

Falla Hill Primary School and Nursery Class



Progress Report

2016/17

Harthill Road

Fauldhouse

West Lothian

EH57 9HS

Tel: 01501 770210

Our Values

Positivity Hope Enthusiasm Respect Creativity Responsible Equality Belonging



About our School

Falla Hill Primary School is a non-denominational school serving the community of Fauldhouse, West Lothian.

Our current school roll is 187 plus 20 nursery places for children in the morning and 20 in the afternoon. The Senior Management Team (SMT) consists of the Head Teacher and Principal Teacher. The Nursery is led by 0.5 FTE Nursery Teacher and supported by 1.0 FTE Nursery Nurses and Pupil Support Workers. Next session there will also be a 1.0 FTE Early Years Officer in the nursery.

In 2017/18 the school roll will be 162 and comprise of seven classes and a nursery class with 20 nursery places in the morning and 20 in the afternoon. This will be supported by eight class teachers; one class will have a job share arrangement, one probationer, there will also be a support for learning coordinator, Music specialist, PE specialist, Science specialist and seven Pupil Support Workers. The Senior Management Team will consist of the Head Teacher and 0.8 Principal Teacher and 0.2 Acting Principal Teacher.

The school is very well supported with admin, clerical, cook, kitchen, cleaning and janitorial staff.

Pupils have access to brass tuition from Primary 5 onwards. This is provided by West Lothian Council's Instrumental Service.

The Active Schools Coordinator for our cluster provides a wide range of sporting events for our pupils throughout the year.

The school and pupils benefit from a wide range of support from Speech and Language Therapy, Educational Psychologist, Hearing Impaired Service, Autism Outreach, Language Outreach, Behaviour Outreach, Literacy Services, Children and Young People's Team (CYPT) and Child and Adolescent Mental Health Services (CAMHS).

Free school meals entitlement is currently 26.5% across the school. Breakfast club is free and open to all pupils every morning.

The school has a very committed staff, who work collaboratively and this is enhancing our capacity to deliver high quality teaching and learning.

What we planned to improve last year?

Priority1 – Raising Attainment in Maths and Numeracy

Priority 2 – Raising Attainment in Literacy

Priority 3 - Raising Attainment and confidence in Science

How well did we do in 2016/17?

Priority 1

We have made very good progress.

Overall, attainment in mathematics is variable with most learners on track to achieve their level. Learners are experiencing a range of activities which are differentiated and provide effective support. We deploy a variety of digital learning tools as well as Number Talks and SEAL approaches. Staff plan collegiately and take account of the principles of planning and assessment at the outset. Staff build on prior learning, use a wide variety of strategies and make good use of relevant formative and summative assessments. Class teachers record assessment over time and use this to establish next steps. Questioning strategies are used to enable higher order thinking.

What does this mean for our pupils?

<ul style="list-style-type: none">Learners are more able to demonstrate mental agility in appropriate contexts.	<ul style="list-style-type: none">Learners are more confident and competent in using and applying mental numeracy strategies in appropriate contexts.
<ul style="list-style-type: none">Learners can apply problem solving strategies more effectively.	<ul style="list-style-type: none">Learners are more able to apply their mathematical thinking in a variety of contexts.
<ul style="list-style-type: none">Most learners are making appropriate progress across Early/First/Second Levels.	

Priority 2

We have made good progress.

Overall attainment in reading is variable with the majority of learners on track to achieve their level. Staff use a variety of approaches to teach reading strategies and skills.

In writing most learners are on track to achieve their level. Staff deploy a variety of innovative resources and teaching approaches including digital technologies to engage learners in their writing.

Staff plan collegiately using progression pathways to ensure all needs are being met. Assessment is integral to learning and teaching and is used to inform next steps. We utilise valid assessment tools to support the improvement of learners reading and writing. Tracking over time allows staff to analyse and use assessment information to identify development needs. Higher order questioning supports learners understanding and enhances their experience.

What does this mean for our pupils?

<ul style="list-style-type: none">Learners can apply reading strategies more effectively.	<ul style="list-style-type: none">Learners are more able to apply their literacy skills across the curriculum and in a variety of contexts.
<ul style="list-style-type: none">Learners experience activities which are varied, differentiated, active and provide	<ul style="list-style-type: none">Learners are making appropriate progress across Early/First/ Second Levels.

appropriate support and challenge.	
------------------------------------	--

Priority 3

We have made good progress.

Staff have a shared understanding of what progression looks like and a progression framework has been created. Staff take into account Social Index of Multiple Deprivation (SMID) and attainment data to ensure equity for all. Learners are able to select form resources and equipment including digital technology to complete tasks. Staff use formative/summative assessment information to identify development needs for individual learners. This work will continue in 2017/18 to further embed staff knowledge, understanding and high quality learning experiences for our pupils.

What does this mean for our pupils?

<ul style="list-style-type: none"> Staff have an increased knowledge in planning and teaching science, resulting in increased learners attainment, achievement and improved quality learning experiences for pupils. 	<ul style="list-style-type: none"> Staff have a shared understanding of progression through the development of the learners' pathways and benchmarks.
<ul style="list-style-type: none"> Learners benefit from a progressive science framework and staff have a greater understanding of skills progression. 	

School self-evaluation 2016/17

1.3	Leadership of change	We judge ourselves to be good in all 4 quality indicators.
2.3	Learning teaching and assessment	
3.1	Ensuring wellbeing equality and inclusion	
3.2	Raising attainment and achievement	

Nursery self-evaluation 2016/17

1.3	Leadership of change	We judge ourselves to be good in all 4 quality indicators.
2.3	Learning teaching and assessment	
3.1	Ensuring wellbeing equality and inclusion	
3.2	Securing children's progress	

School and nursery Improvement Priorities 2017/18

- To raise attainment for all through the development of leadership across the whole school community.
- To raise attainment in literacy and numeracy by establishing agreed approaches to learning, teaching and assessment to ensure that all children have high quality learning experiences.
- To create a culture of reading across the whole school and build pupil confidence and enjoyment of reading.
- To ensure that everyone has a shared understanding of wellbeing and this is reflected in pupil confidence and resilience in their learning.

- To increase parental engagement through a wide range of opportunities to include parents in supporting and improving their children's learning.