



School Improvement Report

West Linton Primary School



Context of the School

WEST LINTON PRIMARY SCHOOL

Our Vision

At West Linton Primary our vision is to create a safe and happy school, where we are all challenged in our learning, encouraged to learn enthusiastically, to always do our very best and become successful and confident lifelong learners.

Our Values

Together we will be:

- Fair
- Kind
- Friendly
- Honest
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Together we will:

- Think about how others feel
- Try our hardest
- Take responsibility for our actions
- Include others
- Never give up
- Help each other
- Be ready to learn

Our Aims

- To experience high quality teaching
- To work together and be given challenging learning activities
- To have fun and make connections while learning
- To make sure everyone is included, valued and respected
- To make the most of everyone and everything in our community to help us learn as much as we can
- To be active and make healthy choices
- To be prepared for life as a grown up

In evaluating impact and progress in the key areas of the services we deliver, we have drawn on a range of evidence including:

- Care Inspectorate visit to ELCC, March 2017 (APPENDIX A)
- Attainment data reflecting pupil performance in ongoing assessments
- Feedback from pupils, parents and staff via surveys, questionnaires, focus groups and discussions
- Monitoring of pupil work, teacher planning and assessment evidence
- Staff participation in practitioner enquiry to develop practice (APPENDIX B)

(APPENDIX A) - Care Inspectorate visit to ELCC, March 2017

Gradings -

Quality of Care and Support - "5 Very Good"

Quality of Management and Leadership - "5 Very Good"

Summary -

- *Children were happy and confident in their learning environment and actively engaged in their own choice of activities.*
- *Children were supported appropriately by staff where required*
- *Child-centred responsive planning took account of and respected individual children's needs, interests and preferences. Information was attractively displayed on a 'learning tree' and within floor books to show progression.*
- *Personal plans and learning journals had been further developed to highlight individual progress and identify next steps in learning. The learning journals were accessible to the children and parents within the playroom which meant children could fully engage and take ownership of their learning.*
- *Relevant support and resources in place to support children and families who had additional support needs.*
- *All children and families feeling respected and included in their child's early development and learning experiences.*
- *Children were given choice, flexibility and responsibility about where to play, both indoors and outdoors, with guidance and support from staff, where required.*
- *The children were active, enthusiastic and fully engaged in positive, uninterrupted learning experiences throughout both sessions.*
- *A wide variety of natural and inviting resources created a rich learning environment where the children could access and utilise resources independently to enable them to learn, develop their skills, explore and investigate their environment.*

(APPENDIX B) - Staff participation in practitioner enquiry to develop practice

Summary - *The following extracts are taken from Myra Young, (Myra Young Assessments)*

All presentations evidenced.. the four essential ingredients of professional enquiry;

- 1. Enquiry based practice*
- 2. Shared leadership*
- 3. Enquiry-based practice - evidence and data driven learning*
- 4. Systematic engagement with three fields of knowledge - what we know, what is known, new knowledge*

Staff in West Linton are aware of the bigger picture and their presentations demonstrated that they have the capacity to recognise the wealth of ways they can deliver on the broad Policy expectations within their classrooms.

The professional enquiries linked to two of the six key areas of the revised professional standards (GTCS) for teachers;

- 3. enquiry and research*
- 4. educational contexts and current debates in policy, education and practice*

All of the teachers involved are to be congratulated for their obvious commitment to the programme, to school improvements in general and to the pupils they teach specifically, as well as for their enthusiastic and accomplished performances during the final session.

I felt very, very welcome each time I visited West Linton and was quite humbled by the level of professionalism demonstrated in that last session. Having listened to the outcome of the enquiries undertaken this session I now hope that structure we have followed and the prompts provided, along with the knowledge and talent I have observed among the teachers in West Linton enable them as a team to go forward confidently with practitioner enquiry as an approach to school improvements and continued professional learning.

Myra Young, June 2017

Review of Progress 2016-17

School priority 1: Whole school focus on outdoor learning

NIF Priority

Improvement in children's and young people's health and wellbeing.

NIF Drivers

School Improvement
Teacher professionalism

HGIOS 4 Q.I's

2.2 - curriculum
2.3 - learning, teaching and assessment
3.1 - ensuring wellbeing, equality and inclusion

Progress and Impact including successful strategies

Ongoing partnership with Whitmuir Organic Farm continues ensuring children and families have opportunities to reduce food waste, take part in Zero Waste Week, reduce food waste in school dining hall and develop and grow flowers, herbs and vegetables in the playground planters.

Partnership with West Linton Horticultural Society established - flower tubs and beds around school being developed, pupils helping to support the work of the society and promote its events and pupils' interests in growing

Staff in service training - Grounds for Learning

All classes experience outdoor learning on a weekly basis

Children's learning set within a meaningful context and greater links between theory and practice and practical application of numeracy and literacy skills occurring.

Outdoor learning open afternoon for families and the community to showcase progress.

Forest schools experience introduced and run with P3 and P5 year group allowing opportunities for children to lead learning and for greater personalisation and choice.

Development of school grounds - visits to other local authorities by pupil voice group staff and parents to evidence developments, consultation with stakeholders, development plan drawn up and funding bids made.

Outcomes for learners

2.2 -

Entitlement of learners to learning for sustainability is being met and gradually being embedded.

Outdoor learning is a regular, progressive curriculum-led experience for all learners.

2.3 -

We are beginning to use our community and spaces to deliver high quality outdoor learning

We are providing experiences which are varied, differentiated, active and provide effective support and challenge

3.1 -

Outdoor spaces are used effectively to promote positive relationships and wellbeing.

Staff take account of research linking benefits of outdoor learning and free space with wellbeing

Next Steps

Implement the design of the school grounds plan to further increase opportunities for outdoor learning and also enhance the playtime and lunchtime play experience for our pupils.

Phase 2 of Forest Schools experience to different year groups.

Continue to develop outdoor learning experiences to ensure differentiation and provide effective support and challenge

School priority 2: Development of high quality Personalised Learning Profiles which accurately reflect significant attainment and achievement in all aspects of a young person's life

NIF Priority

Improvement in children's and young people's health and wellbeing.

NIF Drivers

Assessment of children's progress

HGIOS 4 Q.I's

2.4 - personalised support

3.2 - raising attainment and achievement

Progress and Impact:

PLPs linked to termly curriculum overviews this session and provide evidence of significant learning as detailed in the overviews.

Open afternoon for families to share and comment on the PLPs.

Staff CAT sessions -

moderation and critical evaluation of current PLPs

moderation and critical evaluation of end of year reports

review of our own Early Learning and Childcare PLPs

need to develop PLPs and establish a greater balance of time towards PLPs than reports identified.

Staff In Service - review of PLPs from City of Edinburgh, Midlothian, Scottish Borders Council and both authority and private / partnership ELCC settings.

Stakeholder consultations - with staff, pupils and their families about PLPs

Next Steps

Analyse results of stakeholder consultations to ensure we have a shared understanding of the purpose of the PLP

Collaboratively produce criteria for PLPs for session 2017-18 to ensure we have a shared expectation of the standard of PLP expected.

Introduce new PLPs for every pupil start of session.

Ensure learners regularly receive high-quality feedback on their progress in learning and what they need to do to continue to improve.

Planned, regular opportunities for staff to monitor and evaluate use and impact of PLPs ensuring;

- Learners' achievements in and out of school are recognised, valued and recorded.
- contributions from families and outside agencies are included to showcase a wide range of pupil attainment and achievement

Staff consider how they ensure that their learners regularly receive high-quality feedback on their progress in learning and what they need to do to continue to improve.

Staff consider how they will support their learners to understand how their achievements develop knowledge and skills for life, learning and work.

Key Improvement Priorities for 2017-18

Evaluate the following Q.I's against the six point scale :

Excellent	this aspect of the school's work is outstanding, high quality and sector-leading.
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remains some aspects which require improvement.
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of change	Very good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

Our capacity for continuous improvement is very good.

List the key priorities for school improvement plan for 2017-18:

- Increased attainment in literacy - specifically spelling, grammar and punctuation
- Increased attainment in numeracy - specifically problem solving
- Continued development of high quality Personalised Learning Profiles which accurately reflect significant attainment and achievement in all aspects of a young person's life

