**Context of the School**

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| School Improvement Report |
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| West Linton Primary School |



2017-2018

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| |  | | --- | | **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   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 | |

**Review of Progress 2017-18**

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| **Priority for Improvement**  Increased teacher confidence in the teaching of spelling.  Improved learning experiences in this aspect of literacy.  Improved pupil attainment for all over time.  Narrowing of the attainment gap in this area of literacy. | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Drivers:**  Assessment of Children’s progress | **HGIOS 4 Q.Is**  1.1 Self-Evaluation for school improvement  2.3 Learning, Teaching & Assessment  3.2 Raising attainment & achievement |
| **Progress and Impact including successful strategies**  *Targeted Interventions:*   * Using the Single Word Spelling Test (SWST), we identified that pupils had a misunderstanding of spelling rules and that they had gaps in their phonological knowledge – This was leading to pupils’ confidence in spelling being low. * Using the Big Writing assessment criteria, teaching staff identified a need for intervention in spelling. Pupils were spelling well for the most part during weekly testing and homework; however this was not transferred into their formal written tasks. * It was agreed that the use of Phonics International (Synthetic phonics programme) would continue in Primary 1, however that a consistent teaching method would be used in all other classes; ensuring a common language and approach to the teaching of spelling. * The lead member of staff, Asha Motley (PT), modelled lessons throughout term 1 & term 2. * Pupils were taught to use syllabification and grapheme marking when attacking their spelling. * All staff used overlearning opportunities in class to reinforce spelling strategies. * The Edinburgh Sound Chart was adopted to teach the different ways sounds can be spelled. * Testing in August, February and again in June identified where gaps are, so that early intervention and prevention could be planned. * Fresh Start was used for those pupils requiring intervention in P5, 6 & 7. * In all classes across the school, spelling results have improved. Almost all children’s attainment in spelling has increased. * Learners have been successful and confident in their spelling activities and are beginning to use their learning in other areas the curriculum and in their Literacy & English work. | |
| **Outcomes for learners:**   * Shared understanding of high expectations of spelling and quality learning & teaching in this area. * Spelling support has increased with P5, 6, & 7 pupils involved in the Fresh Start intervention, which again has increased their enthusiasm and attainment in literacy tasks. * All children involved in the Fresh Start intervention increased their standard age score, with the exception of two, who stayed the same. (Appendix 2) * From P2-7 successful pupil progress has been tracked using the SWST Standard Age Score. Spelling ages have increased for almost all pupils (average percentage of pupils increasing their scores – 72 %;) those who have not are receiving or have been considered for support for learning or additional intervention. (Appendix 1) * Children are more confident in their spelling and can identify different spelling patterns and how they relate to sounds. | |
| **Next Steps**   * Focused attention on Phonics International. Review and moderation of the units planned for each stage of learning – This will form the foundations of a spelling ‘learning pathway.’ * Continue to stress the importance and value of spelling using the consistent Spelling teaching approach in all classes. * Revisit the overlearning opportunities at the beginning of 2018-19 to ensure all staff, including those who are new to the school, are using the consistent language of learning and teaching methodology. * Revisit the place of interventions such as Fresh Start and build opportunities for teaching staff to be trained in its implementation in class to ensure the progress is sustainable. | |

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| **Priority for Improvement**  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.  Parental engagement | **HGIOS 4 Q.Is**  2.4  3.2  (2.7) |
| **Progress and Impact including successful strategies**  Targeted Interventions:   * Moderation of 2016-17 PLPs identified a requirement for a more consistent approach. * Guidance was agreed by SLT in consultation with staff to ensure robust evidence of learning was clear through the PLPs. * A shared understanding of the purpose of the PLP was discussed with Parent Council over the course of the school year. * It was decided, in consultation with Parents and Staff that the PLPs would replace the end of session report; because of the wealth of information and assessment evidence it contained. * Curriculum Overviews were shared through the PLP to connect the evidence to planned learning. * Collegiate opportunities were planned throughout the school year for staff to moderate PLPs across classes. As a result, modifications were made; including the addition of teacher/ Support for Learning teacher and SLT voice within the PLPs. * Parental opinions were gathered through questionnaires and ongoing consultation. (PLPs were sent home for discussion at key points throughout the school year.) * Open Afternoons and Café Conversations were implemented across the school year to gain further contributions for family members. * Learning conversations between teachers and pupils took place regularly and can be seen in the PLPs. * Consistent use of Tickled Pink and Green for Growth seen in PLPs. * Pupil as a Learner comments and Curriculum for Excellence levels of learning were also added to the PLP to ensure alignment with National Reporting Frameworks. | |
| **Outcomes for learners:**   * Pupils have clear next steps in their learning though engagement with their strengths and next steps. * Comprehensive **and personalised** record of learning. * More purposeful engagement with parents related to their learning through Café Conversations. * Improved language of learning through careful consideration of progress and discussion about their learning. * Children have a record of individual targets discussed with members of staff. * Opportunities for self reflection and regulation related to learning in class and out of school. * Opportunity to document the different ways they are contributing the school life e.g. Eco Committee, Pupil Voice etc. | |
| **Next Steps**   * Café Conversations to continue with parents and possibly Buddies. * Consistent approach to Learning Conversations to be considered. * Re-visit the use of ‘Class Floorbooks’ and how they can align with the PLPs. * Continue to develop consistent approach through moderation activities to ensure PLPs are a robust method of reporting standards and progress. * Learn from and adjust PLPs based on parental feedback. * Encourage ‘Personal Achievements’ and Parental Comments throughout the PLPs leading to further ownership and personalisation. | |

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| **Priority for Improvement**  Increased teacher confidence in the teaching of problem solving.  Improved learning experiences in this aspect of numeracy.  Improved pupil attainment for all over time.  Narrowing of the attainment gap in this area of numeracy. | |
| **NIF Priority:**  **NIF Drivers:** | **HGIOS 4 Q.Is** |
| **Progress and Impact including successful strategies**  *Targeted Interventions:*   * The MUMPS assessment evidence showed that across the school pupils were not achieving in problem solving based questions. (This is in line with National Statistics.) * Pupil Equity Funding was used to release Michelle Fraser from her class commitment, to lead this priority for term 1 and term 2. * Number Talk was researched and shared as a strategy for developing the language of learning in mathematics. * A process of modelling of Number Talk took place in some classes across the school. * Problem Solving activities have been used in different ways across the school e.g. ‘Problem of the Week’; morning challenges using Problem Solving Skills etc. * Collegiate working by teaching staff created a mathematical language progression pathway to provide a framework for developing the language of problem solving. (Attached below.) * CUBES acronym created to aid pupils in their problem solving work:   C - circle the numbers  U - underline the important information  B - box the maths vocabulary  E – explore strategies to solve the problem  S - solve and check.   * Growth Mindset strategies have been a major focus at school level across the curriculum, however the theory has been useful in Problem Solving. | |
| **Outcomes for learners:**   * Better understanding of different strategies. * More opportunities to work together with peers in maths. * Development of further mathematical language leading to increased confidence when tackling word problems. * Framework for progression and for solving problems. | |
| **Next Steps**   * Implement CUBES more consistently across all classes. * Introduction and implementation of Language of Maths progression pathway. * Overlearning opportunities in Problem Solving to be regularly addressed in class (not just in mathematics!) * Consider how strategies are introduced to pupils in order to ensure depth of learning. * Identify a member of staff to continue the leadership of Mathematics through 2018-19 Learning Community Mathematics priority. | |

**WEST LINTON PRIMARY SCHOOL**

**NUMERACY VOCABULARY PROGRESSION**

*Vocabulary may be introduced at an earlier stage than stated but pupils will not be assessed using this vocabulary until the appropriate stage. All vocabulary covered in previous stages will require revision each year.*

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|  | **EARLY** | | **FIRST** | | | **SECOND** | | |
| **E1&2** | **E3** | **F1** | **F2** | **F3** | **S1** | **S2** | **S3** |
| **NEW VOCABULARY TO BE**  **INTRODUCED** | +/-  More  Less  And  Make | Biggest  Larger  Smallest  Smaller  Numeral  Before  After  **+**  Add  Count on  Number bonds  Total  Double  More than  One more than  Altogether  How many more?  **-**  Take away  Count back  Less than  One less than  How many left?  **x/ -**  Share  Groups  Groups of  Lots of | **+**  Double  Ten more (multiples only)  Plus  Fact families/ Number Stories  More than  **-**  Less than  Ten less (multiples only)  **x/-**  Share equally  Equal groups  Half  Times | **+**  Near Doubles  Ten more  Addition  Nearest 10  Crossing/Bridging the Ten  Cost  **-**  Subtraction  Difference between  Find the difference  Ten less  Subtract  Minus  Change  **x**  Multiply  Multiplication  **-**  Division  Divided by/into | **+/-**  100 more  100 less  Nearest 100  Carrying  Bridging/Crossing the 100 boundary  Exchange  **x/-**  Repeated addition  Array  Remainder  **Fractions:**  Numerator  Denominator | Increase  Sum of  Multiple of  Prime Numbers  **Fractions:**  Equivalence  Lowest Common Multiple  Simplifying fractions | **Division:**  Equally distributed  Divisible by  **Fractions:**  Fractional value  Decimals  Decimal Place  Percentages  Discount  **Money:**  Profit  Loss  Credit  Budget  Deposit  Balance  Discount  Currency exchange  Increased/Decreased value | Inverse/Commutative  Square root  Squared  **Division:**  Dividend  Divisor  Quotient  **Fractions:**  Improper fractions  Mixed Fractions  Top Heavy Fraction  **Multiples & factors:**  Product  Factors  Highest common factor  Composite number  Product of Prime Factors  **Money:**  Wages  Salary – (annual/monthly/  weekly/hourly)  Bonus  Wage Rise  Commission  Gross/Net  Deductions |

**Key Improvement Priorities for 2018-19**

**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

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| **Quality indicator** | **School self-evaluation** | **Nursery self-evaluation** |
| 1.3 Leadership of change | Very Good | Very good |
| 2.3 Learning, teaching and assessment | Good | Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Good | Good |
| 3.2 Raising attainment and achievement/ Securing children’s progress | Good | Good |

Our capacity for continuous improvement is: Very Good

List the key priorities which will feature in your school improvement plan for

2018-19:

* Continued development of high quality Personalised Learning Profiles
* Curriculum Development - Modern Languages Learning Pathway (Languages 1 + 2)
* Promoting children’s mental and social health through Building Resilience & Skills for Learning, Life & Work.