

Knightsridge Primary School and Early Years Centre



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Knightsridge Primary School- Davidson Way, Knightsridge, Livingston, EH54 8HG

Knightsridge Early Years Centre- Cameron way, Livingston, EH54 8HE



ABOUT OUR SCHOOL

Knightsridge Primary School is in the Deans Community High School cluster and serves the community of Knightsridge in Livingston. The current roll is 255 pupils taught across 11 classes. The school received a significant amount of Pupil Equity Funding (PEF) to tackle the attainment gap and enhance pupil experiences.

The management team comprises of a Head Teacher, Acting Deputy Head Teacher, one Principal Teacher and an Acting Principal Teacher. Staffing is currently 13 full time equivalent (FTE) teachers. In addition, there is a physical education teacher (PE) and a woodwind and drumming instructor. The school is well supported by Pupil Support Workers. At present, the school does not have an active parent council. A fund raising committee has been established to support the school community.

Our school building had to close in November 2022 and our P1-4 pupils have been learning in Deans Primary School and our P5-7 classes have been learning in Deans Community High School. Our breakfast club is held in a local community centre and our pupils are bused to and from their new locations.

Our Early Years Centre can accommodate up to 60 children, aged 2-5, a day and offers a mixture of AM, PM and full day session. Our staffing consists of 9 Early Years Practitioners and 1 pupil support worker. Our nursery is led by our Early Years Officer, supported by our area support manager. Our ELC learners have been supported by our Excellence and Equity Lead Practitioner this year.

Vision, Values & Aims statement: *Knightsridge learners will receive a quality learning experience with positive outcomes for all learners where achievement and attainment is encouraged and celebrated at all levels. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be the Best We Can Be.*

Our School Aims

At Knightsridge Primary School we aim to:

- create a welcoming and happy environment where all achievement and attainment is celebrated
- listen to and consider all points of view
- provide a variety of stimulating opportunities and experiences to maximise potential
- equip children with the skills for learning, life and work
- recognise and support different styles of learning and teaching
- work in partnership within our school and the wider community

Our Values- **Kindness** **Perseverance** **Success**

Our values guide the way we work.

Together we will:

- respect and look after each other and the world around us
- actively encourage and promote health and wellbeing
- foster a positive mindset and a nurturing approach
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make

In Our Early Learning Centre our vision is to foster Kindness and Encourage all Young learners ensuring achievements are Celebrated. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be the Best We Can Be.

Our Values- Kindness Encouragement Young Learners Celebrated

Our values guide the way we work

Together we will:

- Look after each other and the world around us
- Actively promote health and wellbeing
- Foster a nurturing approach
- Provide a safe supportive inclusive centre where everyone is valued

At Knightsridge Early Years Centre we aim to:

- Create a welcoming and happy environment where all achievement is celebrated
- Cultivate stimulating and challenging experiences that engage our children to develop inquiry, curiosity and creativity
- Encourage and nurture positive relationships between children, our early learning team and the wider community
- Work with parents, stakeholders and the wider community to enrich our learning experiences

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 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

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? |
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| <p>1.</p> <p><i>Raise attainment in literacy and numeracy through embedding a consistent and strategic approach to planning for learning, teaching and assessment in literacy and numeracy.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress. What did we do?</p> <p>Our staff team took part in professional learning to increase their knowledge of tracking learning in line with West Lothian tracking systems. Staff took part in individual and group Excellence and Equity meetings to moderate our practice in tracking learning and identifying the impact of universal and targeted approaches.</p> <p><u>Literacy</u> We continued to embed our school Literacy Strategy across all stages to ensure consistency of approach in reading and writing. As a cluster we moderated reading through planned learning, teaching and assessment across the four contexts for learning. We regularly analyse our data and track pupils progress and evaluate our planned learning and teaching. Implemented a reciprocal reading methodology for our most of our P5-7 learners Worked with the Literacy Pedagogy team to provide high quality learning experiences in literacy.</p> <p><u>Numeracy</u> We engaged with the West Lothian Progression Pathways to ensure a consistency in planning for numeracy and mathematics. We embedded the Knightsridge Primary School Numeracy and Mathematics Strategy to our practice. Our Support for Learning Teaching trained in Maths Recovery and piloted this approach with identified learners.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our staff team are able to track progress of learning in line with Curriculum for Excellence • The majority of our learners are on track for both literacy and numeracy • Targeted interventions in literacy have led to significant improvements in key areas of literacy for most pupils targeted |
| <p>ELC</p> <p><i>Improve skills in early literacy and numeracy across all areas of ELC</i></p> | <p>The staff focused on the learning environment of the EYC and how it used spaces to meet the learning needs of all learners. Robust audits of Literacy and Numeracy were undertaken and through identified and tracked next steps positive improvements were made. From this staff took part in training in both consultative planning and progression pathways leading to improved learning outcomes across the curriculum.</p> <p>Through focused observation and monitoring of learning journals learners have up to date learning records and next steps are focused on learning. Word boost approaches were used to encourage early literacy skills. Data from trackers were used to plan for targeted interventions, inform EYC planning and was the focus for parent groups Primary 1 teachers received training in the use of the EY tracker and this is used to support transition and the early stages of Primary 1 planning.</p> |

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| <p>2.</p> <p><i>To close the attainment gap between the most and least disadvantaged children through continued intervention and tracking of wider achievements</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress. What did we do?</p> <p>We have used a range of literacy and numeracy assessments and gathered data to provide targeted, short term interventions, e.g. Fry’s Common Words, PM Benchmarking, Letterland assessments, Rasinski’s prosody fluency groups, SEAL groups and Focus groups working on 4 operations. This rigorous approach to assessment has led to effective, targeted and tracked intervention to the pupils who need it. The STAR approach has been used to capture our progress.</p> <p>We provide a whole school and targeted approach to teaching reading in a planned and systematic way. Staff attend high quality CLPL to support learning and teaching.</p> <p>Our Family Link worker has supported families across our nursery and school and has made positive links with the community and support networks.</p> <p>We used our Participatory Budget to fund developments in our new classrooms. Pupil consultation led these developments to ensure pupils had what they needed and wanted in their new classrooms. Some developments included maps and atlases, cosy book corners, table top games and outdoor equipment.</p> <p>We used the Glasgow Motivation Scale and Leuven Scale to identify wellbeing needs of learners and provide appropriate nurture approaches for our P1-3 learners.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Identified classes/groups/individuals have made progress in literacy and numeracy in key assessments. Learners families are supported well through their engagement with our Family Link Worker. The majority of our identified learners are achieving their expected level of attainment in literacy and numeracy.</p> |
| <p>ELC</p> <p><i>Achieve equity for all learners through continued intervention and tracking of wider achievements</i></p> | <p>Our Excellence and Equity Lead led targeted intervention groups using Word Boost, Box Clever and Teaching Children to Listen.</p> <p>The impact of Word Boost is tracked in a floorbook, capturing pupil voice and home learning shared by parents- this was shared at the Scottish Learning Festival.</p> <p>For all children a ‘Fortnightly Focus’ was taken from identified areas of the EY Tracker and used in planning for interventions as well as EYC planning and family learning opportunities.</p> |

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| <p>3.</p> <p><i>To improve children and young people's health & wellbeing by establishing a shared understanding of trauma informed practice and implement agreed practices across the school</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Our whole staff took part in trauma informed practice training • A consistent approach across school using Relationships, Sexual Health and Parenthood Programme resource ensures all learners receive appropriate information to support their relationships and make healthy and informed choices • Our values are fully embedded across all of our school and our pupils can confidently talk about our values • Observe and participate in Focus weeks such as Children's Mental Health Week, Diversity Week, Road Safety Week, Anti-Bullying week to increase learners understanding of the world and how they can be responsible citizens • Children continue to report on their wellbeing and this is used to plan for individual interventions, class interventions and wider school planning to ensure the emotional wellbeing needs of pupils are met. This informs our nurture provision and reinforces our trusted adult approach to ensure all learners have adults they can talk to at school. • We introduced Zones of Regulation to the whole school to help pupils recognise and regulate emotions. • We continue to embed the principles of UNCRC as we work to re-achieve our Gold Award • We invited our families to a wellbeing day where we shared our wellbeing curriculum, approaches to support wellbeing and shared learning activities in the classrooms <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all pupils report they feel safe, have a trusted adult they can speak to and are respected by adults in school • Pupils are able to identify their emotions and identify ways to regulate emotions • Almost all parents who completed the school ethos survey indicate that their child feels safe and is treated fairly at school • Most pupils and parents feel that the school is doing well in reducing the cost of the school day. |
| <p>ELC</p> <p><i>To practice and embed trauma informed practices</i></p> | <p>Development of the use of the Colour Monster has allowed children to self-report on their wellbeing at the start of every session with an adult in a sensitive way. It is widely used across the nursery and is improving children's emotional literacy.</p> <p>Staff were trained on trauma informed practice and used this to reflect on their interactions with both children and their families.</p> <p>The Inclusion and Support Service delivered a training session on The Zones of Regulation for the staff team.</p> <p>The EYC has positive relationships with children and their families.</p> <p>The setting received their bronze UNCRC award and staff are using the principles to guide all practice.</p> <p>'Being me' approach introduced at staff meetings to discuss the individual needs of learners to ensure a consistency of strategies and a whole team shared understanding of learners.</p> |

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| <p>4.</p> <p><i>To improve employability skills, and sustained, positive school-leaver destinations for all young people by developing our curriculum rationale, placing the rights of the child at the centre, which is matched to the school's unique context.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p> | <p>We have made good progress.</p> <p>What did we do:</p> <ul style="list-style-type: none"> • Our full staff team worked throughout the year to evaluate our curriculum and to have a better understanding of the 4 capacities and 4 contexts for learning • Families were invited to vote on what they thought was most important in a school curriculum with skills for learning life and work and resilience being identified • Groups of pupils attended forest school experiences led by West Lothian College • Our Primary 1 staff trained in Woodwork in the Classroom and implemented this to their curriculum • With our cluster colleagues we evaluated planning for a series of STEM lessons and moderated lesson plans and assessment. Staff used creative questioning to guide STEM lessons. • We continue to embed 1+2 languages across the school with some classes learning British Sign Language • Pupils accessing technology that will support life-long learning- TEAMS, Email, immersive reader, dictate tool, OneDrive and Microsoft Applications <p>The school worked cluster colleagues and the RAISE STEM lead to promote STEM education and creating links between literacy and numeracy and the world of work.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Staff feel more confident in delivering a planned series of lessons in STEM • From our pupil ethos survey (P5-7) most pupils report that they have a say in what they are learning |
| <p>ELC</p> <p><i>Development of curriculum rationale to enable innovation and creativity to equip learners with the required skills for the future</i></p> | <p>Staff have developed their approach to planning for learning in the EYC and using a consultative planning approach. Staff received additional training to support this. Staff have a greater understanding of the planning cycle and observations are reflecting this. Staff have the opportunity to feed into a daily diary to impact the responsive planning of the setting.</p> <p>Children benefit from the wide range of experiences in our setting including risky play, in and outdoor play providing similar experiences, role play, physical play, music and movement opportunities and experiences to develop creativity. Woodwork was reintroduced to our EY curriculum, led by one of our practitioners.</p> <p>Digital learning and outdoor learning audit tools were completed and next steps identified. This will form our improvement priorities for next session. We offered regular stay and play sessions and family engagement session for parents and carers.</p> |

Attendance across the school is lower than West Lothian Council average. Consistent application of West Lothian Council Attendance at School Policy and robust monitoring procedures ensures prompt measures are implemented. Attendance will feature in our Pupil Equity Funding plan for session 2023/24.

Our consistent implementation of the GIRFEC framework ensures learners needs are regularly supported and reviewed. Working closely with our families and following the West Lothian Positive Relationships Policy ensures timely interventions and supports are implemented for our learners.

There is no current Parent Council in school, however the school would like to re-build a parent council as part of the ongoing partnership strategy. The school does benefit from a very supportive PTA who regularly fundraise for the school and provide support for extra curriculum activities for all pupils.

Our Wider Achievements this year have been:

- Scottish Book Trust Gold Reading Accreditation is continuing
- Winners of the Cluster Football and Netball Leagues
- Participation in many sporting events
- Family Science Events
- Community links with West Lothian College to engage with forest schools and the World of Play
- Whole school trip to Almond Valley Heritage Centre
- Christmas trip to Livingston Cinema and parties
- School Nativity held in Mosswood Community Centre
- Christmas Carol Concert held in Deans Community High School
- Author visits to P1-4
- P5-7 visit from Livingston Football Team
- Halloween disco led by KPSA
- Parent led coding activities
- Swimming transition for P7
- Teddy bears picnic for P1 with their P7 buddies
- P7 leavers event held in Deans Community High School
- P7 Outdoor Adventure

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

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| 1.3 Leadership of Change | Very Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Very Good |
| 3.2 Raising attainment and achievement | Good |

How good is our Early Learning and Childcare. The quality indicators* evidence that:

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| 1.3 Leadership of change | Very Good |
| 2.3 Learning, teaching and assessment | Good |
| 3.1 Ensuring wellbeing, equality and inclusion | Very Good |
| 3.2 Securing children's progress | Good |

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