our children
- As a result of Choose it Tuesday, all pupil groups reported having an elevated mood and most pupil groups reported that it encouraged pupils to participate responsibly
- As a result of introducing 'Meta Time', most pupils said they have developed new skills and reported that they are learning in new ways. Almost all pupils said they now have more choice in learning and have increased their enjoyment of learning. Most pupils reported that the introduction of Meta Time has given them an incentive to follow our school rules
- Almost all P4-7 report having more choice in their learning
- Almost all P4-7 pupils report that changes made in curriculum have resulted in a positive impact on their mood at school
- Most P6-7 pupils now report liking school 'a lot or a bit', in comparison to the majority of pupils reporting this in 2023
- Almost all children involved in targeted Kit Bag intervention groups increased their confidence in talking about and understanding their emotions by 2 points (on a scale of 1-5)
- Most pupils reported feeling in the green zone after practising mindfulness
- Almost all targeted children in the Circle of Friends intervention increased their confidence in making and maintaining friendships by at least 1 point (on a scale of 1-5)
- All targeted pupils within the anti-anxiety group report having at least two more strategies to reduce their anxiety
- Validated Self Evaluation (VSE) visit found that inclusive language is used increasingly by children
- The Positive Relationships Policy is enhancing pupil motivation, staff confidence and overall safety across the school
- Pupil ethos survey indicated that most pupils report feeling safe at school

	<ul style="list-style-type: none"> • Parent ethos survey indicated that almost all parents feel that the school ensures their children are safe at school and treated fairly • Parent ethos survey indicated that almost all parents feel that the school deals well with bullying • Practitioners report feeling confident in implementing trauma informed approaches in their practice following Trauma Informed Practice 2 professional learning • Practitioners reported feeling confident supporting pupils with Additional Support Needs (ASN) following the ISP professional learning • Practitioners report feeling confident the use of Zones of Regulation.
ELC	<p>What did we do?</p> <ul style="list-style-type: none"> • Introduced new drop off / pick up system, designed to encourage parent / carer engagement and to ensure maximised opportunities to share information about their child's day • Lunch time transition routines were reviewed to help ensure we provide a positive, relaxing and enabling experience which meets the needs of all our children • Continued to develop our trauma informed approach, as well as our understanding of neurodiversity, to ensure an inclusive environment which promotes the wellbeing of all • Staff and children have continued to develop our outdoor area to include open-ended materials which promote curiosity and problem solving, as well as garden areas to develop understanding of how to care for living things • Re-set layout of nursery environment to create safe / quiet spaces for children with ASNs, therefore meeting the needs of all • Improved transition to nursery for new pupils by introducing new opportunity for parents and children to visit and experience the nursery environment before the summer, as well as earlier provision of our induction pack • Nursery – P1 transition experiences were also further improved through increased activities with buddies and opportunities to become more familiar with the school environment for play and PE sessions • Family Learning sessions focused on: age and stage appropriate play; numeracy and literacy activities and how to extend these learning experiences into the home environment • Stay and Play sessions were informed by parent views and focused on: Christmas arts and crafts; encouraging home and nursery links and transition to school <p>Evidence indicates the impact is:</p> <p>Care Inspectorate identified key strengths in this area:</p> <ul style="list-style-type: none"> • Staff supported children with warm and caring interactions, which helped them feel loved, safe and secure • Children benefited from free-flow access to the garden area supporting their overall wellbeing • The use of soft furnishings and neutral décor helped create a calming environment for children <p>VSE findings noted:</p> <ul style="list-style-type: none"> • Practitioners demonstrate a commitment to the value of outdoor learning ... to provide a range of experiences for children • Almost all children were settled and confident in the nursery and were observed demonstrating a good level of independence during play

	<ul style="list-style-type: none"> • Children experience an enabling mealtime routine and are supported to serve themselves and pour their own drinks <p>Our WLC trackers indicate that</p> <ul style="list-style-type: none"> • All our pre-school children display a range of gross motor skills • Almost all our pre-school children display a range of fine motor skills and are independent in a range of personal care routines <p>Our WLC trackers indicate that most of our pre-school children can</p> <ul style="list-style-type: none"> • Understand the expectations of behaviour and follow rules • Share and cooperate with others • Persevere and complete tasks • Stay engaged in play activities <p>Parent feedback indicates that</p> <ul style="list-style-type: none"> • Almost all parents feel welcomed into the nursery at drop off and pick up time
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to:</p> <p>Increase the skills and achievements of all learners, within and beyond the classroom</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 	<p>We have made good progress.</p> <p>What did we do?</p> <p>Appropriate contexts for learning including opportunities to engage with partners within our community are being developed as follows:</p> <ul style="list-style-type: none"> • A clear focus on Meta skills during ‘Choose it Tuesday’ and ‘Meta Time’ has provided additional opportunities to learn and practise skills for life • Engagement with local businesses and professionals helped to increase awareness of employability skills in a motivating context for learning • Interdisciplinary Learning (IDL) plans outline opportunities for developing skills for learning, life and work. Pathways for IDL are tailored to match the uniqueness of the setting with a clear focus on developing creativity and employability skills • Our partnership working has improved outcomes for learners, e.g. enhanced learning experiences including local library and Meadowvale (care home) visits • In P4-7 we have ensured opportunities to develop skills for life and work through pupil leadership groups: <ul style="list-style-type: none"> -ECO group focused on litter picking in the school grounds and local community, as well as creating bird feeders / boxes to attract birds to the playground and improve the environment for all -School Inclusion Ambassadors planned and created a successful quiet area in school at breaks and lunch times to ensure we meet the needs of all pupils at these times -Our HWB mini champs designed and organised new flexible seating in the HWB classroom, creating a safe and relaxed environment which breaks down barriers and meets the needs of all our learners for these lessons. They also planned and organised a Colour Run to increase zest for learning and raise funds for future playground developments -Playground development group organised for our playground lines to be re-painted, as well as beginning to plant attractive garden areas around the school -Pupil Council group contacted FMA Services with their views about school meals and possible future improvements – account taken when developing new menu for August 2024. In the final term the group engaged and responded to a request from Forth Rivers Trust (FRT) re. improved accessibility to Meadowpark from the school and nursery, in order to increase usage of the site and use for outdoor learning opportunities.

	<p>-Participatory Budget group consulted with pupils and parents to decide how to spend £2300 of Pupil Equity Funding. Voting determined it would ensure all pupils have the opportunity to go on a school trip, including the P7 residential trip</p> <p>-RRS group co-created and implemented an action plan which included activities such as linking learning to rights across the school and carrying out a successful road safety/safe parking campaign.</p> <p>-Our Leader in Me strategy, led by our pupil leadership group, identified a need for improved life skills when resolving conflict with peers. Our lead practitioner trained 26 pupils and introduced daily peer mediation</p> <p>-Our Digital strategy ensured digital technologies are used in every day classroom practice. CLPL opportunities in digital technologies has been built into the school year</p> <p>-Reading Accreditation group organised activities for Scottish Book Week and World Book Day, as well as visits to the local library for P3, P4, P5 and P6</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • As a result of Choose it Tuesday, most pupil groups reported having improved opportunities for pupil led planning of learning • Digital school award gained. Digital School’s assessors noted strengths in the co-leadership (with pupils) of digital developments within the school. They noted that digital technology is a fundamental part of the school vision and has enabled pupils to have choice, flexibility, control, and independence in their learning. They also noted that there was strong evidence of the use of digital technology supporting pupils to be independent learners • The number of P1-4 pupils supported by Peer Mediators to resolve conflict has reduced from over 20 to 5 in a week • As a result of introducing ‘Meta Time’, most pupils said they have developed new skills and reported that they are learning in new ways. Almost all pupils said they now have more choice in learning • Practitioners report being confident incorporating meta skills during Meta time • Practitioners report feeling fairly confident incorporating meta skills across the curriculum
ELC	<p>What did we do?</p> <ul style="list-style-type: none"> • We introduced more opportunities to offer an even wider range of varied experiences and to engage with our local community, including visits to the local care home, library, shops and park. These experiences aim to encourage and develop social skills, kindness, caring for others and an understanding of the roles people play in society • Celebrated wider achievements and important life events at home through learners’ journals which was then shared with peers • Pupil voice has been strengthened through opportunities to vote for various change and improvements, encouraging pupils to take ownership of nursery developments • Children were proactive in securing materials for garden area from local council workers and have been very active in re-designing and planting in the garden area • iPads are being used to enhance learning experiences on the nursery floor

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Mindmap displays children’s growing understanding of the care home • Photographic evidence of children becoming more aware of, and confident within, their local community • Garden consultative plans shows children participating enthusiastically in various activities • Children observed in nursery displaying increasing confidence using the promethean board
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School’s attendance and exclusion data:

Our school attendance rate of 92% was in line with the WLC average and we continue to work collaboratively with parents / carers in this area to make improvements. The school exclusion rate was 0.0017% which is lower than the WLC average of 0.0058%.

School’s engagement with parents and other stakeholders in improvement planning and on reporting school performance:

Partnership work with all stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. Engagement and communication is regular, structured, supportive and efficient. All partners demonstrate high levels of commitment to improving outcomes for our learners, particularly for our most vulnerable families. We involve parents, carers and partners in joint planning and evaluation, as well as shaping policy and services to improve positive impact on children. Through effective partnership working we have improved our learning provision and secured positive impacts for children and families in our community. This area was recognised as being a strength of the school in our VSE.

Developing in Faith - Celebrating and Worshipping

Our school shows: a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with our local parish.

- We work collaboratively with our Parish Priest to plan our annual school worship and celebrations using the Church’s liturgical calendar. This is then shared with our parents / carers via the school app and monthly Sway
- We include provision of particular services, such as Stations of the Cross during Lent, an annual Advent Service and special prayers and hymns to Our Lady during the dedicated months of October and May
- Each class displays the liturgical colours of the seasons on their class altar
- Every class prays three times per day, with a special focus on learning the prayers advised in the ‘This Is Our Faith’ programme. Our children also learn to be still and be mindful, with meditation introduced to some classes
- Prayer and hymn singing is a feature of weekly whole school assemblies. Prayer is discussed, encouraged and referred to as the most important conversation we will have each day
- Prayer is also a feature of in-service days with all staff throughout the academic year
- Pupils engaging in the Pope Francis Award enrich our school Masses and celebrations by preparing Mass and participating through readings, prayers of the faithful and presenting offertory gifts etc.
- Our whole school practise hymn singing to ensure our Masses are uplifting and involve the whole school community
- Our parents / carers are involved in Sacramental preparation using the resources provided by the archdiocese

Our Wider Achievements this year have been:

- Primary 6 pupils participated in 'One Shirt One Month' to raise awareness and money for the Aberlour charity. Altogether we raised £400!
- The whole school participated in Wear Red Day, showing our support for 'Show Racism the Red Card'
- 'Nil by Mouth' visited the school to talk to our P6 and P7 pupils about challenging sectarianism
- Primary 6 led the rest of the school to collect donations for St Vincent de Paul – altogether we collected enough donations for 60 Christmas hampers!
- Staff organised our first ever 'Colour Run' which was a huge success. Great fun was had by all and we raised £2417.75 which will be used for playground developments in session 2024-25
- One of our P7 pupils won a prize in the Dove Self-Esteem Art Competition, where pupils were empowered to embrace their uniqueness and think critically about media influences. Thanks to our P7 winner, the school won a set of 10 books which promote and support HWB in school
- Primary 6 took part in two Young Writers competitions. 11 of our children were winners in the first competition called, 'Once Upon a Dream'. We celebrated 40 winners in the second competition called, 'Crazy Creatures', book still to be published. Well done to all!
- P6 and P7 pupils represented our school in the Rotary and Euro Quiz
- P4 participated in the local P4 bench ball festival
- Our first ever girls football team competed against other local school and did us proud!
- The boys' football team won the league!
- Pupils across the school participated in the Bathgate Procession Art Competition and 7 of our pupils' art work was chosen to be displayed and showcased all around Bathgate
- One of our P6 pupils won the John Hardy Memorial award for making an outstanding contribution towards the betterment of both the school and wider community through his thoughtfulness, kindness and generosity
- We achieved 2nd place in the Bathgate Gala day potted sports competition
- We earned 3rd place in the Bathgate Gala day swimming gala
- P7s represented the school in the WL track and field event, participating in various athletics activities including shot putt, long jump and relay
- P5s participated in the local handball tournament, playing friendly games with other local schools
- Our House Captains represented the school in the local Remembrance Day Service at the War Memorial in Bathgate
- P4 and P6 created our beautiful entry for the Tesco Christmas Window Display. This year every school was a winner!
- P7 pupils led us in a special assembly to celebrate Catholic Education Week
- P7 pupils led our Advent service with Fr Allan to help us prepare to celebrate the birth of Jesus
- Fr Allan also celebrated the Sacraments with our children and their families including the Sacrament of First Reconciliation for P3, First Holy Communion with P4 and the Sacrament of Confirmation with P7
- P1 pupils performed in a beautiful Nativity show called, 'It's a Party!'
- Our ECO leadership group achieved ANOTHER Eco-Schools Scotland Green Flag award by working on a range of actions to make our school and nursery a more environmentally friendly place to be

- Our digital leadership group achieved the prestigious digital Schools Award, Scotland
- We offered a variety of after school clubs to all pupils in every year group including football, basketball, netball, unihock, Lego, arts and crafts, gardening and multi-sorts for P1-3
- Our St Mary's Marketplace, set up on Parent Consultation evenings, included stalls to support families and / or promote the work of the school including a book swap, clothes bank, adult learning, Citizen's Advice Bureau and the Book Fair. Our Gala day committee raised £251. The PTA raised £224.95. The Book Fair raised £412.50 in commission. Finally, our pupil led hand-made jewellery stall raised £145 towards playground developments
- The school PTA ran many successful events including Halloween parties, a Halloween raffle, a Christmas Fair (raising £1921.86), an Easter raffle, Family Fun Night, Guess the Chick's Birthday and Picnic on the Pitch. Thank you to our PTA for all their hard work over the year, the events this year have been super!
- Our Parent Council continued to support the school in many ways, e.g. by informing our Cost of the School Day guidance, as well as influencing school policy and practice through the work of our HWB Family Champ
- NSPCC Assemblies taught our children to Speak Out and Stay Safe
- Share the Learning events showcased children's learning across the year and feedback will be used to inform practice next session
- Our pupils enjoyed demonstrating and celebrating the 4 capacities in their daily interactions at school. Many certificates were won by individuals and this was then rewarded by a special scooting or hot chocolate treat

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very 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	Good
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)