



West Lothian
Council

Williamston Primary School



Standards & Quality Report

Session 2013/2014

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 2013-2014 School Improvement Plan (SIP) is outlined in *Appendix 1*.

Context of the School

Williamston Primary School is a non-denominational school and serves the area of Murieston in Livingston, with a number of children attending from out with the catchment area. There is a nursery class and wraparound provision for children aged three to eight years. The integrated nursery and wraparound provision is staffed by a team of teachers (job share), nursery nurses, a wraparound team leader and wraparound care assistants.

The current school roll P1-7 is 395 with a 15 class organisation. The school has a head teacher (HT), acting depute head teacher (DHT) and 2 principal teachers (PT), one of whom was permanently appointed this session. The staff complement includes one support for learning teacher and visiting specialists in drama, music and physical education.

How well do children and young people learn and achieve? (1.1; 2.1)

The quality of children's learning is good with evidence of improved attainment. Wider achievement is recorded, shared and widely celebrated.

Strengths

A variety of attainment data, including standardised test results and teacher professional judgement has been used to determine the attainment of individuals and groups of learners. Teachers have monitored and tracked attainment at class level, identifying the need for additional support/challenge and assessment information has determined next steps in learning. Discussions have taken place with the senior management team (SMT) as part of this process. The SMT has monitored whole school attainment, identifying the need to further raise attainment in numeracy/mathematics this session and evidence indicates that good progress has been made from previous levels of attainment. There has also been a focus on further improving attainment levels within literacy/language this session with evidence indicating that good progress has been made.

All learners have been more actively involved in planning their own learning and setting and evaluating individual targets with their teachers. The SMT, teachers and learners have engaged in quality discussions about learning and have jointly set class action plans, based on mutually agreed areas for improvement. Learners have engaged very well with this process, understanding that their contributions are valued, that they can influence their learning

experiences and that they have a valued decision making role. Their evaluative language is becoming increasingly sophisticated. This process has also enhanced their understanding of Curriculum for Excellence and some of the basic key principles underlying their learning experiences.

In the nursery, children, staff and parents are actively involved in planning learning. Learning experiences are broad and balanced whilst also responding to the interests of the children. Children are encouraged to develop independence, resilience and are involved in the decision making processes. The Learner's Journey is accessible to children and parents, providing opportunity to share and evaluate learning.

All learners have increased their understanding of the personal relevance of the health and wellbeing indicators (shanarri). They have engaged in quality discussion with their teachers and their peers, have created individual class displays and have a personal shanarri wheel in their i-Journal. They are more able to identify each indicator and whether they feel that their individual needs are being met. They are able to make meaningful links between the shanarri indicators and their rights, as determined by the United Nations Convention of the Rights of the Child (UNCRC).

Learners at all stages have engaged in the wider life of the school through whole school learning in areas such as eco-school, connecting the classrooms, international school, rights respecting schools and pupil groups have effectively led development in those areas. All classes have led assemblies, presenting in a confident, articulate manner and some classes have staged ambitious performances to great acclaim. The Pupil Council, led by the Head Boy and Head Girl, who were elected after a high quality campaign and democratic process involving all learners, have demonstrated high quality leadership skills, impacting positively on their peers. They have also engaged with the Parent Council this session, sharing and evaluating their learning at the start of each Parent Council meeting. Their contributions have been valued by all members of the Parent Council and have added learner insight.

There have been many high quality examples of wider achievement, some leading to external awards/accreditation. Examples include individual learners who have competed very successfully at national level in gymnastics and swimming, learners who have gained local and national recognition for citizenship activities, an inspire-aspire award at national level, a young writer award, three stellar awards and music and sporting awards. The wider achievement of learners is widely celebrated, leading to increased confidence, self-esteem and also an increased sense of community. Whole school external awards this session have included a 4th green flag and continuing Fairtrade school status.

Our areas for development have impacted positively on teacher capacity in the areas of literacy and numeracy, leading to enhanced learning experiences and improved attainment.

SEAL (stages in early arithmetical learning) training has enabled teachers to further understand the foundations for learning in numeracy and to effectively identify and track individuals through the stages. Learners are now more able to articulate and use supportive strategies and teachers are more confident in assessing the strengths, development needs and next steps of individuals. Parents of children within early and 1st level are now more familiar with SEAL approaches and have more of an understanding as to how they can support their child at home.

Whole staff engagement with the literacy framework and the introduction of supportive resources, such as Reading Routes and Write to the Top, has deepened understanding of effective strategies leading to enhanced learning experiences. Planning and moderation activities within school and across the cluster have ensured consistent standards and expectations, significantly enhancing the assessment process. Learners have increased

understanding of expectations through discussion of learning intentions and success criteria and have been encouraged to use higher order thinking skills. This has led to more complete understanding of expectations, deeper learning and an increased quality of work and understanding.

A Learning Round focussed on the quality of learning intentions, success criteria and feedback with specific action points arising from this that have begun to be used to good effect with staff. This will be further developed next session.

The reporting process has been steered by the West Lothian workstream and there has been an increased focus on the use of evaluative language to replace the terms developing, consolidating and secure.

Areas for Development

- Further develop the use of rich assessment data to impact positively on attainment
- Further develop procedures for monitoring and tracking attainment and wider achievement, at individual, class and whole school level to ensure a consistent approach
- Further refine whole school strategy to meaningfully engage all learners/parents in the target setting process
- Embed, monitor and evaluate the SEAL approach throughout the school to ensure a consistent approach and to monitor the impact on attainment

How well is the school helping children and young people to develop and learn? (5.1; 5.3)

Curriculum development is good with some very good practice emerging. Children are more aware of their strengths and development needs and good progress has been made to actively engage them in their learning and encourage them to become increasingly reflective.

Strengths

The HT has led the West Lothian curricular workstream this session, developing progression pathways for each curricular area and three teachers from Williamston Primary have been involved in this development. All teachers have engaged with the new national expectations and are now more familiar with the principles, practices and significant aspects of learning. The second level PT has also worked with Education Scotland to exemplify and annotate early and second level technologies and children in nursery and P1 have engaged with a transition technologies project as part of this development work. Teachers worked collaboratively with staff from The James Young High School to build their own capacity and to seek guidance and support throughout this project. The children were motivated and engaged, demonstrated creativity and innovation, developed specific skills using a range of tools and were very proud of their final products. This work was shared at the Class of 2014 and will be the focus of a workshop at the Scottish Learning Festival in September.

An audit of the science curriculum was undertaken, with the programme being refined and refreshed to ensure continuity and progression for learners.

A values education programme was introduced across the school to enhance religious and moral education and to enable learners to make meaningful links to other curricular areas and to the four capacities. This was shared with parents through homework and newsletters. This will be further evaluated and refined next session.

The development of outdoor learning was led by a lead learner who undertook a related course this session. He has shared his learning with staff at regular intervals which has promoted increased understanding and engagement. All children have had some experience of outdoor learning this session which has motivated and engaged them. All staff have identified outdoor learning as an area for further development and learners have also identified this as an area that they particularly enjoy and would like to experience more.

Nursery and primary staff have continued to plan relevant, meaningful learning opportunities that have promoted creativity, curiosity, independence and confidence. Learning has been linked to real life contexts, where appropriate, with a focus on problem solving and skills development, including original thinking and enquiry. These included an engineering project, first aid training, a music workshop with Edinburgh College, a Robokid project with Heriot Watt University, the publication of two books in collaboration with an author and bikeability training.

A range of high quality transition opportunities were planned for nursery children to ensure continuity in learning and to build confidence. Additional opportunities were planned for children who attended other nurseries as a result of feedback from parents at the start of the session. The quality of transition was very positively evaluated by parents. P7 learners had a wide range of quality transition experiences which they found motivational and which helped to build their confidence. Effective cluster collaboration ensured a consistent experience for all learners and collaboration with specific high school departments were planned to improve continuity and progression in learning. P7 transition experiences were positively evaluated by learners and parents.

Whole school focus weeks – Fairtrade, Eco, Book Week, Road Safety, Modern Languages, Money and India Week, enhanced learning from nursery to P7, ensuring meaningful links across the curriculum.

The principles and practice associated with Getting It Right For Every Child (Girfec) have been introduced to all staff this session with a whole staff training session. These principles have been used to support learners with additional needs and all staff have worked effectively to identify need, support individuals and work in partnership with parents and other agencies. Staff will continue to further familiarise themselves with Girfec procedures next session to build on knowledge, understanding and to implement procedures appropriately, to meet the needs of individuals.

Training sessions have been identified and undertaken by staff, for example in the areas of dyslexia and autism and information and effective strategies have been shared with all staff to ensure a common, high quality experience for all children with associated needs.

Pupil support workers have led small nurture groups for more vulnerable pupils, in liaison with SMT and class teachers. These have been very successful in creating protected time and more individualised support and have engaged and motivated those learners who have been part of a group, helping to build their confidence. Support staff have actively sought out advice, guidance and supportive resources to ensure the success of those groups.

Much work has been undertaken this session to enable individuals to develop more in-depth knowledge of themselves as learners. There has been increased emphasis on skills development, the use of evaluative language, self-assessment, target setting, supportive strategies, raised awareness about Curriculum for Excellence, strengths and discussion about how to improve. This has enabled learners to be more actively engaged in their own learning, to be increasingly reflective, to understand what and how to improve and to value their strengths and personal contributions.

Areas for Development

- Use national expectations and progression pathways to further develop and refresh the curriculum - focus particularly on social subjects and technologies
- To plan more frequent and focussed planning/moderation sessions within levels to ensure improved coherence in learning
- Further develop outdoor learning opportunities to provide motivating and stimulating contexts for learning
- Further familiarise with principles of Giftec to ensure that the needs of individuals are being met and to ensure all staff implement associated procedures
- Further develop framework for target setting to ensure a consistent approach across the school

How well is the school improving the quality of its work? (5.9)

Self-evaluation is good and staff are increasingly engaged in a variety of quality assurance and self-evaluation activities. All staff, learners, parents and partners are included in evaluating the impact of revised practice on continuous whole school improvement. They are aware of identified strengths and developmental needs.

Strengths

An increasing range of self-evaluation procedures have been used to identify strengths and development needs across the school. Staff, learners, parents and other agencies/partners have been involved in this process and evidence has been provided using procedures such as questionnaires, comment cards, focussed discussion with learners, video evidence, professional dialogue, i-JournalALs, classroom observation, learning rounds, learning walks (WIS Round), planning/attainment meetings, action plans, audit information and attainment information. These procedures have been used to gather the views of a wide range of stakeholders, to monitor the impact of practice on the outcomes of learners and to inform continuous whole school improvement.

New monitoring and tracking procedures have been implemented, including the effective use of i-JournalALs across the school to record and evaluate attainment and achievement. These have been particularly useful in monitoring the wider achievement of learners and a range of evidence has been gathered, identifying the positive impact on learners and their parents. Learners are more able to effectively evaluate their learning, identify progress and identify strengths and development needs, using their i-journalALs as a tool for that process. Parents have more detailed information about their child's learning experiences and value the opportunity to contribute to the evaluation of their child's learning.

Some staff have used On Track With Learning (OTWL) as an electronic planning and tracking tool to ensure sufficient coverage of experiences and outcomes across the curriculum. Initial evaluation has been mixed in relation to the efficacy of this approach to planning and tracking.

Teachers' remits extend beyond the classroom and pupil support workers have demonstrated increased willingness to have an active role in whole school improvement. This has further developed leadership capacity, enhanced teamwork and resulted in an increased range of high quality learning opportunities in a wider range of contexts, including residential experiences.

Improvement teams have worked systematically to develop, implement and evaluate new initiatives, identifying what works and what needs to be improved, to ensure high quality, consistent practice across the school. Lead learners have been central to this process this year, sharing learning, engaging with cluster colleagues and planning training to provide

support and guidance to colleagues. Evaluation of the School Improvement Plan is undertaken at individual, group and whole school level to identify the impact of revised practice on the outcomes for learners.

Collegiate time has been used effectively, in school and across the cluster, to take forward our areas for development. Collegiate activity has included professional dialogue, planning/moderation, training, professional reading, sharing practice/learning, audit and self-evaluation activities, familiarisation with new resources and writing procedures/policy. This has ensured shared understanding and consistency of practice and learner experience.

Staff i-JournALs have been introduced to enable staff to record/evaluate professional learning and begin to work towards the requirements of GTCS professional update.

Areas for Development

- To engage in an internal validated self-evaluation (VSE) process to provide further evidence of strengths, development needs and to inform whole school continuous improvement
- Further refine procedures for gathering the views of parents and partners to ensure relevance and a timely response
- Further evaluation of OTWL to ascertain whether this is an effective tool for planning and tracking coverage
- All teaching staff to engage with the requirements of professional update to record and evaluate professional learning

How well is the school working with partners? (8.1)

The school has a strong commitment to working consistently and works very effectively with all relevant partners. There is a wide variety of creative and supportive partnerships which impact positively upon the school.

Strengths

Nursery and primary staff draw skilfully on a wide range of partners and specialist agencies, including health services and local employers, to support children's learning. These partners' contributions are high quality and well co-ordinated to ensure that children's learning is deepened and supported. The views of partners have been sought to further promote meaningful joint working and impact positively on outcomes for groups of learners and individuals.

The school has continued to build on existing partnerships and has created some new partnerships this session to further enhance learning opportunities offered. Examples of new partnerships include Murieston Environmental Group, (MEG), Forth Fisheries, Tesco Bank, Atkins Engineering, SSPCA, Scottish Book Trust and Mary Turner-Thomson, a local author.

The British Council connecting the classrooms project has enabled shared learning and reciprocal visits from staff. This has provided learners with further insight into the similarities and differences between cultures and has provided motivating and stimulating learning experiences for learners across the school.

Cluster working has been strengthened this session with joint training, planning and moderation activities having been undertaken by all staff. This has improved cluster links, created meaningful partnerships and has ensured a common understanding and consistent approach leading to coherent learning opportunities for learners, particularly at nursery and P7 transition points.

A group of parents and grandparents have worked very successfully together to create an embroidered panel for the Commonwealth tapestry. The group used the children's ideas as a stimulus, creating a work of art that the school community is extremely proud of and that will become a legacy of the Commonwealth Games 2014.

Areas for Development

- Further develop learning in science, technology and engineering through links with associated organisations and businesses
- Continue to build on cluster links and develop procedures to engage in a range of self-evaluation activities and improve practice

How does the school ensure equality and inclusion and promote diversity across the school?

A staged intervention approach identifies learners with additional support needs and Giftec principles and procedures are implemented to ensure that individual needs are met. Progress is closely monitored and evaluated in partnership with parents and other agencies, to ensure appropriate and timely intervention.

Looked After Children are closely monitored, with regular review meetings planned, to ensure that their needs are being met and that they are making progress. The school has worked closely with outreach teachers to provide additional support, as required.

Williamston Primary is a rights respecting school and has been awarded level 2 accreditation. This programme is now embedded at whole school level, has linked very well with our newly developed values programme and has translated values into action, promoting fairness, justice and respect. All learners are familiar with the language used, understand their entitlement to their rights and the need for respectful behaviour to ensure that each member of the school community feels valued, safe and happy. The lead learner for our RRSP is now an assessor, evaluating the work of other schools across the country.

Williamston Primary has had international school status for the last three years and evidence is currently being gathered to renew this status and receive the award for another three years. Our connecting the classrooms project and our work on Fairtrade continues to be central to our international work, in order to further understanding of global issues for learners across the school. We continue to be entitled to Fairtrade School status as a result of our continuing work in this area.

Learners from P5-P7 participated in the national Inspire-Aspire competition which is a values based legacy from the Olympics and enabled them to transfer their knowledge and understanding into another context for learning. One of our pupils was chosen as a finalist and received a bronze award from Mark Beaumont at an award ceremony held in Glasgow University.

Improvement Priority 2014 -2015: Raising Attainment

Our key areas for development to take this priority forward are:

Area for development 1: To work collaboratively both in school and across the cluster to implement progression pathways in reading, technologies and social subjects. To improve knowledge and understanding of the principles and practice of curriculum development, leading to enhanced learning experiences for all learners.

Area for development 2: To further develop consistent and systematic procedures for self-evaluation, involving all stakeholders and to implement a robust and rigorous system for

tracking and monitoring the attainment and wider achievement of all learners.

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

Our school:

1.1 Improvements in performance	Good
2.1 Learners' experience	Good
5.1 Curriculum	Good
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

Our nursery:

1.1 Improvements in performance	Good
2.1 Learners' experience	Good
5.1 Curriculum	Good
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

In session 2013- 2014, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CfE and measured against the quality indicators within *Child at the Centre*, *How good is Our School 3* and *CfE National expectations: Self-evaluation resource*.

Progress made with our areas for development Session 2013 – 2014

Area for development 1: To work collaboratively both in school and across the cluster to further develop and implement curricular frameworks and improve attainment in literacy and numeracy.

To establish effective approaches to learning, teaching and assessment.

To develop a consistent understanding of standards through moderation of literacy and numeracy.

Evidence gathered through a range of quality assurance and self-evaluation procedures indicates that very good progress was made in this area.

Evidence indicated:

- The quality of teacher planning for SEAL has improved, reflects learning from high quality CPD activities and there is evidence of increased understanding of early arithmetical concepts amongst learners.
- The quality of numeracy lessons has improved and there is now a greater focus on teaching specific numeracy skills.
- Lead learners formed part of a professional learning team within the cluster which effectively supported the learning of colleagues to ensure high quality, consistent learning experiences
- Numeracy materials and games have been used more effectively to engage and motivate learners in the early stages.
- Good progress has been made in the area of reading, with all staff trained to use Reading Routes. Staff more fully understand the purposes and use of moderation to improve standards in reading and this has led to improved consistency and expectation.
- Increased opportunities for staff to learn together have resulted in improved learning opportunities for pupils and the P7 numeracy curriculum evening increased parental understanding in this area
- Collaborative working has further developed staff capacity in technologies. Pupils and staff are beginning to use and apply the skills learned and have identified areas for future development.

Next steps:

- Embed, monitor and evaluate the SEAL approach throughout the school to ensure a consistent approach and to monitor the impact on attainment
- Develop consistent understanding of standards through moderation of reading, within school and across the cluster and to plan more frequent and focussed planning/moderation sessions within levels to ensure improved coherence in learning
- Use national expectations and progression pathways to further develop and refresh the curriculum - focus particularly on reading, social subjects and technologies
- Further develop outdoor learning opportunities to provide motivating and stimulating contexts for learning

Area for development 2: To review and evaluate current approaches to planning, monitoring and tracking at whole school, stage an individual level.
To introduce clear and consistent procedures, ensuring each learner's experience of a broad, general education.
Develop approaches which evidence and demonstrate achievement across learning, appropriate to the individual needs of each learner.

Evidence gathered through a range of quality assurance and self-evaluation procedures indicates that good progress was made in this area.

Evidence indicated:

- Participation in the curriculum workstream and the development of technologies work for Education Scotland has led to increased knowledge and understanding of the key principles of curriculum development and has produced curricular development work of a high quality

- Learners are more able to effectively evaluate their learning, identify progress and identify strengths and development needs, using their i-journalALs as a tool for that process
- All learners have been more actively involved in planning their own learning and setting and evaluating individual targets with their teachers. The SMT, teachers and learners have engaged in quality discussions about learning and have jointly set class action plans, based on mutually agreed areas for improvement

Next steps:

- All teachers to further engage with the new national expectations and become more familiar with the principles, practices and significant aspects of learning
- Develop a strategic plan for moderation activities at school / cluster level
- Further evaluate OTWL to ascertain whether this is an effective tool for planning and tracking coverage
- All teaching staff to engage with the requirements of professional update to record and evaluate professional learning