

Murrayfield Primary School, ELC and Language Centre



PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)

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ABOUT OUR SCHOOL

Murrayfield Primary School, Early Learning and Childcare Centre and Language Centre are pleased to share the progress made in 2024/2025 with our parents, carers and wider community. Our staff team continue to work effectively to lead change and ensure a positive impact on children's experiences and outcomes.

This session we had 9 classes in the mainstream school. The ELC setting has a potential capacity for 40/40.

The school benefits from an allocation of Pupil Equity Funding from the Scottish Government to improve the educational outcomes for our children. A range of improvements, initiatives and approaches were implemented and core staff led improvement teams to raise attainment within Literacy, Numeracy and Health and Wellbeing.

During the 2024/25 session, Murrayfield and Blackburn Primary Schools continued to operate within a collaborative leadership model. The strategic and operational roles of the Headteacher and Depute Headteacher spanned across both schools, with the Principal Teachers being allocated to and based within specific schools. The model is now entering its third year. This approach has facilitated strong collaborative approaches between the pupils and adults across both settings. During the 2024/25 session, we have created a range of gateways for pupils and staff across both schools to collaborate and work towards shared improvement priorities. This has led to enhanced forms of partnership working and utilising the skillsets of adults across the community. Within the year ahead we aim to strengthen parental partnerships across both schools and continue to present opportunities for families to enjoy shared community events.

Murrayfield Primary school continues to enable our learners to achieve success in an inclusive, safe and nurturing environment. Learners participate in a wide range of learning opportunities which develop confidence and independence and improve expectations and outcomes for all our children and families.

Community links continue to be strong. We continue to forge strong links with a variety of local partnerships, this includes Community Action Blackburn, Food Insecurity Group, Active Sports, Blackburn Partnership Centre and West Lothian Food Bank. This year we have also strengthened new partnerships with the Regal Theatre in Bathgate as well as the Generation Science Team. We have a supportive Parent Council, who are enthusiastic and committed to improving the educational outcomes for all.

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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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 2024/2025 was for</p> <p>Most learners will achieve national expectations through appropriately levelled, well paced and progressive learning experiences in Literacy and Numeracy</p> <p>Consistent approaches to Learning, Teaching and Assessment of Literacy and Numeracy through the creation of strategy documents</p> <p>Increased opportunities for moderation in Numeracy and Literacy, ensuring teaching staff are more accurate when judging achievement of an outcome and of a level.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <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. What did we do?</p> <ul style="list-style-type: none"> • At key stages, team teaching opportunities have been delivered to help raise attainment within Literacy and Numeracy. • Staff have co-created a Literacy Strategy document, this provides an overview of Learning, Teaching and Assessment approaches within Literacy across all levels. • A Literacy Across Learning approach has been developed to provide a termly overview of core focuses within each of the core Literacy components. • Through excellence and equity meetings, staff made effective use of a wide range of assessment information to support informed judgements of achievement of a level for learners in literacy and numeracy. • We have reviewed our planning to make it proportionate and manageable. This has helped support our drive to ensure breath and coverage across the curriculum. • The Numeracy Lead Person has led staff moderation sessions, enabling staff to work together to plan, deliver and evaluate pupil progress in Numeracy against the components of the Moderation Cycle. • Primary 1 teachers across both Murrayfield and Blackburn have conducted good practice visits between the schools to model aspects of Literacy, Numeracy and IDL pedagogy. • We have developed consistent approaches to writing through the sharing of practice between Murrayfield and Blackburn Primary Schools. • Working with cluster colleagues, staff have engaged in the Building Thinking Classrooms Pedagogy, creating approaches to develop learner led thinking within Numeracy. • The Numeracy Lead Person has planned and implemented parental support sessions across both schools. A variety of resources were shared and updated Numeracy pedagogies modelled to enable parents to support and consolidate key concepts at home. • A designated member of support staff has undertaken the Numicon Training Course and has led aspects of this intervention to support specific pupils. • Pupil Voice groups have been established across Literacy and Numeracy, resulting in pupils modelling pedagogies during showcase events and promoting key improvement priorities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • As a result of parental engagement approaches within Literacy and Numeracy, families have self-reported an increase in confidence when supporting and consolidating key concepts across these core subjects. • In Primary 1,4 and 7 most pupils are attaining in Literacy and Numeracy. • In Primary 2, 3 and 5 the majority of pupils are attaining in Literacy and most pupils are attaining in Numeracy. • In Primary 6 most pupils are attaining across both Literacy and Numeracy. • Across every stage from P1-7, almost all pupils are attaining within Listening and Talking.

<p style="text-align: center;">ELC</p> <p>Raising attainment for all, particularly in literacy and numeracy:</p> <ul style="list-style-type: none"> • All children will benefit from high quality play and learning experiences and a curriculum that reflects current pedagogical practice, meeting the needs of individuals and ensuring progression. • Children will benefit from the effective literacy and numeracy play experiences designed to develop their early skills and understanding. • Our parents will work in partnership with the ELC to support play and learning to increase literacy and numeracy experiences at home. 	<p>What did we do?</p> <ul style="list-style-type: none"> • Maths Through Stories has been imbedded within the setting and staff work alongside the numeracy lead to ensure high quality early numeracy learning opportunities are appropriately differentiated, resourced and paced. • Staff have leadership roles and responsibilities, across literacy, numeracy and health and wellbeing, which allows them to lead an element of improvement within the setting. Action plans are created around SIP priorities and evolve with current planning and staff review these within the session. • Action plans and priorities from the SIP were shared with new staff to ensure the improved practice and high quality play experiences remained consistent. • Staff have utilised an additional nursery play space, which has allowed for intervention work around health and wellbeing, specifically social and emotional development, which is being supported through small group activities to develop listening and attention, communication and interactions and also promote co-operation and sharing. • The nursery provided opportunities for parental engagement and family learning through a variety of events, such as Stay and Play, which were shaped by parental feedback around what these would focus on. This has allowed staff to continue to support parents with the creation of positive home learning environments. • Continue to strengthen partnership working within the community, such as links with Community Action Blackburn and Gala committee. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • There is an increased understanding of tracker data analysis, the use of this to identify trends and highlight individuals with similar gaps and how this can be used to inform planning and interventions/play experiences to address priorities and gaps. • Parental engagement has been high and feedback tells us that parents have found the format of the Stay and Play sessions has been a beneficial way to see their children's learning, share a learning experience and has provided them with some ideas for follow up activities and approaches for both literacy and numeracy at home. • Almost all parent who have attended Stay and Play sessions, designed to develop increase confidence when supporting literacy and numeracy at home, reported they had a better understanding of approaches and supports to use.
<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...</p> <p>All staff able to decipher a wide range of pupil</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • 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. • PEF was utilised to enable a 9 class structure within the school. This ensured that targeted year groups (P3, P4 and P5) benefitted from smaller class structures as well as enhanced support for learning inputs. • The Senior Leadership Team participated in CLPL sessions focusing on the core components of "The Promise" document. This helped to

<p>data to plan universal and targeted supports.</p> <p>Achieve equity for all learners through a strategy of universal and targeted supports.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <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>strengthen approaches to tracking the progress and achievement of care experienced pupils.</p> <ul style="list-style-type: none"> • The Senior Leadership Teams across Blackburn and Murrayfield Primary Schools, collaborated with Addiewell and Stoneyburn Primary Schools as part of an equity partnership initiative. This enabled each setting to compare commonalities in attendance data, as well as share forms of good practice in reducing the cost of the school day. • We have applied PEF to improve reading skills within early and first level through the use of the “Sight Words Intervention” Support staff have daily designated time with identified pupils to help them recognise sight words and read them in context. • The Numeracy Development Lead Person led team teaching slots across both schools, focusing particularly on raising attainment of Q1 learners. • We updated our Poverty Proofing Statement and Cost of the School Day strategies to ensure that class and whole school trips were free of charge for all pupils. • A Cost of the School Day Calendar was designed and shared. This helped provide parents with a yearly overview of cost effective strategies in place at school to help alleviate financial barriers. • As part of Challenge Poverty Week Scotland, staff across Murrayfield and Blackburn Primary Schools explored the theme of poverty with pupils and learned about promoted various local community initiatives that provide forms of financial support to families. • Teaching staff from both schools participated in a series of “Leading Equitable Classrooms” workshops. These focused upon varying components of high quality learning and teaching, for example, questioning skills, formative assessment and differentiation • Support staff are trained to deliver a range of interventions, including transition support groups, friendship circles and nurture support. • The Parent Council Team promoted the “uniform swap” initiative. This enabled parents access to items of uniform for no cost. • During both parents’ consultation sessions we invited community partners into school to promote various forms of financial support, this included Community Action Blackburn, West Lothian Food Bank and Citizens’ Advice. • The school worked with partner agencies, for example, Educational Psychology Service, Inclusion Support Service, Wellbeing Scotland and the DASAT. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Sight word recognition target has been exceeded across P1-3. • Parent questionnaires collated from Numeracy and Literacy support sessions demonstrate an increased level of confidence from families when consolidating pupils’ learning within Reading and Numeracy. • In all stages across P1-7, Quintile 1 Literacy attainment is above the West Lothian average. • In almost all stages, Quintile 1 Numeracy attainment is aligned to or above the West Lothian average. • Within P1, all Q1 pupils are attaining within Reading and Listening and Talking. In most stages Q1 attainment has increased between track 1-4. • 87% of parent respondents (2025 Parent Ethos Survey) reported that whole school approaches are helping to reduce the cost of the school day. This is an increase of 14% from last session.
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<p style="text-align: center;">ELC</p> <p>To close the attainment gap between the most and least disadvantaged children:</p> <ul style="list-style-type: none"> Children have access to high quality, planned interventions that support and develop learning 	<p>What did we do?</p> <ul style="list-style-type: none"> The staff team have worked closely with parents and partner agencies, such as the health visiting team and SALT to identify specific needs and barriers of new learners before joining the setting. Continued use of the CPM process and regular reviews with parents and other professionals has ensured the most appropriate and relevant interventions and targeted supports have been implemented at the earliest stages. EYOs have benefitted from links made through the collaborative model and have worked together with our shared ELCASM, which has allowed for further opportunities to moderate within planning, spaces, experiences and self-evaluation to improve practice and ensure better outcomes for learners. Excellence and Equity meetings allowed for tracker analysis with senior leadership, which ensured priorities/gaps were identified and specific targeted supports, interventions and play experiences are implemented to target the gaps. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> There is a shared understanding of key principles of literacy and numeracy learning and teaching within the nursery and staff are keen to explore further opportunities for moderation and quality assurance across both settings as a next step. Quick identification of individual children's needs and increased staff confidence in analysing data has ensured the right children are being targeted for specific supports/ interventions to develop their interests, play, communication and social interactions. Increased engagement and motivation across literacy and numeracy within the setting, has been evident within the cohort of identified individuals.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measureable outcome for session 2024/25 was to...</p> <p>Ensure all learners have the knowledge and understanding to self-report on the wellbeing indicators and feel sure that their trusted adult will act on their responses.</p> <p>Implement and embed the use of updated Positive Relationships Framework throughout</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> Blackburn and Murrayfield Primary Schools worked together to develop a joint positive relationships policy. We have applied our self-regulation script to help support pupils' displaying forms of distress. Children were given regular opportunities to self-report on their wellbeing indicators. Teaching staff have utilised classroom environments to enhance a culture of inclusion, this includes the creation of calm corners, check in areas, class charters and recognition boards. We have continued our Trusted Adult approach, ensuring all pupils have designated slots to build familiarity with their trusted adult. The Health and Wellbeing Development Lead has helped to raise the profile of our HWB priorities and created a succinct action plan for each term. Additional nurturing support was offered through small groups attending Kids Gone Wild sessions each Friday morning as a way of supporting children with additional needs and raising attendance. Mini HWB Champs represent their classes in the Health and Wellbeing Group. Throughout the year they have showcased our priorities to pupils, staff and families.
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<p>the school. To re-establish shared standards, expectation and consistent approach to supporting and managing relationships across the school.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <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"> • To support pupils' and families' wellbeing, we have sustained strong partnerships with wider agencies, this includes, Wellbeing Scotland Counselling Service, Inclusion Support Service, Kids Gone Wild and the Inspire Team. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners have a strong understanding of wellbeing indicators and are improving their ability to talk about their wellbeing. • The Pupil Ethos Survey indicated that 98% of pupils between P5-7 are reporting that they have access to a trusted adult if they feel upset or worried. This is above the West Lothian average. • Almost all pupils can identify the wellbeing indicators and discuss each SHANARRI component in context.
<p style="text-align: center;">ELC</p> <p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> • Children will experience a caring, nurturing and inclusive learning environment, which has our values at the heart of everything we do, continuing to strengthen the health, wellbeing of all. • Children and families will gain a greater understanding of the wellbeing indicators and the UNCRC rights of the child • Children experience supports, tailored to meet their needs and lead to improved wellbeing. 	<p>What did we do?</p> <ul style="list-style-type: none"> • Staff reviewed and relaunched our visions and values with parents and partners, sharing how these along with UNCRC rights underpin the ethos and support the creation of our nurturing and inclusive nursery environment for all learners, where children feel safe, secure and valued. • Staff have enhanced the nursery environment to ensure they are being responsive to children's wellbeing and regulation needs, which has strengthened our culture of inclusion, e.g. creation of additional sensory spaces, calm corners, check in charts and regulation boxes for individuals. • Relaunching the wellbeing indicators and characters with the children and sharing these with parents to raise the profile of how these are used to support our children's understanding of SHANARRI within the context of the nursery. • The continued development and use of positive response/support plans for identified individuals has ensured there is a shared understanding of individual needs and a consistent use of approaches, responses and strategies within the staff team to support them. These plans are created in consultation with children, parents and professionals. • Key staff attend and contribute to the CPM meetings and have access to the completed minutes for further details regarding recommended strategies, agency supports and agreed actions. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all children display improved emotional regulation and are responding positively to the use of the different strategies and spaces available to them. • The use of individual regulation boxes, which incorporate some of the strategies the children have identified as helping them to keep themselves calm and regulated, e.g. breathing techniques, use of bubbles, has ensured that staff are able to respond instantly and at the earliest signs which has led to some less frequent dysregulation for some.

	<ul style="list-style-type: none"> • Staff report an increased awareness and shared understanding of individual children’s needs and are aware of the supports in place to ensure these children are being targeted for specific supports/ interventions to support their development. • Children can identify a range of emotions through the use of stories, puppets and small world/drama scenarios and are able to talk about their own emotions. • Increased opportunities for outdoor play, has allowed children to further explore their environment and has led to improved wellbeing, social interactions and general engagement.
<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...</p> <p>Our children will participate in engaging forms of outdoor learning.</p> <p>Our children will be able to discuss the purpose of their learning and identify appropriate next steps.</p> <p>Our children will experience a range of learning experiences that involve using skills from across the curriculum.</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"> • We have updated our approach to IDL to help ensure that the themes covered are the result of strong pupil voice processes. • We have developed a skills progression framework across early first and second levels. This has ensured consistent approaches to the teaching and coverage of meta-skills. • There are a variety of pupil voice groups established to help provide key leadership opportunities across the school, this includes, HWB Mini Champs, Pupil Council, Rocking Readers, Fitness Ambassadors and Maths Champions. • Pupils were involved in participatory budgeting sessions and were able to identify areas for investment, for example, outdoor learning equipment and school trips. • All pupils were involved in developing an enterprise initiative to present at the local Christmas Fayre. • We continued to expand links with external agencies to broaden the experiences of our learners, this included hosting Generation Science Workshops, the Regal Theatre and visiting the Sky Skills Academy. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most pupils are able to identify their learning strengths and next steps. This is demonstrated via pupil learning conversations. • Pupil learning conversations have demonstrated pupils’ ability to discuss specific skills developed within lessons. • Learners in our infant settings are benefiting from increased opportunity to apply their play in relevant contexts allowing for the development of early skills for learning, life and work. • Learners are demonstrating confidence and motivation when taking leadership priorities forward within school.

<p style="text-align: center;">ELC</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> • Children had increased opportunities to make real life connections, to the world of work and staff have created opportunities for them to explore a variety of roles and employment through responding to their interests, e.g. caring for people and animals, investigating weather/seasonal changes etc. • Staff have made further links within the wider community, e.g. local walks, local shops and connections with local businesses to expose the children to the range of skills associated with the world of work. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • This has led to a deeper understanding of some of the different roles and skills used within different types of employment and has allowed the children to explore some of these further, investigating them through their play. • Children have a better understanding of what their natural environment looks like, and what is available to the community of Blackburn, through being able to explore and make use of the local community spaces and amenities.
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Attendance and Exclusion

The Senior Leadership Team carefully monitor pupil attendance levels and engage with data regularly to track attendance levels.

During 2024/2025, Murrayfield Primary School was part of the West Lothian Pilot Group for Power BI. This is an advanced tracking toolkit that enables senior leadership teams to decipher attendance data across quintile profiles. This has supported school staff in identifying attendance/patterns and trends as well as tracking the progress of attendance interventions, particularly within the Quintile 1 profile.

Parental Engagement and Involvement at Murrayfield Primary School

At Murrayfield we strive to create effective partnership working with parents and families. Our parents are active participants in the improvement work undertaken. We have developed a communication strategy to provide an overview of the various gateways all settings use to share information with parents and showcase pupil achievements.

Via feedback sessions, parents/carers indicated that group call is the most accessible forms of communication. With this in mind, a weekly update is sent to all parents detailing key information and diary dates for the week ahead. We have strengthened our approach to online information sharing. P1-3 teaching staff engage with parents through the Seesaw app. This enables parents/teachers to share information, pupils to access learning remotely and feedback to be delivered from both school and home. Parental feedback questionnaires indicate that nearly all parents find seesaw accessible, easy to navigate and an effective tool for engaging in their child's learning progression. P4-7 teaching staff promote the use of the school app to engage with pupils and parents. This has enabled families to view children's successes in school.

Parents/carers provide feedback to improve the life of the school. They have shared their viewpoints on effective learning approaches as well as suggesting suitable school aims and

values. We have an engaged Parent Council who are interested in improvement activities in school. A Head Teacher update has been shared with the Parent Council at every meeting detailing the improvement activities carried out that month as well as a finance and spending update.

Our Wider Achievements this year have been:

- Pupils and staff from across Murrayfield and Blackburn Primary Schools have developed effective working partnerships and collaborated on a variety of school improvement priorities.
- Murrayfield and Blackburn Primary Schools planned and led a joint schools MacMillan Coffee Morning. This enabled our schools to raise over £700 for charity.
- A joint schools choir was created. This included pupil representatives from both schools. The pupils performed for school events, for example, the joint schools showcase presentation as well as local community events, for example, Blackburn’s Got Talent.
- Senior pupils across both Murrayfield and Blackburn worked alongside pupils at Bathgate Academy to showcase local community partners that can support families experiencing financial hardship.
- Pupils at Murrayfield were awarded 1st place prize for the Blackburn Gala Quiz event.
- Murrayfield and Blackburn Primary Schools participated in the Whitburn Rotary Quiz as a joint team. The pupils were awarded third place.
- As part of Blackburn Galaday celebrations, we were awarded second place for our School Float.
- We have increased the number of lunchtime/after school clubs, with pupils now being able to access a range of sporting initiatives across the school year.
- We have participated in national learning themed events, for example, Maths Week Scotland and Book Week Scotland and Safer Internet Day
- Children across the School and ELC continue to enjoy our sensory room space and use the area to help regulate emotions.
- All classes have held parental engagement events. This has enabled parents/families to contribute to school learning experiences and view their children’s learning in class.
- The Parent Council Team organised a series of successful uniform collection events. This enabled families to access clothing for children at no expense.

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

1.3 Leadership of Change	Very 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	Very 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)