

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



**PROGRESS
REPORT FOR
SESSION 2019/20**

(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 Cluster. Our current roll is 198 primary children in 8 classes from Primary 1-7 and a 48/48 nursery.

The senior management team comprises of a Head Teacher and two Acting Principal Teachers (part time).

We have a team of four 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 five nursery nurses and one pupil support worker. 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. 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 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 continue to have a huge impact, building positive relationships and a culture where everyone feels valued. Our school is 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 people the tools to deal with the ups and downs of life.

This session we have continued to improve our reading culture and are seeking to attain Bronze level of Reading School's Accreditation. Our attainment in writing has increased and our pupils and staff are becoming more confident in using WL progression pathways and writing targets as well as identifying the 9 genres for writing. We continue to raise attainment in Numeracy across all levels and there is more consistency in pedagogical approaches and in the use of core resources across our Cluster. We introduced vertical consultation groups in school to enable all pupils to share their views on aspects of school life.

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 are working on achieving our fourth Gold School Sports Award which no other school in Scotland has achieved 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 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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 2019/20 was to ensure most pupils were 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"> • Engaged whole school in the First Minister's Reading Challenge. • Piloted the Scottish Book Trusts Reading Accreditation scheme Bronze Level. • Improved 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. • Embedded the use of West Lothian progression pathways and genre writing targets. • Started to develop a Literacy Strategy and programmes of study for each stage across the school. • Implemented the Numeracy Action Plan focussing on the use of SEAL approaches in the early years and Maths Recovery with identified groups of children. • Engaged with Numeracy Pedagogy Officer and cluster schools to ensure consistency of approaches and progression across all school in ICHS cluster. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are engaging in more reading activities both in school and at home and whole school attainment for reading increased by 2% to 94.06% • Learners and staff report increased levels of confidence in giving specific feedback on how to improve writing using WLC targets. Writing attainment increased by 2.25% to 92.12% • Learners in the Early Years are increasing their numeracy knowledge and skills as staff implement SEAL approaches. 47% of preschool children are on track (Amber) and 35% above (Green)
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to ensure most disadvantaged pupils continued to attain appropriate CfE levels</p> <p>NIF Driver(s):</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Early Years Development Officer supported staff in ELC to identify and target children who would benefit from language specific skills interventions and measure impact. • 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.

<ul style="list-style-type: none"> • Assessment of children's progress • School Improvement • Performance Information 	<ul style="list-style-type: none"> • Fresh Start intervention in P6 • Continued with Big Bed Time read in the ELC to increase engagement and enjoyment of reading at bedtime. • Hosted PATPAL workshops for parents on the features of 9 genres of writing. <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 the Early Learning Centre began to show improvements of 10.41% in their ability to understand and use an increasing range of vocabulary. • Learners reported increased confidence using a wider range of strategies to solve mathematical problems. • Learners were not able to be assessed for Fresh Start and Read Write Inc interventions due to school closure. • Learners are better supported by parents as they learn to write in different genres and for different purposes.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2019/20 was 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 & their parents/carers have a clearer understanding of and are willing to support the school's Positive Behaviour Policy</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • Professionalism • Parental Engagement 	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Continued with Edinburgh Council's Developing Resilience programme, completing lessons 4-5 • Created vertical consultation House Groups to meet regularly to share views on aspects of school life, participation and engagement • Embedded Mental Health Strategy and shared positive relationship and restorative practices visuals • Continued consultation on Positive Behaviour Policy and refreshed school handbook <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are able to share some of their views in the vertical consultation groups using How Good is OUR School resource to support learner participation in self-evaluation and school improvement. • Learners report increased levels of confidence in their ability to be resilient through difficult situations, describing strategies they can use. Learners and their parents feel they are being better supported and know how to access help. • Learners and their parents engaged well in the consultations on the new Positive Behaviour Policy making suggestions and approving the final version to be included in the school handbook.
<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 2019/20 was to continue to increase learner's awareness of the links between skills, subjects and future careers and to increase parental engagement with Developing the Young Workforce.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Focus group led by Principal Teacher, created and implemented DYW Action Plan. • Skills progressive framework for DYW from Early to Second level was refreshed. • Second level pupils engaged with Career Standard to create their own profiles <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are able to talk more confidently about skills needed for life and work.

<p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Leadership • Parental engagement 	<ul style="list-style-type: none"> • Learners can with increasing confidence, identify skills with specific career choices. • Learners are more aware of the links between skills, subjects and future career pathways. • Increased engagement with parents/carers and partnership working throughout the school and ELC
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The school's attendance rate continues to be high at 96.46% which is above the Authority rate of 93.99%. 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.

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

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

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