School Improvement Report

West Linton Primary School

2018-2019

Context of the School

WEST LINTON PRIMARY SCHOOL

At West Linton Primary School our vision is:

Learning together to achieve our best

Our values are:

Kind, respectful, honest

Our aims are:

- To ensure all pupils receive a high quality inclusive education in order to become confident individuals, effective contributors, responsible citizens and successful learners.
- To work in collaboration with our community and stakeholders to promote quality opportunities for our young people.
- To build and develop resilient pupils equipped to tackle problems in their life and learning with a growth mind set.
- To ensure all pupils are Safe, Healthy, Achieving, Nurtured, Active, Responsible and Respected.

Our School

West Linton Primary School is a rural primary school in the Tweeddale Learning Community of Scottish Borders Council.

Our school building opened in October 2013 and sits in the heart of the beautiful village of West Linton. The school's catchment area extends beyond the village incorporating outlying areas and including the village of Carlops and parts of Dolphinton.

The school has a Head Teacher, Depute and Principal Teacher. This year we have nine classes together with our Early Learning and Childcare (ELC) centre which offers both morning and afternoon sessions. Our learners are supported by our Additional Needs Assistants (ANAs) and we have visiting specialists in Art, PE and Music as well as a brass instructor.

Our building offers an excellent environment for learning - bright, spacious class areas, small tutorial rooms, a large games hall, separate dining hall and extensive school grounds with a Multi-Use Games Area (MUGA).

We have an active and supportive Parent Council and PTA who help us to deliver the school's improvement plans, provide us with additional funding, organise social events for our school community and enhance the learning within our school.

Our building is open to the community beyond the school day.

Priority for Improvement

Review Vision, Values and Aims.

NIF Priority: Improvement in children and young people's health and wellbeing. **NIF Drivers:** School Leadership Parental Engagement School Improvement	**HGIOS 4 Q.Is** 1.1 – Self Evaluation for School Improvement 1.3 – Leadership of Change

Progress and Impact including successful strategies

- All staff were bought 'When the adult changes everything changes' in order to further develop research aligned change in the area of culture and ethos.
- Stakeholders were consulted in order to review vision, values and aims.
- Parents were part of the consultation which took place in term 1 and 2 of 2018-19 and Parent Council continue to be updated with any new initiatives to promote our vision, values and aims.
- Pupils were consulted at Pupil Voice assemblies and in class about vision and values.
- Staff have developed the agreed vision, values and aims in classes and Senior Leadership Team have developed understanding through assemblies and Citizenship Gatherings.

Quantitative Data
- Socio economic data and information leading to personalising v, v & a
- Improved lateness data, due to Meet & Greet

Direct Observation
- Pupils are talking about the values, especially, in their interactions.
- Staff are using scripted discussions using the vision and values.
- The vision and values are embedded in class charters

People's Views
- Parental consultation
- Assembly notes from staff/ pupils
- Foyer display showing pupil views since implementation of v, v, a. (see appendix 1)

Outcomes for learners:

- All staff have a clear understanding of the socio-economic and cultural context of the school and have shaped the vision accordingly – This has led to high expectations for learners.
- The vision is ambitious and focuses on 'best' for all learners, therefore focusing on individual progress rather than highest achieving.
- Learners are committed, particularly, to the school values.
- Pupils have three values which translate as school rules e.g. We will be: Kind to all, Respectful to all property, people and ourselves, Honest with ourselves and others.

Next Steps

- To share aims more widely.
- Class charters to be developed with vision and values in mind
- All classes to have vision and values displayed
- Christian Small Art project to develop vision and values for display in main corridor
- Develop curriculum rationale to incorporate vision and values.

Priority for Improvement

Emerging literacies and how these impact on our Literacy & English learning pathways.

NIF Priority: Raising attainment in literacy **NIF Drivers:** Teacher professionalism Assessment of children's progress	**HGIOS 4 Q.Is** 1.2 – Leadership of Change 2.2 – Curriculum 2.4 – Learning, teaching and assessment 3.2 – Raising Attainment and achievement

Progress and Impact including successful strategies

- Lead practitioners identified; one in school and one in ELC.
- Early level audit of practice using emerging literacies audit.
- ELC staff becoming familiar with Highland Literacy progression wording during pupil observations e.g. I am aware…., I show an understanding…, I use with understanding….
- ELC and P1 using developmental tracking sheets.

Quantitative data
- Audit tool data
- Developmental trackers

Direct Observations
- Observations in PLPs by ELC staff
- Highland Literacy methodology being uses; seen during classroom/ playroom visits.
- Early level staff working together across early level.

People's Views
- Developing understanding of developmental stages
- Confidence increasing in the developmental approach
- Pupils enjoy play based learning activities in Primary 1 setting

Outcomes for learners:

- Pupils develop their literacy learning at the correct developmental stage and pace; thus leading to improved attainment and motivation over time.
- Pupils in Primary 1 benefitting from play based learning activities, leading to storytelling and writing; particularly seen through the immersive Stone Age thematic learning.
- Phonic international used to enrich and reinforce learning, rather than as key resource.

Next Steps
- Two members of Early Level staffed to be trained by Mr Cooke.
- Developmental planners to be shared with all staff.
- Trained members of staff to share learning.
- Place and pace of synthetic phonics programme to be considered.
- Play based learning opportunities to be reviewed based on training.
- Develop parental understanding of Emerging Literacies.

Priority for Improvement
Curriculum Development in Languages 1 + 2 – French

NIF Priority: Improvement in attainment. **NIF Drivers:** Teacher professionalism Assessment of Children's progress	**HGIOS 4 Q.Is** 2.2 – Curriculum 2.3 – Teacher professionalism

Progress and Impact including successful strategies

- All classes have used Year 1 of French.
- CAT sessions and Inservice days have had focused support on key vocabulary and activities to use in class.
- Peer observations have been carried out to support and develop eachother.
- Assessment structures shared with all staff from Early – end of Second Level.
- Pupils enjoying French and beginning to use French vocabulary outside the classroom.
- Resources added to school shared area to be used by staff.
- Language Nut trial to support the teaching of French.
- Parent volunteers (native French speakers) working with classes across school.

Quantitative Data
- Feedback from staff re: French teaching.
- Year One planner being used and used as pass on to next teacher.

Direct Observation
- Peer observation notes and feedback
- Pupils using key vocabulary in other parts of school; greeting adults in corridors and using vocabulary in dinner hall.
- Most classes completing daily routines in French; register, dinner tickets, date etc.

People's views
- Increased confidence of staff to use the vocabulary
- Pupils enjoying focus on French language.
- Parents commenting on their children speaking French at home.

Outcomes for learners:

- Pupils enjoying the games based and creativity involved in learning language.
- Peer observations have led to sharing of developing good practice. Teaching and support staff alike have supported to ensure the best possible provision for pupils.
- Use of progression pathway leading to a clear baseline measure of where pupils are in their French learning; leading to a more progressive language knowledge.
- Language learning is life enhancing and facilitates a deeper understanding of language, communication, including those relating to the learners mother tongue.
- Language learning as a communicative skill so that our pupils can fully participate as global citizens.

Next Steps

- Develop resourcing boxes to aid the teaching of French for each year of development.
- Implement Year 2 of the French progression pathway.
- Using the SEIC progression pathway, create a key vocabulary A4 sheet; this forms the teaching aid and handover document.
- Continue to access 'games based' materials to teach French.
- More peer sharing

Priority for Improvement

Continue to develop PLPs to ensure a consistent approach to evidence contained within; further parental input; opportunities for personal achievements to be contained within the PLPs.

NIF Priority: Improvement in employability skills. **NIF Drivers:** Assessment of children's progress.	**HGIOS 4 Q.Is** 2.4 – Personalised Support 3.2 – Raising Attainment and Achievement 3.3 – Increasing Creativity and Employability

Progress and Impact including successful strategies
- Data from 2017-18 analysed and next steps identified.
- Action plan created drawing on staff evaluative statements from May 2018 self evaluation.
- PLPs have been shared Four times across the school year.
- Three Café Conversations have taken place (one in the evening, as per parental request; very well attended.)
- Parents and Carers beginning to write in PLPs as well, making them a working document at home as well as at school.
- Moderation activities have taken place during CAT sessions.
- Focus on target creation and next steps for all pupils.
- Skills for learning, life and work documents e.g. BtC4 and Skills Education Standard shared at CAT sessions to align with evolving reporting structures.
- PLP used as reporting to parents documents for second year.

Quantitative data
- Parental Questionnaires and PLPs learning conversations
- Pupil focus group minutes
- CAT session presentations and workshop materials
- Café conversation feedback

Direct Observations
- Pupils using PLPs more naturally this year
- Next steps are more visible in the majority of PLPs this session
- Moderation activities have encouraged and supported all staff in sharing a standard across school

People's Views
- Pupils and parents like the PLPs as a way of reporting; this is seen in the questionnaire feedback
- Staff found using PLPs as a basis for Parent Consultation Meeting feedback very useful
- Children enjoy sharing their PLPs regularly at home

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| • Moderation has led to more consistent expectations. |
| **Outcomes for learners:**

• Pupils are more aware of their next steps in learning and how to achieve these.
• Pupils learning throughout PLPs has a clear link to curriculum overviews.
• Pupils enjoy sharing their learning with their parents/ carers across the school year.
• Pupils can see their own progress across the school year through assessment used formatively.
• Pupils are beginning to see a link between learning at school and learning outside of school (e.g. wider achievements.) |
| **Next Steps**

• Consistent sharing of wider achievements across school.
• Further consultation with pupils re next steps in learning and use of PLPs as a way to report their progress.
• Collect good practice by visiting schools in the authority (look outwards) who have been using PLPs for a longer period and consider further next steps to continually improve our provision.
• Continue moderation of PLPs to ensure consistency across school
• Continue to develop learner conversations to ensure they are more focused on pupil learning targets and next steps. |

Appendix 1

Foyer display photographs – Vision, Values and Aims.
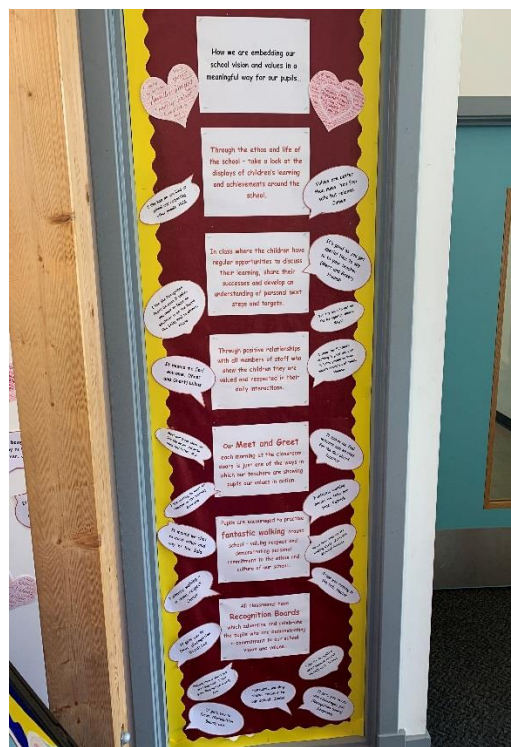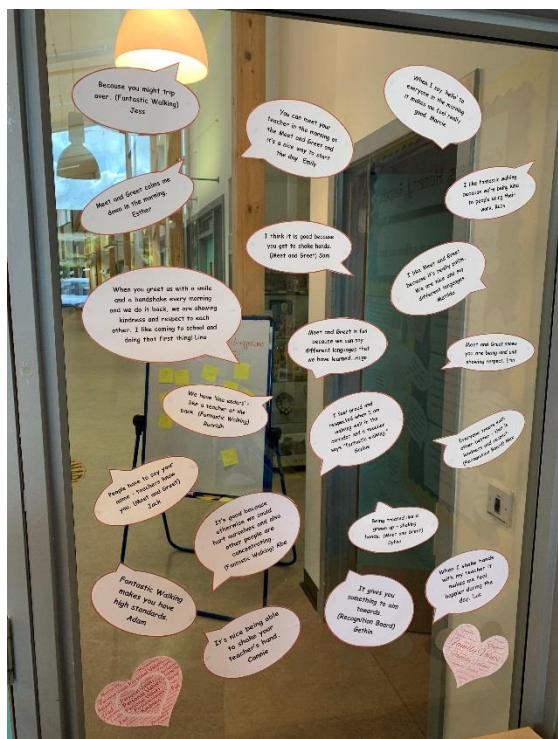
Key Improvement Priorities for 2018-19

Evaluate the following Q.Is against the six point scale in HGIOS 4

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	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	Very Good	Very Good
3.2 Raising attainment and achievement/ Securing children's progress	Good	Good
Additional Q.I.s		
1.1 Self-evaluation for self-improvement	Good	Good
1.5 Management of resources to promote equity	Satisfactory	Good

Our capacity for continuous improvement is:

Very Good

List the key priorities which will feature in your school improvement plan for 2018-19:

- Meeting Pupil Need and Reducing Inequity

- Collaborative Practitioner Enquiry