

**LIVINGSTON VILLAGE PRIMARY
SCHOOL & EARLY LEARNING
CENTRE**



**PROGRESS
REPORT FOR
SESSION 2018/19**

(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 200 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 recently appointed, two Acting Principal Teachers (part time).

We have a team of three pupil support workers and a part-time support for learning teacher. The nursery is supported by an Acting Principal Teacher (part time) and a team of four nursery nurses. We have a Wraparound Team Leader and two Wraparound Assistants. School clerical support is provided by one Administrative Assistant and one Clerical Assistant. 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.

Our new vision, values and aims are central to all that we do and have given us a shared understanding and a collective commitment to what we want our school to be like and what we want to achieve for our young people. Our restorative behaviour practices have had and continue to have a huge impact, building positive relationships and a culture where everyone feels valued. Our school and centre are a safe place where mistakes are valued and effort is praised. We place mental well-being high on our agenda and have been working hard to develop lifelong resilience skills, giving young people the tools to deal with the ups and downs of life.

This session we have continued to improve our reading culture and have appointed Reading Champions who have set challenges and positively impacted the school. We continue to develop and improve numeracy skills through Number Talk pedagogy and this is supported by a variety of 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.

Tuition in Brass is provided for children from P5 to P7. We also have a wide variety of afterschool clubs with a strong focus on Sports which is supported by the School Sport's Committee led by our Captains and attended by class representative from throughout the school. We have achieved our third Gold School Sports Award, the first school in West Lothian to do this, and we continue to strongly promote girls in sports with mixed teams for all of our school teams. The House Points system is extremely successful and is run by our House Captains and Vice Captains. We have a Pupil Council who support and contribute to the life and work of the school. We have attached to the school a Community Wing and a Little Villagers after school club. 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 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.

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 measurable outcome for session 2018/19 was most pupils are attaining appropriate CfE levels with a few exceeding them.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children’s progress • School Improvement • Performance information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Further developed a whole school reading culture by: establishing daily ERIC time (Everyone Reading In Class); hosting a book drive; reorganising the school library and purchasing Junior Librarian; identifying pupils to become Reading Champions and creating events to promote reading; purchasing non-fiction books and a wider variety of reading texts. • Further improved attainment in numeracy by: engaging with Numeracy Lead Officer to offer support to staff in the development of Number Talks approaches across the school; auditing numeracy resources and deciding on key resources to be used to best support the teaching of Numeracy and Maths; analysing data across the school and cluster to identify areas of weakness and implement improvements; creating a proforma for ‘What a quality Maths Lesson Looks Like.’ • Staff completed Tapestry training session which focused on feedback and effective use of assessment is for learning strategies. <p>Evidence indicates the impact is:</p> <p>Learners show improvements in attainment of CfE levels for Literacy (Reading, Writing & Listening and Talking) across P1, 4 & 7 with an overall whole school improvement for Reading by 2.19% to 91.96%</p> <p>Learners report increased levels of confidence in using a variety of strategies to solve problems in numeracy and maths and whole school results evidence most children achieving expected CfE levels.</p> <p>Learners continue to have 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.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Engage the whole school in the First Minister’s Reading Challenge • Pilot the Scottish Book Trusts Reading Accreditation scheme • To improve attainment in Writing across the school and ELC through staff training, agreeing on approaches and core resources in teaching of the main features of the 9 genres of writing • Embed the use of West Lothian progression pathways and genre writing targets • Develop a Literacy Strategy and programmes of study for each stage across the school and Early Learning Centre • Implement Numeracy Action Plan focussing on use of SEAL approaches in the early years and Maths Recovery with identified groups of children • Senior Leadership Team and members of staff to take part in Winning Scotland Foundation’s Mindset Mathematics accredited programme to improve mathematical mindsets of all learners

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2017/18 was to reduce the gap between the most and least disadvantaged children to below 15%</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children’s progress • School Improvement • Performance Information 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Continued the use of Infant Language Link in P1 & P2 to specifically target the development of key vocabulary, listening skills and comprehension with identified learners. • Employed a teacher and Pupil Support Assistant to teach targeted groups maths using Number Talk Strategies. • Used Read Write Inc. intervention in P1-5 to continue to improve reading attainment. • Fresh Start intervention in P6 and the continuation of embedding of Reading Routes throughout the school focused on the teaching of specific reading skills. • Continued with Big Bed Time read in the ELC to increase engagement and enjoyment of reading at bedtime. • Hosted PATPAL workshops for parents about Read Write Inc to help parents support their children in learning to read. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Learners have increased levels of attainment in Literacy. Assessments show P1 have gains of 5 months and P2 have gains of 7 months.</p> <p>Learners in Fresh Start show the average child made gains of an additional 2 months in sight word reading efficiency and an additional 6 months in their decoding.</p> <p>Learners in targeted maths group evidence increased confidence levels and an increase in the number of strategies used to solve problems.</p> <p>Learners are better supported by parents as they learn to read.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Early Years Development Officer to support staff identify targeted children and language specific skills, implement appropriate interventions and measure impact. • Staff to engage in analysing the language needs of children using the WLC ELC tracker. • Purchase non-fiction books for classroom libraries and the school library to encourage boys to further engage with ERIC time.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 is almost all learners are able to describe strategies they can use when faced with difficult situations and can identify people they can talk to if needed. Almost all learners can confidently talk about the well-being indicators and can accurately self-assess.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • Professionalism • Parental Engagement 	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Engaged Primary 6 pupils in Mediator Training to support the development of mental wellbeing and resilience across the school • Completed a Health and Wellbeing audit using GIRFEC wellbeing indicators and developed whole school planners • Health and Wellbeing Champion facilitated the creation of the Mental Health Strategy for the whole school with clear guidelines for all staff and learners. This was shared throughout the school community • Whole school participated in Edinburgh Council's Developing Resilience programme and completed the first 4 lessons with parents sharing the learning through home learning tasks and information leaflets • Hosted Growth Mindset PATPAL session for parents and carers which was well attended <p>Evidence indicates the impact is:</p> <p>Learners reported feeling better able to resolve conflict without staff interventions.</p> <p>Learners had increased levels of confidence in dealing with the ups and downs of life and knew who they could talk to if needed.</p> <p>Learners have an increased understanding of the wellbeing indicators and can self-assess with increasing accuracy.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Continue with Edinburgh Council's Developing Resilience programme, completing lessons 5-8 • Create vertical consultation House Groups to meet regularly to share views on aspects of school life, participation and engagement • Embed Mental Health Strategy and share positive relationship and restorative practices visuals • Continue consultation on Positive behaviour policy and refresh school handbook
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<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to increase learners awareness of the links between skills, subjects and future careers.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Leadership • Parental engagement 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • An increasing number of parents came into school to talk about their work and answer questions about the skills they needed to be successful in their roles • Primary 6 attended DYW Skills Fair then entered an essay writing competition hosted by the Women’s Engineering Society • P6-7 were able to take part in the Young Engineers Stem After School club • Stem Ambassador, June McClung, visited school to talk about her role as a female sound engineer working with Air Traffic Control • P5-7 took part in projects funded by the Youth Music Initiative and learned about being a musician, skills, training and possible career choices within Creative Arts • Whole school has a skype conference call with Peter Convey, Terrestrial Biologist who works for the British Antarctic Survey Team <p>Evidence indicates the impact is:</p> <p>Learners are able to talk more confidently about skills needed for life and work.</p> <p>Learners can with increasing confidence, identify skills with specific career choices.</p> <p>Learners are more aware of the links between skills, subjects and future career pathways.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Focus group led by Principal Teacher, to create and implement DYW action plan • Refresh skills progressive framework for DYW from Early to Second level • P5-7 to attend DYW skills Fair
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The school’s attendance rate continues to be high at 96.18% which is above the Authority rate of 94.49%. There have been no exclusions this year. We continue to work effectively with parents and other stakeholders in improvement planning and on reporting school’s performance.

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. A recent WL Council Validated Self Evaluation (VSE) reported that the Senior Leadership Team provides effective leadership and the school has a clear understanding of its strengths and areas for improvement. The VSE team stated that they were confident that the school's arrangements for self-evaluation would continue to lead to further improvements.

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	Very 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	Very Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Very 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

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)