



# WILLIAMSTON PRIMARY SCHOOL AND NURSERY

Parent Council Meeting  
6<sup>th</sup> November 2018



# Attainment

**Achievement** – Recognition of the success a learner has had , both in school and outside.

**Attainment** as part achievement for a learner it describes the levels and standards a learner has achieved e.g completing a curricular level .SQA

Achievement of a Level for P1, P4 and P7 is now gathered annually for Scottish Government.

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

Williamston PS – **Session 16 17**

	Reading	Writing	Listening and Talking	Numeracy
P1	93.33%	90.00%	100.00%	93.33%
P4	82.81%	76.56%	76.56%	84.38%
P7	82.76%	81.03%	94.83%	75.86%

Williamston – **Session 17 18**

	Reading	Writing	Listening and Talking	Numeracy
P1 -57	92.98% (4)	85.96% (8)	91.23% (5)	92.98% (4)
P4 - 64	90.63% (6)	85.94% (8)	93.75% (4)	81.25% (12)
P7-47	85.11% (7)	87.23%-(6)	91.4% (4)	74.47% (12)

West Lothian -**Session 17 18**

Stage	Roll	Reading	Writing	Listening & Talking	Numeracy
P1	2133	81.76%	79.75%	85.70%	85.70%
P4	2206	81.37%	76.70%	87.76%	81.41%
P7	2193	81.94%	78.16%	88.46%	79.16%

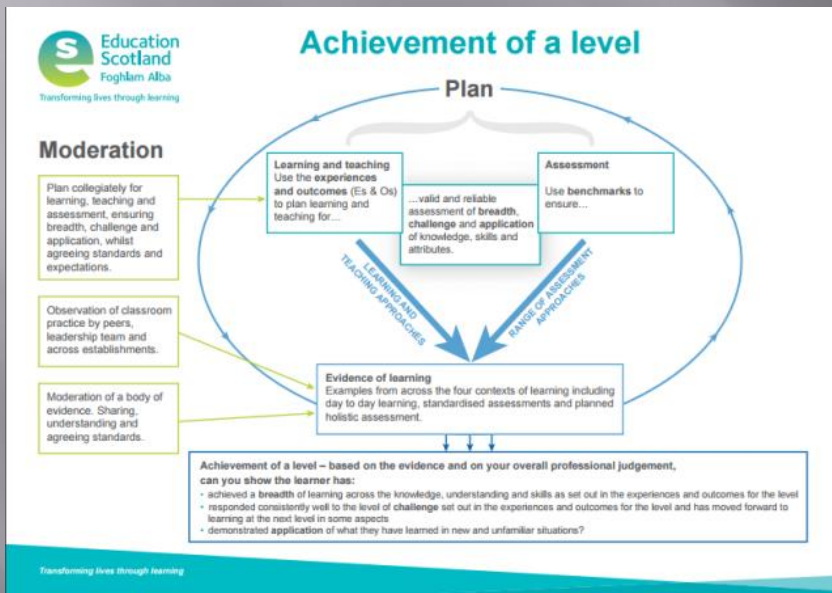
# Achievement of a Level

## TEACHER PROFESSIONAL JUDGEMENT

Achievement of a Level – BASED on evidence and on your overall professional judgement, can you show the learner has; Achieved a BREADTH of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level

Responded consistently well to the level of CHALLENGE set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects

Demonstrated APPLICATION of what they have learned in new and unfamiliar situations?



## PLAN, TEACH and MODERATION

# SNSA Analysis

- ▣ P7 pupils across the Cluster took part in Scottish National Standardised Assessments in October 2017
- ▣ P4 and P1 pupils across the Cluster took part in Scottish National Standardised Assessments (SNSAs) in April and May 2018.
- ▣ Pupils in P7 and P4 completed three assessments:
  - ▣ Reading
  - ▣ Writing
  - ▣ Numeracy
- ▣ Pupils in P1 completed two assessments:
  - ▣ Literacy
  - ▣ Numeracy

# Williamston Primary School Analysis

## P7 -SNSA

Reading: High 53%, Medium 25%, Low 21%

Writing: High 79%, Medium 15%, Low 6%

Numeracy: High 46%, Medium 51%, Low 2%

P7 CFE –TEACHER PROFESSIONAL JUDGEMENT- 47

Reading : 85%

Writing: 87%

Talking and Listening :85%

Overall- 85%

Numeracy and Maths 74%

# Williamston Primary School Analysis

## P4 -SNSA

Reading: High 67%, Medium 24%, Low 10%

Writing: High 64%, Medium 24%, Low 13%

Numeracy: High 37%, Medium 62%, Low 2%

P4 CFE –TEACHER PROFESSIONAL JUDGEMENT- 64

Reading : 90%

Writing: 86%

Talking and Listening :94%

Overall -85%

Numeracy and Maths 93%

# Williamston Primary School Analysis

## P1 -SNSA

Literacy : High 44%, Medium 53%, Low 4%  
Numeracy: High 70%, Medium 31%, Low 0%

P1 CFE –TEACHER PROFESSIONAL JUDGEMENT- 57

Reading : 93%

Writing: 86%

Talking and Listening :92%

Overall -85%

Numeracy and Maths 93%

# SNSA Analysis

## **Analysis of P1 data**

As a group we looked at schools P1 data for Literacy and Numeracy assessments and felt that there would be little benefit in analysing the data as a cluster. Sitting with pupils as they took the test revealed many issues with the content and technical aspect, which draws the validity of the information collected into question. Having students in two of our P1 classes allowed staff to sit with pupils while they completed the tests, and they commented that the level of difficulty of many of questions, was set much higher than the Early level benchmarks. The level of skills required to access the assessment on the laptops or ipads, (dragging, clicking and scrolling) meant that some of the questions were missed or answers not selected correctly. In some cases, results from SNSAs assessed children as High, which is very different to the ability that the learner shows in class. We believe that individual analysis of the pupil performance in these tests by school staff is much more useful in helping to make judgements about application of skills of pupils at this early level



# Literacy

## **What does the data tell us about areas of pupil performance in READING in our school and across the JYHS cluster?**

- Learners across the cluster showed that they were able to locate important pieces of information from unseen texts
- Learners found questions on synonyms more challenging, which pointed to a need for further development of pupil's vocabulary.
- Pupils need more experience of developing the discrete, higher order reading skills which would allow them to make inferences across a range of different texts.

# Literacy

## The Big Picture for READING in Williamston and in the JYHS Cluster

- Continue to support the development of a reading culture across all cluster schools, building on the successes from session 17/18.
- Through Q.A. process, we are confident that classroom practitioners are teaching higher order reading skills through guided reading sessions, however, we would need further evidence of how these skills were being further developed through independent reading tasks.
- How are our most able readers being challenged ? Class /group novels and Literacy circles /Literacy box resource
- Moderation of higher- order skills- based reading tasks is required across schools /cluster.

# Literacy

**What does the data tell us about areas of pupil performance in WRITING in our school across the JYHS cluster?**

- In schools where a structured, progressive programme has been introduced, pupil scores for spelling were higher.
- Irregular and more challenging spelling patterns were answered less well.
- Grammar and punctuation were both areas of average performance across the cluster.

# Literacy

## **The Big Picture for WRITING in our school and in the JYHS Cluster**

- Build on the success of Developing Reading Culture across all schools by developing a Writing Culture , to increase motivation and engagement in the creative process of writing.
- Structured spelling approaches used within the cluster (Read, Write Inc and SWST analysis ) appear to be having a positive impact on pupil performance in spelling.
- Need for a more structured and progressive curriculum to ensure that pupils from across the cluster have experienced the depth and challenge of using grammar and punctuation to improve their technical skills for writing across different genres.
- Look at progression pathways for literacy and benchmarks to inform consistent planning, teaching and assessment in this area.

# Numeracy

**What does the data tell us about areas of pupil performance in NUMERACY in our school and across the JYHS cluster?**

Number and Interpretation of data questions were generally completed well by pupils.

Overall, Measurement, time and money section, was the area where most medium level questions were answered incorrectly.

Questions which asked pupils to find a fraction of a quantity and worded problems involving fractions have been identified as an area for development.

During observations of pupils completing the tests showed pupils were able to confidently use a range of different strategies to find solutions.

# Numeracy

## The Big Picture for NUMERACY in our school and the JYHS Cluster

- As in the P7 SNSA results , Numeracy is the area which has the lowest number of pupils from across the cluster, assessed as LOW, compared to Reading and Writing.
- The intervention of focusing numeracy support at first level appears to have been very successful, very good levels of achievement, and generally, pupil performance in SNSAs correlates with teacher judgements.
- Where this has not been the case, individual pupil analysis has been looked at carefully to identify strengths and next steps and interventions planned for support.
- Development of focused CLPL for all staff, to raise awareness of the importance of presenting numeracy in different contexts
- Continue to explore opportunities for developing learning tasks which link mathematical ideas, promote reasoning and **challenge** learners.