West Lothian
Council

Low Port Primary School

School Self-Evaluation Summary

Session 2016/2017

Introduction

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years

Priority 2: Improving the employment position in West Lothian

Priority 3: Improving attainment and positive destinations for school children

Priority 4: Improving the quality of life for older people

Priority 5: Minimising poverty, the cycle of deprivation and promoting equality

Priority 6: Reducing crime and improving community safety

Priority 7: Delivering positive outcomes on health

Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Through the Moving Forward in Learning strategy Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement taking account of the National Improvement Framework and Scottish Raising Attainment Challenge.
- Improving employability and positive destinations for all school leavers
- Improving Parental Engagement and Family learning
- Promoting equity of access to education through closing the gaps
- Improving Self-Evaluation for Self-Improvement taking account of How Good is Our School 4th Edition
- Promoting learning for life and encouraging creativity, enterprise and ambition

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Self Evaluation Summary. Our summary is in the pages that follow, along with our key areas for development for session 2016-2017. This summary is set within the context of CfE and GIRFEC, and is measured against quality indicators within *How Good is Our School – 4th Edition?* and *How Good is our Early Learning and Childcare.*

Context of the School

Low Port Primary School is a non-denominational school serving the community of Linlithgow, West Lothian. The school is part of the Linlithgow Cluster. The school provides bright and well equipped accommodation for pupils and staff.

This session the roll is 203. There are 8 classes including two composite classes. The management team consists of a Principal Teacher and Head Teacher who have been in post since mid-February 2014. Staff demonstrate strong collegiality, team work and commitment to improving outcomes for learners.

Both the Parent Council and the PTA are actively involved in the life of the school and continue to offer a very high level of commitment and support. Community links are strong and the school is valued for its open door culture. There is an Out Of School Club in the school which is attended by a number of our pupils. The school currently sits in decile 10 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 2.7% (3 pupils).

The school was inspected and an Education Scotland report published in March 2013, identifying three areas as priorities to be taken forward: self-evaluation; curriculum; improving arrangements for meeting the needs of all children. The school has continued to engage with Education Scotland and is supported by WLC in developing these areas. In March 2015 Education Scotland and West Lothian Council worked with the school through a Validated Self Evaluation that also focused on these areas for improvement. In April 2016 Education Scotland made a follow through inspection visit which validated the progress the school has made and assisted in the identification of priorities for improvement.

Leadership and Management

How good is our leadership and approach to improvement? (1.1 – 1.5)

Leadership of change 1.3 We judge this area to be very good.

Self-Evaluation for Self-Improvement 1.1 We judge this area to be very good.

Strengths

We have created a culture of high expectation and shared vision for change and improvement. The impact of the school improvement plan is substantial. A robust framework is in place which takes account of national advice to provide a systematic and strategic approach to improving the work of the school.

The school now has stability in leadership, with clear strategic direction for continuous improvement which is effectively shared with all stakeholders. There is an increased range of opportunities for school community to contribute to school improvement and self-evaluation. Plans for improvement are systematically developed and are clearly impacting positively on children's learning. Staff are supported and challenged in their work and this is impacting positively on children's learning. We have established a robust framework which takes account of national advice to provide a systematic and strategic approach to improving the work of the school, including a range of strategies to monitor approaches to learning and teaching and children's progress. These include the monitoring of teachers' planning and

observations of learning and teaching by peers and the management team. From all of this, staff are given helpful feedback to improve their practice further as well as being able to gather evidence to monitor recent improvements to the curriculum.

All staff have begun to engage with the new How Good Is Our School quality indicators to self-evaluate learning and teaching, with professional dialogue around the challenge questions. This has led to a greater focus on their own practices in the classroom during observations and more consistent, high quality learning and teaching for learners. Staff use a range of approaches to self-evaluate learning and their practice in the classroom to increase teacher confidence in making sound judgements and respond quickly to individual learners. Data is carefully analysed at all levels to plan interventions and improve outcomes for pupils.

Areas for Development

- **Increased opportunities for stakeholders and partners to lead self-evaluation.**
- **Increased opportunities for collaborative approaches to self-evaluation through the development of cluster framework to support self-evaluation across all cluster schools.**
- **Improved moderation activities to support planning, assessment and develop teacher confidence in making judgements about achievement of levels.**

Learning Provision

How good is the quality of care and education we offer? (2.1 - 2.7)

Learning, Teaching and Assessment 2.3 We judge this area to be good.

Strengths

Children continue to have a very positive attitude to their learning and show great pride in their school. We have reviewed and refreshed our curriculum rationale and regularly share the Vision, Values and Aims widely through assemblies, newsletters and focus groups with pupils and parents. All pupils are part of a 'Vertical Learning Group' which allows them to influence the work of their school and give a greater depth to their own learning. Rights Respecting School is a clear strength of the school, as well as Fair Trade and Eco activities.

All staff revisited the principles and practice papers and now have a greater shared understanding of the expectation of Curriculum For Excellence and are developing confidence within and across levels. Learners now have more opportunities for independence, cooperative and active learning, challenge, outdoor learning and creativity. Learners are more engaged as active partners in their learning. West Lothian Council Frameworks have been benchmarked to ensure consistently high expectations for our learners at key stages and a shared understanding of progression pathways. All teachers now plan more effectively and consistently across all areas of the curriculum.

All staff are working at Cluster level to develop literacy rich environments within their classrooms, as well as outdoor learning, sharing best practice in supporting learners and 1+2 modern languages. For example, learners have greater opportunities for learning actively in the classroom and outdoors.

All staff have reviewed arrangements for interdisciplinary learning, ensuring meaningful and relevant links are made across the curriculum where appropriate and in line with Education Scotland advice. There are clear and flexible learning pathways across levels; learners are part of the planning process; there is a focus on skills development. Staff now provide children with more relevant, well-planned themes to link their learning across a range of curriculum areas. For example, in P7 children have been learning about the European Parliament, whilst in P5 children have been creating bridges as part of their work on financial education.

Resources have been audited and improved to support our curriculum. Guidance and/or training supports staff in a consistent approach for learning and teaching across all stages in line with benchmarked progression pathways. Learners now have access to resources that are stimulating, effectively support our developing curriculum whilst promoting active, cooperative and independent learning.

Guidance and information has been provided to parents to support new approaches in our curriculum development. Families are active participants in their child's learning and development and are supported to actively and meaningfully engage in their child's learning and life at school. For example, literacy workshops, transition events, celebrating learning and class blogs.

All staff continue to audit and self-evaluate learning and teaching using a range of resources. Most staff are effectively using a range of approaches to self-evaluate learning and their practice in the classroom. Examples include greater use of self and peer assessment for learners; learning conversations with pupils, reflecting on learning and next steps.
All staff developed an agreed standard for learning episodes to ensure consistent teaching and learning across all stages. All staff have a clearer understanding of what high quality learning looks like through opportunities to share practice beyond our own context. All staff are planning for contextualised assessments to evidence secure learning and moderating learning collegially.

Teachers now have higher expectations and a better understanding of the starting points of children's learning. Across the school, data on children's attainment in numeracy and literacy is now being used more effectively. This is enabling teachers to better match tasks and activities to the individual learning needs of children. Teachers are becoming more confident in using assessment information to comment on children's progress, although we recognise that further moderation work is still required. Staff are planning more relevant and stimulating tasks which deliver more appropriate learning experiences for children. As a result, in almost all lessons, the pace of learning is now more appropriately challenging.

Personalised Support 2.4 We judge this area to be very good.

We have effective arrangements for targeting children who may require specific support. There are support plans in place for children who may need additional help in their learning, where targets are reviewed on a regular basis. We make effective use of Nursery transition information to identify gaps in learning and plan for appropriate challenge and support. We use a range of assessment information, including PIPS baseline, POLAAR, Speech and Language

Link as well as transition information, to plan for early interventions for our learners.

Staff are better able to offer appropriate challenge and support, ensuring the needs of all learners are met and are engaged in regular professional dialogue about learning and learners. Interventions are regularly planned, discussed and reviewed.

Formative assessment strategies have been revisited and continue to be reviewed to ensure that –

- Learners are now clear about Learning Intentions and Success Criteria are used effectively to support self-assessment by learners themselves.
- Learners have increased opportunities for active and cooperative learning across the curriculum and less direct led, teacher talk learning episodes.
- Learners are more challenged through a shared understanding and use of quality questioning.

We have embedded processes to engage children in regular and meaningful dialogue about their learning. All staff have a clearer understanding of high quality feedback and the impact on the learner. All staff are engaging with learners in regular, quality dialogue about learning, as well as written feedback. Children are using feedback from teachers, as well as improved vocabulary about their learning, to regularly reflect on their progress and set targets for improvement.

Staff and pupils have begun to investigate Growth Mindset approaches to contribute to effective learning. Learners are beginning to experience language and praise in line with learning and effort, with some targets linked to improving and changing mindsets where appropriate.

Areas for Development

- **Our learning pathways and curriculum development provides more appropriate and consistent challenge across pupil learning.**
- **Learners are becoming more aware of their own strengths as learners and what they need to do to improve.**
- **We ensure that families are engaged in curriculum developments.**

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners? (3.1 – 3.3)

Ensuring wellbeing, equality and inclusion 3.1 We judge this area to be good.

Strengths

We are further developing our approaches to ensure the wellbeing of all children and their families. Almost all children understand the wellbeing indicators including safe, healthy, achieving, nurtured, active, respected, responsible and included, and where to get help if they need it.

Relationships across the school community are very positive and supportive overall, and are founded on mutual respect, shared values and high expectations which are clearly and regularly communicated with the school community. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.

We comply and actively engage with statutory requirements and codes of practice. All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school. We are developing effective strategies which are improving the attainment and achievement for children facing challenges.

Raising attainment and achievement 3.2 We judge this area to be good.

There are robust arrangements to help staff implement Curriculum for Excellence and learners are able to access to a broader general education, where their entitlements are being met. Evidence indicates that we have raised attainment and that almost all learners are making very good progress in their learning, with some exceeding expected levels in their learning. We have robust procedures in place for the tracking of attainment within literacy, numeracy and health and wellbeing at all stages. We take account of Getting It Right for Every Child wellbeing indicators and use a range of data to track and monitor learners attainment and achievements.

Children take pride in their varied achievements outwith the classroom. For example, they participate in a wide range of clubs and activities, run by staff and parents, such as, skiing, chess and the school choir which performs regularly in the local community. Children have increased opportunities to lead their own learning. They respond well to the more active approaches to learning and in whole-school learning experiences designed to develop various skills for life and work, including enterprise. We have a shared understanding of high quality feedback that has an impact on learner's understanding of their strengths and how to improve. There is a commitment to equity by all in the school community. We now plan to direct support and resources more appropriately and effectively to ensure that no child misses out as a result of disadvantage.

All staff use West Lothian Council Progression Pathways that are benchmarked for our context and Significant Aspects of Learning to shape learning experiences and their practice. All staff plan for assessment using these tools. Learner's experiences are guided and structured using progression pathways and Significant Aspects of Learning. We have revisited Assessment is for Learning and Formative Assessment practices; Significant Aspects of Learning; Building the Curriculum 5 and, to some extent, the National Assessment Resource. All staff are using a range of strategies in their practice to support learners. All staff are engaged in developing moderation activities and discussions across and between levels as part of the planning process and to support contextualised assessments to evidence secure learning in numeracy/maths. Learners across the school experience a more consistent approach to assessment.

We continue to build staff ability and skill in analysing assessment information in depth and all staff engage in discussion of how to use this information to inform next steps in learning.

We use a range of assessment information to identify and provide appropriate interventions for groups of learners and individuals to offer challenge and support as required. These interventions are fluid, regularly discussed and reviewed. Support for Learning arrangements and resources are an integral part of this discussion and process.

Teachers demonstrate increased confidence in making judgements and responding quickly to individual learners. They are better able to self-evaluate at classroom level to best meet the needs of learners.

Areas for Development

- **We continue to embed Tracking and Monitoring processes including wellbeing indicators to ensure that our disadvantaged children are better supported through effective and targeted use of resources.**
- **We continue to engage in regular professional learning to ensure all staff, learners, parents and partners are fully up to date with current legislation affecting the rights, wellbeing and inclusion of children.**
- **Learners themselves know what secure learning looks like.**

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

Our school:

Quality Indicators	
1.1 Self-evaluation for self-improvement	**Very Good**
1.3 Leadership of change	**Very good**
2.3 Learning, teaching and assessment	**Good**
2.4 Personlised support	**Very good**
3.1 Ensuring wellbeing, equality and inclusion	**Good**
3.2 Raising attainment and achievement	**Good**