



**Windyknowe Primary School and
Early Learning Childcare Setting**

**PROGRESS
REPORT FOR
SESSION 2019/20**

(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 2019/2020 with parents, carers and the wider community. The school enjoyed a highly successful year following a visit from Education Scotland inspectors and the Care Inspectorate as well as engagement with West Lothian Council's VSE programme. Across the academic year there continues to be a relentless focus on improving outcomes for all children at Windyknowe Primary School through a very full programme of changes and improvements.

Windyknowe Primary School is a non-denominational school serving the community of both Bathgate and Armadale and is part of the Armadale Academy cluster. The school role is 468 with pupils being organised across fifteen classes (P1-P7) and our ELC provision (morning, afternoons and full days)

The senior leadership team includes a Head Teacher, Depute Head Teacher and Principal Teacher. In addition to 19 class teachers, there are 2 support for learning teachers (one funded through PEF), two acting early years officers and a team of pupil support workers and nursery nurses. The school office is staffed by an administrative assistant and a clerical assistant.

All pupils have access to a very successful breakfast club, which is well attended, and a variety of sports clubs are available out-with the school day throughout the year. The school has achieved 4 Eco Schools green flags, a Gold Sports Scotland award and Level 2 (Gold) Rights Respecting School award.

Windyknowe Primary School is well supported by the Parent Council and the Parent Staff Association. The Parent Council works in close partnership with the school and provides support in identifying areas for improvement. The Parent Staff Association organise a variety of events across the school year and fund many school improvements.

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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.

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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20:</p> <p><i>Quality Improvement procedures indicate that most lessons are good or above across all classes</i></p> <p><i>Parents and pupils report that learning and teaching is a positive experience through informal and formal dialogue</i></p> <p><i>Almost all staff surveys reflect an increase in confidence in delivering 1+2 languages in the classroom setting</i></p> <p><i>Almost all Science learning experiences (over 90%) are evaluated as good or above.</i></p> <p><i>Almost all pupils, through focus groups, feedback positively about their learning in Science</i></p> <p><i>At least 90% of observed lessons are good or above across all subject areas</i></p> <p>NIF Driver(s):</p> <p>School Improvement Teacher</p>	<p>We have made good progress.</p> <p>Overall, children's attainment in Literacy and English and Numeracy and Mathematics is good with most children across the school achieving their expected CfE levels. Lead Learners in Literacy and English, Numeracy and Mathematics and 1+2 Languages have shaped guidance for all practitioners.</p> <p>What did we do in Literacy and English / 1+2 Languages?</p> <p>Literacy Champion identified, attainment and data audited by staff and SLT to identify areas for improvement and an action plan developed</p> <p>Literacy and English policy reviewed and refreshed</p> <p>Termly attainment meetings between staff and SLT to discuss, target and plan support interventions</p> <p>Staff engaged in CLPL training and are delivering a whole school approach to Writing using the PM Benchmarks resource</p> <p>CLPL around PM Benchmark Reading cards to support guided reading discussions and link to writing genres.</p> <p>Staff created annual overviews of writing genres linked to broad general education and overall Literacy overviews.</p> <p>Development and refresh of P1-P7 Writing targets in line with West Lothian progression</p> <p>1+2 Lead Learner and working group identified. Action plan developed</p> <p>Pupil language ambassadors were trained to promote languages across the school and worked weekly with classes</p> <p>French themed Family Learning event where parents were invited took place</p> <p>Vertical learning opportunities took place across first and second level as well as a whole school event (European Day of Languages)</p> <p>SCILT cluster languages link developed</p> <p>What did we do in Numeracy and Maths?</p> <p>Numeracy Champion identified, attainment audited and action plan developed</p> <p>Staff engaged in CLPL update/training in using Heinemann Active Maths as a whole school approach</p> <p>Introduced the use of 'My World' for allocating differentiated ICT materials for pupils to use in class and at home.</p> <p>Termly attainment meetings with staff and SLT to discuss, target and plan support interventions</p> <p>Policy updated in line with changes to Learning and Teaching policy</p> <p>Working group put together Numeracy Intervention packs to target specific areas for identified children</p> <p>The consistent delivery of lessons have been further developed by all staff to use a similar whole lesson structure which builds upon prior learning and focuses on skills for learning, life and work and the Careers Education Scotland (What are we learning?, How are we learning?, Why are we learning?, How will we be successful?).</p> <p>A range of Quality Improvement evidence has been gathered throughout the year by Senior Leadership Team, HMI and VSE team. Evidence shows that learning experiences are planned to meet the needs of learners. Teachers plan appropriately differentiated activities, particularly in literacy and numeracy, which enable children to achieve success. Professional dialogue focuses upon the analysis of assessment information, and planning and evaluation of interventions, which is ensuring progress for groups and individuals.</p> <p>Approaches to maintain and develop parents as partners have been sought throughout the year. Our Curriculum, Our Learning open evening launched the year ahead and was followed by stay and play sessions, open events and workshops planned and delivered across the year. A test of change was made to the first formal parents evening to a more informal and relaxed model. Regular</p>

Professionalism School Leadership Parental Engagement Performance Information	opportunities for feedback have been sought using Glow Forms. Evidence indicates the impact is: ☆ Learners experience consistency in the approach to learning in all classes which maximises learning time. ☆ In Literacy: 93% in P1, 83% in P4 and 74% in P7 are on track and achieving their expected level (early, first and second level) ☆ In Numeracy: 93% in P1, 78% in P4 and 81% in P7 are on track and achieving their expected level (early, first and second level) ☆ Learners are enjoying and engaging well with improved approaches to the teaching of writing (HMI) ☆ Ethos survey shows that most pupils report they feel involved in their learning
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<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20:</p> <p><i>Ongoing tracking and monitoring identifies that CFE target levels are being achieved</i></p> <p><i>Target achieved in CfE levels supported by ongoing tracking.</i></p> <p><i>Ongoing professional dialogue and monitoring systems show an increase in confidence after involvement in bespoke interventions</i></p> <p><i>Target achieved in attendance</i></p> <p>NIF Driver(s):</p> <p>Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made good progress.</p> <p>Teachers engaged in robust tracking and monitoring systems and make sound professional judgements for achievement of a level and tracking the progress of individual children.</p> <p>Appropriate interventions are identified based upon needs and are regularly reviewed to ensure that progress is being made. During monitoring and tracking discussions there is a continuing focus on the effectiveness of interventions based upon assessment information and relevant adaptations made. Two Learning Support teachers work collegiately to provide a consistent approach to SfL Interventions using pre and post intervention assessments, school attainment data and teacher judgement.</p> <p>What did we do?</p> <p>Employed a second, full-time Support for Learning Teacher (PEF) Closely scrutinised tracking and monitoring data regularly Trends in attainment were identified through QA meetings with SLT, teachers and SfL teachers and specific stages and areas of the curriculum were targeted with RA/SfL support in relation to this. This was ongoing and reviewed each term.</p> <p>Robust tracking of attainment using the schools tracking system, coupled with well-planned and timely interventions ensures improvement for learners is consistently achieved as can be seen by the results of pre and post intervention assessments and teacher professional judgments.</p> <p>Weekly SfL and PSW led meetings to discuss support for identified children and timetabling of support more flexible.</p> <p>IDL Online Reading and Spelling Programme purchased and SfL/PSW trained in its use to support children with dyslexia</p> <p>SfL Teachers have provided targeted Literacy Interventions through Read, Write, Inc Fresh Start, IDL online, BlackSheep Press programmes, Speech and Language based programmes and bespoke phonic interventions.</p> <p>SfL teachers provided twilight training in Nurturing and Inclusive classrooms and IEP writing for teachers</p> <p>PSW's have participated in training provided by SfL teachers in IDL, Clicker, Speechlink and Bal- a- Vis-X which they have then implemented with identified pupils.</p> <p>PSW's provide targeted support on a daily basis for pupils such as Literacy Box, Numeracy Box and daily reading and have facilitated the assessment and implementation of IDL online for identified pupils.</p> <p>PSW's have implemented a new Life Skills programme for identified pupils from P2-7 which focuses on emotional wellbeing and growth mindset strategies.</p> <p>The use of various ICT to remove barriers to learning has been introduced and used more consistently this year such as Clicker 6 and Microsoft Word online</p>
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	<p>Bal-a-vis X training into practise across school for identified pupils Quintile 1 attendance monitored and regular links with attendance officer School uniforms gifted to families Families supported with the cost of the school day Desktop learning target booklets embedded in daily learning discussions Continued to make strong links with outside agencies</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ☆ Identified learners made improvements in Reading and Spelling ☆ Identified learners who have accessed ICT have become more confident and independent and are achieving success using these within classroom learning ☆ Identified P1-7 pupils receiving targeted Literacy interventions made significant improvements ☆ Learners with additional support needs make very good progress from their prior levels of Attainment. ☆ Learners are supported by well-planned targeted interventions ☆ Learners benefited from family support to ensure all children have access to excursions, activities and events ☆ Quintile 1 pupil's attendance compares well against whole school attendance
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<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20:</p> <p><i>Focus groups of young people evaluating lessons on wellbeing leading to a 90% reported understanding of wellbeing indicators</i></p> <p><i>Children are all able to confidently talk about HWB QI's</i></p> <p>NIF Driver(s):</p> <p>Teacher Professionalism</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>Health & Wellbeing Champion continued for the third year, gaps identified and national/local priorities shared with staff Fully implemented children self-evaluating their wellbeing against the Health and Wellbeing Indicators (Safe, Healthy, Achieving Nurtured, Active, Respected, Responsible, Included) Pupil wellbeing conversations initiated with the class teachers and SLT Tracking of wellbeing recorded to closely monitor patterns and interventions set up when necessary Health and Wellbeing policy fully updated in line with changes to Learning and Teaching policy 'Windyknowe Way' and Children's Rights further embedded into classrooms</p> <ul style="list-style-type: none"> Staff have consistently high expectations of achievement and behaviour for all learners. They promote positive relationships highly effectively and challenge children to do their very best on a daily basis Children engaged in a range of opportunities to support their developing leadership skills. These include language ambassadors, pupil council, 'digitech' leaders and reading buddies. A range of clubs and extra curricular activities offered and lead by staff and supported by Active Schools coordinators <p>Rights Respecting School Gold Action plan developed by Lead Learner to work towards renewal of RRS Gold. NSPCA Speak Out Stay Safe Programme delivered to P1-P7 Sustrans link continued for 3rd year and various P1-P7 event planned Sports Scotland Gold Award achieved and presented Sports Champion visited the school to inspire children</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ☆ Learners are becoming more confident talking about and self-assessing against
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	<p>the health and wellbeing indicators</p> <ul style="list-style-type: none"> ☆ Learners are resilient, who persevere in the face of difficulties. They describe how making mistakes actually makes you a better learner. ☆ Almost all learners feel safe when at school, have someone in school to speak to if they are upset or worried about something and note that school helps them to feel safe ☆ Almost all learners feel the school deals well with any bullying/ have never experienced bullying ☆ Learners accessing and participating in extra curricular activities (cluster and school) continued to increased on session 2018/2019
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<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2019/20:</p> <p><i>Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</i></p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Developing the Young Workforce (DYW) Lead identified, survey of children and staff and child focus groups identified areas for improvement and action plan developed</p> <p>CLPL delivered by Education Scotland to raise staff confidence and audit DYW within the school</p> <p>DYW lead attended training courses and disseminated to staff during CAT and Twilight sessions</p> <p>Skills Academy further developed within P5-P7</p> <p>Learning boards developed to promote discussion around how learning links to skills for life, skills for work (e.g. Why are we learning? How does this link to the world of work)</p> <p>Skills suitcase used across broad general education to teach children types of skills used for life, work and learning (e.g. timekeeping)</p> <p>P7 Mock court project to teach children the different roles within a Sherriff Court and how a case is presented.</p> <p>P6 continued link to McDonalds focused upon interview, personal and teamwork skills</p> <p>Link Lizards and Working Wizards earned by children from P1-P7</p> <p>DYW policy established and includes Skills Academy and Financial Education policies.</p> <p>Financial Education Money Month and Class Enterprise projects</p> <p>Action plan for Digital Technologies improvements created and Lead Learners set up</p> <p>Digital Learning Twilight sessions/CAT to upskill staff</p> <p>“Digi-Tech Crew” established and ICT hardware audited and redistributed</p> <p>All P4-P7 accessing Glow</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ☆ Learners noted to have increased their vocabulary around skills for learning, life and work and can discuss this during lessons. ☆ Learners reflecting more focused on the skills taught during each Skills Academy lesson ☆ The majority of our children are confidently accessing Glow on a regular basis. ☆ Staff make effective use of ICT in lessons
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Our Wider Achievements this year have included:

Sporting Events	Performances
☆ Sports Scotland Gold Award	☆ P5-P7 Queen Show
☆ Silent Disco	☆ P2-P4 Show (A Day at the Movies)

<ul style="list-style-type: none"> ☆ P1-P7 extra-curricular sports programmes ☆ Active Schools cluster events (P3 multisports, P4 Benchball, P5 Handball, WL Swimming time trials, Armadale cluster Basketball League, Bathgate cluster Football League) ☆ P7 Cross Country Boys Team - Gold 	<ul style="list-style-type: none"> ☆ P1 Nativity ☆ P1-P3 Professor Eco ☆ Pantomime – Mother McGoose ☆ Scots Poetry Recital
Charity & Fundraising	Community
<ul style="list-style-type: none"> ☆ Coffee Mornings (MacMillan, Lendrick Muir, Community and Float) ☆ P5 Australian Bush Fire ☆ P5 Children in Need ☆ P6 Christmas Jumper Day ☆ P7 Poppy Scotland ☆ P4 Enterprise ☆ Sports Champion fundraising visit (Chris Bennett) 	<ul style="list-style-type: none"> ☆ P6 Ski Trips (Hillend) ☆ P7 Residential (Lendrick Muir) ☆ Masterclass Carol Singing / Care Home ☆ Parent Council Halloween Disco ☆ Christmas Fayre ☆ P5 Confucius Hub – Chinese New Year Parade and dining ☆ Cluster Heartstone Project ☆ French Training Day at Southdale ☆ P3 Confucius Hub visit ☆ Sustrans cycling events (Santa stroll, led community rides, bike breakfast) ☆ P2 Outdoor education with specialist

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

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