

# School Improvement Report

## West Linton Primary School



2019-2020

# 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

Progression in Curriculum Bundles

### NIF Priority:

Improvement in attainment.

### NIF Drivers:

Teacher's Professionalism

Assessment of Children's Progress

### HGIOS 4 Q.Is

1.3 – Leadership of change

2.2 - Curriculum

2.3 – Learning, Teaching & Assessment

3.2 – Raising Attainment and achievement

## Progress and Impact including successful strategies

- Staff and Pupil Baseline Questionnaires were issued to assess what extent existing Curriculum Bundles reflected the Principles of Curriculum Design.
- Stakeholder consultation to revisit our Curriculum Rationale took place to ensure the rationale aligned with our Vision, values and aims and with our curriculum bundles.
- Staff tracked the coverage of Experiences and Outcomes across First and Second Level in the previous Curriculum Bundles to evaluate breadth and progression within the existing planning.
- Staff engaged in professional learning of Interdisciplinary Approaches and reviewed existing planning to evaluate the relevance and coherence of the existing bundles.
- Staff collaboratively formulated new Bundle Frameworks for cross-curricular Bundles with Benchmarks embedded.
- Staff worked collaboratively across Early, First and Second Levels to formulate Big Questions to support IDL learning opportunities within cross-curricular contexts.
- Staff liaised with community partners to identify meaningful opportunities within the bundles for partnership working.

### Quantitative Data

- Feedback from pupils and staff – baseline data and end of Pilot data (to be collected once Pilot of new bundles implemented).

### Direct Observation

- Pupils involved in planning, making links in learning and applying skills in meaningful contexts.
- Increased staff confidence in delivering IDL lessons within Cross-curricular contexts.
- Moderation and tracking demonstrating clear progression within and across levels.
- Staff engagement in CAT sessions and INSET days.

### People's Views

- Consultation with community partners following Pilot.
- Staff moderation session following Pilot.
- Focus groups with pupils following Pilot.
- Stakeholder engagement with Curriculum Rationale.

### Outcomes for learners:

- All staff have been given the opportunity to be creative and critical about our curriculum.
- All children have a progressive curriculum aligned with Curriculum Rationale and Vision, Values and Aims.
- The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of our learners.
- Learning pathways support children to build on their prior knowledge and are based on the principles of curriculum design.

### Next Steps

- To pilot the new curriculum bundles in Term 1, 2020-2021. **(Work due to take place in Term 4 of 2019-20, however COVID-19 and school closure have delayed this.)**
- Consult all stakeholders through questionnaires, focus groups and moderation on impact and success of new Curriculum Bundles Framework.
- Share Curriculum Rationale with all stakeholders.
- Develop a skills progression framework for Early, First and Second Level and embed skills in Cross Curricular Curriculum Bundles.

## Priority for Improvement

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

### NIF Priority:

Improvement in attainment, particularly in literacy and numeracy.

### NIF Drivers:

Teacher professionalism, Parental Engagement, Assessment of Children's progress

### HGIOS 4 Q.Is

- 1.3 – Leadership of change
- 2.3 – Learning, teaching and assessment
- 2.5 – Family learning
- 2.7 – Partnerships
- 3.2 – Raising attainment and achievement

## Progress and Impact including successful strategies

- Literacy trackers in ELC updated to correlate with Highland Literacy Developmental Overviews.
- Early Level staff attended and disseminated training in Phonological Awareness, Fine Motor Skills, Oral Language and Concepts of Print, sharing this during two In-service Days.
- Staff from other stages accessing Emerging Literacy resources to enhance learning and close the literacy attainment gap for older learners.
- Highland Literacy Assessments for Phonological Awareness and Fine Motor skills are used in Primary 1 to identify gaps in learning and plan for targeted interventions.
- Story Sacks and daily Fine and Gross Motor opportunities are embedded in P1 and ELC.
- An audit was completed to review and update Early Years Literacy resources.
- A Parent Focus Group in ELC shared the principles of Emerging Literacy and sought feedback on the best ways to share this information with the wider parent body.
- A Spotlight on Emerging Literacy is a feature in the termly ELC newsletter.
- A Parent Group was established to support with creating literacy resources.

### Quantitative data

- Improved attainment data
- Developmental trackers used as baseline for planning next steps in learning.

### Direct Observations

- Observations in PLPs by ELC staff
- Emerging Literacy methodology being used; seen during classroom/ playroom visits.
- Early level staff working together across early level – 0.1 Teacher using time effectively to liaise and share good practice.

### People's Views

- Whole staff confidence in the Emerging Literacy methodology increased through Inservice sessions.
- Increased parental understanding of the importance of emerging literacies as a foundation for literacy learning.
- Consistent and progressive play opportunities across ELC and P1 in Literacy Rich environments.

**Outcomes for learners:**

- Increased teacher confidence in the planning and assessment of early literacy skills.
- Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy.
- Our children experience a developmentally appropriate literacy curriculum with consistent Progression Pathways from Early to end of Second Level.
- Increased numbers of children acquiring the necessary knowledge and skills to achieve Early Level in Listening and Talking, Reading and Writing by the end of Primary 1.

**Next Steps**

- Engagement in Workstream 2 additional Training Sessions for existing staff and Emerging Literacies training for new Early Level staff.
- Continue to embed the four aspects of the Emerging Literacies Programme through play based and intentional learning opportunities in planning and observations.
- Play based learning opportunities to be reviewed in an ongoing evaluation of play areas, which will consider pupil voice and professional learning.
- Continue to review, collate and organise resources to support Emerging Literacies including through Parent Focus Groups.
- Develop parental understanding of Emerging Literacies through a postponed Curriculum Event and the continued Spotlight feature in the ELC Newsletter.
- Development of the use of ICT to support literacy development.

## Priority for Improvement

Differentiation – Critical Collaborative Practitioner Enquiry (CCPE)

### 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

2.3 – Teaching, Learning and Assessment  
(Leading to 3.2 Raising Attainment and Achievement.)

## Progress and Impact including successful strategies

- All teaching staff engaged with transfer information, attainment data, socio economic data and staged intervention data for own class at planning meetings in August. The balance of the curriculum across the week was decided based on the data for each class. (Consideration was given to which areas would benefit from the differentiation CCPE e.g. literacy/ numeracy organisers.
- The majority of class teachers input assessment data into trackers at key points in the year and analyse assessment data and attainment information and moderate this information with reference to benchmarking documents. This information is used to plan next steps.
- In almost all classes, significant progress towards the Scottish Government stretch aims of 85% achievement at early, first and second level in literacy and numeracy.
- In the majority of classes pupils are clear of learning targets and next steps in learning. In those where children are not sure of this, further measures are being considered as part of the continuation into session 2020-21.
- Consistent use of Literacy & English and Numeracy & Mathematics progression pathways have led to a greater understanding of pace within a level and have enhanced teacher judgement of achievement of a level.
- Engagement in collegiate sessions and moderation across the cluster in almost all classes a range of assessment evidence is collected and informs improvements.
- Professional reading and critical enquiry to interrupt thinking has become a key part of improvement planning in classes, in ELC and to support pupils with additional needs.
- Tests of change have been planned in preparation Complete Collaborative Professional Enquiry on the subject of differentiation.

### Quantitative Data

- Attainment and Tracking meetings
- Summative Assessment trackers

### Direct Observation

- Shared understanding of standards for planning learning, teaching and assessment through progression pathways in literacy & English and numeracy & Mathematics.
- ELC Teams meetings CLPL focused.

### People's views

- Increased working knowledge of the pupils in classes, their individual needs and abilities to ensure raised attainment and achievement.

- Pupils feel supported in their learning.

#### **Outcomes for learners:**

- Pupils have a clear understanding of their strengths and next steps in learning in the core curriculum areas of Literacy & English and Numeracy & Mathematics.
- The balance and breadth of the curriculum is based on the strengths and next steps of the cohort. (More targeted in nature)
- Increased understanding of key aspects of learning required to continually progress.
- Pupils feel supported and challenged in their learning and have the opportunity to use summative assessments formatively.
- Attainment gaps are considered on an individual, class and year group basis so the majority of pupils continue to progress in their learning through differentiated teaching, learning and assessment.

#### **Next Steps**

- Class teachers for session 2020-21 to complete the test of change planned by the current CT (**Supposed to happen in Term 4**).
- Further collaborative working to conclude a shared approach to target setting across the school.
- Planning meetings to continue into 2020-21
- Continue to consider ways of assessing across the school year to ensure data is robust and assessment is from a variety of evidence.



## Review of Progress 2019-20

### Priority for Improvement

This year, the **Tweeddale Learning Community** worked with La Salle to agree a shared approach to teaching mathematics. To do this, professional learning was planned across two inservice sessions and during three cluster moderation sessions.

**NIF Priority:** Improvement in Attainment

**NIF Drivers:** Teacher professionalism,  
Assessment of children's progress

**SBC Framework:** Inclusion, leadership

**HGIOS 4 QI:**

2.2 Curriculum

2.3 Learning teaching and assessment

3.2 Raising attainment and achievement.

### Progress including successful strategies

- The majority of cluster schools attended inservice training from La Salle in August.
- Feedback was given to La Salle around the training provision and the session was improved for the second session.
- Opt-in collegiate session was organised for December which gave practical suggestions for class teachers to use in their classrooms. This session was well attended and very useful for present staff. Almost all used a strategy or implemented a change in their practice as a result of this session.
- Some schools attended second inservice training session from La Salle and a few schools implemented change based on the training.
- Moderation session 1 focused on assessment evidence. The majority of schools attended. Tasks completed by staff were discussed at the following cluster collegiate session.
- Moderation session 2 focused on task from session 1 followed by moderation of planning for learning, teaching and assessment. A minority of schools attended.
- Moderation session 3 did not take place due to COVID-19.
- Staff who attended moderation sessions valued the opportunity to discuss their setting and their different approaches to evidence/ planning. Almost all agreed that other opportunities would be useful to ensure a shared approach across the cluster.
- A few staff who attended inservice from La Salle, implemented change in classes as a result of training.
- A majority of cluster schools bought resources to support mathematics teaching using manipulatives.

### Outcomes for learners

- An improved understanding of assessment standards across the cluster leading to secure professional judgements of attainment levels.
- More access to manipulatives for learning in mathematics and numeracy.
- Further teacher confidence in the use of some manipulatives.
- Teacher confidence in some organisers of mathematics teaching.

### **Next Steps**

- Targeted approach to improving teaching, learning and assessment in mathematics across Cluster schools.
- Primary 2 teachers to moderate practice, plan next steps and improve attainment at the beginning of First Level (where the numeracy attainment gap begins to form).
- QAMSO opportunity to be offered to staff again and Cluster QAMSO to be identified.
- Further opportunities for training in mathematics teaching and learning to be considered. **(Perhaps using Teams?)**

## Key Improvement Priorities for 2020-2021

Evaluate the following QIs 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	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
2.4 Personalised Support	Good	Very Good
3.3 Creativity and Employability	Good	Good

Our capacity for continuous improvement is: Very Good

Summary list the key priorities which will feature in your school improvement plan for 2020-21:

- SBC Priorities: Inclusion, Learning, Teaching & Assessment, Partnership & Family Learning, Leadership.
- School Priorities: Continuation of the above from session 2019-2020.