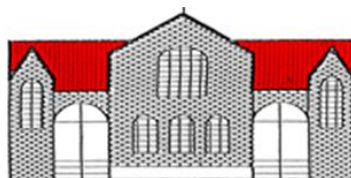


# Kirknewton Primary School



# **PROGRESS REPORT FOR SESSION 2018/19**

**(Standards & Quality Report)**

## ABOUT OUR SCHOOL

Kirknewton Primary School is a non-denominational school serving a small rural village and the surrounding area. The school caters for nursery to Primary 7. The school is within the West Calder High School cluster but has close links with Balerno High School cluster due to the majority of Primary 7s transitioning to Balerno High, this is for the majority their catchment school.

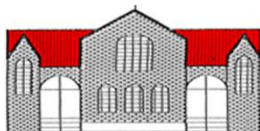
The school strives to identify and overcome barriers to learning and prides itself on providing an inclusive learning environment for our children and their families. We work closely with our partners to support the needs of the children within the school.

The current school roll is 189 (capacity 198), with 30 nursery places available both am and pm and full day provision. From August 2019 the nursery will be open for 50 weeks of the year and there will be 24 full day spaces available, with six spaces for morning/afternoon.

Staffing consists of a Headteacher, two part-time Principal Teachers who share the Principal Teacher role across the week, both Principal Teachers have teaching commitments. The school has eight class teachers, one part time teacher, one Early Years Officer, four Nursery Nurses, six pupil support workers for both school and nursery, one instrumental instructor, two catering assistants, one administrative assistant, one clerical assistant and one facilities management assistant who works across a number of schools. An Early Years Area Support Manager has recently been appointed to support and line manger our nursery during periods of school closure.

The school utilises all available space within the school and are developing the use of our extensive outdoor space. 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 PSA.

Our children can access a Breakfast Club in the morning and Simply Play offer paid for After School Care on site for pupils in P1-P7.



## **Draft Vision Statement**

At Kirknewton Primary School positive relationships are at the heart of our school community; nurturing learning, achievement and happiness.

### **VALUES**

*Relationships Life-Long Learning Creativity*

Our school and nursery aims are:

- To build resilience across our school community ensuring our children develop their mental, emotional, social and physical health and well-being now and in the future.
- To value and develop respect for ourselves, our communities and our world.
- To promote creativity through curiosity, open-mindedness, imagination and problem-solving skills developed in high quality learning experiences and play opportunities.
- To include and value the contributions of every member of our school community, providing support to ensure equity for all learners
- To be an enthusiastic, life-long learning community, working together to realise our potential and achieve success.

## **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](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><b>1. To raise attainment, especially in literacy and numeracy.</b></p> <p>Pupils read for enjoyment and have access to a wide range of texts.</p> <p>Increase pupil attainment in writing through the development of a consistent pedagogy for teaching writing (<i>3 year plan</i>)</p> <p>First level learners experience a consistent approach in numeracy.</p> <p>Increase pupil attainment in numeracy and maths by using holistic assessments, moderation and assessment data to inform planning and next steps.</p> <p><b>Our measurable outcomes</b></p>	<p><b>We have made very good progress in this priority.</b></p> <p><b>What did we do?</b></p> <p><b>Across Literacy and Numeracy</b></p> <p>Regular review of pupil progress with class teachers and senior leadership team, against the standards within the Curriculum for Excellence and Benchmarks for Achievement of a level have led to gaps in pupils learning being identified and strategies and interventions being put in place to address these gaps. The progress is reviewed again.</p> <p><b>Within Literacy</b></p> <p>The purchase of refreshed texts for class and home group reading, with a wider range of genres has increased enjoyment of reading and strengthened home learning.</p> <p>Author visits, participation in writing competitions and the First Minister's Reading Challenge, alongside enhanced activities during Scottish Book Week have inspired and motivated children to read and write, strengthening our culture for reading and writing. Primary 6 had workshops with a successful Scottish Author Lari Don and a pupil within this class submitted their writing from this experience, the pupil won the Stellar Writing Award within the West Calder Cluster. Scottish Book Week also provided opportunities for parental engagement which were well attended and enjoyed.</p> <p>Engagement with research has supported the introduction of Free Writing in every class. All children should have the opportunity to write freely, without teacher instruction. Research suggests this allows children to explore their imagination, build up stamina for writing and helps them to feel valued as a writer. The use of Free Writing alongside teacher directed activities across the week has led to raised attainment at almost every stage.</p> <p>The purchase of a range of high-quality texts for nursery and P1 Big Bedtime Read has led to an increase in reading at home. Families have given positive feedback about the approach and children can choose which Book Bag they want to read with their family at home. This also provides a good transition between nursery and P1.</p> <p>Staff working collaboratively with our WCHS colleagues engaged with professional reading about the teaching of writing and the importance of the process. As a Kirknewton staff team a process for the teaching of writing has been agreed and over the next 2 years will be fully developed and embedded, ensuring that children have consistent, enjoyable and challenging experiences in writing.</p> <p>Children are supported with literacy in several ways; in class through the using digital technologies and tools to support Dyslexia, liaison with external supports such as the Literacy Base, enhanced transitions with Balerno High School, targeted Support for Learning sessions and opportunities for over learning and consolidation with pupil support. All of these are helping us narrow the attainment gap for most learners, with the recognition that some learners will require long term support throughout primary school.</p> <p><b>Within Numeracy:</b></p> <p>The Stages in Early Arithmetical Learning (SEAL) assessments were used in P1 to P4 and for some learners beyond, to identify gaps in learning and form groups. All classes from P1-P4 now use SEAL to teach numeracy and this has provided consistency for our learners. Children identified by class teachers have the opportunity for over learning and consolidation in SEAL with a pupil support worker. This</p>

<p><b>for session 2018/19 were to:</b>          To Raise attainment in numeracy for all early and first level pupils through consistent use of SEAL approach to teaching and learning of number.          To raise attainment in reading and writing across the school.</p> <p><b>NIF Driver(s):</b></p> <ol style="list-style-type: none"> <li>1. school leadership</li> <li>2. teacher professionalism</li> <li>3. parental engagement</li> <li>4. assessment of children's progress</li> <li>5. school improvement</li> <li>6. performance information</li> </ol>	<p>has led to raised attainment in numeracy at every stage in the school. The introduction of Sumdog online resource has provided children with an enjoyable way to consolidate their learning and challenge themselves both in home and in school. An opportunity to attend Sumdog Maths club was provided to ensure equity for all learners who may not have access to a laptop, or those who were keen to use more. All classes engaged with Creative Maths materials, produced by Dr Jo Boaler and this provided an opportunity to broaden the maths experiences on offer, in some classes the learning was revisited. Working collaboratively with our WCHS colleagues our staff engaged in discussion about achievement in maths and numeracy and carried out holistic assessments, which supported them to make confident professional judgements in pupil tracking meetings and when reporting to parents.</p> <p><b>Evidence indicates the impact on raising attainment in literacy and numeracy are positive:</b>          Our measurable outcomes and data show that:</p> <p><b>In Reading</b>          Across the school <b>almost all</b> our learners are attaining at or above the expected level in reading (93 %). Attainment was raised in reading in almost every class. In P4 <b>most</b> of our learners are achieving in writing at the expected level (87%). In P7, 100% of our learners were achieving at or beyond the expected level in reading.          Overall, this is an improvement on session 2017-18, where across the school <b>most</b> learners (83%) were attaining at or above the expected level. <i>This was an increase of 10%</i>, meaning that a further 10% of learners are now achieving at the expected level in reading.</p> <p><b>Writing</b>          Across the school <b>almost all (92%)</b> of our learners are attaining at or above the expected level in writing. Attainment was raised in writing in almost every class. In P4 <b>most</b> of our learners are achieving in writing at the expected level (77%). In P7, 100% of our learners were achieving at or beyond the expected level in writing.          Overall, this is an improvement on session 2017-18, where across the school <b>most</b> learners (80%) were attaining at or above the expected level. <i>This was an increase of 12%</i>, meaning a further 12% of learners are now achieving at the expected level in writing. <b>This is very good progress in this priority.</b></p> <p><b>Numeracy</b>          Across the school <b>almost all (92%)</b> of learners are attaining at or above the expected level in numeracy. In P7, 100% of our learners were achieving at or beyond the expected level in numeracy. Attainment was raised in every class, this was an improvement on session 2017-18, where <b>most learners (84 %)</b> were attaining at or above the expected level. <i>This was an increase of 8%</i>, meaning that a further 8% of our learners are now achieving at the expected level. <b>This is very good progress in this priority.</b></p> <p><b>Our priorities for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Raise attainment levels in numeracy and overall literacy in P5 and P6.</li> <li>• Increase learner enjoyment and motivation for writing, for all learners.</li> <li>• Increase opportunities for challenge and relevant learning through writing experiences, for all learners.</li> <li>• Continue to build on the existing reading and writing culture to continue to raise attainment for all and provide opportunities for personal achievement.</li> </ul>
<p>2.          To close the attainment gap</p>	<p><b>We have made very good progress in this priority.</b>  <b>What we did:</b></p>

between the most and least disadvantaged children

Have an increased awareness of the needs of all learners and use this information to support attainment and achievement.

All learners experience high quality learning experiences.

**Our measurable outcome for session 2018-19 was to reduce the number of exclusions for all learners.**

NIF Driver(s):

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

Regular review of pupil progress with class teachers and senior leadership team, against the standards within the Curriculum for Excellence and Benchmarks for Achievement of a level have led to gaps in pupils learning being identified and strategies and interventions being put in place to address these gaps. The progress is then reviewed again. During these meetings we use the well-being indicators to discuss or highlight other concerns or areas of progress and from here decisions are made about next steps to ensure better outcomes for the child.

Senior leaders review attainment and well-being tracking data across the school and review progress of all internal and external supports. Allocation of supports are then made ensuring that children's supports are timely and are making a positive difference.

Establishing a consistent Nurture group to support children develop emotional regulation and feel in a better place to learn was made possible by Pupil Equity Funding and is helping to build confidence and self-esteem in some of our learners.

Establishing a Social Skills groups to develop and extend social skills for some learners, particularly those diagnosed as ASD, is helping those children to feel more included and will continue in the next session.

A member of pupil support team attended Lego Therapy training and is using this to support some learners with emotional development, we hope to build on this next session.

Principal Teacher attended Play Intervention training, learning shared with pupil support team, we hope to build on this next session.

A Seasons for Growth Group was established to support children in managing loss or change, this had successful participation and we would like to offer this again next session.

Sum Dog Lunchtime club offered to further support learners with numeracy, made possible by Pupil Equity Funding.

Principal Teachers liaising regularly with other professionals such as Play Therapists, Literacy Base, school nurse services, Social Work, Inclusion and Well-Being team, CAHMS, Educational Psychological Services and third sector workers, to further develop inclusive environments and practices for our vulnerable learners.

A commitment to establishing universal approaches to allow learners to feel included, respected and safe in school and has led to positive developments in the ethos in our school and in the inclusiveness of our classrooms and practice. Staff have engaged in a range of collegiate activities to build a shared understanding of the principles of nurture, restorative approaches and inclusive approaches. Each class base has a safe space to support emotional regulation. The Den has been established as a space for therapeutic work to take place or to support emotional regulation.

Regular Together Time for all children is offering opportunities for unstructured play with peers and the practice and development of social skills.

A successful application to Inclusion Fund allowed for resources to be purchased to develop a more inclusive environment in a nursery, including Boardmaker to visualise environments.

Care Plans established in the nursery to ensure team members have a clear understanding of how to care for and support children.

Practitioners using digital tracker to track pupil progress across key areas of learning.

Nursery team attended WLC Conference for Supporting learners with Additional Needs.

Nursery team attended Provocations for Play, high quality professional

	<p>learning event.</p> <p><b>Our measurable outcome for 2018-19 was to reduce the number of exclusions and we have achieved this.</b></p> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>Exclusion rates have decreased since last session for all learners. Most of our least advantaged learners are achieving at or beyond the expected level. Those who are not achieving receive support for learning and pupil support and will continued this into the new session. The most vulnerable learners have access to a regular nurture group if appropriate and this is supporting emotional development.</p> <p><b>Our priority for next session will be:</b></p> <p>Narrowing the attainment gap for the least advantaged learners.</p>
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<p><b>3. To improve children and young people's health &amp; wellbeing</b></p> <p><b>Our measurable outcome for session 2018/19 was to further develop positive relationships across the school.</b></p> <p>Ensure all pupils have quality interactions with their peers and staff.</p> <p>Improve pupil's emotional well-being and resilience.</p> <p>Improved opportunities for self-regulation for all children.</p> <p>For children to experience a broad and progressive HWB curriculum.</p> <p>NIF Driver(s):</p>	<p><b>We have made very good progress in this priority.</b></p> <p><b>What did we do?</b></p> <p><b>Universal approaches to improving children's health and well-being:</b></p> <p>Professional learning and dialogue supported from Paul Dix 'When the Adults Change, Restorative Approach research, national policy and WLC Positive Relationship Policy has led to improvements in relationships across the school. Gathered pupil voice data evidences positive progress in 'Relationships'. Establishing more positive relationships across the school through developing whole school agreed approaches to promote positive relationships:</p> <ul style="list-style-type: none"> <li>-<i>Meet and Greet</i></li> <li>-<i>Recognition Boards</i></li> <li>-<i>House points</i></li> <li>-<i>Together Time for all pupils</i></li> <li>-<i>The use of Restorative Approach and Restorative Conversations</i></li> <li>-<i>Regular check-in times across the week</i></li> <li>-<i>Key adult to support vulnerable learners</i></li> <li>-<i>Check-ins, Check-Outs, Grounding Techniques</i></li> <li>-<i>Peer Mediators,</i></li> <li>-<i>Nursery and P1 Buddies,</i></li> <li>-<i>Safe Space in classrooms and in outdoor spaces</i></li> <li>-<i>The Den and Den card, a more therapeutic space</i></li> <li><i>5 Point Scale</i></li> </ul> <p>Developing resilience across the school through building a shared understanding of emotional well-being, supported by the implementation of Building Resilience whole school programme teaching emotional and social well-being.</p> <p>Successful and well attended Coffee Morning for families, to launch Building Resilience Programme, sharing key principles. Home learning and information is provided with each unit, alongside Launch assemblies, to support family learning together.</p> <p>Responding to some parental feedback about bullying our House Captains led a House Campaign of 'Choose Kindness' to promote kindness and an awareness of bullying behaviours or what to do if you experience it. Some classes are using mindfulness and meditation regularly to support self-regulation.</p> <p>P5 class led and organised a very successful Healthy Tuck weekly, allowing all pupils to experience making healthy choices, whilst P5 pupils learned how to prepare healthy snacks and developed skills for life.</p> <p>A successful Health Week allowed children the opportunity to learn First-Aid, play tennis, learn nutritional information and join in collaborative fitness activities.</p> <p><b>Sports and Physical Activity:</b></p> <p>Successful Sports Days with all children participating.</p> <p>Participation in several Active Schools West Lothian and Inter-Gala events such as athletics, handball festival, bowling and football tournament.</p> <p>Kirknewton individual pupils and teams experienced a range of victories across these competitions.</p> <p>Some classes taking part in Daily mile regularly, building stamina and fitness levels.</p> <p><b>HWB Curriculum</b></p>
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P7 pupils attended Risk Factory to support understanding of risk and personal safety

P6 and P7 pupils experienced new national resource RSHP to support learning within Health and Well-Being Curriculum relating to 'Relationships, Sexual Health and Parenthood, ensuring a broad range of HWB learning.

All P7 pupils experienced a range of outdoor challenges, providing opportunities for personal achievement and challenge at residential excursion.

Neutral and natural resources purchased to improve the nursery indoor environment, promoting a more calm and accessible area for learning.

Role play and other play equipment purchased for P1 and for shared learning area, ensuring opportunity for important free play.

**Targeted approaches to improving health and well-being**  
 Supporting children's mental health through implementation of targeted groups such as Seasons for Growth, Nurture group and referrals to school nursing service and play therapy.  
 Professional learning in Lego Therapy, therapeutic play techniques and 'Promoting Positive Mental Health', learning cascaded to support staff and teaching staff.

**Evidence indicates the impact is:**  
 Children more able to talk about how they are feeling  
 Children, staff and families have a common language, shared in Building Resilience units  
 Nearly all teaching and support staff are using restorative questions regularly to support conversations with children  
 Positive feedback from parents in Health and Well-Being Consultation and throughout the session.  
 Children excited about purchasing from Healthy Tuck and attend well.  
 Children using Safe Spaces and Den for time for themselves

**Our measurable outcome for session 2018/19 was to further develop positive relationships across the school.**  
 The data gathered and analysed from pupil voice groups across the school were very positive. Half of P7 pupils and a random selection from each class completed questions from the Relationships theme in 'How Good is OUR school' a resource to support children in contributing to school's self-evaluation. A summary of the data was shared with staff and families.

**Our priorities for next session will be:**

- Staff are supported to access high-quality professional learning in outdoor learning, to make better use of available outdoor spaces.
- Develop the curriculum so children and young people experience well-planned and progressive opportunities to explore diversity, understand equality and challenge racism.
- Progressive framework developed and used by all classes to ensure learners experience a progressive approach to learning about 'Relationships, Sexual Health and Parenthood.'
- All classes to take part in Daily mile regularly.

<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2018/19 was for all Second Level pupils to experience more opportunities for pupil leadership.</p> <p>To involve partners, the local community and home in helping pupils develop an understanding of life and career choices. Improvements to school ethos and culture through pupil leadership and pupil voice.</p> <p>NIF Driver(s):</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <p>Some staff attended Developing the Young Workforce training building a familiarity with key priorities in this area.</p> <p>All children created good/items to be sold at Christmas fair and were introduced to the concept of making a profit.</p> <p>P7 pupils designed own personal 'enterprise' projects to raise monies for P7 Away Day, developing skills for life and work.</p> <p>P7 pupils planned and led own activities around the school and community to raise money for Children in Need, developing skills for life and work.</p> <p>P6 pupils led 'Toilet Twinning' Project across the school to promote raising money to improve sustainable communities in Africa, in partnership with the PSA.</p> <p>Some P6 pupils planned and led Movie Night in the community to raise money for an environmental organisation, demonstrating and developing skills for life and work.</p> <p>Whole school assembly with WE.org, promoting skills for life. P7 pupils experienced workshop with WE.org, focus on taking action to improve the environment.</p> <p>Whole school input from RBS raising awareness of financial skills for life in Money Sense workshops.</p> <p>Kirky Savers scheme available for all children to participate in saving scheme, building skills for life.</p> <p>P5 pupils planned, organised and led a whole school Healthy Tuck in partnership with parent volunteers.</p> <p>New Pupil Leadership roles developed across P6 and P7: Eco group, Peer Mediators, House Captains, Junior Road Safety Officers, Digital Leaders, Building Resilience Hub members. Communication, organisational and creative skills have been developed through these roles.</p> <p>P6 pupils had the experience of planning the nursery sports day, developing organisational and communication skills.</p> <p>Parents from within the community have shared the skills they use in their work life in some classes and the nursery.</p> <p>P7 pupils have engaged with my World of Work profile, recording achievements.</p> <p>P7 pupils attended Oatridge Farm, where a range of different vocations and industries were highlighted and shared.</p> <p>Some P7 pupils were part of HT recruitment, gaining insight into the processes of recruitment.</p> <p><b>Evidence indicates the impact is:</b></p> <p>Observable increase in learner confidence</p> <p>Learners have a raised awareness of possible career pathways</p> <p>Learners have good ideas for Enterprise and Pupil Leadership roles and follow them through, demonstrating perseverance and consistency.</p> <p>Learners enjoy leadership roles and high numbers of pupils apply for recruited positions.</p> <p><b>Our priorities for next session will be:</b></p> <ul style="list-style-type: none"> <li>• Learner profiles to be developed and used for all children to raise awareness of skills for life and work and how experiences in school are developing these.</li> <li>• Each class to have an Eco responsibility /Outdoor area</li> <li>• Personal Plans to be used in Nursery to involve children in their learning</li> </ul>
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***Overall our school has very good attendance***

***Our exclusion rate for this session has decreased since last session.***

### **Parental engagement and involvement**

This session there have been 3 opportunities for families and community to be consulted in improvements made to the school, using digital technologies. The response rates were strongest when this opportunity was presented whilst already in attendance for Parent Consultations.

Our Vision, Values and Aims consultation was completed by of families.

Parents regularly share their views at Parent Council and have been invited to join a focus group to develop our Equalities framework in session 2019-20. Parent Council liaise with HT regularly.

We have a supportive parental community and PSA. Our PSA have organised a number of events and opportunities this session, including a successful Christmas Fair. Funds raised have supported opportunities and resources that would otherwise not have been possible.

This session our P1 teachers have invited parents in weekly to share a book with their child as part of Big Bedtime Read Initiative. P1-P3 parents shared reading activities with their child in school during Book Week Scotland, a whole school Meet the Teacher/Maths Drop in was well attended and there have been class Assemblies for each year group with families invited. A P7 and nursery Leavers Service have been planned and a P1 Nativity. Regular Stay and Play sessions have been offered throughout the session in Nursery.

Many family members have supported school and nursery excursions and some parents volunteer in the school and nursery. Parents and members of the PSA run a gardening club and support in the maintenance of the plants.

Termly overviews of learning have been introduced this session to try and give families a better idea of what learning takes place in their child's class.

Regular updates of class learning are shared on the blog and Twitter and successes are also shared on Twitter. Despite promotion only a small number of families connect with the school Twitter and some parents feel that this layer of communication is not required.

### **Our Wider Achievements this year have included:**

Silver Sports Scotland Award

Stellar Writer West Calder Competition Winner

Athletic Festival Winners for West Lothian

Inter-Gala event winners

3 members of staff engaging in high quality professional learning at Post Graduate or Masters Level.

Successfully mentored 4 teaching students from different routes to ITE from Moray House, Edinburgh University and Early Years Student from West Lothian College.

## 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. **C**

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	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	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	Satisfactory
	3.2 Securing children's progress	Satisfactory

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