



West Linton Primary School

"Learning together to achieve our best"

School Improvement Report

2022-23



Review of Progress 2022-23

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 (6%) 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:

Talking & Listening – 93%

Reading – 88%

Writing – 91%

Maths – 89%

Writing has been a major focus this year in our school improvement plan and we have improved the attainment in writing through this targeted work.

At West Linton Primary School, we have had a consistent teaching staff team for a number of years, with one new member of teaching staff joining us this year, to cover a maternity



leave. We have a Head Teacher and a Depute Head Teacher who are both full time and support priorities across school as well as teacher agency and professional learning.

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 to provide a targeted Nurture 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 2023-24. This will include targeted support from the Nurture Teacher in core learning in numeracy and literacy as well as health and wellbeing.



SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

A writing improvement group was created to support improvement in this area and a lead identified.

All staff evaluated their current practice in the area of writing and adopted the Highland Literacy rubrics for consistent assessment purposes.

Staff adopted an enquiring approach to writing teaching and learning and developed a Writing Vision for our school, which supports creativity and technical skills.

What has improved for learners? How do you know?

People's Views

Staff are confident using the Highland Literacy rubrics and are more able to use these to assess the ongoing writing progress. This has improved assessment evidence leading to better outcomes for learners

The majority of learners report that they enjoy writing and are able to suggest ways that writing can be improved.

Direct Observation

Class Visits have taken place and a report to staff showing good and very good practice in the area of writing teaching and learning.

In almost all Pupil Focus groups young people reported enjoying the writing process and knew their areas for improvement.

Data

We have exceeded our attainment stretch aim in Writing of 88%. 91% of our learners are on track or beyond in their learning in this area.

Next Steps?

Class Visits and Peer observations showed a more consistent approach to the teaching of writing. These have enabled us to further plan next steps in writing in the areas of:

- Feedback
- Assessment
- Support & Challenge



SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

What improvements have you made this year?

Staff have been trained in the use of Showbie & in the accessibility features available on Inspire I pads.

P4-7 classes are beginning to use Showbie as a teaching and learning tool, whereas ELC are using this app as a platform to share class information and learning updates with parents.

A Family Learning event has taken place regarding the use of Showbie and consultation has taken place with parents regarding reporting using this app.

The school have received their Digital Schools Award after being validated by Digital Schools Scotland – Staff and pupils were involved in this process.

Each class has a blog to share learning on the school website

Digital leadership groups have presented at the SBC Inspire Learning Showcase, visited the Robotarium at Edinburgh University and have supported younger pupils with Digital Technology workshops.

What has improved for learners? How do you know?

People's Views

During our validation it was reported that all pupils spoke enthusiastically about tasks that they have had/ were undertaking using digital technologies and how they felt it had enhanced their learning.

During pupil focus groups for writing a few pupils were able to describe the tools to support learning in this area such as accessibility features on iPads and on Showbie.

Direct Observation

During our validation it was reported that CPL is an integral part of making the continuation of the school's digital journey possible... there is a strong sense of the value these technologies add to learning and teaching.

Data

In a recent questionnaire, pupils scored themselves an average of 75% in the use of digital technologies. And 73% for how much they enjoyed using their Ipad.

68% of pupils said that the use of iPads improved their learning.

Next Steps?

-The use of Showbie (led by Parental consultation results).



SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

What improvements have you made this year?

A Nurture Lead practitioner has been identified

A targeted Nurture intervention has continued using Zones of Regulation to support readiness to learn

The Glasgow Wellbeing Tool has been used to identify those young people who require targeted support and to track whole school trends in key areas resulting in whole school assemblies.

Targeted pupils haven benefitted from Nature and Nurture intervention

Parent Council have been made aware of the SBCINCLUDES poster and the key areas we have worked on this year; including Whole School Approaches to Nurture.

Targeted breakfast club has continued this session to support transition to school and punctuality.

Almost all staff have had training in Nurture Principle 3 & 6; this has resulted in further transition events being planned throughout the final term.

Zones of regulation training has been completed by almost all staff.

What has improved for learners? How do you know?

People's Views

Almost all pupils attending the targeted nurture group scored themselves as a 7/10 or higher for their enjoyment in the group.

Almost all teachers feel they have increased their understanding of nurturing needs and have a greater understanding of the theory behind nurture principles.

Almost all teachers have increased their knowledge of ethos and nurture values to improve attainment.

Direct Observation

Almost all staff have observed children attending breakfast club transitioning into class more ready to learn.

Feedback from parents has shown that breakfast club has had a positive impact of their children.

Data

Assemblies were planned to support pupils in the areas identified as low scoring in the GWMP (below 80%). These assemblies focused on 'Upstanders/ Bystanders', 'Speaking out' and 'looking out for each other'



Next Steps?

Reviewing Respectful relationships policy

Consider the data we hold and its rigour for assessing nurturing approaches

Consider a parent offer to support understanding of Whole School and Targeted Approaches to Nurture.

Training in Nurture Principles 1 & 4 to complete

Early Learning & Childcare provision

What improvements have you made this year?

Learning, Teaching & Assessment

Staff have created assessments for reading, writing, Listening & Talking to inform professional judgements.

Small groups have been identified for additional support to improve early intervention and prevention e.g. Time to Talk

ELC staff have supported the provision of learning through play across the Early Level

Staff have completed training in the use of Ipads and Showbie and are sharing learning with parents through this platform.

Staff use QR codes to support pupil learning

Development of the outdoor provision in liaison with Community Gardener from Newlands Development Trust

Moderation of planning and tracking documents in core learning (Literacy, Numeracy and Health and Wellbeing) to align these with the new SBC trackers.

Inclusion

Nurture Principle 6 training has been completed by all staff

Zones of regulation training has been completed by all staff

What has improved for learners? How do you know?

People's Views

Parents have said that staff know children very well.

In a recent questionnaire parents comments that the setting is calm and the opportunities for play are wonderful. The learning is led by the children... we can see so much progress in our child since attending the nursery.

Direct Observation



During our recent inspection, it was reported that:

There was a genuinely nurturing and warm ethos, which contributes to children feeling happy, settled, secure and confident.

Supportive and nurturing interactions from staff meant that children could lead their own learning and were confident exploring play opportunities.

Data

ELC 2 and 3 – 100% on track to meet expected levels

ELC 4 – 83% on track to meet expected levels

Next Steps?

Use Leuven Scale to assess engagement of ELC aged pupils



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	Very good	Very good
2.3 Learning, teaching and assessment (Including digital)	Good	Very good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very good
3.2 Raising attainment and achievement/ Securing children’s progress	Very good	Very good

Our capacity for continuous improvement is: Very good

