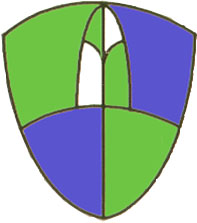


Kirkhill

Primary School and Nursery Class



Standards & Quality

Report

Session 2014/2015

**Introduction**

**The West Lothian Context**

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

**Education Services Management Plan**

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

• Raising standards of attainment and achievement

• Improving employability and positive destinations for all school leavers

• Improving the learning environment

• Promoting equality of access to education

• Developing values and citizenship

• Promoting learning for life and encouraging a creative, enterprising and ambitious

outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2014-15. This report is set within the context of CfE and GIRFEC and measured against the quality indicators within Child at the Centre, How good is Our School 3? and CfE National expectations: Self-evaluation resource.

The progress of the areas we developed in our 2014-2015 School Improvement Plan (SIP) is outlined in Appendix 1.

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| Context of the School Kirkhill Primary and Nursery School is a non - denominational school serving the community of Broxburn in West Lothian. The school was built in 1969 and was extensively refurbished in 2003 providing spacious accommodation for pupils and staff.  The design of the building is extremely flexible with the classrooms surrounding shared areas. Classroom doors hinge open allowing the learning to be extended into the shared area where pupils of various stages can collaborate, work as individuals or cooperate through play. There is a spacious gym hall and a staging area which doubles as the dining area. The nursery is housed in a separate building. Indoor space is limited due to the unusual design of the building. The nursery has its own outdoor garden space enabling the play set up indoors to be replicated outdoors thus allowing for free flow play. The main school has fairly large tarmac playgrounds and some grass areas. There is an ash football pitch which the pupils are timetabled to use with current plans for this to be changed to a community Multi-Use Games Area which the local community will access out of school hours. The primary school has created a garden space at the rear of the building to take the learning outdoors. The school kitchen was refurbished during the session which now allows for where school meals to be made on the premises. The kitchen also serves Broxburn Primary School.  The roll for Session 2014-2015 was 249 arranged in 9 classes. In addition to the 9 class teachers there is a Head Teacher, Depute Head Teacher, Principal Teacher and a teacher for Additional Learning Needs. RCCT time was delivered using Kirkhill staff where 1 teacher delivered Scot’s Language from P1 to P7, 1 teacher French P1-7 and 1 member of the teaching staff delivered P.E. from nursery to P7. Cover for this was provided by the PT and by the whole school coming together for a period of 45 minutes to allow staff to liaise with each other. The separate nursery building has the capacity for 30 morning and 30 afternoon placements. Staffing included1 Nursery Teacher and 2 Nursery Nurses.  There were 6 Pupil Support Staff deployed at various stages across the school inclusive of the nursery to support Early Intervention from Nursery to P3 and Raising Attainment of groups and individuals from P4-7. There was a 0.5 FTE Nurture Teacher who took attainment groups and social skills groups from P5,6 and 7. |
| **How well do children and young people learn and achieve? (1.1; 2.1)**  Satisfactory progress has been made in this area.  **Strengths**  Learners have made some progress in attainment.  At Kirkhill all staff made satisfactory progress in their commitment to maximise learning for children, involve parents in their children’s learning and encourage children to enjoy and reflect on their learning. This has taken the form of 3 assessment fortnights throughout the year which involved setting targets both with the class teacher and at home with parents. Children are now more confident to talk about their learning.  Some learners are experiencing a greater level of challenge within some curricular areas – e.g. through differentiation within classes. All children in P2-3 and targeted children in P4 are part of an Early Intervention programme. They benefit from working in small focused groups on literacy skills. A few children in Primary 3 are part of an extension group within Early Intervention. This allows for challenge and skill development.  In the nursery there is an emphasis on taking the learning outdoors with a problem solving focus, a nursery snack routine has been extended to include pupils selecting the menu for the week and establishing routines for washing and clearing up.  Alm­ost all learners are now able to reflect on their learning both through a weekly Learning Log and Learner’s Journeys in Nursery/P1 and Learning Journey jotters P2-7. Parents are involved in target setting with their children and children have the opportunity to reflect on their progress. All class teachers engage in meaningful dialogue with children. This facilitates children’s reflections on their learning.  P1 parents are invited into school to look at Learner’s Journeys and input targets and achievements from home. Nursery children (ante-preschool) are benefitting from the opportunity to be part of a Parents Early Education Partnership (PEEP) group. During these sessions parents interact with their children with support from a member of staff. The PEEP member of staff is able to give strategies that parents can use at home. Parents benefit from dialogue with each other.  Pupil Support Workers are deployed effectively to work with small groups and individuals. This is specifically targeted at pupils with identified learning needs.  **Areas for Development**   * To develop a consistent approach to planning for progression in Literacy and Numeracy and increase pace of learning for all children. * To engage a broader group of parents in being a part of PEEP. * To develop the use of tracking information to ensure that there is a focus on raising attainment for all and ‘closing the gap’. |
| **How well is the school helping children and young people to develop and learn? (5.1; 5.3**  Some progress has been made in this area.  **Strengths**  We have adapted curriculum pathways to link to resources and approaches used within the school. Some teachers have begun to use the pathways to inform their planning and assessment.  All staff, including Pupil Support Workers and Nursery Nurses, are trained in SEAL approaches and have begun to embed this in the teaching and learning. Evidence from observations and learning rounds has shown pupils are more engaged and have a better knowledge and understanding of basic number processes.  We have continued to develop an ethos of pastoral care for our pupils where their parents /carers and partner agencies are brought together to support our children.  We continue to audit and review our resources to match the needs of individuals and groups of learners. This includes the deployment of Pupil Support Workers (PSWs) as noted in 1.1 and 2.1. This has ensured that both staff and pupils feel supported in learning. Staff have regular liaison with Support for Learning and other agencies to discuss targets for Individual Education Plans (IEPs) This has allowed staff to differentiate teaching and learning to meet pupils’ needs.  Through regular planning staff have a greater understanding of Experiences and Outcomes and are more confident in matching them to learner’s experiences.  A culture of collaborative planning has been established across the school. This has provided staff with a better understanding of differentiation across stages and has created opportunities for extension/support of some pupils between classes. Most pupils are now learning at a pace appropriate for their ability.  Transition topics are now embedded at key stages (Nursery – P1 and P7 – S1). The Nursery to P1 topic is planned in collaboration with all the children to ensure that they are motivated and engaged in what they are learning.  New monitoring and tracking systems have been trialled in order to track all pupils’ progress as previously only highest and lowest achieving 20% were targeted. This ensures that information is shared effectively with all staff and they are able to identify strengths and areas for development for all children. SLT meet biannually with class teachers to discuss progress of all pupils.  **Areas for Development**   * To further develop and embed progression pathways in Literacy, Numeracy and Health and Well-being in order to raise attainment and close the gap. * To develop use of backward mapping information to ensure that children receive their entitlement to breadth and depth in learning within the Broad General Education. * To ensure consistency of approach in planning for progression, learning across the curriculum planning, evaluations of learning and use of tracking information. |

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| **How well is the school improving the quality of its work? (5.9)**  Satisfactory progress has been made in this area.  **Strengths**  Staff meet regularly in order to moderate writing across the school. This has given all staff a better shared understanding of expectations for each level for our school.  Most staff have begun to record their professional development using the GTCS online tool and so have become more familiar with the standards for Career Long Professional Learning. This is encouraging staff to reflect on their practice and their areas for professional development.  Parents have been consulted about the strengths and development needs of the school at a variety of school events.  Within nursery and P1, Learners’ Journeys show evidence of progress and provide an opportunity for parents/carers to reflect on their child’s learning. This then allows for next steps to be identified on an individual basis.  Some staff have taken part in Learning Rounds and have been part of Learning Rounds teams across the cluster and sectors and this is used as the basis for reviewing our work .The focus of this has been to validate the use of SEAL strategies and the impact of this on learners. Some staff are now embedding SEAL strategies within their practice.  **Areas for Development**   * To embed SEAL strategies across the school and monitor impact on attainment using tracking and monitoring information. * To ensure that rigorous and robust quality improvement activities lead to improvements in performance and attainment. * To ensure that all staff are using the professional standards to evaluate their learning and are involved in mid-term review of targets and PRD meetings with a line manager. |
| **How well is the school working with partners? (8.1)**  Good progress has been made in this area.  **Strengths**  The nursery and school work well with a variety of agencies to support children in school and nursery, such as; Language Outreach, Literacy Outreach, Speech and Language Therapy, ASD Outreach, LAC Outreach. These agencies provide advice and consultation as well as working directly with children. This ensures that the needs of children are met.  Active Schools have provided a range of after-school and lunchtime clubs for children across the school. This has allowed children to access a wider variety of sports and develop skills working with sporting champions.  All staff use procedures linked to Getting it Right for Every Child (GIRFEC) in order to raise causes for concern about individual children. This allows appropriate interventions to be put in place to support children, where needed. Pupils attend IEP meetings and Child Planning Meetings so that they can have a say in line with GIRFEC principles.  The school regularly holds open assemblies to which parents and carers are encouraged to attend. This allows for parents and carers to share in the life of the school and creates a welcoming ethos. Parents and carers contribute to the working life of the school by working within some classes, accompanying classes on trips, and sharing their skills and knowledge. Within nursery PEEP sessions enhance the partnership between parents/carers and school and provides parents with an opportunity to gain qualification credits.  **Areas for Development**   * To further engage parents in their children’s learning through focussed school events. * To develop a school nurture and SfL strategy in line with the GIRFEC agenda. * To encourage more parents requiring support to engage with the PEEP programme. |
| **How does the school ensure equality and inclusion and promote diversity across the school?**  Kirkhill promotes a nurturing, supportive and inclusive environment for staff, children and parents/carers. We promote pupil voice and provide opportunities for children to take responsibility for their learning through Rights Respecting Schools, Pupil Council, Eco Schools, Vertical Groups, House System, Peer Mediation and a Buddy System where P5 – P7 children buddy pupils at P1 – P3.  **Area for Development**   * To achieve Level 1 Rights Respecting School award. * To introduce a House Team system for promoting pupil voice and develop the use of vertical group (Kirkhill is Chatting). * To develop moderation practices with peer observation classroom visits and cluster collegiate activities. |
| **Improvement Priority 2015/2016: Raising Attainment**  **What are your key areas of development to take this priority forward?**  Area for development 1: Raise attainment for all learners through engaging with CfE Es and Os, progression pathways, tracking and evaluative evidence and Education Scotland Significant Aspects of Learning (SAL). Planning for clear progression taking account of the CfE design principles while reducing bureaucracy and improving coherence; pupils included in planning to develop relevance, personalisation and choice.  Area for development 2: To raise attainment in literacy and numeracy for all pupils through collegiate moderation and development of pedagogy, planning and assessment. |

Based on the above information, at this point in time (June 2014), we evaluate ourselves against the quality indicators as follows:

**School:**

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| **1.1 Improvements in performance** | **Satisfactory** |
| **2.1 Learners’ experience** | **Satisfactory** |
| **5.1 Curriculum** | **Satisfactory** |
| **5.3 Meeting learning needs** | **Satisfactory** |
| **5.9 Improvement through self-evaluation** | **Good** |
| **8.1 Partnership with the community, educational establishments, agencies and employers** | **Good** |

**Nursery:**

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| **1.1 Improvements in performance** | **Satisfactory** |
| **2.1 Learners’ experience** | **Satisfactory** |
| **5.1 Curriculum** | **Satisfactory** |
| **5.3 Meeting learning needs** | **Good** |
| **5.9 Improvement through self-evaluation** | **Good** |
| **8.1 Partnership with the community, educational establishments, agencies and employers** | **Very good** |

Appendix 1

Progress made with our areas for development Session 2014 – 2015

Following a school review in May 2013, self- evaluation by staff and audits of the views of pupils, parents/carers resulted in the following areas of development being identified and incorporated within the School Action Plan for session 2014 -2015. The following were the main action points highlighted during the review:

To further enhance the quality of learning experiences for all children and pupils through developing the following areas:

1. Progressive and challenging curriculum programmes from nursery to P7

2. Create a culture of self- evaluation supported by QA procedures

Area for Development 1: Develop progressive and challenging curriculum programmes from nursery to P7

Some progress was made in this area.

Evidence indicated:

* that staff were at the early stages of engagement with the West Lothian Progression Pathways in Literacy and Numeracy and Health and Well-being
* that working groups had made a start on developing the pathways as unique to Kirkhill Nursery and Primary School
* that cluster collegiate working had led to an increase in knowledge of using SEAL strategies to support learning and teaching in maths
* that some staff were involved in learning rounds with cluster colleagues to evaluate the impact of SEAL from Nursery to S1

Next Steps:

* to introduce progression pathways in Literacy, Numeracy and Health and Well-being from Nursery to Primary 7 to ensure all children receive breadth and depth in learning and their entitlement to a broad general education

Area for Development 2: Create a culture of self- evaluation supported by QA procedures

Some progress has been made in this area.

Evidence indicated:

* that staff were involved in evaluating the work of the school and this led to some identification of next steps
* that staff had begun to engage in moderation of planning activities with stage partners
* that staff entered into attainment conversations with line managers

Next steps:

* to ensure that a planned quality improvement calendar is a key focus for evaluating the work of the school throughout the session
* to ensure that self-evaluation practices are embedded into daily practice in the school
* for all staff to engage with Education Scotland Enhanced Expectations in preparation for Validated Self-Evaluation work