

St Nicholas Primary School and Early Learning Centre



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

**189b West Main Street,
Broxburn, EH52 5LH**

ABOUT ST NICHOLAS PRIMARY SCHOOL



St Nicholas RC primary school serves the communities of Broxburn, Uphall, Dechmont and Uphall Station. As a Roman Catholic school, our vision and ethos are based on strong Gospel values. We are fully supported in our mission statement by our local parish of SS John Cantius and Nicholas RC Church, Broxburn. Our school provides a welcoming, happy, secure and inspiring learning environment. Our curriculum is underpinned by our core values of friendship, fairness, trust, respect, kindness and honesty. We are developing strong partnership links with our new cluster high school, Sinclair Academy, and its feeder primary schools, as well as our geographic cluster of Broxburn Academy and its local primary schools.

Our children are confident, respectful and caring young people, who are a credit to our school and our community. We value our excellent partnerships working with all our stakeholders to create a meaningful and relevant curriculum. The school roll is currently **393 children across 15 classes** and the **ELC has 86 children** giving us a total of 479. This session our nursery provision has capacity for morning and afternoon places and we offer full day placements as a flexible option for parents. Our ELC has increased the number of hours for each child to 1140 hours over a 50 week model. Our school continues to attract large P1 cohort with a consistently high demand for places – in August 2024 we will welcome **46** new P1 children to our school.

The school is led by the head teacher, depute head teacher and one principal teacher. Our specialist staff this session includes one PE and Music specialists and two instrumental tutors (pipes and brass). We are supported by partner agencies including WLC Education Psychology Services, Hearing and Visually Impaired service and Speech and Language Therapy, and Wellbeing Scotland. Together we meet the needs of all pupils.

@wlstnicholasps1



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, what the impact has been and what our next steps will be to 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.

St Nicholas Primary School and ELC Priorities for 2023/24:

1) Improvement in all children and young people's wellbeing:

- *All learners will be supported to reflect on their wellbeing and given appropriate strategies to support them.*
- *Children's rights are at the centre of our health and wellbeing curriculum and our practices are trauma informed.*

2) Raising attainment for all, particularly in literacy and numeracy:

- *All learners receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace in literacy and numeracy*

3) Closing the attainment gap between the most and least advantaged children:

- *To achieve equity for all learners through a strategy of universal and targeted supports.*

4) Improvement in employability skills and sustained, positive school leaver destinations for all young people:

- *Increase the achievements and skill development of all learners, within and beyond the classroom.*

PRIORITY	HOW DID WE DO?
<p>1. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to ensure that ...</p> <p>All learners will be supported to reflect on their wellbeing and given appropriate strategies to support them.</p> <p>Children's rights are at the centre of our health and wellbeing curriculum and our practices are trauma informed.</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 <i>very good</i> progress.</p> <p>What did we do?</p> <p>School:</p> <ul style="list-style-type: none"> • Refreshed Health and Wellbeing rationale highlighting our positive relationship approach where inclusion is a central feature of practice. • Refreshed approaches to daily check-in across the school for all learners. • Introduced emotional dysregulation supports within all classrooms - 'Worry Boxes' and 'Calm Corners' have been established in every classroom. • Consistent engagement with the Zones of Regulation and Emotion Works has positively impacted children's wellbeing - equipping children with support/coping strategies to become more resilient. • Every child identifies Trusted Adults within school and can easily access their adult through a QR code when required. All children tracking as red/amber are offered an OTA conversation. • Achievement of the Gold Sports Award was recognition for our approach to sports both in and out with our school community. • Participation in competitive events including - football, dance showcases, cross country, handball and basketball - to promote our sense of belonging, community and our vision of 'believing and achieving' • A range of extra-curricular activities are on offer termly to support our children's wider achievements and successes. • Health and wellbeing mini-champs have led parts of their action plan to ensure consistency across the school. These leaders are responsible for our 'Take What You Need Trolleys' to ensure equity for all. • Children's achievements and successes are recognised and celebrated through our monthly outstanding learners' padlet where children are nominated for going 'above and beyond'. • Seasons for Growth has been delivered to support our learners who have experienced significant change or loss within their family. • Awarded a 'Rights Respecting School Gold Award' which recognises our consistent approach to Children's Rights. • All staff have completed trauma informed practice training (levels 1 and 2) to ensure we approach all children and situations with a trauma informed lens. • Staff wellbeing programme established ensuring that everyone feels included and appreciated - staff morale is high.

- Outdoor learning bags have been created to aid lessons in the outdoors and this has impacted children's engagement in outdoor learning. A progressive outdoor learning approach has been shared with all staff members to develop teacher confidence.
- A new anti-bullying procedure flowchart was created by parent and school representatives and our HWB mini-champs created a child-friendly procedure which they presented to the rest of the school through an assembly. Both ensure a clear and consistent approach to anti-bullying.

ELC:

- Enhanced UNCRC practices within the ELC using environment audit tools to ensure that children's rights are central to all interactions, relationships and learning.
- Families have participated in Children's Rights learning where they have engaged with the UNCRC teachings and practices.
- Created a positive relationships approach which highlights the crucial elements of practice for successful and meaningful relationships.
- Outdoor learning has been further developed with frequent visits out into the community and local woodlands and positive relationships have been created with our local partners.
- Introduced 'marvellous meals' where families come together to make and enjoy a budget friendly recipe.
- An increased number of family engagement sessions have taken place this year - stay and place, book and a blether and PEEP.
- Children have adopted their own leadership roles within the ELC to develop confidence in this area.
- The circle document has been used regularly to ensure inclusive practice throughout the ELC.

Evidence indicates the impact is:

Pupil ethos survey indicates almost all pupils (99%) report they have a trusted adult within school and know how to access the if required.

Almost all primary 5-7 learners (92.5%) report they have opportunities to learn about their rights and that rights are promoted and protected at school.

Most learners have reported positively on all wellbeing indicators and the number of children reporting green across six of the indicators have increased from last year.

Most learners are able to identify appropriate strategies to use to support their wellbeing

	<p>Most learners are tracking as green in all 10 of the health and wellbeing tracked areas within the ELC by the end of their pre-school year.</p>
<p>2. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to ensure that...</p> <p>All learners receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace in literacy and numeracy</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>School:</p> <ul style="list-style-type: none"> • In Literacy, writing support implemented in all classes with an extra adult for immediate feedback to learners. • Embedded the use of core and genre targets for reading and writing to aid learners to focus on self and peer assessment. • Increased practitioner confidence in Teaching, Learning and Assessment through engagement with the refreshed Literacy Pedagogy Toolkits. • Engaged in reading moderation activities within the school and with our Cluster colleagues to develop staff's confidence in teacher professional judgment. • Writing moderation activities within our Benchmarking Improvement Group (BIG) targeting P3 learners who were off track. • St Nicholas Literacy rationale refreshed reflecting current practice. • St Nicholas Literacy Sway established to track our Literacy curriculum journey and highlight expectations - ensuring consistency of practice across the school. • Family learning event in Literacy offered to develop confidence and ability of parents/carers to support learning at home. • Shared reading areas refreshed; new reading materials purchased to foster a reading culture. • Achieved our Gold Reading Accreditation Award • Staff engaged in CLPL led by Literacy pedagogy officer with the focus on the teaching of grammar • Reflective Reading approaches refreshed across the cluster to aid the consistency of practice. • Maths and Numeracy pedagogy toolkit developed and shared with all staff through a 'Maths SIP SWAY' ensuring consistency of practice. • A range of targeted numeracy interventions have been put in place to ensure all learners who are off track are being supported to close gaps and make accelerated progress.

- Learners across the school are being encouraged to use a range of concrete materials within their classroom to promote visualisation and understanding of numerical concepts within maths.
- Targeted Number Talks CLPL was provided for staff as a result of data analysis to enhance practitioner confidence within the classroom.
- Through the delivery of the pupil participation action plan, the Numeracy pupil participation group promoted outdoor numeracy and active maths throughout the school.
- Pupil Numeracy participation group led on numeracy planned events, such as Maths Through Story Week, Mathematician Week, Money Week, Maths Week Scotland and Sumsdog competitions.
- Numeracy focus introduced to families during family learning events to increase family learning opportunities.
- Learners from P3-7 have been targeted for bespoke interventions with the numeracy lead to ensure accelerated progress.
- Learners from P5 and P7 have been targeted for bespoke interventions with the numeracy lead to provide greater breadth, depth and challenge in problem solving, critical thinking and reasoning tasks and the use of higher-order thinking skills to further develop and enhance mathematical reasoning.
- Working collaboratively with colleagues from Sinclair Academy, we have reviewed termly assessments at all levels in order to improve the transition process.
- Numeracy and maths through the real-life context continues to be embedded throughout the school through activities such as Money Week, Skills for Bills, Maths Week Scotland and Maths Through Story.
- A Numicon Progression has been developed and an audit of resources completed - gaps identified and additional resources purchased.

ELC

- Developed our literacy and numeracy rich environments both indoors and outdoors using a range of stimulating, open-ended and interesting resources.
- Focused on the retelling of traditional tales to enhance children's recall and story-telling.
- Delivered family PEEP sessions with a focus on literacy, numeracy and health and wellbeing.
- Speech and Language Therapist has worked with all children to develop their awareness of rhyme and syllables.
- Focused on mathematical concepts such as time, shape and subitizing to enhance children's knowledge and understanding in these areas.
- Introduced 'Teaching Children to Listen' to parents.

	<ul style="list-style-type: none"> • Introduced story corners in all areas within the ELC to engage all children in reading. • ELC have updated their NYCOS training and are confident in delivering this. • A digital learning corner has been introduced into the playroom for children to enjoy and learn. <p>Evidence indicates the impact is:</p> <p>Learners across all stages have continued to make progress in literacy and numeracy. Combined literacy for P1, P4 & P7 is 89% and combined Numeracy for P1, P4 and P7 is 91%.</p> <p>Learners at all stages have grown in confidence in analysing and evaluating their own writing through consistent use of core and genre targets.</p> <p>Teacher judgement questionnaire indicate Literacy initiatives have had a positive impact on learners' experiences and attainment in writing.</p> <p>Learners have influenced change and improvement in numeracy and maths, through the ongoing work of the Numeracy Learner Participation Group.</p> <p>Most pre-school children are tracking green within the ELC for recalling and retelling a traditional story - this is a shift from last year where only the majority of children achieved this.</p>
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<p>3. To close the attainment gap between the most and least disadvantaged children</p> <p>As per PEF plan, our measurable outcomes for session 2023/24:</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>School:</p> <ul style="list-style-type: none"> • Our approaches to allocating our Participatory Budget put learners at the heart, with a well-represented focus group including children within Quintile 1, Ethnic Minority groups and with Additional Support Needs. • Our breakfast club benefits from money allocated by our participatory budget to make it more appealing to children, increasing attendance.
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To achieve equity for all learners through a strategy of universal and targeted supports.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- All staff, and our parent council chair, have completed the Child Poverty Action Group 'Cost of the School Day' module to gain a better understanding of the pressures facing families and how to alleviate them.
- St Nics Nacs has been used more widely this session, including a 'pre loved pop up boutique' at our Curricular Evening in September 2023.
- An online form has been developed for pre-loved uniform, including the opportunity for referral to the school clothing bank if required, further reducing barriers to families' access.
- 100% of donated winter jackets from the SVDP were taken by identified pupils/families within our school.
- Sponsored places were provided to attend 'Aladdin' at the Edinburgh Playhouse, supported by partners within SVDP and the parent council.
- A wide range of literacy interventions were utilised to increase attainment for learners, including; fine motor skills, super sentences, toe by toe, five-minute box, teaching children to listen, IDL Literacy and fresh start.
- Support was given to train two members of PSW staff in using Vowel House and Colourful Consonants to raise attainment in literacy, through partnership with the WL Literacy Service.
- A wide range of numeracy interventions were utilised to increase attainment for learners, including; five-minute box, support from our Speech and Language therapist around mathematical vocabulary, maths recovery and bespoke class teacher support and challenge groups.
- Our partnership with SALT allowed us to support our learners in a range of ways including; support for Primary 1 staff in use of visuals to support communication, TCTL (Teaching Children to Listen) training for new staff, phonological awareness groups for ELC and P1 children including training of support staff to ensure sustainability, narrative group work for identified P1 and ELC preschool children, mathematical vocabulary group work and PSW training, family learning opportunities to support reading, language and communication and a Speech and Language family drop in.
- This session, Pupil Support Workers and community partners have delivered health and well-being interventions for identified pupils, to further support the nurturing groups being run by our raising attainment teacher.
- Drawing and talking therapy and 'feelings artbook' group membership has been identified for pupils through liaison with parents during assessment of wellbeing meetings.
- Key learners have been identified to share their reading with our 'Therapet' Sophie the Dog, alongside our P3 cohort.

- The creation of a 'Mighty Club' small group in Primary 1 has ensured equitable opportunities for selected learners with identified support needs.

ELC:

- Continual engagement with external professionals has developed our setting to become more inclusive for all children.
- Excellence and equity meetings highlight gaps and next steps and ensure that the correct support and strategies are in place for all children.
- Partnership with Speech and Language Therapy has saw every child engaging in sessions to develop their language acquisition.
- Development of staff sensory awareness has ensured that our children experience sensory activities to meet their profiles.
- Parental partnerships have supported our children through regular *Assessment of Wellbeing and Child Planning Meetings*.
- Through community partnerships, children have been developing life skills by learning about food, where it comes from and how to prepare it to eat.
- A sensory area has been developed in the Early Level Shared Space for all children to use.

Evidence indicates the impact is:

Breakfast club attendance increased on average by 6% from September 2023 to March 2024, providing more children in our school with an equitable opportunity for a healthy start to their day.

Within the Parent/Carer ethos survey, the positive response rate regarding how the school supports the Cost of the School day has risen from 77% to 91%, indicating that our parents/carers feel supporting in reducing the cost of the school day.

Attendance across the school has increased from 93% to 94%, where targeted learners have had >90% attendance, supports have been in place including supports from Inclusion and Support Services.

Within the Parent/Carer ethos survey, the positive response rate regarding the range of family learning opportunities has risen from 66% to 93%.

ELC staff have shown more confidence when engaging with GIRFEC practices to ensure all children's needs are being met.

Within the ELC, individual strategies for children are embedded through the use of lanyard props - this practice has been shared more widely.

<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was...</p> <p>To increase the achievements and skill development of all learners, within and beyond the classroom</p> <p>NIF Drivers</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 very good progress.</p> <p>What did we do?</p> <p>School:</p> <ul style="list-style-type: none"> • Refreshed focus on the four capacities as school aims deepened learners understanding of how this relates to their school experiences. • P4-7 classes tracked the fulfilment of the school aims through online platforms, bringing the four capacities to life in our school. • An 'online classroom' whole school approach allowed learners to learn more about the meta skills and how they related to life, learning and work. • 'Meta-skills Passports' embedded in all classes to allow learners to reflect on their learning experiences related to their Meta Skills development. • All pupils were invited to complete a 'community profile' with their parents to highlight their opportunities for wider achievement and how these are linked to the Meta Skills. • Our wider achievements nomination form allows parents/staff/pupils to link wider achievements to the Meta Skills, making relevant links to learning, life and work. • Teaching staff engaged in CLPL to gain a better understanding of Project Based Learning, with resources shared to ensure a consistent approach across the school. • Key classes used the Project Based Learning approach when linking with industry and community partners, resulting in our P5 stage developing a museum space within our local partnership centre and our P7 stage attending the finals of the 'Climate Smarter' competition with Heriot Watt University. • Staff created bundled experiences and outcomes for each stage to link to appropriate Project Based Learning driver questions next session. • Teaching staff reframed dated 'topic' grids under wider concepts, allowing for learner agency and pupil voice to further drive planning in session 24/25. • We achieved our Digital Resilience award, worked on by Digital lead staff members and our pupil participation group. • P3 stage worked with RHET to learn about local farming and how to grow produce (potatoes). • The health and wellbeing pupil participation group planned and organised a fruit tasting for all classes and our cooking trolleys and equipment were timetabled across the school during fitness fortnight. • Our RRS Gold Validator commented on the increased knowledge our learners have of the Sustainable Development Goals, which has been driven forward by the Eco/Sustainability Participation Group
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- Two P7 ambassadors attended the Laudato Si Conference and fed back to the whole school about key messages
- A development post holder led on woodworking, linking play and STEM, which was implemented beyond Early level, at P5 and P7 stages. This allowed links to be made with our cluster high school design and technology department.

ELC

- Partnerships have continued to develop between our ELC and our community to enhance our children's learning experiences.
- Our children are growing their own foods and then preparing them for snack within our nursery, in partnership with Broxburn and Uphall Growing Society.
- Children have participated in a wide range of sporting activities during Fitness Fortnight.
- Parental engagement has continued to increase through PEEP, Stay and Play, nursery trip, garden celebrations, moving-on celebration and through regularly seeking parental feedback.
- A successful transition programme has enabled our pre-school children to move into P1 smoothly and comfortably.
- Woodworking and Knitting & Weaving have continued to be developed in our Early Level and beyond.
- People who help us topics have linked skills to life, learning and work.

Evidence indicates the impact is:

Almost all learners reported an increase of their use of the meta skills and the language of meta skills has been embedded throughout the school.

Our achievement of the digital resilience award indicates we are effectively preparing our children for use of the internet and online platforms.

Education Scotland and RHET evaluations indicate the positive impact our work around food and health has had on key learners and families.

Learners have an awareness of the Sustainable Development Goals, with most classes given opportunities to learn more about them this session.

Evidence of woodworking across the school has been shared on our 'X' social media platform, with all children involved positively reporting about the experiences they had.

	<p>Where a project based learning approach has been used, children's voice and learner agency has been prominent in the planning stages with class teachers reporting increased engagement.</p> <p>Parental feedback is very positive with our families taking opportunities to be involved in PEEP, Marvellous Meals, Stay & Play and other family learning events.</p>
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Evaluative comment on school's attendance and exclusion data required:

Attendance in St Nicholas is good at 94%, this is slightly above the authority average. For Quintile 1 pupils our attendance rate is also good at 89%, again this is also slightly above the corresponding authority attendance rate. We have robust tracking and monitoring in place and we undertake regular attendance monitoring to support families to improve attendance. In almost all cases, following intervention, the attendance of identified families shows an upwards trend. We have no exclusions during the 2023-2024 session.

Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance

We have a variety of opportunities for parents and stakeholders engagement across the school and ELC. These include Curricular Cafes, Parent information sessions, Parent 'drop in' workshops, Planned workshops for Literacy, Numeracy and Health and Wellbeing, Parent Consultations, Parent Consultative Group (this session reviewing our Home Learning Approach), termly 'Book and Brew' events, celebrating diversity/culture events, class assemblies and PEEP groups. Our parents are active participants in their child's learning across the school and ELC.

This session we established our 'St Nicholas Parental Support Dashboard' padlet to provide families with support in Literacy, Numeracy, Health & Wellbeing and Cost of the School Day. We have developed our digital platforms to keep parents informed of school improvement and performance, including Twitter, School App, School Website and monthly school SWAYs. We have over 95% attendance at our parent consultation evenings and have continued to see an increase in parent engagement at all stages.

The school has a very active and engaged parent council. This year, the Parent Council has worked closely with the Head Teacher and senior leadership team to support school improvement in areas in outdoor learning in the ELC and reducing the cost of the school day through the 'St Nic's Nacs Clothing Boutique'. They have also supported the school financially with a number of social and fundraising events across the year.

Developing in Faith: 'Serving The Common Good'

This year's theme 'Serving The Common Good' has allowed us to reflect on how the Charter for Catholic Schools has shaped the vision and aims of St Nicholas School. Our school shows a

commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all. We communicate Catholic social teaching well in the ways that we put into practice the 7 themes:

- 1) ***Life and Dignity of the human person*** (our positive relationships approach incorporating our anti-bullying procedures)
- 2) ***Call to family, Community and Participation*** (Family events, Parent Council, Pope Francis Faith Award, Parent workshops)
- 3) ***Rights and Responsibilities*** (UNCRC Gold Award)
- 4) ***The dignity of work and the rights of workers*** (Careers Fayre, Pupil Leadership Groups)
- 5) ***Option for the poor and vulnerable*** (Cost of the School Day Statement, Equity Strategy, Parish partners)
- 6) ***Solidarity*** (Assembly programme, Junior Leadership Team, House Groups)
- 7) ***Care for God's creation*** (*Laudato Si*, *Eco Schools*, *Smarter Climate Schools Programme*)

We are good at evidencing the many practical and pastoral ways that Catholic social teaching is embedded in the life of our school. All of these activities and learning experiences are linked to our commitment to ensuring our pupils and their families have access to as many opportunities to success as possible. Our school is committed to social justice. All our school working in this area has had a positive impact for different members of the school community.

Our pupils benefit from well-planned assemblies and services. We use Pope Francis Award programme to promote our pupils' active engagements with our Parish. We organise Catholic Education Week activities in partnership with our Chaplain and Parish. Our Chaplain leads staff prayers/reflections during Lent and Advent. We are proactive in developing links with our Parish - parishioners support school events e.g. serving teas/coffees at our 'Curricular Cafes'. School has a parent representative on the Parish Council and our Chaplain is the Parish Link on the school's Parent Council. We involve parents in the sacramental and liturgical life of the school.

All staff are engaged in the process of self-evaluation and recognise the importance of examining the Spiritual dimension of school life when evaluating strengths and development needs. We will continue to develop approaches to involve pupils, parents and the Parish Community in the self-evaluation process. Through the examination of tracking data and in discussion with pupils in focus groups, almost all staff and pupils recognise key aspects of learners' successes and achievements and are committed to the holistic education of all pupils. Next session we will continue to develop links further with Parish community, offering opportunities for pupils to develop wider achievements through the Pope Francis Award. This session we have continued to work with our Parish's SVDP (St Vincent De Paul Society) group and our now established 'Minnie Vinnies' have helped in tackling poverty through supporting to reduce the cost of the school day.

In examining our approaches to GIRFEC through available data and in discussion with our whole school community, we can say that we have a shared understanding of wellbeing and in the dignity and worth of every individual. We have very good approaches to meeting the needs of every child in our school in a holistic and nurturing way, ensuring that we acknowledge that we are made in the image and likeness of Christ. We will continue to develop our practices in the coming session and ensure that all parents and pupils are active participants in this process.

Our Wider Achievements this year have included:

- Celebrated the awarding of the Reading Schools GOLD Award
- Celebrated the awarding of Sports Scotland GOLD Award
- Celebrated the awarding of UNCRC Rights Respecting GOLD Award
- Celebrated the awarding DSA Digital Wellbeing Award
- Celebrated the awarding of our third ECO Green Flag
- Celebration of the Sacraments of Reconciliation, First Holy Communion and Confirmation with our children, their families and our local parish;
- Maintaining a high standard of attainment in all areas of the curriculum and across all stages with year on year improvements across most classes;
- Continued to place our vision and values at the centre of learner experiences within the school;
- Maintained links with local partners including Broxburn United Sports Club; Active Schools Co-ordinators; the Strathbrock Woodwork Club; and Broxburn Library;
- Reduced inequalities in learning and experiences for our PEF/Quintile 1 Learners including supporting families through our school clothing bank 'St Nics Nacs' and our 'take what you need' trolleys in every area;
- Secured alternative provision and support for children when this was needed
- Further embedded the One-Trusted-Adult programme to ensure that the wellbeing of all children in St Nicholas is supported when needed;
- Continued to promote resilience among our learners through learning key strategies at assembly and within class to support wellbeing;
- Developed our approaches to children's regulation through continued use of the Zones of Regulation approach, allowing children to identify and manage their feelings and emotions;
- Ensured every child from P1-7 has the opportunity for leadership for improvement through the implementation of our pupil participation group structure;
- Every class held an assembly linked to their learning and hosted a mass which parents/carers were invited to celebrate, strengthening our links between home and school and parish
- Promoted healthy lifestyles through our 'Fitness Fortnight' which allowed all children to experience different sports and fitness activities;
- Implemented new playground and lunch hall charters in line with our Rights Respecting Schools approach;

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Very 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	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very 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)