

Livingston Village Primary School & Early Learning Centre



Learn Value Persevere Succeed

Learn Value Play Succeed

PROGRESS REPORT FOR SESSION 2017/18

(Standards & Quality Report)

Kirkton North Road

Livingston Village

West Lothian

EH54 7EQ

ABOUT OUR SCHOOL

Livingston Village Primary School is a non-denominational school serving its local community and is part of the Inveralmond Learning Community. Our current roll is 196 primary children in 8 classes from Primary 1-7 and a 50/30 nursery. We also provide wraparound care.

The senior management team comprises of a Head Teacher and a Principal Teacher. Both the HT and PT were new to the school this session, both commencing in August 2017.

We have a team of three pupil support workers and a part-time support for learning teacher. The nursery teacher is supported by an EYO and a team of four nursery nurses and we have a Wraparound Team Leader and Wraparound Assistants. School clerical support is provided by one Administrative Assistant and one Clerical Assistant. The school has faced a degree of change over the last three/four years with a number of changes to staffing. However, with a stable leadership team and staff base this year, the school has settled and we have been able to raise attainment and improve the quality of the learning provision.

The school runs a very successful Breakfast Club which is well attended by the children. We have a long established and fully supportive Parent Council who are very active in school, especially in the areas of fundraising and general parental communication and liaison.

The school has a good relationship with the Cluster Schools, local community, and the local church.

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 2017/18, what the impact has been and what our next steps will be to continue to address these priorities in Session 2018/19.

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 indicated the links to quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 2017/18 was to develop a flexible curriculum framework which enables learners to maximise their progress in Literacy, Numeracy and Health and Wellbeing.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children's progress • Teacher Professionalism • School Improvement • Performance information <p>HGIOS?4 QIs:</p> <p>1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Engaged the whole school community in creating vision, values and aims statements which were ambitious and focused on improvements in outcomes for all. • Started a review of the curriculum rationale based on the new Education Scotland curriculum statement and Building the Ambition advice at the early level. • Staff engaged in Tapestry Sessions to improve the quality of teaching. These sessions focused on 'Assessment is for Learning' strategies, quality feedback, pupil engagement and structuring high quality lessons. • Staff created new frameworks for Literacy and Numeracy where there were clear links to West Lothian's Progression Pathways and benchmarks. • Early Years staff audited the centre's environment using West Lothian's GIRFEC Toolkit and sought ways to create a literacy rich environment. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are able to talk about the school's vision, values and aims and explain how this positively impacts their learning. • Learners engage in high quality lessons in Literacy and Numeracy which have a clear structure and explicit learning intentions and success criteria. This maximises learners progress and attainment. Almost all children are achieving expected Curriculum for Excellence levels in P1, 4 & 7. • Learners have a better understanding of what they have to learn in Literacy and Numeracy, how they are being assessed and what they need to do to improve. • Learners have more opportunities to experience the written word in relevant and meaningful ways in Early Learning Centre. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Continue to engage staff, pupils and parents in the creation of a curriculum rationale which is shaped by the shared values of the school and its community • Complete Tapestry training sessions with a focus on feedback and effective use of assessment is for learning strategies. • Complete Health and Wellbeing audit and create a new framework where clear links to the progression pathways and benchmarks are established.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our desired outcome for Session 2017/18 was to improve outcomes in reading, writing, listening and talking and numeracy for identified children.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children’s progress • School Improvement • Performance information <p>HGIOS?4 QIs:</p> <p>1.2 Leadership of Learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Introduced Infant Language Link to P 1& 2 which specifically targets the development of key vocabulary, listening skills and comprehension. • Employed a teacher and Pupil Support Assistant to teach targeted group maths using Number Talk Strategies • Read Write Inc. Intervention in P1-5 to improve reading attainment. • Fresh Start Intervention in P6 and the implementation of Reading Routes throughout the school which focus on the teaching of reading skills. • Created a Quiet Zone in school where children could go and read books. School library was re organised and refreshed. Resources purchased. • Introduced Big Bed Time Read in the ELC to increase engagement with and enjoyment of reading at bed time. • Assessed all the children’s vocabulary in the Early Learning Centre and put in targeted support once a week using resources to help build vocabulary and improve listening and comprehension skills. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners in targeted maths groups have made improvements of 24% and most are achieving appropriate Curriculum for Excellence levels in Numeracy and Mathematics. • Learners have higher levels of attainment in Reading in P1 & 2. Assessments show there has been an average gain of 9 months over a 5 month period. • Learners in the Fresh Start Programme show an average gain of over 1 year in site word efficiency and over 2 years in decoding. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Identify two Reading Champions for the school and consult with staff, pupils and parents about ways to improve our reading culture. • Increase staff confidence in the skilled teaching of Number Talks strategies to improve numeracy outcomes. • Host PATPAL workshops about Read Write Inc for parents to help them support their children in learning to read.
--	--

<p>3. To improve children and young people's health & wellbeing</p> <p>Our desired outcome for Session 2017/18 was to develop a whole school culture which reflects positive relationships and encourages learners to develop high levels of resilience.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • Teacher Professionalism • Parental Engagement <p>HGIOS?4 QIs:</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Revised existing Positive Behaviour Management Policy and refreshed House Point System to promote a nurturing culture within the school. • Staff and pupils had training in Growth Mindset. This approach featured in assemblies and became a part of school culture. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners report increased confidence in tackling new learning and many don't give up so easily when things are hard. • Parents, partners, staff and learners have commented positively on improving relationships and the nurturing ethos across the school. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Offer Growth Mindset workshop to parents and carers. • Engage Primary 6 children in Mediator Training to support the development of mental wellbeing and resilience across the school. • Complete a Health and Wellbeing audit using GIRFEC wellbeing indicators and develop whole school planners.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcome for Session 2017/18 was to focus on significant skills for learning life and work and better support learners to make informed choices about their future.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Leadership • Parental Engagement <p>HGIOS?4 QIs:</p> <ul style="list-style-type: none"> • 2.6 Transitions • 2.7 Partnerships • 3.3 Increasing creativity and employability 	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Involved parents in the wider life of the school and identified a range of skills and experiences they can bring to the classroom and to learning. • Senior Leadership team worked with members of the Parent Council to create a Parents Charter with an agreed standard of behaviour between all parties. • Developed partnerships with local businesses and colleges to promote the world of work in the local context. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners shared their learning in Patpal sessions which were well attended and parents came into school to talk about their jobs. • Learners were able to talk confidently about their ideas and career choices and make the links to what they needed to learn. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Seek to develop further partners within the community such as Mill Farm and West Lothian College.

	<ul style="list-style-type: none"> • Working alongside cluster schools develop a format of careers fayre to incorporate relevant STEM challenges for all P7 pupils.
--	--

Our Achievements this year have included:

We have improved the reading culture throughout the school and have enhanced our literacy curriculum through embedding Read Write Inc, Language Link and Fresh Start. We have started to reorganise the school Quiet Zone creating a new library and working space. We hope to progress further with this in the new school year.

We have continued to develop and improve numeracy skills through Number Talk pedagogy and this is supported by a variety of new numeracy resources and programmes.

Our early years provision, P1, nursery and wraparound have greatly enhanced the learning environment for children with the provision of high quality resources and learning experiences both indoors and outdoors. In a recent Care Inspectorate visit, our Early Learning Centre’s quality of care and support, and quality of staffing was rated very good.

Tuition in Brass was provided for children from P5 to P7 and children performed at the Cluster Concert in December along with the school choir. The school choir performed once more at Sky and for the Pensioners Christmas lunch at West Lothian College. Our P6&7 classes produced a wonderful show ‘The Amazing Adventures of Superstan’ which was well attended and highly acclaimed.

We had a wide variety of afterschool clubs with a strong focus on Sports which was supported by the School Sport’s Committee led by our PE specialist and attended by class representative from throughout the school. We have applied for our third Gold Sports Award something which very few schools across Scotland have achieved. Our pupils attended many sporting events throughout the year and met with a high level of success. Our netball team and handball team finished 1st place in the Livingston Leagues and our Athletics team finished 5th out of 15 schools. The girls football team won their festival and the basketball team won the West Lothian League and represented West Lothian at the Regional Finals.

Our House Points system had high impact this year. It was run by our House Captains and Vice Captains. We had a Pupil Council who supported and contributed to the life and work of the school. They along with the Principal Teacher, engaged the local community and local businesses in a campaign to ‘Save our Owl’ which was very successful. The wooden owl now sits proudly once more in the school garden. The school garden was completely refreshed thanks to the parent council, a team of volunteers from Lloyds Bank and a generous donation from the Community Centre.

Our school stepped in when the village Gala Day was cancelled and we hosted a Family Fun Day which was well attended and positively received by the local community.

We have worked well with the Community Wing and Little Villagers after school club.

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* show that:

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

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

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