

Greenrigg Primary School and Early Learning and Childcare (ELC) Setting



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)



ABOUT OUR SCHOOL

Greenrigg Primary School is situated in the village of Greenrigg and is a non-denominational school catering for Nursery to P7. The village sits on the border with North Lanarkshire with a number of children coming to us from Harthill and Eastfield. Greenrigg is in the Whitburn Cluster and feeds into Whitburn Academy. In addition, each year we have P7 children who move on to secondary schools in North Lanarkshire.

This session we have 152 children in the school and 34 children in the ELC. Staffing consists of a Headteacher, one Principal Teacher, 10 Class Teachers (full and job share), a part time Numeracy Development Teacher. In the ELC we have an Early Years Officer, 2 full time and one part time Nursery Nurses and a PSW. In the school we have four Pupil Support Workers, one Instrumental Instructor, two Catering Assistants, one Administrative Assistant, and two Facilities Management Assistants. Children have benefited from working with a PE specialist and additional input in French. There has been a need for everyone in the school community to be flexible in responding to changes which have included a staff absences, staff leaving and staff returning from maternity leave.

The quality of accommodation in the school is satisfactory. The outside of the building has had extensive roofing repairs and will be re-rendered to modernise and update its appearance. The building has 6 classrooms, a seventh classroom has been established in the open area, a good size nursery, four small office spaces, an assembly hall and small dining area. There is a small garden area within the school playground. We also have access to a park and open field which is available for school use during opening hours. There is a Community Wing with two rooms and a lounge/sitting area. The Community Wing is very well used: Nurture Groups, Stem Groups, Positive Parent Partnership sessions, Early Intervention groups (eg \ Inclusion Wellbeing Service)and the Wing is also used through Council Letting procedures by the Toddler Group, Community Council and Local Councillors. We have an active Parent Council and the children benefit from a range of additional resources and opportunities thanks to fundraising efforts led by the Parent Council.



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 201/20, what the impact has been and what our next steps will be to continue to address these priorities in Session 2020/21

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 (HGIOS4) 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? We have made Satisfactory progress.
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was to ensure:</p> <p>All children receive regular, well-planned learning in Writing. Learning opportunities provide appropriate progression in Writing skills and high quality learning experiences.</p> <p>All children experience opportunities to engage in reading for enjoyment every day, in different places, including listening to their teacher reading.</p> <p>ELC pupils are supported to make progress in literacy/numeracy and this is communication through well planned learning and assessment.</p> <p>NIF Driver(s): -School leadership -Teacher Professionalism -Assessment of children's progress -School improvement -parental engagement</p>	<p>What did we do?</p> <p>The school has staff which is committed to change that results in improvements for all learners. The school has a strong vision, values and recently revised aims which have been promoted regularly within the whole school community and specifically during together times to ensure a firm focus on teaching and learning. Most of our learners are able to discuss the school values and are able to use them on a daily basis to support their learning. The newly formed leadership team have consulted with the staff team to allow for a manageable pace of change and reviewed curricular priorities to ensure these are able to be articulated by the whole school community. Leadership opportunities are available at all levels and all staff are encouraged to take on a leadership role to ensure there is a collective responsibility of change which takes place. Staff are committed to their own professional development and engage in a range of professional learning opportunities. We have reviewed our curricular design against national benchmarks and made appropriate changes to ensure that national guidance is accounted for and gives clear direction to teachers when planning relevant teaching and learning experiences. We will continue to review this in the new session incorporating the views of the wider school community linked with the local/national recovery planning. There is scope to further increase and streamline the number of leadership roles undertaken by our learners to take more ownership and be as fully engaged as they can in effecting change. We reviewed the quality of writing linked with national expectations to ensure we are developing resilience and confidence in our learners to lead their own learning matched to their needs and interests. We have looked at developing a reading culture across the school in engaging with the pedagogy officer for literacy towards our reading school accreditation at bronze level. During tracking and monitoring discussions with the leadership team teachers consider and implement effective interventions for individual learners to ensure continuous progress. Pupil Support Workers consistently use a range of resources and approaches to support literacy and numeracy including the 5 minute literacy and more recently, numeracy boxes, toe-by-toe spelling alongside supplementary targeted resources to develop knowledge, understanding and core skills of key concepts with learners and staff indicate that this has made a positive impact on the confidence of learners' abilities. All Pupil Support Workers are trained in number talks to improve confidence in learners' ability to develop a strong number sense by playing with numbers. Numeracy and Maths planners were reviewed to take into consideration a clear developmental framework based on the most effective approaches to teaching of numeracy. Also, literacy programmes of study have been developed with all staff to ensure a clear progressive approach to teaching and learning is achieved across the school.</p> <p>ELC learners are actively involved in learning through free flow spontaneous play opportunities as well as well-structured planned opportunities for purposeful play. ELC staff have increased their professional knowledge and understanding of supporting the development of the ELC environment by taking an active part in networking opportunities and best practice visits as well as professional learning. The ELC team have fully embraced the principles of Froebel focussing on the child as part of the community and encouraging independence linked with the outdoors.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are motivated and engaged in their learning. • Learners' contributions are valued and these are extended and built on through skilled questioning. • Almost all learners indicate their confidence with number talk strategies • The most of our learners in P1, P4 and P7 are achieving national benchmarks in reading, writing and numeracy. • ELC Learners demonstrate engagement and curiosity in a range of learning activities and play through the use of loose parts play and open-ended resources which can be used across the ELC environment. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Ensure rigorous quality assurance processes are in place which include everyone in the process and develop further agreed expectations through moderation of standards, strategies and approaches for raising attainment in Literacy and Numeracy linked to national standards. • Implement curriculum rationale to ensure that learners experience their broad general education and entitlements with a firm focus on health and wellbeing. • Develop our learners' roles and responsibilities and establish new roles for pupils • Ensure all pupils know the purpose of their learning linked with clear progressive target setting across literacy, numeracy and health and wellbeing • In ELC review planning to ensure clarity and focus in assessments and observations linked to key aspect of learning across literacy, numeracy and health and wellbeing. • Develop leadership across the ELC by establishing curriculum leads of key quality indicators from HGIOELC.

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to ensure:</p> <p>Ensure equity and excellence for all learners by addressing the poverty related attainment gap, identified in vocabulary development and numeracy</p> <p>NIF Driver(s): -School leadership -Teacher Professionalism -Assessment of children's progress -School improvement -parental engagement</p>	<p>We have made Good progress.</p> <p>What did we do?</p> <p>A range of well-planned targeted interventions are in place across the school for identified learners which is supporting learners to develop appropriate literacy and numeracy skills from the earliest stages, removing any potential for gaps. All teachers use a range of assessments following the learning and teaching policy. There has been a significant investment in resources to support and challenge all learners. Teachers are increasingly using data alongside professional dialogue to identify children who benefit from additional support or challenge and provide this timeously.</p> <p>Pupil Support Workers consistently deliver 1:2:1 and group work using 5 minute literacy and numeracy boxes, Scotland Reads, Language Link alongside supplementary targeted resources to develop knowledge, understanding and core skills of key concepts with learners and staff indicate that this has made a positive impact on the confidence of learners' abilities. All Pupil Support Workers actively seek out CLPL opportunities and have engaged in a variety of ways with this to enhance the quality of the interventions delivered for learners to get the best out of them.</p> <p>Identified children are making significant progress through these interventions as indicated in baseline and assessment information and through professional dialogue in consultation with a range of professionals. There is effective partnership working between school, parents and partnership agencies to ensure that learners benefit from the right support at the right time to achieve the right next steps in their learning journey.</p> <p>Quality assurance classroom visits indicate that in almost all learners are engaged in their learning and are making sustained progress and are progressing well with targeted support, if required. There is a drive with the whole staff team to ensure coherence and consistent approaches in pedagogy for all learners. For example, ensuring number talks is evident in all classrooms and opportunities to develop skills in writing across the curriculum. Revised programmes of study will support the planning for effective learning and teaching. This in turn enables teachers to moderate learning and ensure a consistent standard across all stages. Tracking and monitoring information continues to record and track pupil engagement alongside wellbeing to ensure that this is taken into consideration alongside the learning and teaching process.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified children are making significant progress through interventions as indicated in assessment information and through professional dialogue. • Identified learners have had the opportunity to develop strategies through nurture groups or 1:2:1 support • Learners tell us that they feel listened to and are safe in school and are able to talk about their emotions openly and get the support they require. <p>Our Priorities next session will be:</p> <ul style="list-style-type: none"> • Cluster DHT (Literacy Development Officer for WLC) working closely with SLT to implement a clear progression for teaching and learning for Literacy across the school including a clear framework for assessment. • Development post holder for Numeracy working closely with SLT to implement a clear framework for high quality teaching and learning for numeracy from ELC to P7 using a range of data to inform improvements. • Partnership project with Parent Council and Pupil Leadership Team on considering allocation of PEF funds around the cost of the school day. • PSW to be trained in key literacy and numeracy interventions for identified children linked with Regional Improvement Collaborative working/CLPL across local authorities.
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2018/19 was to ensure:</p> <p>Staff and Children to have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> -School leadership -Teacher Professionalism -Assessment of children's progress -School improvement -parental engagement 	<p>We have made Good progress.</p> <p>What did we do?</p> <p>We implemented whole school approach to developing emotional literacy using Emotion Works alongside the West Lothian Council Health and Wellbeing progression pathways. Learners used a range of paper based and online tools to self-report against Wellbeing Indicators focussing on 3 in particular to enable children to develop a greater understanding in how they relate to their personal lives. Staff alongside the leadership team compared and analysed results to ensure timely interventions and discussed this as part of tracking and monitoring discussions. Most learners are demonstrating a good understanding of the wellbeing indicators that were focussed on and this has enabled them to effectively complete the self-reporting tool and identify areas of strength and development. At Tracking and monitoring times analysis of self-reporting and listening to learner's views has ensured timely early interventions, resources and supports are implemented where appropriate and followed up by staff.</p> <p>Through the planning cycle and tracking and monitoring discussion, support for identified Children and continuum of support documents direct and track the support for learning and challenge that is needed for individual learners across the school with the leadership team working alongside staff to ensure this is making the necessary impact on learners. This is used to ensure support is targeted effectively for all learners making effective use of pupil support workers and support for learning. Partnership working between the school, parents and partner agencies is good and ensures learners benefit from the right support at the right time to achieve the right next steps in their learning. In the ELC, practitioners provide daily opportunities to make full use of the outdoors, surrounding community as well as weekly forest walks to develop confidence, emotional resilience, independence, language and communication skills and increase levels of physical activity and mental wellbeing. Also within our ELC, the staff team have considered key guidance called "My Creative Journey" to explore and embed creativity opportunities and enable learners to follow their curiosity, solve problems and make sense of the world across different play contexts.</p> <p>A range of sporting opportunities were promoted throughout the session with most learners are participating in wider sporting activities in collaboration with Active Schools including a dance breakfast club was introduced. Sporting achievements are regularly shared during collaboration times and shared with the wider school community via Twitter. The school has achieved silver Sport Scotland award in close collaboration with Active Schools and is now working towards gold.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learner participation in after school clubs increased 3% from 30% attendance from the previous year. This does not include the lunch time clubs which are running in school. • Learners are actively engaged in the emotion works approach linking with the school vision and values • Most learners are demonstrating a good understanding of the wellbeing indicators and can give real life examples. • Almost all learners have indicated through self-reporting and the pupil ethos survey that they feel well supported and listened to and are beginning to evaluate different aspects of their wellbeing in school, allowing school staff to make sure they receive the appropriate support. <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> • Embed the Emotion Works approach alongside the ICE Health and Wellbeing Pack linked with the WLC Health and wellbeing pathways • Opportunities for wider personal achievement assemblies organised by pupil leadership team for all learners throughout the school calendar • Revisit the promoting positive relationships policy to ensure that all learners enjoy quality social/emotional interactions with their peers and staff in school and this is reflective of a recovery curriculum • Schedule opportunities for learners to self-report based on the wellbeing indicators and dialogue with staff to implement interventions to meet the ever-changing needs of learners. Implement the one trusted adult initiative school wide to support learners with key indicators they identify they require support with through restorative conversations. • Gather evidence over the session towards our achievement of Gold status in Sports for All in 2021/22
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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 2018/19 was to</p> <p>Learners are able to demonstrate skills for learning, like and work and talk positively and aspirationally about their hopes for the future.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> -<i>School leadership</i> -<i>Teacher Professionalism</i> -<i>Assessment of children's progress</i> -<i>School improvement</i> -<i>parental engagement</i> 	<p>We have made Satisfactory progress.</p> <p>What did we do?</p> <p>Our curriculum is responsive in line with our recently revised curriculum rationale focussing on developing the skills for life, learning and work linked with the four capacities. There has been a strong focus this session on Scottish culture linked with our literacy journey across school. Working closely with a well-known Scottish author the whole school community focussed on highlighting and celebrating the unique features of our school community and this work was celebrated in a whole school community event which was well attended.</p> <p>Teachers have audited against the Learner Participation in Educational Settings (3-18) document to support planning for effective participation of all learners. Through our school calendar there were scheduled opportunities for learners to have the opportunity to play an active role in the school and wider community to take on leadership roles to make a positive impact through JRSO (Junior Road Safety Officers), Sports Leaders, Literacy Leaders, ECO and Rights Respecting School, P7 Pupil Leadership Team as well as in class leadership responsibilities. The whole school community were involved in enterprise activities linked with the Christmas fayre and this was supported through literacy and numeracy across the curriculum experiences.</p> <p>Most children demonstrate a high level of interest in the ELC environment. The successful use of real life and imaginary contexts support the learners effectively to develop early literacy and numeracy skills.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners are benefiting from increased opportunities to link learning experiences with skills for life, learning and work with core subjects literacy and numeracy • P7 pupil leaders have made a positive impact to the wider community of the school by demonstrating the school's vision and values through their daily actions • The majority of Learners are aware of the impact they can make through their responsibility groups • Most learners in Primary 6 and Primary 7 in particular are able to talk about skills for learning, life and work and opportunities that they have in school to develop, apply and learn these skills. <p>Our next steps will be to:</p> <ul style="list-style-type: none"> • Ensure learners experience a curriculum relevant to their school and community linking with the world of work and Scottish Heritage • Ensure a clear focus for pupil leadership across the school and how the impact of the work will be implemented and measured • Work in partnership with Parent Council to consider the impact learners can make within the wider community through key decision-making activities linked with the cost of the school day • Develop creative use of the school wider community and outdoors, within IDL underpinned by the curriculum rationale • Effectively implement new curriculum pathways/design, which will allow staff the freedom to develop creativity and innovation with learners linked with skills for life, learning and work
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- This session our average attendance across the school was **93.76%** a slight increase on last years' average and remains steady year on year at this average.

Our Wider Achievements this year have included:

- Participation in all Active Schools Cluster Festivals
- All classes have taken part in a school trip linked with a transition topic linked with the school vision and values
- Weekly Woodland walks for all learners within the ELC and P1
- A range of after school clubs and activities led by both Active Schools, Pupil Support Workers and lunch time clubs by learners linked with sport
- Successful Smoke Free School Gate Campaign
- Extensive fundraising for charity: (Poppy Appeal - £50.94), (Children in Need - £323.09) as well as £192 raised through scholastic books to contribute to our school library



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* evidence that:

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

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