



School Improvement Report

2021-2022



Review of Progress 2021-22

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 (5%) 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' since the national lockdown.

The whole school stats for pupils meeting or exceeding national expectations are as follows:

Mathematics – 89%

Writing – 85%

Reading – 86%

Talking & Listening – 96%

This puts the whole school average in line to meet and exceed the Scottish Government stretch aims of 85% attaining in Reading, Writing, Talking and Listening and Mathematics in line with National Benchmarking (as at 02.06.2022).

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 one teaching staff member on maternity

leave this session, which we have covered with existing temporary staff as well as the substantive Head Teacher. Resultantly, our Depute Head Teacher has been in the Acting Head Teacher role and we have been joined by a seconded Depute Head Teacher since December 2021.

Like many schools across Scotland, we have been highly affected by the COVID-19 pandemic and we continue to see the mental and emotional effects of this on our young people. This session, we have used Pupil Equity Funding provide a Nurture targeted intervention which has supported many children across the school including those children most affected by poverty. Further work on supporting young people's health and wellbeing will be planned in session 2022-23.

What improvements have you made this year?

Learning, Teaching & Assessment

- In Numeracy all staff and pupils have open access to and make use of concrete materials as part of the Concrete, Pictorial, Abstract (CPA) methodology. This methodology is further supported by selective use of White Rose Maths resources.
- All class teachers have engaged in 'Make a Date' Peer Visits to observe colleagues delivering Maths Talk numeracy starter activities. Teachers rated this a 4.57/5 for usefulness in improving practice in maths, commenting on the high levels of pupil engagement and the level of discussion from pupils around different strategies.
- Class Visits from SLT in Numeracy and Maths observed a wide range of strategies being used to engage pupils, with most classes using Number Talks starters to develop mathematical vocabulary, some classes using CPA approaches (more consistently in Early and First Level) and almost all classes providing differentiation and/or opportunities for challenge by choice.
- The Digital Literacy Working Party have collated evidence for our Digital Schools Award from across the school which will be submitted in August 2022. All staff have contributed to this.
- Most staff have received training from the Inspire Learning Team in use of Accessibility Features on the ipads and initial training in the use of Showbie.
- All ELC staff and some Teaching Staff have received their Apple Teacher Award
- Digital Technology experiences have enhanced Learning and Teaching experiences across all classes, allowing for collaborative experiences with Glasgow Science Centre, Edinburgh University and Parents and Community partners during DYWF fortnight
- Our P6 Digital Leaders have been trained in the use of Sphero Robots and have delivered several highly successful coding sessions to several classes across the school.
- Almost all staff have attended training in Outdoor Learning and a Risk Assessment is in place to allow outdoor learning to take place beyond the boundaries of the school playground
- Two classes have consistently utilised the outdoors to enhance learning experiences for children through Welly Wednesdays
- Purchase of a Playground Shed has provided a safe place for Loose Parts to be stored to support outdoor play opportunities for all pupils and to enhance the Outdoor Learning provision of the school

- Nature in Nurture sessions for both targeted PEF pupils and a targeted P6/7 girl group, has provided additional nurturing experiences for learners supporting with emotional regulation, confidence building and transition
- Use of the polytunnel has developed through a community approach and it is used consistently with groups of pupils from all classes to support and enhance Learning and Teaching opportunities. These opportunities will now be embedded in our Curriculum Bundles to ensure effective planning and assessment.
- Emerging Literacy development work has completed the resourcing of Story sacks for Early Level to support the development of Oral Language and Concepts of Print for Early Level learners across the school.
- Parents and carers have been invited into Playrooms and Classrooms to observe Emerging Literacy approaches in action for the first time in two years.

Inclusion – Nurture

All staff at West Linton Primary School:

- have knowledge and understanding of SBC Inclusion Framework, SBC Includes and associated documents
- engaged in high quality professional learning related to Nurture Principle 2: The classroom offers a safe base and Nurture Principle 5: All behaviour is communication
- have self-evaluated our practice in relation to these principles
- have started to apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement

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 started to implement HWB/funky fingers/soft morning starters to support with transitions into school and provide learners with movement breaks throughout the school day to support self-regulation and readiness for learning in the classroom
- have embedded class and individual schedules to support the main and micro daily transitions in school and ensure the classroom and learning is predictable

The SLT team at West Linton Primary School:

- have started and ran a Wake Up, Shake Up breakfast group to support pupils with transition into school each morning
- have tracked individual attainment of pupils attending additional support for learning sessions

Pupil Equity Funding

- attainment data demonstrated a gap in both literacy (64% on track) and numeracy (42% on track) attainment: as a result, pupils received targeted support for Literacy, Numeracy through small group interventions for a period of one term
- online Boxall Profile assessments were completed to ensure Health and Wellbeing support was targeted effectively through daily Nurture Sessions for a period of one term
- a six week block of Nature in Nurture sessions was delivered by Branching Upwards to pupils in receipt of PEF. This showed for almost all learners high or extremely high levels of engagement and wellbeing by the end of the sessions

- resources and games were also purchased to support the development of social communication skills including turn taking, effective listening and sharing during small group interventions

What has changed/ improved for learners?

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

Organiser/ Term	Term 1	Term 3	Added value
Writing	73%	85%	12%
Reading	81%	86%	5%
Talking and Listening	93%	96%	3%
Mathematics	67%	89%	22%

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.

- This year, Covid 19 restrictions have lessened. This has enabled us to provide learners with a range of experiences and involve our parents and community partners more actively again.
- Our Pupil Voice, Ministers For, JRSOs and Eco groups have all been able to meet in person again this year. We have also had lunchtime clubs and groups running again such as Jazz Band, Book Club, Chess Club, Multi-Sports and Rugby. This has supported young people to feel a sense of belonging and enabled mixed age groups to come together again.
- Classes have also been able to come together in Peer Support sessions – Paired Reading, Digital Leader ICT sessions, Buddies and Masterclasses
- We have also been able to invite parents and partners into school as well as through online platforms to support in classrooms, events and with Masterclasses (eg. Inspire Lead Teacher, SBC Travel Co-ordinator and the Scottish Hockey Captain).
- Parents have been fully involved throughout the year through both virtual and live events such as World Book Day online quiz nights, virtual assemblies as well as being welcomed into the school for a whole school Open Afternoon, School Community Walk and for transition events such as Leavers Assemblies and Graduations.
- Community involvement has been key in establishing our Polytunnel; projects such as our Big Dig, Masterclasses, weekly Gardening sessions (led by community members) and adopt a planter project have begun to enrich the learning experiences of children and to develop citizenship and sustainability.

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

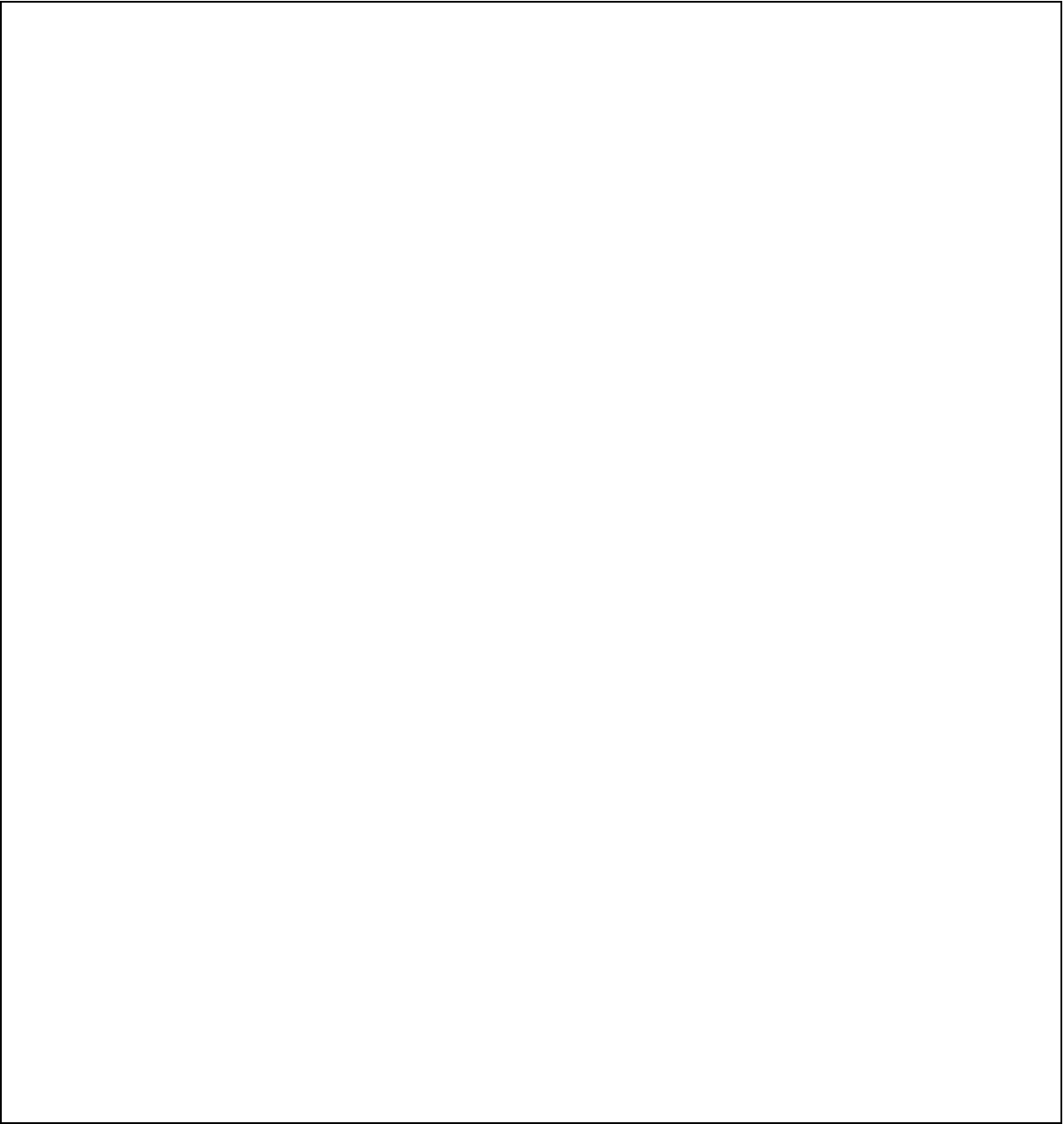
Learning, Teaching & Assessment

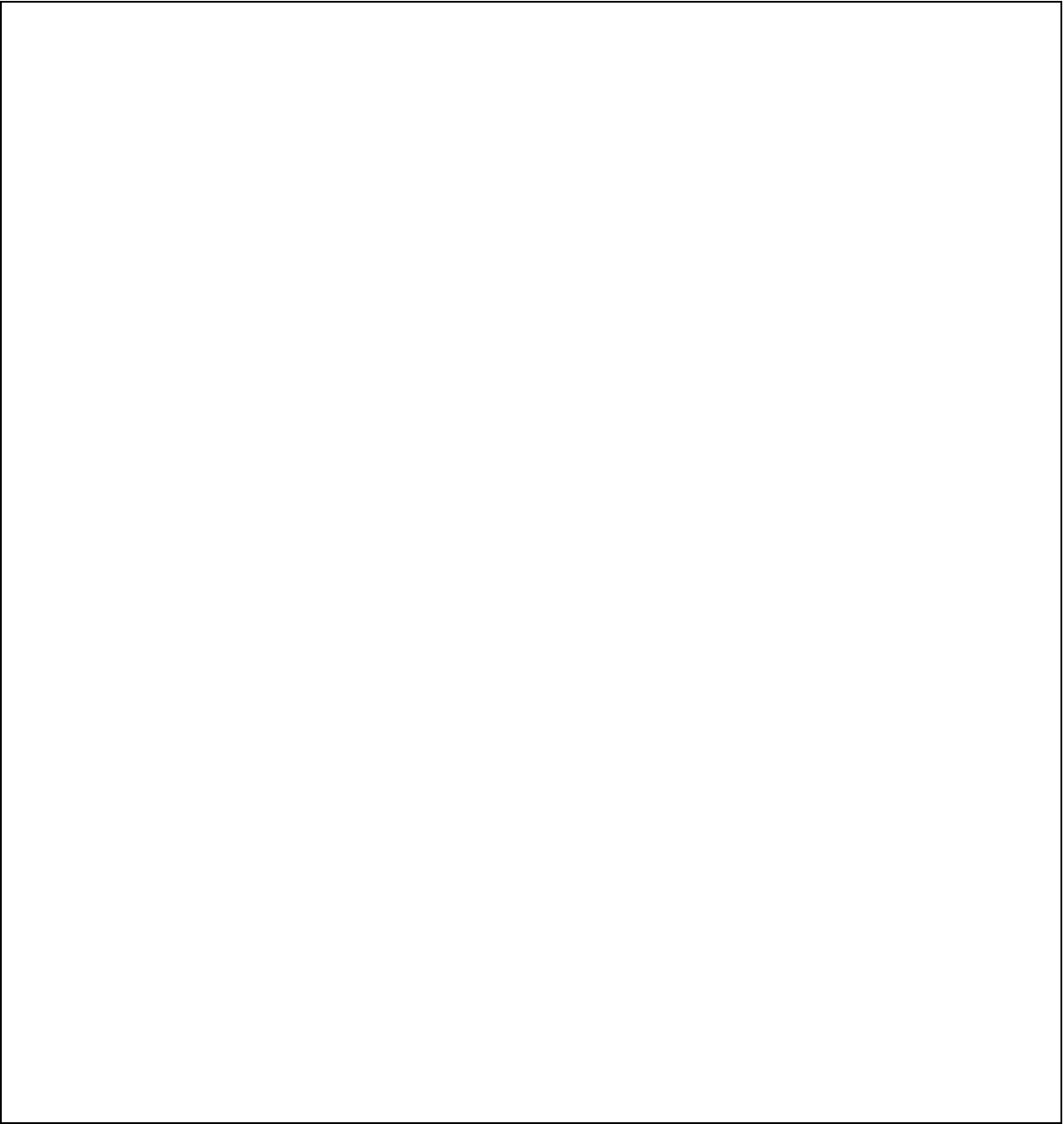
- Continue to engage as a whole staff with the Scottish Borders Council Learning, Teaching and Assessment framework, Literacy and English Strategy and Numeracy and Maths Strategy.
- Use the SBC frameworks to consider our own WLPS priorities for improvement/development.
- Continue to work with Literacy 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
- Continue to develop our Outdoor learning provision to ensure young people receive their entitlement to this in an environment conducive to learning.

- Continue to develop Digital Literacy in line with our Digital and ICT Policy to equip children with the digital skills essential for life, learning and work.

Developing Inclusive Practices

- Continue to engage as a whole staff with the Scottish Borders Council Inclusion documents.
- Continue to 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 to lead an Improvement Team
- Implement the Glasgow Wellbeing Tool to assess and target supports for Agency, Affiliation, Autonomy and Healthy and Safe





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 remain 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	Good	Good
2.3 Learning, teaching and assessment (Including digital)	Very Good	Very 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:

Good