

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. Our next steps are

- Develop shared teaching and learning guidelines for all teachers.
- School Literacy curriculum updated including planning for creativity, outdoor learning and enterprise
- Increase reading engagement across all areas of the curriculum including targeted interventions
- Increase parental engagement with their children's learning in reading and writing through events and workshops
- Continue to embed SEAL and daily Number Talks
- Develop planning and assessment of writing skills across school including targeted interventions
- To implement Restorative practice, training and development throughout school
- The use of emotion works to develop well-being
- Targeted outdoor social group
- To empower all staff and pupils to be innovative and creative in the use of digital technology for learning and teaching.
- Early Year Play Provision
- Our Pupil Equity Fund (PEF) plan runs alongside our whole school priorities and details of both plans will be available soon on the West Lothian Website, School Website and in the school building.

The main documents we use to guide our self-evaluation are "How Good is Our School" (HGIOS) and for nursery we use "How Good is Our Early Learning and Childcare" (HGIOELC). You can access this document online by scanning the QR code



HGIOS



HGIOELC

Thanks for all the support, ideas and opinions throughout the year which has supported our continued improvement and for taking the time to fill in online PEF questionnaires. Your continued support at parent/carer councils, meetings, workshops and events ensures effective partnerships to secure positive impact for all learners.

Longridge Primary Progress Report 2017/18



Every year the school completes a School Self Evaluation Summary report where we describe the progress we have made over the session and discuss what we need to do next to continue to improve. This is a lengthy document used by the school to guide progress. To make this easier however we have produced this short summary of the main points. This sums up our progress this year – the grades we have given ourselves against the criteria and also what our next steps will be to continue to address these priorities in Session 2018/19. Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF)

- to improve attainment for all, particularly in literacy and numeracy
- to improve the learning progress of every child, by reducing inequality in education
- to improve children and young people's health and wellbeing
- to improve employability skills and sustained positive school leaver destinations for all young people
- https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also indicated the links to quality indicators (QIs) in How Good is our School which is a key aspect of the Scottish approach to self-evaluation and school Improvement. I hope you find this helpful

Kind regards
Nicola Hamilton
Head teacher

The main areas we are assessed against are shown below. These are the key findings of the Standards & Quality Report explaining the impact along with our grades.

How good is our Leadership and approach to Improvement?

Leadership of Change 1.3 Good

Over the last two years we have all been involved in refreshing vision, values and aims leading to an updated Curriculum Rationale. Pupils are more able to discuss the school values within different contexts within our school. Our children have told us they feel they have a voice and are enthusiastic and excited about school decision making and creating change. Parents have supported changes and are encouraged to voice their ideas. Throughout the year we have been involved in self-evaluation for continuous school improvement which has given us a clear plan for improvement. Staff have collaborated across our partnership and cluster schools moderating our planning and assessment using the curriculum pathways and new benchmarks and as a result are more confident when evaluating the impact of change for learners. In the nursery class, all practitioners demonstrate a positive, solution-focused approach to challenge and change. Senior leaders enable practitioners to make confident, well-timed changes.

How good is the Quality of the care and education we offer?

Curriculum 2.2 Good

Our curriculum centres on equity and ensuring children's rights and wellbeing and reflects the needs of our community. We have been designing our curriculum to take very good account of the 4 contexts for learning and the themes of equality, sustainability, enterprise, creativity and looking ahead at international engagement. Planning for learning makes very good use of the WLC progression pathways and has planned opportunities to explore Interdisciplinary learning within our newly developed pathways for first and second level. Our pupils enjoy their learning and are increasingly active participants in planning. In the nursery, pupils have very much been involved in guiding the direction of learning. Pupils in the nursery stages make good use of the outdoor environment for learning.

How good is the Quality of the care and education we offer?

Learning, Teaching and Assessment 2.3 Good

The use of educational research, training and collegiate working is creating a shared understanding of high quality learning and teaching and we are developing learning guidelines which will continue to underpin our development of teaching and learning. Through this most of our pupils are motivated and engaged in learning and enjoy school, sharing our positive and caring ethos. The school is a warm and nurturing environment and most pupils are friendly, happy, well-behaved and learning. Good quality questioning is used across the school and nursery to develop thinking. Termly Learning Overviews are shared with home. Approaches to assessment support the purposes of learning and a clear approach to assessment and sharing of information ensures a strong focus on meeting the needs of all learners. Whole group and individual PEF Interventions to support reading, writing and numeracy have shown positive impact on learner's engagement and attainment.

How good are we at ensuring the best possible outcomes for all our learners?

Ensuring wellbeing, equality and inclusion 3.1 Very Good

Almost all staff and pupils across the school and the nursery class have a shared understanding of wellbeing and the importance of being valued as an individual. Almost all learners feel valued and motivated. All children report that they are treated as individuals and are frequently encouraged to engage in a variety of interventions and activities to promote emotional wellbeing and to develop their conflict resolution skills. All staff are proactive in ensuring that they are familiar with relevant legislative frameworks, educational policies and guidance effecting the rights, wellbeing and equality and inclusion of all pupils. This supports them in ensuring that all learners are provided with a range of learning experiences tailored to their needs and interests. Children are provided with a variety of additional supports, including working with parents and partners, to enhance their learning and support their inclusion in the life and work of the school and nursery class. Most of the children are beginning to talk about the school values and refer to them in restorative discussions and are demonstrating these around the school. Almost all learners are becoming more confident in using the language of equality and diversity and can contribute and get involved in discussions around these topics.

How good are we at ensuring the best possible outcomes for all our learners?

Raising Attainment and Achievement 3.2 Good

The school has a clear focus on continually raising attainment in literacy and numeracy. Time is dedicated for professional dialogue and approaches to collaboration centred on raising attainment. Appropriate adjustments have been made to the curriculum to support this priority. As a result of this work, the school effectively uses targeted interventions to meet the needs of children who are at risk of not achieving expected levels of attainment. The school and nursery class gather data and have effective arrangements in place to analyse, interrogate and respond to data.

Pupil Equity Interventions

Raise Attainment For All

Progress	Impact	Next Steps
<ul style="list-style-type: none"> Appointed a development post to support PEF plans and oversee interventions All teaching staff working together on Tapestry programme to develop visible learning skills and consistent pedagogy Introduction of Sharing the Learning, Stay and play, Big Bedtime read, weekly book libraries, Online Learners' Journals in Nursery. Developed more engaging reading areas within classes and resources to support. 	<ul style="list-style-type: none"> Improvement in teacher use and understanding of data to identify areas for development. Lessons are showing visible consistencies across the school. Increased opportunities for home involvement have increased parent and pupil engagement in Literacy evidenced by parental feedback. 	<ul style="list-style-type: none"> Continue to fund post to identify needs and drive selected interventions and improving use of data to identify targeted interventions Continue with Tapestry programme Refresh and continuation of Big Bed Time Read. Development of school Library Continuation of school reading engagement strategy. Develop school Writing engagement strategy

Improvement in Wellbeing and Employability Skills

Progress	Impact	Next Steps
<ul style="list-style-type: none"> Support children in the transitions within and between schools 	<ul style="list-style-type: none"> Class teachers and pupil support workers supporting children at times of transition within school reduced distress of 3 identified pupils. P 6/7 pupils engaged in a week long transition programme at WA in addition to the June transition days this reduced pupil anxiety about their transition to secondary 	<ul style="list-style-type: none"> Continue with additional transition week Outdoor Learning Nurture Group Small focus nurture sessions for targeted pupils with parental support sessions in place.

Literacy and Numeracy

To improve attainment outcomes in reading, writing, talking and listening for FME children and children on stage 2/3 interventions

Progress	Impact	Next Steps
<p><u>Staff</u></p> <ul style="list-style-type: none"> Language Link training PSWs attend Scotland read training Trained PSWs in SEAL approaches to enhance the support offered across the school Trained PSW in supporting number talks to enhance support offered across the school. Word Aware Training <p><u>Learning and Teaching</u></p> <p>Develop children's vocabulary through:</p> <ul style="list-style-type: none"> Implementation of Word Aware at all stages. Regular and varied learning experiences out-with school to provide relevant and engaging stimulus to talk and write about. 5minute box training and implementation <p><u>Families and Communities</u></p> <ul style="list-style-type: none"> Promote a reading culture through lending weekly book packs at all stages throughout the school. Promote a reading culture by connecting with families with under 5's in village and lend weekly book packs to support Transitions 	<p><u>Staff</u></p> <ul style="list-style-type: none"> Language link has supported teacher judgements in assessing and planning for interventions in Literacy. PSWs have increased confidence in supporting numeracy interventions. Teachers and PSWs have been trained in Word Aware and have implemented word aware vocabulary building activities into their class lessons. <p><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> Target groups identified for Vocabulary support and interventions have begun. It is too early to assess impact of word aware although early indications are positive. All targeted pupils demonstrated increased engagement in writing throughout their focussed block and were able to formulate ideas and share vocabulary linked to their experiences. All younger pupils improved the technical aspects of writing. Almost all children using 5 Minute Literacy Boxes have made very good progress Almost all children using 5 Minute Numeracy Boxes have made very good progress <p><u>Families and Communities</u></p> <ul style="list-style-type: none"> We have connected with 100% the families attending the village toddler club and book bags are given out weekly to improve Early Literacy at transition. S Reading environments in classes are welcoming with a range of engaging materials. All pupils have made positive comments and have been regularly using the books. 	<ul style="list-style-type: none"> PSWs trained to support writing, continue to update and refresh number talks and SEAL sessions Further staff trained in maths recovery. Read-wise comprehension for targeted support staff trained and put in use. Continue experiences out-with school to enhance vocabulary and providing contexts for a block of focussed writing. Continue with focussed vocabulary groups –word aware Continue with same format for 5 minute boxes Home/school maths activity pack for intervention linked with focussed parent workshop Phonic and reading workshops at Early Level