

Parkhead Primary School



PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

Parkhead Primary School

Harburn Road

West Calder

EH55 8AH

ABOUT OUR SCHOOL

Primary School is a non-denominational school serving the community of West Calder, Polbeth, and the surrounding farming communities. The school is part of the West Calder High school cluster and has a strong collegiate relationship with all its cluster schools.

The school has strong links with the community of West Calder and particularly with the West Kirk. The school also benefits from an active Parent Council and fundraising Parent Association (PPA). There are a small number of regular parent volunteers who work within the school and a larger group who support the running of events.

The school enjoyed a successful year and has worked hard to ensure it provides a broad and experiential curriculum that meets the needs of all of our children, which respects their rights and deepens their skills for learning as well as their skills for life and work.

At Parkhead Primary our values

INSPIRE us to

Dream it

Believe it

Achieve it

Our values drive our curriculum and are embedded in everything that we do.....

Inclusion

Nurture

Self-belief

Perseverance

Individuality

Respect

Empathy

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 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 to</p> <p><i>Develop consistent approaches to learning, teaching and assessment to ensure high quality learning experiences for all, and raised attainment.</i></p> <p><i>Increase practitioner knowledge of pedagogical approaches to literacy and numeracy to address barriers to learning and improve attainment</i></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • Purchased resources, implemented staff training and introduced targeted literacy interventions such as IDL, 5 minute Box, Dandelion Readers, Mighty Writer and PM writing • Junior Leadership Group created to focus on developing a reading culture – new library created. Fundraising resulted in new library books and furniture. • Further links created with West Calder library with regular visits for P4 • Introduction of online SWST and active spelling approaches to increase pupil motivation • Introduction of reading and writing visual targets/benchmarks created by Literacy SIP group • All staff introduced 'PM Writing' to develop a consistent expectation of planning, teaching and assessment, including feedback, of writing. • Reading buddies introduced at P1 with P7 and P2 with P6. • SEAL (stages of Early Arithmetic Learning) training and development rolled out for all staff, all pupils in P1-P4 assessed and appropriate resources purchased. • SEAL folders created for P2 & P5 classes to ensure consistency • Number Talks approach introduced at P4 – P7 • Most staff used SEAL planners to ensure consistency • Staff in P1 further developed play based learning and consultative planning • Planning and assessment cycle created for each level – still to be introduced • Every teacher took part in peer observations of numeracy lessons focused on SEAL and Number Talks • Introduction of reflection time in P1 using floor books • All ELC practitioners have worked with PT to further develop and enrich the learning environment ensuring children have access to a wider range of stimulating and challenging play and learning experiences • ELC staff are beginning to undertake Distributive Leadership roles that impact the attainment of children in Literacy and Numeracy. • All ELC practitioners engage in a wide range of assessment to capture and record our learners' achievements. <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> • At P1, P4 & P7 most learners are making good progress in literacy and numeracy • Learner engagement has increased through the improvement of writing lessons in P1 – P7 through the introduction of PM writing and Mighty Writer. Pupils are more aware of the requirements / expectations in writing. They are more confident in self assessing their written work using the success criteria. • Use of Dandelion readers has improved pupil confidence • Learner engagement has increased through the improvement of numeracy lessons and use of the SEAL approach. Pupils are more able to discuss numeracy strategies more confidently. The structure of SEAL has built teacher confidence and provides data which has improved tracking and monitoring. • Learners are more actively involved in learning through an increase in pupil voice in lessons, co-creation of planning and time for reflection. • Planning in time for reflection recorded in floor books in P1 has enabled children to talk confidently about their learning. • ELC – visits to the local library established including monthly Book Bug sessions, successful launch of the Big Bedtime Read programme, reading buddies established with P5 pupils, staff recorded regular story videos for children during the period of home learning. • ELC – weekly challenges linked to the skills from the Literacy and Numeracy

	<p>trackers established as part of the transition programme. Weekly challenges for all children linked to Literacy, Numeracy and H&W/B during the home learning period.</p> <ul style="list-style-type: none"> • ELC - Apart from identifying rhyme and clapping out syllables 80% or above of all pre-school children have achieved amber or green in Literacy Tracker across all other statements. All ante pre-school children on track <p><u>Our priorities for next session will be:</u></p> <ul style="list-style-type: none"> • To introduce our Learning & Teaching Toolkit to and Planning & Assessment Cycle to ensure consistency of approaches • To further embed the principles of active literacy to improve attainment in reading, writing and spelling. • To ensure the consistent use of new resources – moderation of PM writing to ensure all staff approaches to marking are consistent • A lead learner to be appointed for 1+2 to attend meetings and cascade back to the whole staff team • To further embed effective pedagogy in the teaching of number through SEAL and Number talks to improve attainment in maths and numeracy • To ensure number Talks displays are evident in every classroom • To create SEAL folders for all classes to ensure consistent transition information • To continue to ensure rigorous quality assurance procedures are in place to evaluate improvements and inform future priorities • To create Numeracy benchmark visual targets • To further embed play based active learning and consultative planning at P1 – investigate use of Seesaw • ELC- all practitioners to ensure there are increased opportunities for children to lead their own learning indoors and out to provide high levels of motivation and raise attainment. • ELC - Establish targeted intervention groups to support and challenge children in Literacy and Numeracy
<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 to</p> <p><i>Literacy - provide targeted support, predominantly in small group contexts with a specific focus on early intervention</i></p> <p><i>Numeracy - provide targeted support, predominantly in small group contexts with a specific focus on SEAL approach</i></p> <p><i>Health and Wellbeing – embed a nurturing approach to support individuals and address barriers to learning and develop increased resilience</i></p>	<p>We have made good progress.</p> <p><u>What did we do?</u></p> <p>Analysis of our Excellence & Equity Data shows us that lack of confidence and resilience; mental wellbeing, retention of information; focus & concentration were all contributing factors in our attainment.</p> <ul style="list-style-type: none"> • All staff engaged in regular professional dialogue through Excellence and Equity meetings • PSWs supported PEF interventions across P1 – P7 focused on literacy, numeracy and H&W/B • Individual programmes were created to support most vulnerable pupils throughout the school • Sfl writing groups were established for targeted children • All staff participated in PM writing training sessions with Stephen Graham (Creating a balanced writer) • Provided opportunities to ensure daily check-ins were available in every classroom • Resilience groups were formed through lego interventions, John Muir Award • Provided Class Teacher (3 days) to implement/provide Principal Teacher (PT) relief for H&W/B interventions with targeted groups • PT provided training and modelled good practice in developing whole school approaches to mindfulness • Staff trained in using ‘Building Resilience’ resource and whole school assembly took place to introduce resource to the children • Community learning groups focused on literacy, numeracy and health & wellbeing – all children participated

NIF Driver(s):

- School Improvement
- School Leadership
- Assess. of Children's Progress
- Performance Information

- Created our Poverty Proofing Statement for the school
- All ELC practitioners engaged in a wide range of assessment to capture and record our learners' achievements

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

LITERACY – Quintile 1 pupils on track	
2018/19	2019/20
	P1 – 75%
P1 - 75%	P2 – 75%
P2 – 50%	P3 – 50%
P3 – 33%	P4 – 50%
P4 – 67%	P5 – 67%
P5 – 75%	P6 – 100%
P6 – 33%	P7 – 50%
P7 – 55%	

- The majority of children who have used the IDL programme, consistently, for one hour a week show an increase in their spelling age of one year and beyond.
- Children have been observed to be very motivated by 'PM Writing' and have spoken about it positively in pupil focus groups.

NUMERACY – Quintile 1 pupils on track	
2018/19	2019/20
	P1 – 75%
P1 - 100%	P2 – 100%
P2 – 50%	P3 – 50%
P3 – 67%	P4 – 75%
P4 – 67%	P5 – 71.43%
P5 – 100%	P6 – 100%
P6 – 33%	P7 – 50%
P7 – 64%	

- Targeted children report an improvement in confidence to discuss strategies for problem solving

Health & Wellbeing

- With more targeted adult support in class, the learning and pastoral needs of children are being more easily met.
- Observations and discussions with our identified children indicate a positive impact on their emotion wellbeing and resilience and they are engaging more effectively within the classroom environment
- Increase in the number of conflict situations resolved through restorative approaches particularly in the playground
- Staff consistently using the language of Ready, Respectful and Safe – this has been observed across formal and informal quality assurance visits.
- Children are becoming more confident in self-reporting during check-ins
- Increased participation in events and experiences for quintile 1 children.

Our priorities for next session will be:

	<ul style="list-style-type: none">• Targeted interventions to focus on improving the attainment in literacy, numeracy and health and wellbeing. This will involve Support for Learning work, individual programmes, targeted supports in partnership with the class teachers and also additional supports through life skills such as outdoor learning to develop resilience.• Creating a balanced reader using PM – focus on linking the explicit teaching of reading. Staff to further develop pedagogy in literacy• Introduction of a Literacy Support Teacher for targeted groups and team teaching• Further embed the use of new resources and evaluate their impact on attainment• Continue to ensure appropriate training is undertaken to achieve a consistently high level and learning and teaching for all.• ‘Building Resilience’ resource to be used across the whole school• Continue to consult with pupils and families about PEF budget / continue to examine the cost of the school day• All ELC practitioners to engage in professional dialogue to reach a shared understanding of assessment using WLC trackers to ensure accurate judgements are made on children’s progress.
--	--

3.

To improve children and young people's health & wellbeing

Our measurable outcome for session 2019/20 was to

Ensure our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives using the wellbeing indicators

Ensure our children demonstrate increased resilience through motivation in their approach to new learning, willingness to learn from mistakes, engagement in challenging learning and ability to cope with adversity/disappointment

Provide opportunities for staff to engage in CLPL to further develop understanding of the impact of adverse childhood experiences (ACEs)

NIF Driver(s):

- Teacher Professionalism
- Parental Engagement
- Assess. of Children's Progress

We have made good progress.

What did we do?

- Staff are referring to Restorative practice guidelines and are using them in classroom practice. Positive language and restorative practices are used throughout the school and pupil behaviour is improving with fewer interruptions to learning. Restorative lanyards and displays created in every classroom.
- All classes have introduced emoji self-check in to be used throughout the day
- There has been a movement away from school rules to school values - School 'INSPIRE' Values embedded and clearly visible across the school alongside consistent use of Ready, Respectful & Safe.
- Enhanced transition programmes in place through 'Teams' for children requiring supported transition to S1.
- Introduction of H&W/B teacher 2 x days a week - principles of growth mind-set have begun to be used across school.
- Resilience groups continued to support identified pupils
- School Community promoted through the development of School Houses, Hot Chocolate Monday, Twitter, Facebook, Coffee & Chat
- PSWs took lead in 'zoning' the playground to make playtime a more positive experience for pupils and PSWs
- PT provided training and modelled good practice in developing whole school approaches to mindfulness
- Introduction of Fruit Friday and healthy snack in P1
- Bal a Vis X groups run by a PSW across the upper school
- Provided opportunities for ELC practitioners to be involved in Excellence & Equity meetings to ensure all have detailed knowledge of the needs of each pupil.

Evidence indicates the impact is:

- More learners are more able to self-regulate. Targeted pupils are significantly more supported emotionally.
- Almost all learners value the emoji check-ins as they see it as an opportunity to chat to the class teacher
- There has been a reduction of the number of children requiring to attend reflection time at break.
- Learners are receiving targeted interventions that are allowing them to engage more positively with their learning
- Learners feel valued and proud to be part of their school
- Arrangements for children with additional support needs (nurture, IEPs, reduced timetables, 1-1 support) are having a positive impact on their wellbeing.
- Staff confidence has increased in delivering mindfulness sessions
- Staff have a good awareness of pupil emotional needs in their own classes and across the stage
- ELC – practitioners demonstrated a detailed knowledge of their key children's strengths and next steps to provide support and challenge.
- ELC - 97.3% of all pre-school children achieved amber, green or * for confidently expressing their needs and asking for help when needed.

Our priorities for next session will be:

- To continue to embed restorative approaches within the classroom and playground – target particular children who regularly attend reflection time.

	<ul style="list-style-type: none"> • Involve all stakeholders to create school vision and aims • Training to be provided for all staff to ensure RHSP framework is embedded to support whole-school mental wellbeing. RHSP programme of study to be created for each stage. • Build on current good practice of Growth Mindset and embed across the school • To continue to promote a nurturing approach across school embedding new school values through positive relationship/behaviour policies • To provide opportunities for daily mindfulness / mindfulness breathing in every classroom • All staff to further develop knowledge and understanding of restorative approaches • Focus on developing school playground to continue to promote a climate where children feel safe and secure – PSWs to take lead on this • Further develop the use of evaluative language to enable all learners to more specifically define their strengths / development needs • All staff to undertake professional reading and engage in CLPL focused on ACEs • Calm corners and calm kits to be created in every classroom • Class teachers to attend coffee and chat throughout the year – Classes/children to attend to share learning with parents • Fruity Friday and healthy snack to be rolled out in P2 & P3 • Staff to explicitly teach the language associated with the wellbeing indicators • Gross motor skills groups to be provided for upper school initially. • H&W/B toolkit to be created • Introduction of WL online self-reporting toolkit for the tracking of pupil wellbeing • Refresher session on Pivotal Education for all staff • Review Anti-bullying Policy alongside Positive Relationships Policy • All ELC practitioners to work with ELCASM and new EYO to develop children and parents understanding of GIRFEC and the wellbeing indicators • All ELC practitioners to continue to develop their understanding of key documents such as Realising the Ambition and the Health and Social Care Standards
<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><i>Increase opportunities for all pupils to develop transferable skills across learning will enable them to be better prepared for the world of work</i></p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>School Leadership</p> <p><input checked="" type="checkbox"/>Parental Engagement</p>	<p>We have made Satisfactory progress.</p> <p><u>What did we do?</u></p> <ul style="list-style-type: none"> • All pupils participated in Community Learning Groups to develop Pupil Voice • In the majority of classrooms, learning is linked to skills and capacities for the world of work • Leadership roles developed across the school including P6 buddy and prefect application and interview process • ELC – children contribute to the life of the nursery and the wider community. Children were involved in the planning and attended celebratory meals/banquets developing skills for life such as Christmas dinner, Burns Supper, Chinese New Year banquet • ELC – practitioners have worked hard to fully involve parents / carers in celebrating learners’ achievements through increased engagement with online learning journals and social media platforms <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> • Learners are developing an understanding of skills for life, learning and work • Pupils developed leadership skills through a variety of opportunities offered • 79.5% of P4-P7 learners state they enjoy learning at school and 86.3% of learners feel the school ensures they take responsibility for their own learning.

	<ul style="list-style-type: none"> • ELC - Significant improvements in parental engagement with online learning journals and social media channels (private Facebook group) to participate in weekly challenges and share children's achievements. • ELC - Successful Christmas Fayre <p><u>Our priorities for next session will be:</u></p> <ul style="list-style-type: none"> • To continue to review and update the Curriculum Rationale to ensure there is a specific focus on teaching a curriculum that develops the skills for life, learning and work. • To continue to help children understand the skills for life, learning and work they are developing as a result of what they do in school • To enhance opportunities for creativity and innovation through interdisciplinary learning and partnership working to allow pupils to demonstrate skills across the 4 contexts of learning • To create an IDL planner focused on skills for life, learning and work • To establish links with appropriate individuals, organisations and businesses to enhance career education and provide contexts for learning i.e. visit to Sky Academy, high school, local businesses, library etc • To investigate opportunities for upper school to volunteer in the community • To further develop 'Developing Young Workforce Week' • To continue to provide and track leadership opportunities across the whole school through curriculum and wider achievements • ELC – to consider approach developed during home schooling period to share 'home learning challenges' e.g. use of website and private Facebook group, celebration videos, etc. • ELC – to establish new Aims and Curriculum Statement with children and parents/carers. Embed Vision Statement and Values with new children and parents/carers. • ELC - to continue to provide opportunities for children to further contribute to their community.
--	--

School Attendance

Almost all children at Parkhead Primary School have good attendance. The school average attendance is % (TBC) Children with individual attendance rates of under 90% are targeted as per West Lothian Attendance Policy.

	2016/17	2017/18	2018/19	2019/20
Attendance				
School	95.72%	94.32%	94.32%	
Authority	95.05%	94.49%	94.67%	

School Exclusion

The school has had no exclusions this session. We feel this shows the positive impact of embedding our Positive Relationship Policy in line with restorative practice training we undertook last session to continue to build on our positive culture and ethos.

Parents are regularly consulted with and communicated with in a variety of ways throughout the school year. During our recent survey, 82.4% of our parents feel the school works hard to help support their child to improve in their learning, with 13.7% stating they don't know. 90.2% of our parents feel the school has a positive ethos with 9.8% stating they don't know. Parental feedback about support and communication during the school closure was extremely positive through whole school surveys and individual class teacher surveys.

Our Wider Achievements this year have included:

- Successful partnership with the Parent Council & PTA – possible joining of 2 groups in 2020/21
- Successful Cluster Collaboration
- Successful participation in a range of WCHS visits for P7
- Almost all classes sharing their learning with parents/carers & families through class assemblies and termly sharing the learning sheets
- Outstanding Nativity
- Monthly coffee and chat sessions
- Well attended end of term Church Services
- Introduction of new School Values
- Successful Christmas Fayre organised by ELC

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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Satisfactory
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)