

WINCHBURGH PRIMARY SCHOOL & ELC



PROGRESS REPORT FOR SESSION 2020/21

(Standards & Quality Report)

**Glendevon Park
Winchburgh
West Lothian
EH52 6UE**



ABOUT OUR SCHOOL

Winchburgh Primary is a non-denominational school with a roll of 280 primary children and a 64/64 nursery (with 40 full-day spaces). The school benefits from a mixed catchment area with a Free Meal Entitlement of 11% and Clothing Grants of 17%. The school is presently located on a shared campus with Holy Family RC Primary School.

Winchburgh is a rapidly expanding community due to significant house building in the area. The school is managing a significant and continuing increase in its school roll. Both schools on the joint campus work together to best utilise the space available for both schools. Over recent years there has been extensions and refurbishment work to support the growing community. Further expansion is scheduled to provide 4 additional classrooms for Session 2021/22.

The school runs a very successful Breakfast Club which is well attended by children. The school has a long established and fully supportive Parent Council. The school has good relationships with the Cluster Schools, the local community, and the local Church.

Just prior to the onset of the COVID-19 pandemic a team of inspectors from Education Scotland had a very positive visit to Winchburgh Primary School and ELC Class, using their full inspection model. During their visit, inspectors talked to parents/carers and children and worked closely with the Head Teacher and staff.

The inspection team found the following strengths in the school's work:

- The headteacher's effective leadership of school improvements and his success in developing teamwork across the school and nursery class.
- The nurturing and supportive relationships across the school and nursery class leading to children's readiness to learn.
- The staff team across the nursery class and primary stages who effectively work together to continually improve children's experiences. This is leading to positive learning experiences for all children.
- The motivating nursery environment created by supportive practitioners. This helps children to make a positive start to their learning journey.

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 2020/21 and what the impact has been. Our report recognises that we entered a period of physical school closures in January 2021, and therefore our report takes account of this interruption to in-school learning but also notes any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond to the national and local advice on the reopening of schools.

We have 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 (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>1. To raise attainment, especially in literacy and numeracy.</p> <p>Our measurable outcome for session 2020/21 was to</p> <ul style="list-style-type: none"> • enhance attainment in literacy and numeracy to minimise any negative effects of lockdown and remote learning for all learners, • provide high quality, well planned learning opportunities which are appropriately differentiated, targeted and effective resources. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assess. of Chdn's Progress • Performance Information 	<p>We have made <i>good</i> progress whilst being mindful of the challenges of COVID recovery and periods of remote learning.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Updated our curriculum approaches, rationale and available resources to reflect our recovery journey. • Ensured all learners had digital connectivity at home and access to digital learning tools both in school and when learning from home. • Worked towards gaining the Reading Accreditation core award. • Reading ambassadors appointed and working to support our reading journey. • Revisiting learning and teaching approaches, modifying these to meet our COVID-19 mitigations both in-school and remote learning provisions. • Adapted Quality Improvement activities to support ongoing improvement of in-school and remote learning experiences: including leadership team, staff peers and pupils. • Transitioned pathways planning approach to online systems to support progression in learning. • Introduced SeeSaw online learning and profiling platform P1-3 and enhanced use of MS Teams platform P4 -7. • Developed approaches to ensure pupils at risk of missing out and negative engagement were engaged in learning and making progress: Targeted support system: Phone calls, Emails, Remote learning "hub" for vulnerable and key worker pupils / Focused SfL / SGS / Targeted PSW support • All staff across the school and ELC undertook distributed leadership roles, focused on development of identified aspects of school / ELC improvement. • Staff led drop-in sessions to enhance consistency amongst growing staff team, providing opportunities for distributed leadership at all levels. • Development Post Holders lead improvements in: <ul style="list-style-type: none"> ○ Outdoor learning ○ Digital Learning ○ Support for Learning / PEF • Used school and cluster analysis of SNSA data to support the identification of key interventions and gaps in learning. • Continued to review the changing demographic and attainment profile of our school and ELC. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Learners demonstrate our school values within learning and are experiencing a range of quality learning experiences. ✓ Learner attainment in Literacy and Numeracy is good, meets the WLC authority stretch aims and is improving over time in most year groups. ✓ Learner enjoyment of reading books for pleasure has improved with an increased staff knowledge of children's books and a developing reading culture. ✓ Almost all learners engage positively in their learning and approaches to supporting disengaged and distressed learners are making a positive impact. ✓ Learners experience a variety of approaches to planned learning and teaching which have reflected the dynamic year of in-school and remote learning. ✓ Learners have significantly enhanced their engagement and skills while learning through digital approaches, primarily centred on SeeSaw and MS Teams/Office365. ✓ The majority of learners demonstrate an increased level of resilience when learning. There has been further development of independent approaches with increased enthusiasm and confidence for most. ✓ Almost all learners from P1-3 have successfully engaged in online learning activities and reflecting on their own learning through the use of SeeSaw (online learning profiling tool). Parents access these profiles regularly and comment on learning.

<p>In ELC: Our measurable outcome for session 2020/21 was to ...</p> <ul style="list-style-type: none"> • provide high quality, well planned learning opportunities supported by practitioner professional learning. 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff engaged with training and self-reflection on the <i>Realising the Ambition</i> document. • Staff all attended training on Developing Pre-Requisite Syllable Skills for Early Literacy. • Staff engaged in training on schemas. • Staff attended network session on engaging parents in early literacy. • Staff increased knowledge of ASN through training and network session. • Areas set up to allow children to develop literacy and numeracy throughout the indoor and outdoor spaces. • Additional resources purchased to ensure bubbles all have access to high quality resources. • Planning is based on WLC EY tracker data and staff are becoming more confident using the tracker to identify learning needs. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Staff are more confident when planning and supporting early literacy development resulting in carefully planned learning experiences. ✓ Children with ASN well supported. ✓ Children are happy and engaged in their bubbles.
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2020/21 was to</p> <ul style="list-style-type: none"> • further improve early literacy acquisition skills for identified learners, • further improve confidence of pupil support staff in the delivery of agreed interventions, • enhance learner engagement, participation, and attainment for identified ASN pupils, • maintain pre-lockdown attainment levels within target groups in literacy and in numeracy. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Assess. of Chdn's Progress • Performance Information 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Employed additional SaLT support to deliver a variety of early level literacy intervention programmes. • Revised our PEF guidance to reflect the additional requirements of the COVID-19 pandemic to provide additional practical supports for those at risk of missing out on learning opportunities. • Further development of a small group setting for identified ASD pupils. • Engaged third sector agency to support identified pupils at risk of missing out on learning opportunities. • Timetabled slots for specific PEF interventions for Pupil Support Workers. • Purchased specific literacy and numeracy support materials across the early and first levels, with subsequent training of key staff. • Re-established our Bal-A-Vis-X motor skills intervention programme (due to COVID-19 this was for individual learners during this session). • Implemented Pupil Equity Fund Action Plan to further develop approaches to closing the attainment gap, these approaches were robustly tracked, with a clear focus on impact. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> ✓ Learners' early level literacy acquisition has increased with SaLT early intervention input. ✓ All learners were able to access remote and in-school learning through the provision PEF funded resources where required throughout the full school year. ✓ Learners in the SGS have continued to make year-on-year progress. ✓ Learner participation in PEF funded initiatives is showing progression within literacy and numeracy abilities (5-minute boxes, Bal-A-Vis-X). ✓ Learners' attainment has exceeded the 6% in literacy with the support of the PEF identified teacher. ✓ Tracking and monitoring data highlights almost all PEF identified learners have made progress within their level.

<p>In ELC: Our measurable outcome for session 2020/21 was:</p> <ul style="list-style-type: none"> • for children to make progress in literacy through targeted interventions. 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Engaged with the Renfrew Language Scale to identify and track progress in vocabulary. • WLC EY Trackers used to inform planning and identify individual learning needs. • Personal plans identify individual needs of each child. • Shared literacy activities virtually during closures. • Adapted planning to include 'How you can help at home' ideas for parents/carers to support learning at home. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Most children are making good progress in literacy. ✓ Children's vocabulary is developing well. ✓ Home learning is being added regularly to the Learning Journals.
<p>3. To improve children and young people's health & wellbeing.</p> <p>Our measurable outcome for session 2020/21 was to</p> <ul style="list-style-type: none"> • supported all learners to effectively re-engage with in-school learning, • to encourage all learners to express their wellbeing needs with supports in place to meet the wellbeing of individuals, group and the wider school community. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Assess. of Chdn's Progress 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Had an initial significant focus on HWB across learning, with responsive approaches throughout recovery phases and across the year. • Staff used 'Learning Environments' checklist from 'Presentation, Feedback and Displays' policy to create calm, nurturing learning environment. • Revisited the eight wellbeing indicators with all pupils, staff and parents/carers. • Carried out baseline and follow-up pupil self-reporting and staff reporting on wellbeing indicators. • Continued GIRFEC HWB audit across the school. • Enhanced 'go-to adult' system and introduced QR booking system. • Revised HWB programmes and further develop "one trusted adult." <ul style="list-style-type: none"> ○ Introduced Jigsaw HWB resources P1-7, ○ Extended use of CEC Resilience programme – including new 3rd unit, ○ Introduced aspects of new RSHP. • Further analysed wellbeing, engagement & participation to measure impact and continue to inform next steps. • Updated 'Better Relationships, Better Learning, Better Behaviour' policy, in line with COVID-19 risk assessment. • Self-evaluation activities of use and effectiveness of BRBLBB policy to identified further developments and required supports. • Virtual assemblies had a wellbeing and diversity focus over the year: including a specific ASD awareness assembly. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Learners returned to a new school session of in-school learning with a clear understanding of wellbeing and had a range of opportunities to access supports where required. ✓ Teachers and support staff have a good understanding of the wellbeing indicators. Learners are familiar with these indicators and describe appropriately how this contributes to their wellbeing. ✓ Learners benefit from nurturing and supportive relationships across the school and nursery class which is leading to children's readiness to learn. ✓ There is a nurturing, supportive learning environment which demonstrates the school's vision, values and aims. This supports positive relationships between children and staff. ✓ Staff have a great understanding of the levels of engagement and participation which is leading to further prioritisation of resources and support systems. ✓ Learners and staff wellbeing reporting is tracked with follow-up trusted adult conversations held and, where relevant, interventions are carefully planned to support improvement. ✓ Staff develop children's resilience and emotional literacy through class teaching, targeted group work and individual supports. ✓ All staff and pupils have a clear understanding and regularly benefit from our positive relationships approaches.

<p>In ELC: Our measurable outcome for session 2020/21 was to ...</p> <ul style="list-style-type: none"> • develop approaches for children to show an understanding of the wellbeing indicators • Increase opportunities for outdoor learning 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Wellbeing characters are displayed around the ELC and used in the floor books. • Staff use the language of the wellbeing indicators during interactions. • Staff are responsive to children's needs and are aware that needs may differ during unsettled times. • Children are risk assessing areas and outdoors prior to and during play. • Staff make better use of the school grounds, planning to return to wider community activities as mitigations allow. • Further improvements made to the ELC garden. • Further ideas and opportunities for home learning shared with parents to increase engagement. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Children feel safe and secure at nursery. ✓ Children are more confident talking about what it means to be safe, responsible, etc. ✓ Children are outdoors daily and have opportunities to develop all indoor learning outdoors. The garden is an extension to the indoor space. ✓ Almost all children talk positively about outdoor experiences. ✓ Parents more confident sharing home learning.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people.</p> <p>Our measurable outcome for session 2020/21 was to</p> <ul style="list-style-type: none"> • review approaches to learning with a focus on the development of DYW approaches, • introduce approaches to an agile learning culture which promotes employability skills, career education and skills for learning, life and work. <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • School Improvement • School Leadership • Teacher Professionalism • Parental Engagement • Performance Information 	<p>We have made <i>good</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Revisited our curriculum rationale to reflect our current position and recovery planning needs, linking this to the four foundations of an agile learning culture. • Lead learner created and progressed a focused action plan to enhance DYW skills. • Introduced a framework for progression of DYW skills across all levels which includes explicit links to skills for learning, life and work within lessons across all levels. • Reviewed plans for school and joint campus careers event (to be undertaken post-pandemic). • Provided CLPL learning opportunities and drop-in updates for staff to enhance knowledge and understanding of approaches to DYW. • Continued to participate in Education Scotland DYW practitioner engagement sessions. • Continue to work, within the limits of COVID-19 restrictions, with our local community and business partners including: WDL, Winchburgh Growing Group and local businesses. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Learners are becoming more aware of the world of work across all levels. ✓ Staff regularly plan experiences for learners across the school which have explicit links to skills for learning, life and work. ✓ Learners can make links, more explicitly with what they have learned and how to apply these in a real-life context. ✓ COVID-19 pandemic has, once again impacted on our plans in this area for Session 20-21.

<p>In ELC: Our measurable outcome for session 2020/21 was to ...</p> <ul style="list-style-type: none"> • Ensure Children will have a good understanding of their changing community. 	<p>We have made <i>satisfactory</i> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Community Growing Group have further supported our garden developments by planting trees and providing seeds to plant. • ELC children had the opportunity to engage with the Marina flooding virtually event alongside the joint campus schools. • Discussed community changes in group activities, displayed and supported children's engagement with key development visuals i.e. construction maps, signs and local masterplan. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ Outdoor learning spaces have been enhanced ✓ Children are developing awareness of their growing community ✓ Children can identify key changes in their local area
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Attendance across the school is consistently high with an overall percentage attendance rate above 94% and the level of engagement remains high, including during periods of remote learning for the majority of learners.

There were no school exclusions during session 2020-2021.

Our parents are active participants in the school and a strong partnership exists between the parent council and school and we continue to work to strengthen the widest range of parental partnerships. Several events planned throughout 2020/21 had to be postponed or in some case, re-organised due to COVID-19 pandemic. Despite this, parents, staff, and learners overcame these challenges and have plans to enhance our school with lessons learned, in the year ahead. Parents are active participants in their children's learning. We engage with parents throughout the school improvement process, sharing progress with all stakeholders and discussing priorities with the Parent Council, who are integral to the effective operation of the school and represent all stages of the school. Priorities are also shared at parent's information evenings and various online systems. We issue questionnaires and undertake feedback activities at key points throughout the year - we use this information to help shape future school improvements. Out-with COVID-19 pandemic times, our Parent Council support the school financially with a range of committed and enthusiastic parents organising fundraising events. This supports the subsidising of some specific priorities as well as, for example, our leavers hoodies. We are extremely fortunate to have parents committed to improving experiences for our pupils.

This session we offered parents the following opportunities to support their child's learning:

- ❖ Regular email updates & updates on our website and Parent App
- ❖ Termly Class Overviews
- ❖ Social Media Updates on events and Learning through School App and Twitter
- ❖ Virtual Parent Consultations & Meet the Teacher Evenings
- ❖ The Senior Leadership Team and Office Bearers of Parent Council are in regular communication and have established regular discussion meetings to share progress, any concerns and next steps.

Wider Achievements this year including successes at the time of Remote Learning:

- Sound Orchestra and NYCOS virtual sessions
- Rotary club competitions
- Some active schools and other sports festivals – including additional outdoor golfing opportunities
- Virtual pantomime
- Scottish focus with poetry competition and virtual celebrations
- Weekly virtual assemblies and positive shout-out check-ins
- Individual class virtual showcase assemblies
- P1 and P2 virtual Christmas show
- Outdoor learning experiences developed across ELC, school and across our joint campus, part of which is leading towards the John Muir Award for both schools
- Moved full learning experience for all learners to virtual platforms during remote learning – using Online Journals, SeeSaw and MS Team/Office365
- Provided digital support in the form of resources and access support for any pupils without digital access during remote learning remedy
- Introduced SeeSaw learning platform across Primary 1 – 3 which saw very high uptake and significant enhancement to learner engagement in comparison to previous year
- Focus on enhancing digital skills and development of coding at key stages
- Extended pupil leadership roles to include: Head/Depute Head pupils, House/Vice-house Captains, JRSOs, Digital Leaders, Eco-leaders, Reading Ambassadors, Class Playground Leaders
- Participation in a range of virtual and live events to support our reading journey
- Virtual PEEP sessions for early years learners
- Development of ELC, P1 and general outdoor learning spaces to promote effective learning, enhance engagement including in loose parts play
- Virtual (in person for P7) live joint campus Marina event
- Auldathie Park and ongoing Winchburgh Developments Ltd virtual community engagement events
- A range of predominantly virtual staff training to enhance learning experiences, including: fully accredited Forest Schools Training, Leadership courses, DYW, Digital Engagement and Skills plus a variety of subject specific training opportunities

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
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:

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	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)