

**St Columba's Primary School and
Early Learning and Childcare
Setting**



**PROGRESS REPORT
FOR SESSION 2024/25**

(Standards & Quality Report)

**Philip Avenue
Boghall
Bathgate
EH48 1NQ**



ABOUT OUR SCHOOL

St Columba's Primary School is a denominational school serving the community of Boghall in Bathgate. Our school roll is 117 and we have a 30/30 nursery class.

For session 2025/2026, we will move forward with 6 classes. The school is led by a Head Teacher and Principal Teachers, supported by a committed staff team of 8 teachers with 4 part-time Pupil Support Workers. Our ELC team is led by our Early Years Officer. Our community benefits also from our Family Link Worker.

As a school we work hard to identify and overcome barriers to learning and pride ourselves on providing an inclusive and nurturing learning environment for our pupils and families.

Our vision is simple:

'Leading in Learning Through Love and Faith with Determination, Knowledge and Skill.'

Our vision is underpinned by our Christian values of Love, Kindness, Trust, Honesty and Wellbeing and by our strong catholic ethos, which form our community of faith and learning. Partnership working and robust self-evaluation approaches are essential to the success of our learning community.

The shared vision, values and aims ensure that a relationship-based approach and well-being is the priority for learners, families and staff. St Columba's is situated in SIMD 2 therefore the catchment includes some areas of high deprivation. We have a diverse and multi-cultural school community. 34% of our pupils have English as an additional language.

St Columba's is part of the local community both educationally and socially. There are active and effective Parish-Community links through St. Mary's and St Columba's Parish Church in Bathgate. There are also strong links with St. Kentigern's Academy and our cluster primary schools.

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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2024/25 was to ensure pupils receive consistently high quality learning experiences providing appropriate challenge, pace and differentiation in literacy, numeracy and maths.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • As a school we relaunched out refreshed our Vision, Values and Aims. Though this, all staff are supporting children to understand and see the links to daily life in St Columba’s. • In literacy we worked collaboratively with the Literacy Pedagogy Officer to develop and improve practice within literacy, in particular with writing. This has further developed teacher confidence in teaching technical aspects of writing and our pupils experiences of taught writing. • Teachers at key stages worked with the literacy pedagogy officer to confirm teacher professional judgement in assessing; this has improved and affirmed teacher confidence in their decisions and judgement. • All teaching staff engaged with the Local Authority Equity Team to deepen understanding of data around their individual classes through data dialogue and CLPL. This has supported confidence and a clearer understanding of differentiation through content, process, product and learning environment. • Teachers have implemented small tests of change using the Connected Quality Improvement Cycle for targeted groups in Literacy including a focus on writing. • All teachers have commenced a Critical Collaborative Professional Enquiry with a focus on learning and teaching in Numeracy and Maths. • Our programme of Food Technology and Outdoor Learning have resumed: this gives all children the opportunity to apply Literacy and Numeracy skills in real life contexts. • We have developed Pupil Voice across the school which has enabled pupils to impact positively their talking and listening skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • At key stages - P1, P4 and P7 - most learners achieved expected levels of attainment in literacy and numeracy. • Almost all learners in P1, P4 and P7 achieved expected levels of attainment in Reading. • Attainment over time in P4 and P7 has increased by a minimum of 6% across Reading, Writing, Listening & Talking, Numeracy and Maths. • Reading, Writing, and overall Literacy attainment increased across most cohorts between 2023/2024 and 2024/2025. • Listening and Talking attainment increased across all cohorts between 2023/2024 and 2024/2025 • Numeracy and Maths attainment increased across most cohorts between 2023/2024 and 2024/2025.
<p>ELC</p>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We refreshed our knowledge and understanding of Box Clever, adapting our practice of this intervention. • All staff attended Early Years Networks focused on properties of 2D and 3D shapes and syllables. • We engaged with parents around their confidence in supporting literacy and numeracy through a literacy and numeracy activities event.

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All 31 children participating in the Box Clever intervention have shown improved vocabulary and speech sounds. • Most pre-school learners on ELC Tracking documentation are recording as green in Understanding and using increased vocabulary. • Increase in staff awareness and confidence in providing learning opportunities in shapes and shapes and syllables. • Most (73%) of pre-school children are on track in shape learning; this is an increase of 15% on last year. • Most (71%) of pre-school children are on track in syllable learning; this is an increase of 20% on last year. • 64% of parents attended our literacy/numeracy workshops and 100% of those who attended reported beneficial to them.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to narrow the attainment gap by setting ourselves the stretch aim of moving our Q1/PEF cohort of pupils to almost all on track, placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver(s):</p> <p><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>We have made good progress. What did we do?</p> <p><i>The school was awarded £49000 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. 12 priorities were planned and 92% of these priorities were assessed as making moderate or good progress. PEF was used effectively to:</i></p> <ul style="list-style-type: none"> • <i>provide pedagogy support in Literacy</i> • <i>develop curriculum and provide training for staff in Play Pedagogy through progress towards Play Scotland’s Play Pedagogy Award</i> • <i>employ a full time Family Link Worker to support our school community</i> • <i>fund additional resources in Numeracy and Maths</i> • <i>fund experiences for children including trips and extra-curricular clubs.</i> <p><i>Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include increased check-ins with parents, individualised soft-starts for pupils, lunch and afterschool clubs, Reading Wise intervention for identified children across all stages.</i></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"> • <i>Most learners in Quintile 1 across the school are attaining expected national levels in Literacy and Numeracy.</i> • <i>Identified pupils increased their reading confidence and skills, and talking and listening skills.</i> • <i>Attendance of the majority of identified pupils increased.</i> • <i>Whole school attendance has increased to 93.43%, from 91.53% last session.</i> • <i>All teachers reported an increase in knowledge around Play Pedagogy.</i> • <i>Teachers have reported increased participation, engagement and motivation around numeracy and maths.</i> • <i>All children using Reading Wise have demonstrated steady progression through the programme.</i>
<p>ELC</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • Our ‘Healthy Harry’ provisions hut is stocked weekly by parents and staff and through community partnership with Morrisons.

	<ul style="list-style-type: none"> • We have a preloved clothing stall outside our entrance daily. • We organised and ran a whole Nursery trip to Mill Farm at no cost to parents. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The Healthy Harry hut is very well used, emptied and restocked weekly; parents report positive appreciation of this facility. • Clothing stall fully utilised and regularly replenished. • Parents reported positively around the trip, and were appreciative that it was zero cost.
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<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for sessionn 2024/25 was to place Health and Wellbeing at the heart of all we do. Continue to embed trauma informed practice and the principles of nurture are evident throughout the whole school.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Continued to develop our curriculum to ensure that Health and Wellbeing is at the heart of all we do. • Refreshed and launched our updated school values: Love, Trust, Honesty, Kindness and Wellbeing. • All staff have engaged in the journey towards the Gold level Rights Respecting School Award. • Refreshed our Positive Relationships Framework, developing it further with the addition of our Anti-Bullying Statement. • Developed a good relationship with our new Parish Priest, Fr Michael John and engaged in weekly faith visits from him. • Increased pupil voice across the curriculum, with a particular focus on Children’s Rights and collecting the views of our children through talking circles during weekly House Assembly time. • Developed pupils’ sense of belonging and community by introducing House Huddles. • Teachers engaged in CLPL around high quality learning and teaching in PE. • Built up our family engagement through specific celebratory events through the school year including at our Vision, Values & Aims launch and at our Daffodil Tea. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Ethos survey results show: 98% of pupils feel staff treat them fairly and with respect (an increase of 27% on last year’s figures); 90% of parents/carers agree the same. • There has been an increase of 24% between 2023/2024 and 2024/2025 in pupils who believe that our school deals well with any bullying behaviours. • 89% of pupils consider they have opportunities to learn about their rights and these are promoted and protected. • Most pupils (80%) feel that school is helping them become more confident. • 86% of pupils in our latest Ethos Surveys believe that they have a say in making the way they learn in school better. • 92% of parents/carers (increasing from 85% last year) considered the school offers a selection of family learning activities. • Almost all parents have attended one or more school events. • P4 and P7 pupils have successfully made the Sacrament of First Holy Communion and Confirmation respectively.
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<p>ELC</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - A renewed focus on The Wellbeing Indicators through characterisation e.g Safe Sally, The Included Team. - Introduced lanyards to celebrate evidence of understanding and actions relating to the Wellbeing Indicators. - A rigorous focus on Children’s Rights: all staff refreshed their knowledge and understanding through CLPL and investigating good practice in other settings. - A Rights Respecting Schools parent event held to build parental confidence. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all children use these characters to demonstrate knowledge of Wellbeing Indicators. • Most learners are demonstrating an increased awareness of their rights, linked to their daily routines. • 71% attended our Rights Respecting Schools parent event; 60% of participating parents reported increased knowledge and confidence around UNCRC and Children’s Rights. • All staff reported increased knowledge and confidence around children’s rights.
<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 2024/25 was to increase the skills and achievements of all learners, within and beyond the classroom.</p> <p>NIF Driver(s):</p> <p><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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We have re-explored our teaching of French and ensured all children receive structured learning in French as well as the opportunity to use French daily. • We have engaged with Play Scotland and made progress towards achievement of the Play Pedagogy award. • Pupil Voice has been increased across the school community through expanded pupil leadership roles and increased opportunities to share ideas around the life of the school at assemblies and House Huddles. • All pupils across the school engaged with a Pupil Leadership Groups – Literacy, Numeracy, Digi, Health and Wellbeing, Equity..... • All pupils enjoyed the opportunity to practise skills in real life contexts during weekly Food Technology (cooking) and Outdoor Learning sessions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All pupils contribute to the wider life of the school by participating in leadership groups, as part of their Houses and in community events such as litter picks. • Our whole school trip to East Links was a great success with most pupils showing application of play, teamwork, social and communication skills. • Children surveyed through Pupil Voice indicated their enjoyment of French and increased confidence in use of the language. • All teaching staff report an increase in knowledge and confidence of Play and Play Pedagogy. • The application of skills, including skills relating to Literacy and Numeracy, is evident in observations during cooking and outdoor learning.
<p>ELC</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Introduced weekly PE sessions – pupils experienced more formal PE opportunities focusing on co-ordination, spatial awareness and teamwork.

	<ul style="list-style-type: none"> • Restarted weekly community walks, with a particular focus on road safety, following evaluation of dialogue and observations of children’s voice in flowbooks. • Increased Community Links via visits to Norvell Lodge sheltered housing (every 3 weeks) and to West Lothian College (4 visits over the course of the year). • Our STEM lead attended Digital Learning and Promethean Board training. • Increased our focus on digital learning and technology relating to life skills by doing our Asda shop online in partnership with our children. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most (71%) pre-school children are tracking as green in gross motor skills; an increase of 11% on last session. • Almost all pre-schoolers have a stronger and improved understanding of Road Safety after community walks. • Most (65%) pupils recorded an increased knowledge of their local community along with an increase in confidence of new and everyday situations; an increase of 7% on last session. • Staff report increased staff knowledge of Digital technologies and Promethean Boards
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Attendance:

Improving attendance has been part of the school improvement work this session. We engaged with the Regional Collaborative to create an action plan to support overall attendance. Based on evidence we targeted P4 and P5 learners to find out which factors were contributing to their overall attendance figure. There is a robust plan in place to tackle attendance next session and its impact on attainment and achievement.

The overall attendance figure for the school is 93.3%.

In session 2024/2025 there were 0 exclusions.

Engaging with parents and stakeholders:

The school plays a significant role in the local community; we work effectively with our partners to plan, deliver, monitor and evaluate our collaborative working. Feedback from our partner agencies indicates very positive relationships with the school with partners often commenting on the positive and welcoming ethos of the school. The school has regular positive and structured communication with all our partner agencies and will follow through with any agreed joint planning and collaboration. Our effective and positive partnership working contributes to improving the learning provision and resulting in positive outcomes for our children.

We strive to make parents a participant in their children’s learning by:

- ☑ Sharing the Learning Sessions
- ☑ Coffee and Natter Coffee Mornings
- ☑ Formal Parent Reporting Evenings
- ☑ Seesaw
- ☑ Celebratory events, such as our Daffodil Tea
- ☑ Christmas Fair
- ☑ St Columba’s Chronicle

Additionally, this session:

- When refreshing our Vision, Values and Aims (VVA), we consulted our families via GLOW forms to ensure that their views were taken into consideration and the VVA would represent their aspirations for their children.
- When developing our Anti-Bullying statement, families were consulted via GLOW forms and through the Pupil Build Up council to gather their views and opinions.

We also encourage parents to participate in the school improvement process through a variety of methods. We continue to have success in asking parents to complete the Parent Ethos survey at Parents Evening, with a completion rate 9% higher than the West Lothian average.

The Catholic School: Developing in Faith through Serving the Common Good

We have made **good** progress.

- As a school, we continue to promote and enact the Catholic Charter for Education. This is also reflected in our recently refreshed Vision, Values and Aims, ensuring the mission of the Catholic School is embedded in our ethos and culture
- GIRFEC is at the heart of all we do in school through our learning programmes, policies and in the daily life of the school. Our community has a shared understanding of the wellbeing and dignity of every individual. We are a health promoting school and promote healthy bodies, minds and souls. Relationships are founded on our Catholic values and are supportive and positive. We encourage mutual respect within our faith community and have high expectations as to how everyone should be treated.
- We encourage our children to take part in acts of service. Kindness is one of our core values. Wellbeing is another of our core values with Spiritual Wellbeing being a focus.
- Our staff are committed to Catholic Social Teaching, providing inclusive learning that minimises any barriers to learning being faced by pupils, supporting everyone to flourish.
- As a school, we have a close relationship with our local parish and plan out a yearly calendar which involves celebrating Mass and observing other liturgical celebrations such as advent, Lent and May celebrations.
- We give experiences of prayer during mindfulness and observe communal prayer, for example saying the rosary during May and October. We also say together our own school prayer, a prayer to St. Columba. All classes have a liturgical space that highlight liturgical seasons and events as well as having communal spaces which reflect months of devotion and also highlight the cultural uniqueness and diversity of our school community.
- We encourage and foster a sense of responsibility in all through our assemblies and through our Health and Wellbeing curriculum. All pupils have the opportunity to

serve their communities through community events such as Litter Picks, encouraging children to be responsible and compassionate citizens.

Our Wider Achievements this year have been:

- Our upper school learners represented the school at a West Lothian Football Festival, winning several games.
- Partnership with our Active Sports Co-Ordinator supported the offer of Football, Multi-Sport and Taekwondo extra-curricular clubs which were consistently well attended.
- Primary 1-3 performed their fabulous Nativity
- Our FLW organised fundraising events through the Christmas Fair
- Our Christmas Choir visited local supermarkets and care homes
- Children in P3, P4 and P7 received the Sacraments of Reconciliation, First Holy Communion and Confirmation
- Pupils participated in the Tesco Christmas Window Competition
- Pupils and staff participated in the Bathgate Procession with our 'Wild West' themed float organised by our EYO with help from both nursery and school parents and children
- ELC children and staff engaged with West Lothian College through visits
- Family engagement across the School and ELC was very well supported by families who were invited to a variety of events throughout the year including the launch of our refreshed vision, values and aims, Daffodil Tea.

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	Very 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)