



West Linton Primary School

"Learning together to achieve our best"

School Improvement Report

2023-24



Review of Progress 2023-24

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 acknowledge the tight financial times our society faces.

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

Talking & Listening – 94%
Reading – 91%
Writing – 83%
Maths – 87%

At West Linton Primary School, we have had a consistent teaching staff team for a number of years, however our depute head of 5 years, moved onto a headship leaving the school with one member of leadership team until Mid-September when a new depute was appointed. The leadership team supports 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 a few children across the school including those children most affected by poverty.



SBC priority 1: To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority.

What improvements have you made this year?

All teaching staff have engaged with SBC Way launchpad to align with current practice.

2 members of staff have been trained as Voice 21 champion & lead; training was disseminated to all teaching staff.

Writing assessments have been evaluated alongside the SBC Way approaches.

All staff have engaged in connector sessions re: SBC key messages

More than half of teachers have piloted approaches from the SBC Way

Some teachers have used a literacy lesson approach to support contextualising writing through short reading & talking and listening tasks.

What has improved for learners? How do you know?

People's Views

Teachers have seen an increase in engagement in writing (due to smaller pieces across the week)

Pupils in P3/4 & P4 have a better understanding of expectations in listening & talking lessons.

Whilst it is too early to establish whether the SBC Way has improved learning/ attainment, all staff see that it will give further weight to shared standards and quality moderation.

Direct Observation

The use of Voice 21 approaches e.g. loop group, talk points and talk tokens have been observed through SLT observation.

Moderation of planning has shown a visible link to SBC Way approached and terminology

Next Steps

Begin planning with SBC Way

Complete 2 year plan to fully embed approaches



Priority 2: To maintain improved outcomes in writing (stretch aim 89% achieved at P1, P4, P7) through engagement with digital technologies and the SBCWay

What improvements have you made this year?

P5-7 have moved onto Showbie for PLPs and reporting

Highland Rubrics have been fully embedded into assessment cycles

Accessibility tools training for all ANAs to support writing at all levels

What has improved for learners? How do you know?

People's Views

During a recent whole school pupil voice assembly many pupils commented that writing was improving with the focus being on shorter pieces completed more regularly.

Teachers have shared that pupils in P5-7 have used Showbie to good effect to support the writing process.

Direct Observation

During SLT class visits; pupils have been able to attend to writing using accessibility tools where required.

Data

P1 – 95% of pupils achieved early level in writing.

P4 – 86% of pupils achieved first level in writing.

P7 – 87% of pupils achieved second level in writing.

Whilst our stretch aim of 89% was ambitious, we were very pleased with the progress pupils made across the school year; particularly in Primary 1 and Primary 7 where large gains were made from the beginning of the year.

Next Steps?

- Consider small group targeted interventions in classrooms to close gaps in writing.



SBC priority 2: To improve children and young people's readiness to learn through partnership with parents and engagement with research.

What improvements have you made this year?

Respectful Relationships Policy & Establishment Statement has been created

Almost all staff have completed training in Nurture Principle 1 & 4

Health & Wellbeing questionnaires are now completed during our scheduled assessment weeks & discussed during Attainment & Tracking meetings

Zones of Regulation is being used in all classrooms & during check ins with SLT

Reach Out Posters are available to pupils (to email staff)

A few parents attended a Nurture sessions during our Meet the Teacher event

What has improved for learners? How do you know?

People's Views

Pupils know the purpose of the Reach Out posters and know that they can contact any member of staff for help or advice.

Respectful relationships establishment statement has been used to support other settings as an example of good practice.

Direct Observation

Almost all staff have observed children using the language of Zones to describe how they are feeling.

In all classrooms, the Principles of Nurture have been observed by SLT during class visits

Data

A few pupils have used the Reach Out posters to contact staff members

Next Steps?

Consistent way to follow up 'low scores' on HWB questionnaires to be considered.

Early Learning & Childcare provision

To have a consistent approach and language in partnership with parents when discussing engagement and participation at Early and pre-early level.

What improvements have you made this year?

Staff have created and engaged with a Quality Interactions Charter; following on from this EYPs have identified their role in each space in the ELC.



Planning continues to be responsive to pupils needs and interested, but with a finer focus on engagement beginning to use the leuven scale to assess. Plans and progress is reported to parents on Showbie.

Staff have aligned current trackers with SBC Way trackers and these will be fully embedded in August 2024. Strengths and next steps reported through paper PLPs.

Nurture Principle 1 & 4 training has been completed.

Zones of Regulation terminology is beginning to be used in ELC.

ELC staff have worked with the 0.1 teacher to support those not on track in March to have targeted support prior to the summer break.

All communication with Parents now through Showbie

What has improved for learners? How do you know?

People's Views

Parents have said that pupils are settled and happy in ELC

EYTT has commented on good progress being made in relation to actions set.

Direct Observation

SLT visits have shown a nurturing and effective learning environment.

EYTT has commented on the successful work on ELC saying 'Quality learning environments and quality interactions are supporting practitioners to be responsive to child led learning and interest and support children to progress at early level in the ELC'

Data

ELC 2 and 3 – 67% of children are on track to meet expected levels

ELC 4 – Listening and Talking 90% of children are on track to meet expected levels, In Reading, Writing & Maths 86% of children are on track to meet expected levels.

Next Steps?

Use trackers to report to parents more regularly re: strengths and next steps

Further moderation with P&V establishments to ensure consistent approaches to tracking, monitoring, assessing.

0.1 teacher to be utilised to support almost all (90% +) of pupils to be attaining on track at the end of their ELC years.

Zones of regulation terminology to be shared with parents to support consistency across setting & home.



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	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	Good	Good

Our capacity for continuous improvement is: Good

