

# Windyknowe Primary School and Early Learning Childcare Setting



# PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Windyknowe Crescent

Bathgate

EH48 2BT



## ABOUT OUR SCHOOL

Windyknowe Primary School and Early Learning Centre is pleased to share progress made in Session 2018/19 with parents, carers and the wider community. The school enjoyed a highly successful year following a very full programme of changes and improvements. There is strong evidence of continuous improvement and the nursery and school have raised their profile in terms of educational achievements and innovations in learning and teaching. The school and nursery have worked hard on ensuring that developments meet the needs of the 21st Century, in line with Curriculum for Excellence.

The school benefits from a supportive & proactive Parent Council and Parent Staff Association. A variety of events take place within the school to help develop parental involvement. These have included school shows, class assemblies, a "Journey of Learning" session, discos and parties, planned parental consultations and an end-of-session awards ceremony.

At Windyknowe Primary we strive to create a respectful and trusting community in which all contributions are valued. We work in partnership to provide a safe, nurturing and supportive environment which encourages each individual to develop to their full potential to become a healthy, valuable member of society.

# Ready, Respectful, Responsible, Safe

## IMPROVEMENT PRIORITIES

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.**

**We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).**

**We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

| PRIORITY   | HOW DID WE DO?   |
|--|--|
| <p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our desired outcome for Session 2018/19 was to</p> <p>Provide effective, high quality experiences to engage, motivate and inspire all learners to meet their individual needs in Literacy, Numeracy and Mathematics</p> <p>NIF Driver(s):<br/> School leadership<br/> -Teacher Professionalism<br/> -Assessment of children's progress<br/> -School improvement<br/> -parental engagement</p>   | <p><b>We have made good progress.</b></p> <p><b>What did we do?</b><br/> Active Literacy, Number Talks and SEAL methodologies have been embedded across all stages within the school, with new approaches to problem solving and financial education also being implemented. Learners have been very positive about these developments and have been very engaged in the class activities provided.<br/> Voluntary twilight CLPL has been provided for all staff to attend. Raising Attainment teachers have been deployed across the school to enable smaller focussed groups for learning across the core areas. Rigorous monitoring and tracking, recording and reporting systems are in place for primary and nursery. Throughout the nursery and school there is effective liaison between class teachers and SLT to ensure progression in learning across all transitions. Appropriate interventions have been put in place to support improvements in learning. We continue to have coherent Support for Identified Children and Continuum of Support documents which direct and track the support for learning as well as the challenge that is needed for specific learners in nursery and school. Updated literacy, numeracy and health and wellbeing targets based on the benchmarks are used to inform learning intentions. Education Scotland benchmarks for all areas of the curriculum are used to plan assessments and to track pupils' achievements.</p> <p><b>Evidence indicates the impact is:</b><br/> Learners are more motivated and engaged in their learning.<br/> Learners are making good progression in literacy and numeracy.<br/> Learners are engaging in regular dialogue about learning</p> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• continue to use AifL strategies across the school</li> <li>• continue to track children's learning and ensure that appropriate interventions are in place as and when required</li> <li>• continue to ensure rigorous quality improvement procedures are in place to evaluate improvements which include everyone in the process.</li> </ul> |
| PRIORITY   | HOW DID WE DO?   |
| <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2018/19 was to...</p> <p>implement resources which have been identified to enhance teaching and learning for our identified children</p> <p>meet pupil needs through pace, support and challenge and progression skills development</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Assessment of Children's Progress</li> <li>• Teacher Professionalism</li> </ul> | <p><b>We have made good progress.</b></p> <p><b>What did we do?</b><br/> PSW's are using Clicker 7, literacy 5 minute boxes and numeracy 5 minute boxes with identified children. Identified children have been observed to be very motivated by these resources and have spoken positively about them in pupil focus groups.<br/> Children are being taught literacy and numeracy in smaller mixed ability groups, supported by the raising attainment teacher, allowing the teaching and learning to be more targeted to meet the needs of all learners and ensure that they are appropriately supported and challenged. The Support for Learning teacher participates in triangulated quality improvement attainment meetings and provides targeted interventions for identified children. Children are observed to be responding positively to the interventions in place and are making progress in specific targets.<br/> Our support staff are effectively deployed to deliver targeted interventions and these have impacted positively on the progress made and confidence of identified children.<br/> Our support staff have also been actively involved in implementing Social Skills groups to further support emotional wellbeing and nurture support.</p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b><br/> Learners present as having more confidence and are more resilient<br/> Learners have responded positively to targeted interventions and these have impacted positively on their progress</p> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• discuss Learning Targets with learners in a simplified way which is meaningful</li> <li>• further embed targeted interventions and evaluate the impact on engagement and attainment</li> </ul>  |

| PRIORITY  | HOW DID WE DO?   |
|---|--|
| <p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our desired outcome for Session 2018/19 was to</p> <p>Ensure we meet the individual children's health and wellbeing needs as highlighted across the wellbeing indicators</p> <p>Ensure targeted interventions are put in place to support young people at risk</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>• School Improvement</li> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> </ul> | <p><b>We have made good progress.</b></p> <p><b>What did we do?</b><br/> Children in both the primary classes and the nursery have a very good understanding of the updated Vision and Values which have been reviewed and refreshed as Ready, Respectful, Responsible and Welcoming, Nurturing, Caring. The school values and aims are incorporated into restorative conversations with the children. Incidents of low level behaviour and disruption to learning/class time have reduced. Incidents of red cards have seen to have reduced. Skills planners are in place to ensure progressive teaching for a full school approach to Health and Wellbeing. The Jigsaw resource has been introduced to support this and is now being used within every class. Children are observed to be motivated and engaged by the characters and formats of the lessons. With more adult support in each class, the learning and pastoral care needs of children are being successfully met. Through effective nurture support, resilience and social skills of identified children have developed. Life Skills groups have continued for middle and upper school children. Enhanced transition programmes for identified children going to the Academy are in place. Termly updates of IEPs including parental input as well as teacher's Support for Identified Children checklists ensure that targeted support is provided for our children. Staff are aware of and follow the school procedures for handling child protection issues/disclosure.</p> <p><b>Evidence indicates the impact is:</b><br/> Learners are demonstrating a higher level of respect, responsibility and readiness to learn and engage in their learning<br/> Learners feel listened to, secure and cared for and we are able to discuss sensitive aspects of their lives.</p> <p><b>Our next steps will be to:</b></p> <ul style="list-style-type: none"> <li>• ensure our class charters incorporate Ready, Respectful, Responsible and Welcoming, Nurturing, Caring.</li> <li>• continue to embed Rights Respecting Schools across all areas of the school.</li> <li>• develop a shared understanding of and embed the use of the Wellbeing indicators with our staff and families</li> </ul> |
| PRIORITY  | HOW DID WE DO?   |
| <p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2018/19 was to</p> <p>Ensure all our children will be prepared for the world of work and have an understanding of the skills needed.</p> <p>NIF Driver(s):<br/> -parental engagement<br/> -teacher professionalism -<br/> school leadership</p>  | <p><b>We have made good progress.</b></p> <p><b>What did we do?</b><br/> A Journey of Learning evening was held at the beginning of the session which ensured parents were aware of the learning experiences that the children would be involved in and how they could support them. Skills Academy has continued in the Second Level department and children have been involved in a variety of activities aimed at promoting skills for life. This has been successfully rolled out to First Level classes this session as well. The McDonald's workshops have continued for Primary 6 with a focus on Career Pathways. This was again well received by the children and they are now able to discuss links with the skills learnt in class and the world of work. P7 successfully planned and implemented a Careers Fayre again this year. Children were involved in all aspects of the planning and have been able to identify skills that would be required for specific career pathways. Children have talked positively about the McDonald's project and the Careers Fayre and what they would like to do in future careers. Children within P5 – P7 have been encouraged to bring in their own digital devices and use these through the AAL to enhance their learning. Children have been able to do this successfully and responsibly. All children in P5 – 7 have completed CEOP training to support them in using their devices safely whilst online.</p> <p><b>Evidence indicates the impact is:</b><br/> Learners are using technology confidently and responsibly to enhance their learning.<br/> Learners are developing life and work skills and understand the value of the skills they are learning.</p> <ul style="list-style-type: none"> <li>• continue to help children understand the skills for learning, life and work they are developing as a result of their learning in school</li> <li>• Achieve Digital Schools Award</li> <li>• to revise the format for the journey of learning session</li> <li>• further enhance the use of GLOW for all learners within our school</li> </ul>   |

Our average attendance across the school is 95.13%. We have had one exclusion this session. Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances. We have an active Parent Council who are regularly involved in discussions in relation to school improvements and school performance. Regular communications are circulated to all parents highlighting school achievements and outlining our next steps.

#### **Our Wider Achievements this year have included:**

- \* Enhanced partnerships with local businesses through Career's work in Primary 6 and 7
- \* Successful participation in range of Armadale Cluster anti sectarianism events
- \* Extensive range of after school clubs that have been offered this session
- \* Participation in the West Lothian Cross Country event
- \* Fabulous support for our school Reverse advent calendar which allowed us to make a huge donation to the West Lothian foodbank
- \* Successful nursery Christmas singalong
- \* Successful Nativity for P1
- \* Successful show for P2, 3, 4
- \* Successful show for P5,6,7
- \* Successful community support for McMillan Coffee Morning
- \* WOW awards – celebrating the achievements of our pupils
- \* Wider Achievement Assemblies – celebrating achievements of our pupils outside of school
- \* Fabulous support and Participation in Newlands Day procession
- \* Successful residential trips for P5 and P7 pupils
- \* Participation in the Christmas Parade
- \* P7 Careers Fayre
- \* Sustrans events
- \* Wide range of events organised by Parent Staff Association, including Halloween Party, Christmas Fayre and P1-P7 Summer Disco

#### **Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* evidence that:

|  |  |      |
|--|--|------|
| How good is our leadership and approach to improvement?                      | 1.3 Leadership of Change                       | Good |
| How good is the quality of the care and education we offer?                  | 2.3 Learning, teaching and assessment          | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Good |
|  | 3.2 Raising attainment and achievement         | Good |

+How good is our Early Learning and Childcare? The quality indicators\* evidence that:

|  |  |      |
|--|--|------|
| How good is our leadership and approach to improvement?                      | 1.3 Leadership of change                       | Good |
| How good is the quality of the care and education we offer?                  | 2.3 Learning, teaching and assessment          | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Good |
|  | 3.2 Securing children's progress               | Good |

\*(Indicators used in How good is our school? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)

