



School Improvement Report

West Linton Primary School



2020-2021



Review of Progress 2020-21

Context of the 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.

At West Linton Primary School, all of our families live in SIMD deciles 6-10, this includes a mixture of families from social and privately owned and rented housing in the village. We have a small proportion (3%) of our pupils in receipt of free school meals. We do perceive hidden poverty and rural poverty within the area and the COVID-19 pandemic has also meant that many entrepreneurs and self-employed business owners have fallen on 'tight financial times' due to furlough arrangements and the national lockdown.

Whilst we could not say that there is a poverty related attainment gap across the school, it can be said that class by class there is a maths attainment gap when compared to literacy. However, the whole school stats are as follows:

Mathematics – 81% attaining on track or above
Writing – 85% attaining on track or above
Reading – 84% attaining on track or above
Talking & Listening – 93% attaining on track or above.

This puts the whole school average in line to meet and exceed the Scottish Government stretch aims of 85% attaining in both Writing and Talking and Listening in line with National Benchmarking. (as at 29.05.2021.)

At West Linton Primary School, we have had a fairly consistent teaching staff team for a number of years, with two new members of teaching staff joining us this year, one of which a Newly Qualified Teacher. We have also had had two staff on maternity leave this session, which we have covered with existing temporary staff and one additional short term contract.

As well as this, we have been joined by a seconded Depute Head Teacher for the last school year, who has now been made permanent to the school.

In the final term of session 2020-21, the senior leadership team have been supporting Broughton and Newlands Primary Schools whilst their head teacher is undergoing surgery. This has meant that the class committed PT has been out of class more to support the day to day running of the school when the HT and DHT are the onsite contact at either Broughton or Newlands Schools.

Like many schools across Scotland, we have been highly affected by the COVID-19 pandemic and are beginning to see the mental and emotional effects of this on our young people. This session, we had already planned to use Pupil Equity Funding to support mindfulness and relaxation techniques after the lockdown of session 2019-20 and this has been a useful intervention that many children, not only those in receipt of PEF, have benefitted from. Further work on supporting young people's health and wellbeing will be planned in session 2021-22.

What improvements have you made this year?

Emerging Literacies

- All Early Level staff are using Highland Literacy development trackers to ensure progress at a developmental level as opposed to an age level. This is ensuring that we identify difficulties in literacy progress early and are able to intervene where required to support continued progress.
- The Early Years teacher and ELC Senior meet weekly to discuss planning, methodology and assessments. These assessments are shared with all staff at Early Level meetings to identify gaps in pupil understanding across the Literacy and Numeracy benchmarks. This has led to further development in our ELC to support learning in key areas.
COVID-19 regulations have meant that face to face meetings have not been possible, so Teams has been utilised in order to continue this work.
This work has continued to build capacity in the Early level Team which runs from ELC – the end of Primary 1 and for some, into Primary 2.
- The EYO and 0.1 Teacher have delivered CAT sessions to the whole school staff in Emerging Literacies to support the development of a Whole School Approach.
- ELC Staff use professional learning floorbooks to document the Professional Learning of all staff. This supports our commitment to ongoing self-evaluation and helps us to continually plan for improvements in our early level provision.
- Emerging Literacies transition planning has been developed this year to build capacity into Primary 2 and onwards into first level learning. This has led to further confidence in staff who have not had the initial training.
- Emerging Literacies methodology has been shared with all teaching staff during a collegiate sessions & resource boxes have been created to support Emerging Literacies methodology and resourcing to ensure a whole school approach.

This has led to continued confidence in the teaching of emerging literacies. In the majority of classes, staff are now using emerging literacies strategies to support young people who continue to work at Early Level.

- In order to have a consistent whole school approach, all staff now use the Highland Literacy progression pathway with staff at early level are using the Highland Literacy trackers. This has led to a very successful shared understanding of attainment standards in literacy across the school.
- Evidence is showing attainment progress in the areas of reading, writing and talking and listening in Primary 1, with 87% of pupils attaining at early level writing, 97% attaining at early level reading and 97% attaining at early level talking and listening. Exceeding the national stretch aim in all areas.
- Emerging Literacies spotlight in our ELC newsletter each month ensures that parents have also been made aware of the continuing developments in this area and an Emerging Literacies Information video for parents in being created to support transition into ELC and P1.

Learning, Teaching & Assessment

- All teaching staff were involved in developing a shared understanding of 'what an excellent mathematics lesson looks like.' This was to ensure a consistent approach to teaching across the school.
This shared standard was used to support SLT observations where the following was observed.
- Two members of staff are now cluster mathematics champions and have led teaching staff in professional learning regarding concrete, pictorial and abstract methodology. The national lockdown also supported all staff to look for digital alternatives to these methods and almost all staff planned for these to be used during the national lockdown.
- White Rose Mathematics resources, bought by the local authority have been used to continually support teaching, learning and assessment in mathematics across classes, however further work is to be completed on planning for pace and differentiation when using these resources.
- Early Years Network (early level practitioners across Tweeddale) have met together to share a standard in the teaching of mathematics. This has been led by Depute Head Teacher at West Linton Primary School. This is the beginning of cluster working to ensure a shared understanding of standards and methodologies across all early level settings.
- All teaching staff have used the MUNPS (Numeracy Assessments) to support professional judgement and plan for next steps in learning.
- All teaching staff have an Apple iPad with all Primary 4-7 pupils also using them daily in school to support and enhance learning.
- Staff training has been offered and continues to be highlighted through professional learning channels to support the use of iPads in classrooms.
- A member of teaching staff and an ANA in school lead the developments in Inspire iPads and have supported others in building capacity in this area. Almost all of the upper school teachers use iPads with their classes each day to enhance teaching and learning. Some of the P1-3 staff have said that they will require continued professional learning opportunities to upskill once pupils in their classes also have iPads.

A positive consequence of the COVID-19 pandemic has been the teaching and learning videos class teachers created for literacy and numeracy using their Apple iPads to support pupils learning at home. Parents commented that these have been very useful in supporting their children to practise their mathematics at home. Since our Curriculum evenings can be very poorly attended at West Linton Primary School, the creation of a virtual offer to support parents, is something we are building into our SIP for session 2021-22 and onwards.

Inclusion – Nurture

All staff at West Linton Primary School:

- have knowledge and understanding of SBC Nurturing Approaches through high quality professional learning.
- have started to apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement.
- have an overview of the 6 Nurture Principles and are beginning to consider how this impacts on them and their role in supporting children and young people.

Some staff at West Linton Primary School:

- have started to implement safe spaces for young people with additional needs to support their transition into school.
- have embedded class and individual schedules to support pupils to understand the passing of the day and ensure the classroom and learning is predictable.
- have completed the questionnaires and surveys to provide SBC with baseline information

Pupil Equity Funding

Pupils in receipt of PEF have received:

- Intervention from Relax Kids to support ongoing progress in health and wellbeing has supported many pupils across school. During the period of lockdown, the facilitator made videos which were shared weekly on class teams.
- To support reduction of the mathematics attainment gap for pupils in receipt of PEF (50% attaining compared to 87.5% attaining in literacy) concrete, pictorial and abstract resources were purchased. These have been used both physically and virtually and now the 50% attaining has increased to 75% attaining. Mathematics continues to be the attainment gap for those in receipt of PEF and therefore further support in this area has been considered for session 2021-22. This will include professional learning for staff, continued development of whole school approaches to teaching, learning and assessment in mathematics.
- Fresh Start intervention was extended to Primary 4 this session. Prior to this, the PEF intervention was targeted to P5-7 pupils. The intervention has been highly successful in giving those pupils in Primary 4 a 'step up' in their literacy development and this will ensure that those at risk of missing out will be supported in this area.
- 5 minute box intervention has been implemented to support learners with attainment in numeracy as a short, sharp intervention.
- Additional ANA support in the final term has meant that those young people who are at risk of underachievement, due to the COVID-19 pandemic have had planned interventions. This has been possible due to our PEF budget.

What has changed/ improved for learners?

- Pupil attainment has increased in the core areas this session as below:

Organiser/ Term	Term 1	Term 3 (25.05.21)	Added value
Writing	73%	85%	12%
Reading	68%	84%	21%
Talking and Listening	70%	93%	23%
Mathematics	56%	81%	25%

The added value, particularly in mathematics shows that the interventions, professional learning and focus on this area has been beneficial to the continued progress of our pupils.

During the national lockdown, support for learning provision continued to take place, and it is felt that this supported those children at risk of missing out to engage purposefully in learning in a small group, as they would in the school setting.

- In the learning hub, young people were supported to complete all planned learning, as they would at home, and again this ensured that those young people continued to make progress.
- During this year, our pupil voice groups have continued to take place virtually. This has supported young people to feel a sense of belonging and ensured that we continued to consider our school community e.g. in Eco matters, Where's Wally Trail (supporting families to 'Get Active', Book Week Scotland Literary Trail.

- Parental engagement has increased as a result of the move to online platforms:
- Our Home Learning Parent Survey had over 100 respondents, making it the most successful quantitative data we have had for supporting developments in school. Whilst the survey gave a 50/50 split for a lot of the questions, we would like to continue to use Microsoft forms to share and collate quantitative data from parents and carers.
- More parents have been able to engage with class assemblies by using the virtual platforms.
- The use of Teams has meant that Parents can view messages from class teachers and support communication across school. Live Virtual Assemblies have happened every week led by the SLT team.

Next Steps in relation to learning teaching and assessment and inclusion.

In session 2021-22

Learning, Teaching & Assessment

- Engage as a whole staff with the Scottish Borders Council Learning, Teaching and Assessment framework, Literacy and English Strategy and Numeracy and Maths Strategy.
- Use the SBC frameworks to consider our own WLPS priorities for improvement/development.
- Continue to work with Literacy and Numeracy Champions to develop teaching, learning and assessment to support a consistent approach to teaching in these areas.
- Engage with families and parents to share our learning, teaching and assessment framework, and share how they can support at home
- Develop Outdoor learning provision to ensure young people receive their entitlement to this in an environment conducive to learning.

Developing Inclusive Practices

- Engage as a whole staff with the Scottish Borders Council Inclusion documents.
- Track individual attainment of those pupils who require significant support.
- Track more comprehensively the impact of interventions on raising attainment/attendance.
- Engage with families and parents (through Parent Council) to share the SBC Includes poster and framework.
- Identify a lead practitioner for Nurturing approaches.
- All staff to identify their own key strengths and areas of development within the six nurture principles – This will lead to staff training in these areas across session 2021-22.

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 (Including digital)	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