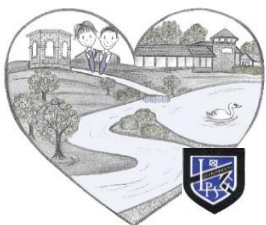


Renfrewshire Council Children's Services

Lochwinnoch PS

**Self-Evaluation Summary
2020-21**



Self-evaluation summary

Please use this document to highlight key aspects of the school's work. You are asked to focus on the three key self-evaluation questions from How good is our school? (4th edition) and How good is our early learning and childcare?

- ✓ How are we doing?
- ✓ How do we know?
- ✓ What are we going to do now?

You should use the level 5 illustration, features of highly effective practice and challenge questions for these QIs within HGIOS4/HGIOELC to guide you in establishing your current position.

You are also reminded to make full use of the challenge questions from HGIOS4 and those contained within the Education Scotland 'School Inspection Findings' briefing published in February 2020. The challenge questions supplement those already contained in HGIOS 4 and have been tailored to reflect areas of improvement identified through school inspections. These questions are designed to promote discussion and support a school's own approaches to self-evaluation in identifying priorities for improvement.

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/school-inspection-findings-2018-19/>

Collectively, schools, parents, communities and partners share a wealth of data and information about children and young people's successes and achievements. Through joint analysis of a wide range of data you should take specific action to support those groups or individuals who require targeted interventions. This is essential to achieve excellence and equity for all learners and close attainment gaps which may exist in your school. Moderation of teacher professional judgement of children's progress is an important feature of highly-effective self-evaluation. Schools should clearly identify arrangements for internal and external moderation of teacher judgement, using a wide range of evidence, based on a consistent and shared understanding of standards within Curriculum for Excellence levels.

Evaluations of PEF interventions/actions

Highlight evaluations related to PEF interventions using the abbreviation (PEF) after the evaluative statement.

Submission of self-evaluation summary

Please email the self-evaluation summary, with the relevant section(s) completed, to your link Education Manager by the dates listed below. Remember to add the date of completion to your statement.

QIs 1.3 and 3.2	Submit by 4 September 2020
QI 3.1	Submit by 6 November 2020
QI 2.3	Submit by 29 January 2021

Self-evaluation summary for primary schools and primary schools with a nursery class:			
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change		May 2021	
<p>Throughout our school there is a shared desire to deliver an experience which leads to the continuous improvement of the pupils in our school within a happy and positive ethos and environment. This is achieved through the professional engagement and commitment to collegiate working from all members of staff and through the shared belief in our core school values.</p> <p>Throughout remote Learning our Values gave all stakeholders a common language to continue to encourage pupils to progress in their learning and to celebrate achievements.</p> <p>Senior leaders have now embedded the shared vision and values throughout the school community which has resulted in a common and shared language being used. Leadership roles amongst staff and pupils have been further developed to deliver key aspects of the curriculum. This has continued to form the basis of remote and in school (virtual) assemblies</p>	<p>All children can confidently make reference to our core values and what they mean to us and the ethos of our school. They take the Values message home- parents have commented on this through parent- teacher conversations and evaluations in parental questionnaires. Throughout Lockdown, parents shared achievements of children using the language of our school values</p> <p>Values are used by all staff to promote and encourage implementation of our behaviour policy.</p>	<p>We will continue to use and promote these shared values to ensure that this common and shared language is used consistently by all members of the school community.</p> <p>We will ensure all new members of the team are confident in the use of these.</p> <p>We will continue to promote our shared values through our Assembly programme, whether this is in person or virtual. Classes will have an opportunity make their own contributions within each assembly to further embed understanding and to ensure contributions from all.</p>	<p>Choose an item.</p>

<p>Teaching staff have explored creative and innovative ways to plan for continuous improvement during periods of remote learning and within current restrictions</p> <p>Learning Pathways and Learner Journeys in Literacy and Numeracy are now fully embedded and used to track and report on progress for all pupils. Learner Journeys for HWB have now been developed and are being used to track progress</p>	<p>In recent interviews and pitches for House Captain roles almost all senior pupils used the School Values as part of their speeches.</p> <p>Experiences for pupils have been planned across stages virtually ensuring collegiality and innovation</p> <p>Learner's journeys have increased staff confidence in discussing progress of pupils with SLT during tracking conversations and when reporting to parents. These have been used successfully before, during and after periods of remote learning to ensure learners were back on track as soon as possible or for appropriate support and</p>	<p>We will further develop pupil council/pupil voice/leadership opportunities for pupils- Acting PT post has now become substantive and this is within her remit- she will look outwards for good practice by exploring how other schools do this within the challenges faced during the pandemic. We will use parental database to involve parents in these.</p> <p>We will explore further use of pupil groups to lead learning, school improvement and tracking/target setting within current restrictions</p> <p>We will continue to explore creative methods of planning to ensure we are strategic planning for continuous change continues.</p> <p>We will continue to use pathways and learner journeys to develop and improve methods of reporting to parents. Learners journeys will be used to discuss progress with pupils and to report to parents We will develop an pathway/learner journey for digital</p>	
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<p>Staff are more confident with tracking formats and are becoming more confident in planning methods. Confidence in teacher professional judgement has increased in almost all members of staff.</p> <p>We have introduced a new reporting cycle using our Learner Journeys which has resulted in more regular, more meaningful reporting to parents which was able to continue despite periods of remote learning.</p> <p>Under current restrictions, Parent-teacher meetings were replaced this sessions with an interim report to accompany Learner Journeys and the offer of a follow up phonecall. Pastoral calls were made by all teachers to every pupil following second lockdown.</p> <p>The HT has held 'big blether' phonecalls following these reports home to gather further feedback with 100% of families contacted. This was followed with an online questionnaire</p> <p>Throughout both periods of lockdown and in school learning we have continued to increase engagement with our local community.</p>	<p>challenge to be implemented where appropriate.</p> <p>The uptake of follow up phonecalls was very low and feedback very positive.</p> <p>All follow up phonecalls were overwhelmingly positive about our reporting cycle- the uptake of the follow up questionnaire was very low with only 5 returned, representing less than 5% of families.</p> <p>Every class from nursery to P7 accessed the local community at least once each term in line with current guidance which has enabled them to enhance elements of the core curriculum and to raise the profile of</p>	<p>learning/ STEM and an overarching skills progression for all curricular areas</p> <p>We will use information gathered from parental questionnaires and parental database to bring parents into school to support learning and family engagement.</p> <p>We will continue to implement our reporting cycle in line with our policy and current local guidance.</p> <p>As restrictions ease we will make further use of the local community to enhance the core curriculum; identify groups for loch/RSPB/ Community etc. to link closely with outcomes for planning.</p>	
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<p>All classes continue to increase use and presence within the local community and outdoor learning opportunities</p> <p>Almost all members of teaching staff have demonstrated a commitment to CLPL, participating in training which has enabled us to deliver a remote curriculum in an innovative and highly effective way</p>	<p>the school in the local community whilst improving opportunities to support well being</p> <p>Almost all learners have returned and are now on track as expected following remote learning. Interventions, support and challenge has been implemented for those not. (May 21)</p>	<p>Staff will use skills developed during remote learning to enhance the provision we are able to offer in school.</p>	
<p>QI 2.3 Learning, teaching and assessment Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring</p>		<p>May 2021</p>	
<p>All staff work hard to ensure there is a positive learning environment, both within the school building and remotely</p> <p>During remote learning, all classes were offered a wide range of learning experiences which supported individual learning journeys as well as cross curricular opportunities.</p> <p>Staff worked together to plan and implement themed inter disciplinary learning programmes which ensured breadth and depth whilst making these opportunities</p>	<p>Engagement during the lockdown period of this session (January-March) was consistently high across all stages (add data)</p> <p>SLT monitoring of experiences ensured appropriate coverage across all classes and stages which has continued since the return to the school building.</p> <p>Tracking meetings have highlighted that all classes are back to expected levels with interventions offered where appropriate to ensure support and challenge (data)</p>	<p>Next session should see a return to a full and appropriate monitoring cycle/calendar for all stages</p> <p>Staff will use skills learned during lockdown to further develop the use of digital technology to enhance all areas across the curriculum.</p> <p>Learner Journeys in Digital Learning/STEM will be implemented alongside a skills overview to enhance all areas of the curriculum</p>	<p>Choose an item.</p>

<p>manageable and meaningful for families across all stages</p> <p>Relationships are consistently positive and the range of creative and innovative learning experiences offered throughout remote and hub learning ensured this continued.</p> <p>Outdoor learning is developing well across all stages and we have developed a strong link with both staff in our ELCC and withing the community</p> <p>A community garden has been established within the school grounds which will enhance our outdoor curriculum as well as our links with the local community Teachers give clear explanations and use questioning well to challenge and support children’s thinking and learning.</p> <p>Feedback is provided to ensure progression through a variety of methods (oral, written, peer)</p>	<p>High levels of engagement recorded in both core curricular and extra curricular activities during remote learning</p> <p>We now have a second member of staff fully nurture trained enabling a wider provision of specific nurture input</p> <p>All staff (teaching, ELCC, support) have participated in training to effectively use the community garden</p> <p>Tracking conversations highlighted expected progress made by almost all children across all stages</p>	<p>Continue to develop positive relationships through our whole school relationships policy.</p> <p>Ensure all new members of staff are aware of our Values and relationship policy.</p> <p>Return to offering Nurture Groups when restrictions ease across all stages.</p> <p>An additional member of staff will complete Nurture Training during session 21/22</p> <p>The community garden will be fully established and utilised to develop skills and core values whilst providing physical and mental benefits for both pupils and community members.</p> <p>Participation in John Muir award (stages??)</p> <p>Data from the end of session tracking meetings will inform appropriate support and challenge interventions are implemented next session</p>	
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<p>Individual Learner Journeys provide a clear focus for assessment and regular learning conversations with children ensuring next steps are clear across Literacy, Numeracy and HWB. These provide a clear picture of progress to</p>			
<p>QI 3.1 Ensuring wellbeing, equality and inclusion Wellbeing Fulfilment of statutory duties Inclusion and equality</p>		<p>May 2021</p>	
<p>Our vision and values are fully embedded throughout the school environment, giving a shared vocabulary when recognising achievements or when challenging behaviour. There is a caring and nurturing environment within the school which clearly reflects these. This shared language was used successfully to promote well being and achievements during periods of remote and hub learning.</p> <p>Weekly assemblies (virtual) continue to promote these values in a planned and systematic way, deepening the understanding of what these Values look like in action, these are also opportunities to celebrate the wider achievements of pupils.</p>	<p>Almost all children can confidently make reference to our School values and link these to their actions and achievements both in and out of school. Almost all House Captains made reference to these Values when pitching to teaching staff and to fellow pupils. This nurturing approach was able to continue through periods of remote learning thanks to already established relationships between all staff and pupils</p> <p>Almost all members of staff feel that the school community is a safe and nurturing environment for both staff and children and recognise the importance of wellbeing of all. Risk</p>	<p>Further work needs to be done to increase pupil voice linked to the Values and explicit teaching of the UN Rights of the Child</p> <p>Whilst our school is fully inclusive, we do need to incorporate regular and well planned opportunities to explore diversity and multi faith issues and to challenge racism, religious intolerance and discrimination through classroom activities and assemblies.</p> <p>Further work has to be done to ensure all members of the school community adopt and promote our nurturing ethos.</p>	<p>Choose an item.</p>

<p>All staff know our pupils very well and have positive relationships with all pupils.</p> <p>Our Nurture provision has adapted and continued to support pupils across all stages who have all benefitted from specific supports and interventions.</p> <p>Staff are using agreed strategies and techniques used during nurture training sessions enabling them to manage and support relationships in a positive and nurturing way.</p> <p>Use of staff expertise has led to a reduction in playground incidents. When these do occur they are dealt with using and nurturing and restorative approach.</p> <p>We have worked with our Educational Psychologist to create an action plan which</p>	<p>assessments are constantly updated to take account of current guidance.</p> <p>Wider achievements have continued to be celebrated throughout this last year, both in school and remotely.</p> <p>All staff were able to offer a high level of support to all pupils throughout periods of remote learning.</p> <p>Parental feedback, both verbal and in feedback forms, is overwhelmingly positive.</p> <p>Staff report that outdoor issues being dealt with at the time mean a more positive playground experience and lead to much smoother transitions back into the classroom.</p>	<p>Another member of staff will be fully nurture trained in session 21/22</p> <p>Fully embed RNRA and work through Action Plan.</p>	
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<p>reflects Renfrewshire's Nurturing Relationships Approach (RNRA)</p> <p>Staff use Well Being indicators to help children reflect on their health and wellbeing. We have introduced Emotionworks as shared Emotional Literacy Vocabulary.</p> <p>We are now using the Glasgow Motivation and Well Being Profile (GMWP) to track well being</p> <p>We use outdoor spaces effectively within the school grounds and in the local community to help promote the wellbeing of all pupils in our school and nursery classes.</p> <p>Staff are committed to supporting the well being of all pupils in creative and innovative ways</p>	<p>Core RNRA group has now been established and a baseline questionnaire issued to stakeholders and the response collated.</p> <p>All cogs have been discussed with all pupils during assemblies and class inputs carried out following. Through discussions with pupils it has been established that the shared vocabulary is becoming more familiar to pupils.</p> <p>Staff and pupils are able to work together to identify priorities for improvement and to eliminate difficulties.</p> <p>89% of parents agree that we use these spaces effectively. Split playgrounds/times have been very successful and limit cross year group incidents whilst making good uses of all area</p> <p>10 members of staff participated in over 20 hours of CLPL to achieve qualifications in teaching Yoga to</p>	<p>Fully embed the Emotionworks vocabulary in topic/class work.</p> <p>Showcase to parents at parental workshop/showcase in Feb '21.</p> <p>Continue to use wellbeing indicators to monitor wellbeing of pupils and set targets for improvement using the GMWP</p> <p>Parent Council members continue to make improvements to the outdoor space a priority moving forward. We will work as a school and a community to improve these spaces.</p>	
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	children, combatting restrictions to HWB activities whilst ensuring provision		
QI 3.2 Raising attainment and achievement Attainment in literacy and numeracy Attainment over time Overall quality of learners' achievement Equity for all learners		September 2020	
For early learning and childcare settings (ELC) QI 3.2 Securing children's progress Progress in communication, early language, mathematics, health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children			
<p>Learner Journeys were used throughout lockdown to plan remote learning for all pupils.</p> <p>Since the return to the school building in August, these have been used to assess pupil progress and to identify gaps/progress made during lockdown.</p>	<p>Staff have used a wide range of assessment strategies to assess progress.</p> <p>Tracking meetings and conversations have enabled us to identify those children not on track and to put in place suitable interventions and supports. These have also enabled us to identify learners who made greater than expected progress as a result of intensive 1:1 support from a parent/carer.</p> <p>There is an increased confidence in staff dialogue when discussing pupil progress since beginning to use the Learner Journeys.</p>	<ul style="list-style-type: none"> • We now have a clear identification of progress/regression made since lockdown. • As a result we have a clear plan of support and challenge for all pupils- this will now be fully implemented. • Learners Journeys and planned interventions will be shared with parents 4 times per year as per our plan. Whilst we are unable to provide teacher- parent meetings we will provide an interim report along with the Learner Journey and the offer of a follow up telephone appointment. 	Choose an item.

<p>Staff confidence in using Learner Journeys has led to increased confidence and more robust tracking dialogue, providing a clearer picture of the progress and attainment of Learners, helping us to identify those at risk of not making expected progress.</p> <p>This has been shared across the staff team.</p> <p>We have been unable to complete one full session of the new tracking cycle due to lockdown and school closure in March 2020. This cycle resumed in August 2020.</p> <p>Almost all Learners demonstrate confidence and responsibility for their learning and the life of the school.</p> <p>All pupils have had the opportunity to discuss the impact of lockdown and the virus and to discuss the impact this has had on their learning.</p>	<p>All Learners not on track to achieve an expected level have been identified and appropriate interventions put in place.</p> <p>There is a shared understanding across the whole staff team of the progress of all.</p> <p>All pupils from P4-7 have had the opportunity to participate in a 1:1 discussion with the nurture teacher and key issues raised shared with Class Teacher/ SLT.</p> <p>All pupils from P1-7 have had the opportunity to participate in Emotionworks and Seasons for Growth recovery workshops.</p>	<ul style="list-style-type: none"> • Planning and assessment using Learner Journeys in Literacy and Numeracy will be extended to HWB. • All pupils will make progress at their expected level. • New SLT monitoring cycle will now be fully implemented to increase robustness around the tracking of pupil progress. <ul style="list-style-type: none"> • Findings of these will be used to fully support the progress of all pupils. • We will now move from a recovery curriculum rationale to rebuild/renew phase. • Learner Journeys will be used to improve the dialogue between Learner and Class teacher, Learner and SLT, and Learner and 	
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<p>Throughout lockdown we continued to recognise and celebrate the wider achievement of all Learner's through Virtual Assemblies- Rainbow Rug (achievements out of school), Values (achievements which demonstrate our school values) and hot chocolate celebrations were all celebrated and shared fortnightly.</p> <p>We also held a very successful virtual and socially distanced end of term leavers celebration.</p> <p>We have continued to improve the equity for some pupils through our Nurture Teacher input, helping them to achieve their potential and reduce barriers via 1:1 sessions.</p>	<p>Some pupils have completed PCPs (Person Centred Planning) with the DHT.</p> <p>Almost all Learners can talk about where they are in their learning and can make an attempt to identify their next steps.</p> <p>There was a high level of engagement in contributions to all assemblies and celebrations.</p> <p>Feedback re. these was hugely positive.</p> <p>There has been a reduction in incidents which have to be managed by class teachers / members of SLT.</p>	<p>Learner. By term 4 almost all Learners will confidently make reference to their progress using Literacy and Numeracy Learner Journeys and will be becoming more confident in using these to assess progress in HWB.</p> <ul style="list-style-type: none"> • Whilst we are still unable to hold assemblies, these achievements will continue to be celebrated via virtual assemblies posted on Google Classroom. • The impact of lockdown celebrations will have a positive impact and change the way we do things in the future; increasing our use of digital platforms for events such as Christmas Nativity, Leavers service, etc. • The House System will be reinstated taking new Covid guidance into consideration. • A new role, Communication Captain, will be introduced 	
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<p>Pupils, Parents and Staff have been consulted using a baseline assessment to form our RNRA Action Plan.</p> <p>We have introduced Emotionworks across the whole school to develop consistent Emotional Literacy across all stages.</p>	<p>Following reintroduction to Emotionworks through recover workshops, almost all upper school children can identify the cogs introduced and are beginning to use these as a method for self regulation., helping to reduce barriers to learning around social, economic and mental health and well being difficulties. Some younger children can also recognise and use the cogs effectively.</p>	<p>to help increase digital communication methods.</p> <ul style="list-style-type: none"> • We will fully implement our RNRA Action plan through the core group. • All staff will develop the use of Emotionworks through cross curricular topics. These will be launched and showcased to parents when restrictions are lifted, or alternative methods (e.g. digital platforms) explored. 	
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