



**Windyknowe Primary School and  
Early Learning Childcare Setting**

**PROGRESS  
REPORT FOR  
SESSION 2020/21**  
(Standards & Quality Report)

**Windyknowe Crescent, Bathgate, EH48 2BT**



## ABOUT OUR SCHOOL

Windyknowe Primary School and Early Learning Centre is pleased to share progress made in Session 2020/2021 with parents, carers and the wider community. Across the academic year there continues to be a relentless focus on improving outcomes for all children at Windyknowe Primary School through a very full programme of changes and improvements.

Windyknowe Primary School is a non-denominational school serving the community of both Bathgate and Armadale and is part of the Armadale Academy cluster. The school role is 474 with pupils being organised across fifteen classes (P1-P7) and our ELC provision (morning, afternoons and full days)

The senior leadership team includes a Head Teacher, Depute Head Teacher and Principal Teacher. In addition to 19 class teachers, there are 2 support for learning teachers (one funded through PEF), two early years officers and a team of pupil support workers and nursery nurses. The school office is staffed by an administrative assistant and a clerical assistant.

All pupils have access to a very successful breakfast club, which is well attended. The school has achieved 4 Eco Schools green flags, a Gold Sports Scotland award and Level 2 (Gold) Rights Respecting School award.

Windyknowe Primary School is well supported by the Parent Council and the Parent Staff Association. The Parent Council works in close partnership with the school and provides support in identifying areas for improvement. The Parent Staff Association fund many school improvements.

***At Windyknowe Primary we strive to create a respectful and trusting community in which all contributions are valued. We work in partnership to provide a safe, nurturing and supportive environment which encourages each individual to develop to their full potential to become a healthy, valuable member of society.***

***Ready, Respectful, Responsible, Safe***

### 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 school closures in January 2021, and therefore our report takes account of this interruption in school learning but will also reference 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 the national and local advice on the reopening of schools.

We have also 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](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><b>Our measurable outcome for session 2020/21:</b></p> <p>Quality Improvement procedures indicate that most lessons are good or above across all classes</p> <p>Parents and pupils report that learning and teaching is a positive experience at home and in school through informal and formal dialogue</p> <p>Almost all staff surveys reflect an increase in confidence in delivering 1+2 languages in the classroom setting</p> <p>Almost all STEM learning experiences (over 90%) are evaluated as good or above.</p> <p>Almost all pupils, through focus groups, feedback positively about their learning in STEM</p> <p>At least 90% of observed lessons are good or above across all subject areas</p> <p><b>NIF Driver(s):</b></p> <p>School Improvement Teacher Professionalism School Leadership Parental Engagement Performance Information</p>	<p><b>We have made good progress.</b></p> <p>Overall, children's attainment in Literacy and English and Numeracy and Mathematics is good with most children across the school achieving their expected CfE levels. Lead Learners in Literacy and English, Numeracy and Mathematics and 1+2 languages have shaped guidance for all practitioners.</p> <p><b>What did we do in Literacy and English / 1+2 Languages?</b></p> <ul style="list-style-type: none"> <li>✓ Action plan developed by Literacy Champion and SLT alongside SIP</li> <li>✓ Audit of current practices provided by Classroom Teachers, Support for Learning Teachers and Pupil Support Workers</li> <li>✓ Excellence and Equity meetings between staff and SLT to discuss, target and plan support interventions</li> <li>✓ 5 minute literacy boxes are being used with individuals and small groups to consolidate learning</li> <li>✓ Literacy resources were audited and organised</li> <li>✓ CLPL provided to all teaching staff in use of West Lothian Council Targets for Writing and Reading</li> <li>✓ Regular attendance of Literacy Champion meetings to allow the continuation of literacy development based on current research and council initiatives</li> <li>✓ Progression of Reading, Writing and Listening and Talking planned for the year</li> <li>✓ Review and refresh of Assessment Guidance has continued to include practice in 'bundling' of skills, knowledge and understanding</li> <li>✓ Development of the library for use as a learning space and displays created to promote reading for enjoyment</li> <li>✓ Development of digital resources being used during remote learning with ensured continuation on the return to school</li> <li>✓ CLPL is led by 1+2 lead learners to ensure all practitioners feel confident when delivering requirements</li> <li>✓ Introduction and use of West Lothian 1+2 progression pathways</li> <li>✓ Spanish themed home learning tasks were allocated to classes as a family learning event for completion during remote learning</li> </ul> <p><b>What did we do in Numeracy and Maths?</b></p> <ul style="list-style-type: none"> <li>✓ Regular attendance at the Champion meetings to allow the continuation of Numeracy and Maths development</li> <li>✓ Action plan was created alongside School Improvement Plan</li> <li>✓ Children not attaining in Maths and Numeracy have been identified and support interventions have been agreed.</li> <li>✓ PSW's supporting groups and individuals within classes.</li> <li>✓ 5 minute Numeracy boxes are being used with individuals and small groups to consolidate learning</li> <li>✓ Practical resources were purchased to supplement current resources.</li> <li>✓ Heinemann Active Maths is now used as a core resource across the school and almost all children are regularly using Active Learn</li> <li>✓ An In-service day was used to focus on areas of Numeracy and Mathematics. The Policy was revisited, updated and shared with all staff members.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>★ Learners experience consistency in the approach to learning in all classes which maximises learning time.</li> <li>★ In Literacy: 85% in P1, 85% in P4 and 83% in P7 are on track and achieving their expected level (early, first and second level). Our combined Literacy across P1, P4 and P7 is 85%.</li> </ul>

	<ul style="list-style-type: none"> <li>★ In Numeracy: 85% in P1, 93% in P4 and 90% in P7 are on track and achieving their expected level (early, first and second level). Our combined Numeracy across P1, P4 and P7 is 90%.</li> <li>★ Surveys completed by parents and children indicated that most felt the remote learning had been a positive experience</li> </ul>
ELC	<ul style="list-style-type: none"> <li>❖ Big Bedtime read has continued throughout the year in the ELC</li> <li>❖ 'Teaching children to listen' has been implemented in the ELC</li> <li>❖ 'Syllables' training has been undertaken by all staff in the ELC</li> <li>❖ All staff gained confidence and understanding in the new WLC progression pathways for Numeracy and Mathematics</li> <li>❖ Children are assessed on the Literacy and Numeracy keys aspects of learning and next steps are recorded in learners' journeys which are shared with parents/carers</li> </ul>

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2020/21:</b></p> <p>Ongoing tracking and monitoring identifies that CFE target levels are being achieved Target achieved in CfE levels supported by ongoing tracking. Ongoing professional dialogue and monitoring systems show an increase in confidence after involvement in bespoke interventions Target achieved in attendance</p> <p><b>NIF Driver(s):</b></p> <p>Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p><b>We have made good progress.</b> <b>What did we do?</b></p> <p>Teachers continue to engage in robust tracking and monitoring processes and make sound professional judgements for achievement of a level based on continuous formal and informal assessment. We track the progress of individual children and appropriate interventions are identified based on the needs highlighted. We regularly review interventions to ensure progress is being made.</p> <ul style="list-style-type: none"> <li>✓ Closely scrutinised tracking and monitoring data regularly</li> <li>✓ Robust tracking of attainment using the schools tracking system ensures improvement for learners is consistently achieved</li> <li>✓ Since returning to school, PSW meetings have continued in order to discuss the support for identified children and timetables have been reviewed and refreshed accordingly</li> <li>✓ Learning Targets are shared and discussed with pupils through the daily task boards</li> <li>✓ IDL Online Reading and Spelling Programme is being used to support children across the school</li> <li>✓ PSW's have participated in training provided by SfL teachers in IDL, and Clicker which they have then implemented with identified pupils.</li> <li>✓ PSW's provide targeted support on a daily basis for pupils such as Literacy Box, Numeracy Box and daily reading and have facilitated the assessment and implementation of IDL online for identified pupils</li> <li>✓ Identified children have been attending nurture groups supported by teachers and PSWs</li> <li>✓ The use of various ICT to remove barriers to learning has continued and is being used more consistently this year such as Clicker 6 and Microsoft Word online</li> <li>✓ Quintile 1 attendance is monitored</li> <li>✓ School uniforms gifted to families</li> <li>✓ Families supported with the cost of the school day</li> <li>✓ Vulnerable children were offered spaces within school during remote learning periods</li> <li>✓ ICT was provided to identified families with support for set-up</li> <li>✓ Families were contacted by teachers regularly</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ Stationery and jotters were provided for children working at home</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <ul style="list-style-type: none"> <li>★ Identified learners who have accessed ICT have become more confident and independent and are achieving success using these within classroom learning</li> <li>★ Learners are supported by well-planned targeted interventions</li> <li>★ Learners benefited from family support to ensure all children have access to activities and events</li> <li>★ All children had the opportunity to access learning and teaching during the period of remote learning</li> <li>★ Quintile 1 pupil's attendance compares well against whole school attendance</li> </ul>
ELC	<ul style="list-style-type: none"> <li>❖ PEEP groups have continued in the ELC through adapted home learning packs</li> <li>❖ Regular contact via phone and online journals with children/parents/carers during period of closure due to COVID restrictions</li> <li>❖ Regular contact with health visitors to discuss children's progress and any concerns</li> </ul>

<p>3. To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 2020/21:</b></p> <p>Focus groups of young people evaluating lessons on wellbeing leading to a 90% reported understanding of wellbeing indicators</p> <p>Children are all able to confidently talk about HWB QI's and how they are feeling from return as time progresses</p> <p>Children are kept safe and free from infection</p> <p>Risk assessments are created with children and learning community to reflect the changing situation</p> <p><b>NIF Driver(s):</b></p>	<p><b>We have made very good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>✓ Risk Assessments continuously reviewed in line with West Lothian Guidance</li> <li>✓ Health &amp; Wellbeing Champion continued for the fourth year, national/local priorities shared with staff</li> <li>✓ Learners continue to self-evaluate their wellbeing against the Health and Wellbeing Indicators (Safe, Healthy, Achieving Nurtured, Active, Respected, Responsible, Included)</li> <li>✓ Pupil wellbeing conversations initiated with the class teachers and SLT, including during the period of remote learning</li> <li>✓ 'Windyknowe Way' further embedded across the school by all members of staff</li> <li>✓ Class charters created and revisited after periods of remote learning and these reflect the Windyknowe Way</li> <li>✓ Staff promote positive relationships highly effectively and challenge children to do their very best on a daily basis</li> <li>✓ Sustrans link continued for fourth year</li> <li>✓ Regular opportunities were provided daily on Teams during remote learning to ensure all children continued positive relationships with their peers</li> <li>✓ Health and Wellbeing lessons ensured that children felt safe and ready for their return from remote learning</li> <li>✓ We continue to use Jigsaw as a whole school approach to teaching about Health and Wellbeing</li> </ul>
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Teacher Professionalism	<b>Evidence indicates the impact is:</b> <ul style="list-style-type: none"> <li>★ Learners can talk about the Health and Wellbeing Quality Indicators</li> <li>★ Learners are confident being in their classrooms and recognise the importance of good hygiene</li> <li>★ Learners are very good at discussing our school Values and regularly reference the Windyknowe Way</li> </ul>
ELC	<ul style="list-style-type: none"> <li>❖ Well-being characters have continued to be used by the children in the ELC to support their understanding of well-being</li> <li>❖ Transition from home – nursery and nursery – Primary 1 is planned and supported by the ELC team</li> <li>❖ Health and well-being is fully embedded in the daily life of the setting and consistently promoted by all practitioners</li> </ul>

<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><b>Our measurable outcome for session 2020/21:</b></p> <p>Departmental and whole school surveys and focus groups highlight an increasing awareness and use of links between skills, subjects and future career pathways</p> <p><b>NIF Driver(s):</b></p> <p>School Improvement School Leadership Teacher Professionalism</p>	<p><b>We have made good progress.</b></p> <p><b>What did we do?</b></p> <ul style="list-style-type: none"> <li>✓ Application for STEM funding was submitted and approved</li> <li>✓ STEM was delivered for all staff from the authority development officer</li> <li>✓ Digi-tech group established and working towards Digital Schools Award</li> <li>✓ The use of Daily Learning boards continues to promote discussion around how learning links to skills for life, skills for work (e.g. Why are we learning? How does this link to the world of work)</li> <li>✓ Link Lizards and Working Wizards earned by children from P1-P7</li> <li>✓ Financial Education Money Month and Class Enterprise projects</li> <li>✓ Action plan for Digital Technologies improvements continued and Lead Learner attended all cluster events/training sessions</li> <li>✓ Tech Tuesday sessions delivered through Teams to upskill children and staff</li> <li>✓ CLPL delivered to staff to enhance digital skills</li> <li>✓ “Digi-Tech Crew” re-established and ICT hardware audited and redistributed</li> <li>✓ All P4-P7 accessing and using Glow in school and at home</li> <li>✓ All P1 – P3 accessing and using Seesaw in school and at home</li> <li>✓ Learners across the school accessing and using Active Learn</li> <li>✓ When preparing and completing assessments bundling of skills, knowledge and understanding is considered</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>★ Learners continue to use vocabulary around skills for learning, life and work</li> <li>★ Learners can discuss their future ambitions and are beginning to make the links with skills being taught in school</li> <li>★ Teams and Seesaw have allowed the children to continue to progress in their learning and access learning materials from home</li> <li>★ Learners and staff are making greater use of ICT within learning and teaching</li> <li>★ Learners are more confident and independent in exploring ICT such as new devices, apps and programs</li> </ul>
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ELC	<ul style="list-style-type: none"> <li>❖ ELC have made use of the local community and children have become more aware of roles in daily life</li> <li>❖ Children made aware of community roles via topics and interests in the setting</li> </ul>
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**Our Wider Achievements this year have included:**

Charity & Fundraising	Community
P5 Children In Need Red Nose Day Christmas Jumper Day Poppy Scotland Christmas Enterprise	Hearts for Homes Thank you to Key Workers P4 and P5 Confucius Hub - Mandarin

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	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? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)