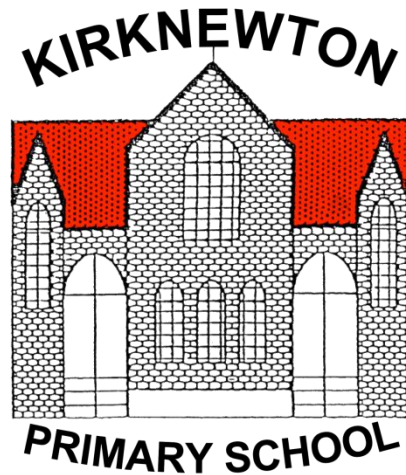


Kirknewton Primary School and Nursery



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

21 Station Road, Kirknewton, EH27 8BJ

ABOUT OUR SCHOOL

Kirknewton Primary and Nursery

Kirknewton Primary School is a non-denominational school serving a 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, which for the majority is 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, 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, a full time Principal Teacher and a part time Support for Learning Teacher. 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 manager 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.

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 2019/20 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. 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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2019/20 was</p> <p>Almost all writing experiences (over 90%) are evaluated as good or above through self-evaluation activity.</p> <p>Almost all pupils (over 90%), through focus groups, feedback positively about their learning experiences in writing.</p> <p>Almost all outdoor learning experiences (over 90%) are evaluated as good or above through self-evaluation activity.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning outdoors.</p> <p>NIF Driver(s):</p> <p>School Improvement School Leadership Teacher Professionalism</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>We allocated a teaching member of staff as literacy lead to drive forward the strategic aims of the School Improvement Plan. Through attending literacy champion meetings and communicating directly with WLC Literacy Leads, information regarding local authority priorities and good practice was shared with the teaching team. Writing scaffolds were cascaded to the school teaching staff through the Literacy Lead. Training was given by Literacy Lead on WLC writing standards to staff through dedicated time at staff in-service days; observing Stephen Graham (PM Literacy Specialist) teaching; and cluster training session with Stephen Graham. These sessions helped to develop a shared understanding among the teaching staff of writing across the 4 Contexts of Learning and using WLC various writing genres and targets, alongside materials to promote pupil self-assessment. A planned moderation of writing indicated that all staff were using the WLC genres and targets. Baseline assessments regarding pupil engagement with writing were completed at the beginning of the year, however planned end-of-session assessments could not be implemented fully due to online learning surveys proving difficult to facilitate for our younger pupils during school closure. This evidence will be gathered in August.</p> <p>Free Writing sessions continue to be provided each week to foster creativity. In addition to this, we offered an after-school creative writing club for P6 and P7 pupils. Some of the children who attended this year have requested that we run it again next session and another chose to write about the impact this had on his reading and writing as part of his FM Reading Challenge Pupil Journey. We also created Star Writer certificates to celebrate and reward excellence in writing across the school. One of our pupils was the cluster winner in the Stellar Writing Awards. Booking several author visits who acted as writing role-models for our pupils helped our pupils see the link between the writing they do in class and the world of work.</p> <p>We specifically booked an author visit who writes across various genres using funding from Inspiring Classrooms, however due to Covid-19 this visit will go ahead later in the year. At the end of the session we created a bank of writing experiences across the genres that we hope will be a dynamic resource that staff can choose from and add to as the years go on.</p> <p>Through class observations, VSE and professional dialogue the evidence indicates the impact:</p> <ul style="list-style-type: none"> • almost all classes have fully implemented a consistent process for teaching extended writing • are planning for a variety of experiences across the 4 Contexts for Learning • planning for a variety of genres in writing • have introduced WLC targets for writing and in some classes children are using the targets to self-assess and reflect on their progress. • Planned Writing experiences are linked to other learning experiences in Equalities and Outdoor Learning or Social Studies. <p>As a result</p> <ul style="list-style-type: none"> • Learners are experiencing opportunities to talk before creating their own texts in order to clarify thinking and develop appropriate vocabulary.

- Learners have access to a good model and in most classes can identify and create success criteria for writing.
- Learners in P4-P7 receive quality feedback about their writing and can use self and peer assessment to reflect on their writing progress and achievements. Learners in early year classes are working towards shared goals in their extended writing and receive quality feedback to help them improve. They benefit from opportunities to develop writing through unstructured activity also.
- Almost all learners across the school report enjoying writing experiences, both extended direct teaching and opportunities for free writing.

Reading

We continued to build upon our reading culture which led to us for the first time submitting a school entry for the FM Reading Challenge and encouraging our pupils to submit their own journeys. We were delighted that one of our pupils was selected as a National winner, one of only a select few in Scotland.

In developing our reading culture we created an inviting reading space in our P1-3 open area; continued our whole-school book study at the start of Summer term; introduced the role of literacy ambassadors; created a book-borrowing basket in our local shop during the Covid-19 outbreak.

For the first year we also worked with a Book penpal in P5 to encourage writing within a meaningful context and build up a relationship with a Scottish author through book recommendations.

This year has also seen more staff engage with The Connectors resource, high quality texts that support pupils to become independent in developing their reading skills.

The continuation of the Big Bedtime Read in Primary 1 and nursery has led to an increase in parents reading to their children at home and visiting the library as well as enhancing transition between nursery and P1.

The purchase of high-quality diverse picture books not only enhances children's literacy skills – particularly those who find interpreting typographic texts challenging, but research also suggests boosts children's self-esteem and reduces prejudice towards others. This aligns with the democratic principles of Curriculum for Excellence. These books have been a vehicle in improving children's understanding of themselves and those who are different. During school closure period a 'Picture Book Detective' online Team was set up for P4-P7 pupils and children took part in 'Book Chat', discussion and opinions shared on a variety of carefully selected picture books.

At time of school closure almost all children were achieving at or above the national expectation in reading.

Learners in each class continue to choose to read during Together Time/ free time and this is a strong indicator of our reading culture. Many children choose books to read outdoors during break-times and each class have taken part in the First Ministers Reading Challenge both at home and in school.

	<p>Learners have experienced a wide range of texts this session and through class observations it is evident that engagement with these texts are supporting children to make sense of the world around them and form and articulate their own views.</p> <p>In our nursery inviting areas to read were created both in the playroom and outdoors, leading to an increase in children choosing to read or ask to be read to.</p> <p>In our nursery a more numeracy rich environment has been developed both inside the playroom and outdoors. Practitioners have shared practice in P1 class to experience SEAL being taught and were signed up to the training but this will need to be done in the new session. Numeracy rhymes were introduced to the children and this was learning that could take place at home too.</p> <p>In the nursery team there was an identified lead for numeracy and literacy and this worked successfully to drive forward the required improvements, with the remaining team members leading in other improvement areas.</p> <p>Outdoor learning is a regular, progressive curriculum led experience for all learners. Pupils received an outdoor focus from a lead teacher once or twice a week. Class teachers would also plan for meaningful learning outdoors linked to the curriculum. At break times children are able to access some loose play equipment. Nursery pupils have access to an outdoor play area, field and woodland on a daily basis. Outdoor spaces are used effectively to promote positive relationships and wellbeing. All available resources including outdoor spaces are used effectively to create and sustain effective learning environments.</p> <p>Priority for next session will be for staff to familiarise themselves with the updated numeracy planners and materials from Nursery to P7 and for these to be implemented consistently across the whole school.</p> <p>Priority in literacy will be to fully implement Teaching to Listen programme in pre-school and P1, and for staff to familiarise with the approach in P2-P7 and begin to implement. Writing across the 4 Contexts for learning will be a continued priority, class teachers can make use of the suggested Contexts for Learning and there will be continued whole school writing focus about equalities. There will be evidence of a range of genres being planned for across the school year and children in P3 to P7 will be increasingly aware of their targets for writing, using them to self and peer assess to make improvements.</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was Through targeted interventions 82% or above of identified children will be 'on-track' with literacy and</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Implement and evaluate a range of appropriate interventions and supports for identified pupils. - Termly review of Excellence and Equity for all children – professional discussion/tracking and monitoring about progress of all children, well-being reporting and identified needs and supports updated. - Class teachers identify and implement intervention for learners identified as off-track - Circle document and Circle Participation scaled used to identify need and focus targets

<p>numeracy by end of session.</p> <p>Sustain or improve exclusion levels for all children.</p> <p>Improved confidence levels and self-regulation development for our vulnerable learners.</p> <p>NIF Driver(s):</p> <p>Assessment of Children's progress</p> <p>Performance Information</p>	<ul style="list-style-type: none"> - Regular review of IEP's for identified pupils, targets updated with class teachers, parents and carers and Sfl - Regular Child Planning Meeting to support pupils with multi-agency supports - Regular referrals to a wide range of partners including Literacy Support Service, school nurse, With Kids Play therapy - Identified pupils receive long term play therapy - Lego therapy group set up for identified learners to support social skill development - Garden Gang group set up to promote pupil leadership and boost self-esteem - Learning Buddy role developed to build mentor roles with older and younger identified pupils - Seasons for Growth group set up to support two groups of children with change and loss - Continue to provide a nurture group, with individual targets developed in partnership with parents and carers, using the Boxhall Profile, to ensure progress with personal achievements. - Maths Recovery approaches now used by support staff - Continued SEAL groups in addition to class teacher maths for identified learners off-track in numeracy P3-P7 - IDL/Language Link and Toe-by-Toe approaches in place for identified pupils off track in reading P2-P7. - Trusted adult approach used for identified pupils - Mindfulness sessions in place for identified pupils - P4-P7 self –reporting against well-being indicators, leading to conversations with trusted adults - Zones of regulation implemented in some classes to support emotional literacy - Circle of Friends approach and Cool in School implemented in some classes to develop social skills further. - Professional learning sessions led by Inclusions and Well- Being service leading to increased knowledge of how to support learners with ADHD, ASD or dual diagnosis. - Professional learning and team teach approach provided by Signpost, to increase knowledge and understanding of supporting learners and families with ASD. - Parental/Carer Questionnaire completed by 70 families sharing Lock Down experience, data to inform support allocation and professional judgements in new session, <p>Pupil Equity Funding has contributed towards the increase of one pupil support worker. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Learners with ASD/ADHD are fully included within the classroom environment, with access to specific inputs to support their development.</p> <p>Learners regularly report feeling safe and happy in school and report being aware that there are adults they can talk to in school when they need to.</p> <p>Almost all learners with an IEP or Child's Plan are making progress with their identified targets. Assessments will take place in the new session to evidence/assess</p>
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	<p>the incremental progress made within the level for our most vulnerable learners who are still identified as being 'off-track' with their learning.</p> <p>Exclusion rates remained low. Pupils with complex needs have been supported by a number of agencies and in a bespoke way. The school has been successful in gaining an Advanced Pupil Support Worker from a new centrally funded team, who will be allocated to the school in the new session.</p> <p>Priority for next session will be supporting all learners to transition back to school after the period of closure. Nurturing approaches will be used alongside observation and data provided by parents/carers.</p>
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<p>3.</p> <p>Our measurable outcome for session 2019/20 was to further develop positive relationships across the school.</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>Universal approaches to improving children's health and well-being:</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. Establishing more positive relationships across the school through developing whole school agreed approaches to promote positive relationships:</p> <ul style="list-style-type: none"> -Meet and Greet -<i>Recognition Boards</i> -<i>House points</i> -<i>Together Time for all pupils</i> -<i>The use of Restorative Approach and Restorative Conversations</i> -<i>Regular check-in times across the week</i> -<i>Key adult to support vulnerable learners</i> -<i>Check-ins, Check-Outs, Grounding Techniques</i> -<i>Peer Mediators,</i> -<i>Nursery and P1 Buddies,</i> -<i>Safe Space in classrooms and in outdoor spaces</i> -<i>The Den and Den card, a more therapeutic space</i> -<i>5 Point Scale</i> -<i>Zones of Regulation (this has been introduced and displayed in classes but still needs to be taught explicitly as a next step)</i> -<i>Staff meeting focussing on maintaining wellbeing for staff had, with wellbeing display established in staffroom)</i> <p>Links and resources to supporting wellbeing shared with families during school closure. Staff communicating with non-engaging families through phone call/email to support, offering learning packs if blog/Teams not easily accessible. iPads also issued for families who had requested them.</p> <p>House Captains promoted awareness of wellbeing indicators and taught pupils about what each indicator meant. P4-7 pupils then self-assessed against the wellbeing indicators using Glow Forms. This information was accessed by teachers to track and monitor pupil wellbeing, with discussions held with pupils who scored themselves as low for an indicator. During school closure, the school launched a HWB Day, which shared practical activities for families to take part in, based on each of the wellbeing indicators.</p> <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. Home learning and information is provided with each unit, alongside Launch assemblies, to support family learning together. This continued to be a central focus even during school closure, with online assemblies made available for families.</p> <p>Some classes are using mindfulness and meditation regularly to support self-regulation.</p> <p>Sports and Physical Activity:</p> <p>Successful Sports Days at Home with most families participating.</p> <p>Participation in Active Schools West Lothian, such as the hockey festival and cross country events. Kirknewton individual pupils and teams experienced a range of success with these.</p>
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	<p>Most classes taking part in Daily mile regularly, building stamina and fitness levels.</p> <p>HWB Curriculum P7 pupils attended Risk Factory to support understanding of risk and personal safety. P1 to 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.</p> <p>All pupils timetabled for a range of outdoor learning activities, providing opportunities for personal achievement and challenge in connection with classroom learning. Staff training was given at the beginning of the year to support the delivery of this.</p> <p>Partnership with Jupiter Artland and Hidden Giants, to inspire creativity and create further opportunities for quality learning experiences for pupils.</p> <p>We launched our equalities programme, a 'rolling' curricular programme which helped pupils gain insight into discrimination and equal rights around gender and race.</p> <p>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, Lego-Based Therapy, Social Skills groups, Gardening Club and referrals to school nursing service and play therapy.</p> <p>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 using Safe Spaces and Den for time for themselves Language around Zones of Regulation beginning to be used by adults and children, with some children identifying strategies to try and bring them back to the 'green zone.'</p> <p>Our measurable outcome for session 2019/20 was to further develop positive relationships across the school.</p> <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff are encouraged to access high-quality professional learning and the resources in place for outdoor learning, to make better use of available outdoor spaces. <input type="checkbox"/> Continue to develop the curriculum so children and young people experience well-planned and progressive opportunities to explore diversity, understand equality and challenge racism. (Year 2 in the Equalities Framework). <input type="checkbox"/> Progressive framework which supports the development of each of the six HWB organisers (Mental, emotional, social and physical wellbeing/Planning for choices and changes/Physical education, physical activity and sport/Food and health/Substance misuse/Relationships, sexual health and parenthood)
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	<input type="checkbox"/> Revisit principles of nurture <input type="checkbox"/> Launch and implementation of new WLC HWB curriculum design
<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 2019/20 was to</p> <p>NIF Driver(s):</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>Skills and learning about life:</p> <p>Assemblies and class discussions to develop an understanding of the school values, celebrating success by achievement certificates for Living the School Values</p> <ul style="list-style-type: none"> - Collegiate sessions relating to gender equality, further professional learning available for teachers, using Education Scotland suite of resources. - Specific learning taking place across the school and nursery about gender equality from developed equalities framework. - Parent/carer workshop to support in development of equalities framework - Lead teacher developed equalities framework Year 1 Gender Equality, Racial Equality and Abilities. - Whole school focus on writing linked to gender equality and racial equality. - Abilities learning planned for term 4 did not take place due to Covid-19, will resume when schools reopen. - Whole school assembly with Show Racism the Red Card, Second Level classes experiences specific workshop - Purchase of high quality picture books and carefully selected texts to support learning about gender and racial equality at all ages, to support pupils to develop listening and talking and writing skills. <p>Digital skills</p> <ul style="list-style-type: none"> - Collegiate session about Learning Continuity during school closure - P4-P7 pupils set up in class Teams and tutored how to access learning within Teams before school closure. - P1-P3 access learning on Sumdog and Active Learn at home online - Staff training and access to digital support and learning through Digiken. - Guidance to support use of Teams created and shared with parents/carers - P4-P7 introduce Inspire to pupils, guidance for staff, parents/carers and children created and shared. - Good evidence of digital skills being further developed during Learning at Home period- photography and animation introduced, pupil choice encouraged for sharing and displaying learning through Sway, Powerpoint, video. Forms, assignments and student dropbox introduced. <p>Creativity Skills</p> <ul style="list-style-type: none"> - 3 x collegiate sessions with Hidden Giants, funded by Creative Learning network. Professional discussion about creativity - 2 x collegiate sessions with Data Coach to further develop professional understanding of collecting and using data impact fully within the classroom. - Long term partnership secured with Jupiter Artland, P6 and P7 workshops to develop skills to be Junior Tour guides at Jupiter Artland

	<ul style="list-style-type: none"> - P4-P7 developed performing skills in Sing up, Sing Out project, parental performance. P6 Makey Makey project with performing, digital and technical skills developed through drumming project. - P4 experienced singing project with NYCOS, performing to whole school and parents/carers - P5 started project funded by Kirknewton Community trust to create a community comic after learning more about the local history, project not complete due to Covid-19, some of the excursions went ahead. - Nursery to P4 experienced audience participation in 2 theatre performances from Imagine Theatre Company, P6 and P7 trip to Children's festival suspended due to Covid-19. <p>Evidence indicates the impact is:</p> <p>Learners in P4-P7 have benefitted from using Teams throughout the school closure period, with digital skills and digital literacy improvements evident. Learners will benefit from teaching staff having increased knowledge of digital learning and how to develop this further.</p> <p>Learners have benefited from having choice and voice in their learning, with teaching staff having provided more open ended learning during school closure there was good evidence of high quality pupil led learning.</p> <p>Learners in P4-P7 have experienced a wide range of opportunities to be creative and motivation and engagement has been high. Evaluations of partnerships were positive and parental feedback was positive also. Unfortunately funding for these projects have been removed for the new session, the school will seek to find funding to allow these opportunities to continue.</p> <p>Review of pupil writing linked to equalities learning showed high quality examples and very good progress across the school.</p> <p>Children demonstrate a good understanding of concepts learned through equalities and can give examples from their own lives.</p> <p>Priority for next session will be to launch and implement WLC Learning across the Curriculum materials, create a progression for the use of Microsoft Teams, training for new P4 and P3 in using Teams and continue to embed Inspire Materials P4 to P7 pupils. Consider ways to allow children to recognise and comment on their skills development.</p>
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The schools attendance has remained positive throughout the session. Exclusion incidents have been minimal.

Regular Parent Council and PSA meetings have taken place and throughout school closure period video meetings have taken place, as well as with the local community group.

Parents and carers have attended Meet the Team (nursery), Meet the Teacher/Maths event, Stay and Play's, Big Bed Time Read sessions, each class sharing the learning assemblies. Parents and Carers have had the opportunity to share their views during the VSE parent

group, in a range of digital surveys and have had the opportunity to contribute to improvement planning for the equalities.

Our Wider Achievements this year have included:

Silver Sport Scotland Award

West Lothian Finals in athletics tournament

Pupils in first, second and third position in various Active Schools competitions

Pupil national winner of First Ministers Reading Challenge

Whole school entry to First Minister Reading Challenge

Introduced new Writing Club afterschool

Positive outcome in Validated Self Evaluation (VSE)

Positive Care Inspection in Nursery

Strong partnership links with community, multi-agencies and cluster schools in BCHS and WCHS clusters.

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

1.3 Leadership of Change	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:

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

+Delete if not relevant

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