

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

**PROGRESS
REPORT FOR
SESSION 2022/23**

(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 2022/23 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 441 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 is a support for learning teacher, 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 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 2022/23, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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><i>To raise attainment, especially in literacy and numeracy</i></p> <p>Our measurable outcome for session 2022/23: Placing the human rights and needs of every child and young person at the centre of education Ensure systems and processes are in place to provide a broad general education which has HWB, Literacy and Numeracy at the centre Through targeted interventions 85% of our young people will achieve appropriate levels in literacy and numeracy by the end of P1, P4 and P7 Increases and sustain attendance for young people to above 90%</p> <p>NIF Driver(s):</p> <p><i>School Improvement Teacher Professionalism School Leadership Parental Engagement Performance Information</i></p>	<p>We have made very good progress. <i>Almost all classes are well organised, and teachers are working with learners to ensure the environment is fit for purpose to support learner’s confidence and independence. In almost all classes, there is a clear purpose of learning, and teachers promote thinking using a variety of skilful questioning. In almost all classes, teachers use a range of strategies to ensure that learners are supported and encouraged to meet the expectations of the learning targets and success criteria agreed within lessons.</i> <i>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.</i></p> <p>What did we do in Literacy and English / 1+2 Languages?</p> <ul style="list-style-type: none"> • <i>Quality Improvement procedures indicate that most lessons are good or above across all classes</i> • <i>Staff have continued to moderate learning, teaching and assessment to ensure a shared standard and consistent approach across the whole school. This focus has allowed us to identify areas for improvement next session to better engage children with their parents and carers to talk about their learning, identify and record their next steps through an improved approach to profiling.</i> • <i>At least 90% of observed lessons are good or above across Literacy and Numeracy</i> • <i>Parents and pupils report that learning and teaching is a positive experience in school through informal and formal dialogue and questionnaires</i> • <i>Almost all teachers have increased confidence in their use of data alongside professional dialogue to identify children who benefit from additional support or challenge and provide this as appropriate</i> • <i>Action plan developed by Literacy Champion, Literacy Pedagogy Officer and HT ensured coherence and pace of change to enable practitioners to deliver new literacy methodologies which enhanced learning experiences</i> • <i>Regular attendance of Literacy Champion meetings to allow the continuation of literacy development based on current research and council initiatives has ensured we are up to date with new initiatives which impact on our learners.</i> • <i>A refreshed progression of skills for reading, writing and listening and talking created focus for all learners to reflect on their learning and identify next steps.</i> • <i>A refreshed approach to practices around assessment continues to ensure coherence and progression from ELC to P7</i> • <i>Through our approaches to assessment and planning children have been identified who would benefit from targeted literacy support to help close the gap between the most and least disadvantaged.</i> • <i>Learners have reported how much they enjoy using the library as a learning space and how much this has promoted their reading for enjoyment</i> • <i>Almost all teachers report an increased confidence in using digital skills within lessons to support the learning process. In most classes teachers use digital technology to support the structure of learning and engage children in the learning process.</i> • <i>Almost all pupils, through focus groups, feedback positively about their learning in STEAM</i> • <i>Almost all practitioners feel confident when delivering West Lothian 1+2 progression pathways</i> • <i>Learners from P1-P7 participated enthusiastically in ‘Scotland Loves Languages’ and European Day of Languages where learning activities were provided by lead learners</i>

	<ul style="list-style-type: none"> • <i>Almost all classes using West Lothian Lingo Box resource to ensure learning and teaching in 1+2 is progressive and consistent</i> • <i>Mandarin lessons were provided by Confucius Hub for first level learners over the course of a term</i> • <i>There has been whole school participation in World Book Day activities provided by lead learners for each stage</i> <p>What did we do in Numeracy and Maths?</p> <ul style="list-style-type: none"> • <i>Regular attendance at the WLC Numeracy Champion meetings supported the continuation of Numeracy and Maths improvements</i> • <i>Through our approaches to assessment and planning children have been identified who would benefit from targeted numeracy support to help close the gap between the most and least disadvantaged</i> • <i>Pupil Support Workers have been allocated to specific identified groups in order to provide the appropriate challenge ensuring the needs of all our pupils are met, regardless of any barriers to learning</i> • <i>5-minute numeracy boxes are being used with individuals and small groups to consolidate learning</i> • <i>Practical tools for learning were purchased to supplement current resources</i> • <i>Heinemann Active Maths is used as a core resource across the school and most children are regularly using Active Learn independently</i> • <i>A refreshed planning document for Problem Solving supports continuous progression from P1 to P7</i> • <i>Further embedding of a whole school approach to Number Talks has engaged learners in developing a range of numeracy strategies.</i> • <i>A reviewed and refreshed Numeracy and Maths Policy supports common methodologies, providing a consistency from ELC to P7</i> • <i>A whole school participation for 'Maths Week' promoted engaging and purposeful lessons were delivered to all children</i> • <i>Embedding STEAM learning approaches through numeracy and maths learning and teaching enhanced the broad general education for learners</i> • <i>Term 1 live Maths Transition between Armadale Academy and P7 introduced P7 learners to the Maths Department in Armadale Academy</i> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • <i>Learners experience consistency in the approach to learning in all classes which maximises learning time.</i> • <i>In Literacy: 80% in P1, 77% in P4 and 92% in P7 are on track and achieving their expected level (early, first and second level). Our combined Literacy across P1, P4 and P7 is 83%.</i> • <i>In Numeracy: 89% in P1, 88% in P4 and 88% in P7 are on track and achieving their expected level (early, first and second level). Our combined Numeracy across P1, P4 and P7 is 88%.</i> • <i>Surveys completed by parents and children indicated that most felt pupil learning continues to be a positive experience</i>
ELC	<ul style="list-style-type: none"> • <i>Big Bedtime read has promoted reading for enjoyment in the ELC</i> • <i>All staff gained confidence and understanding in the WLC progression pathways, to increase quality of experiences for children</i> • <i>Children are assessed on the Literacy and Numeracy keys aspects of learning and next steps are recorded in learners' journals which are shared with parents/carers to involve parents / carers in the learning process</i>

<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23: Through targeted interventions 85% of our young people in quintile 1 achieve appropriate levels</p> <p>NIF Driver(s):</p> <p>Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <p>The school was awarded £74,676 Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>17 priorities were planned and 52% of these priorities were fully achieved with 35% making good or better progress (7% moderate progress and 6% made no progress). PEF was used effectively to recruit a PEF Literacy Lead and to fund 4 additional pupil support workers to help support the needs of identified learners. Our Depute HT and Support for Learning teacher oversee all equity priorities across the school, provide training for staff in literacy approaches and interventions. Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills.</p> <ul style="list-style-type: none"> • 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. • Data is scrutinised 4 times a year with practitioners and SLT and action is taken to provide additional supports where necessary • Robust tracking of attainment using the schools tracking system ensures improvement for learners is consistently achieved • PSW meetings continue to plan and evaluate success of interventions for identified children • Learning Targets are shared and discussed with pupils through the daily task boards to ensure they are aware of their strengths and next steps • IDL Online Reading, Numeracy and Spelling Programme is being used to support children across the school • PSWs have participated in training provided by SfL teachers in IDL, Benchmarking, 5-minute boxes and Clicker which they have then implemented with identified pupils to improve core skills • PSWs provide targeted support on a daily basis for pupils such as Literacy Box, Numeracy Box and daily reading • The use of various ICT packages removes barriers to learning eg Clicker 6 and Microsoft Word online • Quintile 1 attendance is monitored weekly to intervene as required • Families are offered support with the cost of the school day eg camps, trips, uniforms • Some teachers are involved in a Thematic equity cluster piloted group to look at how equity is embedded in our school's ethos, inclusive curriculum and learning and teaching opportunities. This was a very positive outcome for learners. • Learning boards are accessible for learners to work on from home through seesaw and teams if absent
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	<p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Almost all identified learners who have accessed ICT have become more confident and independent and are achieving success within their classroom environment • Almost all identified learners, when asked, feel they are supported by well-planned targeted interventions • Learners benefited from family support to ensure all learners have access to activities and events • Quintile 1 pupil's attendance compares well against whole school attendance • Identified pupils increased their reading age, spelling age, knowledge of sounds and blends and the number of Fry's words they could read and write.
ELC	<ul style="list-style-type: none"> • PEEP groups have continued in the ELC which enabled our parents and carers to support their children in their learning • Regular contact with Health Visitors, Educational Psychologist and Social Work has been maintained to discuss children's progress and any concerns to support families as appropriate • Stay and play sessions involve parents and carers with their children's learning.

<p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23:</p> <p>All learners will experience nurturing, inclusive, learning environments where there is a culture of shared high expectations and aspirations for all</p> <p>NIF Driver(s):</p> <p>Teacher Professionalism</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Almost all (90%) pupils will self-report positively using the wellbeing indicators. • Children are all able to confidently talk about HWB QI's and how they are feeling from return as time progresses • We achieved our Rights Respecting Schools gold accreditation which reflects the positive culture and ethos of our school • RRS group steering group launched with RRS co-ordinator • Health & Wellbeing Champion continued for the fourth year; national/local priorities shared with staff • Learners continue to self-evaluate their wellbeing against the Health and Wellbeing Indicators (Safe, Healthy, Achieving Nurtured, Active, Respected, Responsible, Included) • Pupil wellbeing conversations initiated with the class teachers and SLT • 'Windyknowe Way' further embedded across the school by all members of staff to create a consistent approach from ELC to P7 • Class charters created and revisited to reflect the 'Windyknowe Way' • All staff promote positive relationships which are highly effectively and challenge children to do their very best on a daily basis • Rights house point cards are issued to children who are able to make a link to their rights • Sustrans link continued for fourth year promoting healthy lifestyles for our learners • Health and Wellbeing lessons ensured that children feel ready, respected, responsible and safe • A whole school approach and progression is in place to support the teaching and
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	<p><i>learning about Health and Wellbeing</i></p> <ul style="list-style-type: none"> • <i>P7 camp to Lendrick Muir resumed and most children attended</i> • <i>P5 camp to Fordell Firs began and most children attended</i> • <i>All classes have scheduled 2 hours of quality PE within their timetables which are in line with PE progression pathways</i> • <i>Two practitioners are now trained in Bikeability</i> • <i>After school sports clubs resumed: yoga, Dynamo Fitness, basketball</i> • <i>Active Schools resumed with social skills group for P6, P6 cross country festival, P6/7 football festival, P7 transition rugby festival</i> • <i>Teachers and SLT welcome children into school and check out with them to ensure positive starts and ends to each day</i> • <i>Links have been re-established with outside agencies to support the needs of individual pupil mental health and well being</i> • <i>Collegiate discussions focusing on outdoor learning have taken place with the staff identifying ways that practitioners can plan and teach in the outdoors</i> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> ✓ <i>Almost all learners can talk confidently about the Health and Wellbeing Quality Indicators</i> ✓ <i>All learners are confident being in their classrooms and recognise the importance of good hygiene</i> ✓ <i>All learners are very good at discussing our school values and regularly reference the 'Windyknowe Way'</i>
ELC	<ul style="list-style-type: none"> • <i>Well-being characters have continued to be used by the children in the ELC to support their understanding of health and well-being</i> • <i>Transition from home – nursery, nursery – Primary 1 and between settings is planned and supported by the ELC team to ensure children and parents/carers feel confident</i> • <i>Health and well-being is fully embedded in the daily life of the setting and consistently promoted by all practitioners to create consistency for all learners</i>

<p>Our measurable outcome for session 2022/23: To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>All children will be prepared for the world of work and have an understanding of the skills needed</p> <p>NIF Driver(s): School Improvement School Leadership Teacher Professionalism</p>	<p>We have made very good progress. What did we do?</p> <ul style="list-style-type: none"> • STEAM leaders developed STEAM tasks for all learners to engage in across 4 STEAM focus weeks. Christmas based activities and launch assembly, science week (connections) sustainability and Health Fortnight. Staff gave positive feedback about the activities and resources. A reflection tool was developed so that learners could be involved in the evaluation process. Almost all learners were extremely positive about their STEAM experiences • 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) • Link Lizards and Working Lizards earned by children from P1-P7 • Financial Education Money Month and Class Enterprise projects encourage learners to consider the World of Work and skills required for occupations • CLPL delivered to staff to enhance digital skills • “Digi-Tech Crew” re-established and ICT hardware audited and redistributed • All P4-P7 accessing and using Glow in school to assist with their learning and effort is made by staff to ensure that all children have access to this at home • All P1 – P3 accessing and using Seesaw in school and effort is made by staff to ensure that all children have access to this at home • Links were made with ‘Generation Science’ where workshops were carried out with all stages to enhance STEAM learning • P7 pupils have had visits from local professionals, the Navy and visiting careers fayre at Dynamic Earth allowing pupils to explore different career paths with a focus on STEAM. • Social Enterprise Academy Scotland workshops taken place with all learners • Social enterprise Academy online platform shared with staff to support learners during enterprise projects <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners continue to use vocabulary around skills for learning, life and work • Learners can discuss their future ambitions and are beginning to make the links with skills being taught in school • Teams and Seesaw have allowed the children to continue to progress in their learning and access home learning activities • Learners and staff are making greater use of ICT within learning and teaching • Learners are more confident and independent in exploring ICT such as new devices, apps and programs
<p>ELC</p>	<ul style="list-style-type: none"> • Children made aware of community roles via topics and interests in the setting • Use of Learning Journals to evidence progress in learning.

School's attendance and exclusion data:

- Overall attendance across the school is 92.59%.
- There were 0 exclusions in 22/23.

School's engagement with parents and other stakeholders in improvement planning and on reporting school performance:

- We have an active Parent Council who are fully involved in sharing the opinions of parents/carers.
- As a school parents views and opinions are sought regularly when making changes both informally and formally
- The Standards and Quality Report (SQR) is shared with parents on an annual basis and updates on progress of improvements are shared through newsletters each term
- Our School Improvement Plan (SIP) is shared with Parents on an annual basis and parents are asked for contributions throughout the year at Parent Council meetings
- All documents are published on the school website
- Parents are asked annually for their views through the West Lothian Council ethos survey

Our Wider Achievements this year have included:

- Christmas Jumper Day
- Poppy Scotland
- Christmas Enterprise
- Children In Need
- Red Nose Day
- Mandarin
- Pupils played principal characters in the Procession
- Social Enterprise Scotland workshops with all children
- Dragon's Den pitch for Social Enterprise project
- European Day of Languages and Scotland Loves Languages week
- World Book fortnight activities
- Bookbug bags issued to P1-3
- P7 Cross Country competition
- Successful Open afternoon for parents to celebrate 1+2
- Successful open mornings for parents to visit their children's class
- Literacy collaboration project between P7-S1 – Greek Mythology
- School football tournament (P6&7)
- Girls football tournament (P5-7)
- Netball tournament (P6 –7)
- Track & Field tournament (P7 across WLC)
- Navy workshops for P7
- Achieving our RRS Gold Accreditation
- A successful running of school performances (assemblies, Nativity, P 2 –4 show, P5-7 Show)
- P1 woodwork workshops in collaboration with West Lothian College
- Generation Science workshops
- 4 x STEAM focus weeks
- NYCOS workshops with primary 4 classes

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

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

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