

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

**PROGRESS  
REPORT FOR  
SESSION 2023/24**

**(Standards & Quality Report)**

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



## ABOUT OUR SCHOOL

Windyknowe Primary School is pleased to share progress made in Session 2023/24 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 363 with pupils being organised across fifteen classes (P1-P7).

The senior leadership team includes a Head Teacher, Depute Head Teacher and Principal Teacher. In addition to 19 class teachers and a team of pupil support workers, 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 Digi-Tech award, Reading Accreditation, 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25..

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><b>Our measurable outcomes for session 2023/24:</b> Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Ensure systems and processes are in place to provide a broad general education which has HWB, Literacy and Numeracy at the centre</p> <p><b>NIF Driver(s):</b></p> <p><i>School Improvement Teacher Professionalism School Leadership Parental Engagement Performance Information</i></p>	<p><b>We have made very good progress.</b> <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></p> <p><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><b>What did we do in Literacy and English / 1+2 Languages?</b></p> <ul style="list-style-type: none"> <li>• <i>Quality Improvement procedures indicate that most lessons are good or above across almost all classes</i></li> <li>• <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></li> <li>• <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></li> <li>• <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></li> <li>• <i>The refreshed progression of skills for reading, writing and listening and talking which focuses all learners to reflect on their learning and identify next steps has been embedded across the school</i></li> <li>• <i>A refreshed approach to practices around assessment continues to ensure coherence and progression from P1 to P7</i></li> <li>• <i>Digital profiles were created across P4 – P7 to evidence pupil progress and achievement</i></li> <li>• <i>Through our approaches to assessment and planning, children continue to be identified who would benefit from targeted literacy support to help close the gap between the most and least disadvantaged</i></li> <li>• <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. Staff have provided interventions in relation to literacy box, Toe by Toe, IDL literacy, PM benchmarking, one to one reading, Clicker etc</i></li> <li>• <i>Library area is regularly used by all classes, and this has increased children’s engagement with reading</i></li> <li>• <i>Non-fiction books have been purchased for the school library to enhance the reading experiences for the pupils</i></li> <li>• <i>Almost all pupils, through focus groups, feedback positively about their learning in STEAM</i></li> <li>• <i>Almost all practitioners feel confident when delivering West Lothian 1+2 progression pathways</i></li> <li>• <i>Regular attendance at cluster 1+2 meetings by lead learners ensures that all staff are up to date with new initiatives which impact on our learners</i></li> <li>• <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></li> <li>• <i>Almost all classes using West Lothian Lingo Box resource to ensure learning and teaching in 1+2 is progressive and consistent</i></li> <li>• <i>There has been whole school participation in World Book Day and Scottish Book Week activities provided by lead learners</i></li> <li>• <i>All P1-3 received Book Bug bags. These were used during peer learning experience sessions with older classes</i></li> <li>• <i>Whole school vertical learning took place to further enhance pupil engagement with Scot’s language</i></li> </ul>

- P6 pupils took part in the IoT project, where all children were given a laptop and introduced to the ways that this could support and enhance their learning
- P1 – P3 workshop provided for parents/carers to attend to find out about the approaches used in the classroom for teaching literacy and numeracy and how they could support with this at home via SeeSaw
- First level learners had opportunities to participate in after school clubs in French, Spanish and Reading for 6 weeks each to further develop their skills and knowledge
- First digital e-book created by whole school pupil contributions and shared with parents
- Local library visits for P6 and P7 to enhance pupils' experiences of reading for enjoyment
- Early intervention programme in term 1 of P1 further prepared pupils for literacy and numeracy learning
- P6 Language Ambassadors leading sessions for P2 classes- French and BSL.

#### **What did we do in Numeracy and Maths?**

- Regular attendance at the WLC Numeracy Champion meetings supported the continuation of Numeracy and Maths improvements
- Concrete, Pictorial, Abstract pedagogy session delivered and classrooms and all children to be able to access these – we will continue to moderate to ensure children can confidently explain how to use concrete material and demonstrate thinking through different ways – e.g. bar modelling
- Practical tools for learning such as unifix resources bought and supplied to all classrooms to supplement current resources to develop critical thinking skills
- 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
- 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
- 5-minute numeracy boxes, IDL numeracy and Number Blocks are being used with individuals and small groups to consolidate learning
- Heinemann Active Maths continues to be used as a core resource across the school and most children are regularly using Active Learn independently
- Further embedding a planning document for Problem Solving has supported continuous progression from P1 to P7
- Further embedding of a whole school approach to Number Talks has engaged learners in developing a range of numeracy strategies.
- A Numeracy and Maths Policy supports common methodologies, providing a consistency from P1 to P7
- Embedding STEAM learning approaches through numeracy and maths learning and teaching enhanced the broad general education for learners
- Digital profiles were created across P4 – P7 to evidence pupil progress and achievement
- P6 pupils took part in the IoT project, where all children were given a laptop and introduced to the ways that this could support and enhance their learning
- P1 – P3 workshop provided for parents/carers to attend to find out about the approaches used in the classroom for teaching numeracy and how they could support with this at home
- Considered the principles of a thinking classroom and applied this within numeracy lessons. Working walls were introduced

#### **Evidence indicates the impact is:**

- Learners experience consistency in the approach to learning in all classes which maximises learning time.
- In Literacy: 88% in P1, 92% in P4 and 91% in P7 are on track and achieving their expected level (early, first and second level). Our combined Literacy across P1, P4 and P7 is 90%.
- In Numeracy: 90% in P1, 92% in P4 and 93% in P7 are on track and achieving their expected level (early, first and second level). Our combined Numeracy across P1, P4 and P7 is 92%.

<p><i>To close the attainment gap between the most and least disadvantaged children</i></p> <p><b>Our measurable outcome for session 2023/24:</b> Placing the human rights and needs of every child and young person at the centre of education</p> <p>Through targeted interventions 85 % of our young people will achieve appropriate levels in literacy and numeracy by the end of P1, P4 and P7</p> <p>Increases and sustain attendance for young people to above 90%</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 very good progress.</b></p> <p><b>What did we do?</b></p> <p>The school was awarded £66,150 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>19 priorities were planned and 37% of these priorities were fully achieved with 53% making good or better progress (5% moderate progress and 5% made no progress).</p> <p>PEF was used effectively to fund additional pupil support workers to help support the needs of identified learners and to purchase resources to support the learning and teaching. Our Depute HT oversees all equity priorities across the school and provided training for staff in literacy and numeracy approaches and interventions.</p> <p>Interventions this year have focused on increasing attendance, addressing gaps in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Data is scrutinised 4 times a year with practitioners and SLT and action is taken to provide additional targeted supports where necessary</li> <li>• Robust tracking of attainment using the schools tracking system ensures improvement for learners is consistently achieved</li> <li>• PSW meetings continue to plan and evaluate success of interventions for identified children</li> <li>• PSW meetings have provided for training opportunities in regards to new interventions to be implemented</li> <li>• Learning Targets are shared and discussed with pupils through the daily task boards to ensure they are aware of their strengths and next steps</li> <li>• IDL Online Numeracy and Spelling and Reading Programme is being used to support children across the school</li> <li>• PSWs provide targeted support on a daily basis for pupils such as Literacy Box, Numeracy Box, Number Blocks, Colourful Semantics and daily reading</li> <li>• The use of various ICT packages removes barriers to learning eg Clicker 7 and Microsoft Word online</li> <li>• Quintile 1 attendance is monitored weekly to intervene as required</li> <li>• Families are offered support with the cost of the school day eg camps, trips, uniforms</li> <li>• CLPL sessions provided for staff from PT and DHT with a focus on supporting children with additional needs</li> <li>• All teaching staff undertook Cost of the school day training and then looked at how to make all school experiences accessible for everyone</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>• Almost all identified learners who have accessed ICT have become more confident and independent and are achieving success within their classroom environment</li> <li>• Almost all identified learners, when asked, feel they are supported by well-planned targeted interventions</li> <li>• Quintile 1 pupil's attendance compares well against whole school attendance</li> <li>• 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.</li> </ul>
---	---

To improve children and young people's health & wellbeing

**Our measurable outcome for session 2023/24:**

Systems and processes are in place to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.

Placing the human rights and needs of every child and young person at the centre of education

All learners will experience nurturing, inclusive, learning environments where there is a culture of shared high expectations and aspirations for all

**NIF Driver(s):**

Teacher Professionalism

**We have made very good progress.**

**What did we do?**

- Almost all 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
- 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). Any children identifying as red will have supports implemented as required
- 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 P1 to P7
- Class charters created and revisited to reflect the 'Windyknowe Way'
- 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
- Rights Knights group continued across the school to ensure that the work in RRS is further developed and children's understanding of rights continued to be developed
- Pupils understanding of RRS has been enhanced through whole school assemblies, Learning boards and restorative practices
- 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 learning about Health and Wellbeing
- P7 camp to Lendrick Muir and most children attended
- P5 camp to Fordell Firs and most children attended
- All classes have scheduled 2 hours of quality PE within their timetables which are in line with PE progression pathways
- Member of staff out of class half a day a week to develop links with active schools and create timetable of events for classes as well as organise after school clubs
- After school sports clubs - Football, Dynamo Fitness and dance
- Active Schools - P6 cross country festival, P6/7 football festival, Netball festival
- Teachers and SLT welcome children into school and check out with them to ensure positive starts and ends to each day
- Social Enterprise initiatives have taken place across the school, with children deciding on where to allocate profits, raising their awareness of the wider community

**Evidence indicates the impact is:**

- ✓ Almost all learners can talk confidently about the Health and Wellbeing Quality Indicators
- ✓ All learners are confident being in their classrooms and recognise the importance of good hygiene
- ✓ All learners are very good at discussing our school values and regularly reference the 'Windyknowe Way'

<p><b>Our measurable outcome for session 2023/24:</b>  Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>All our children will be prepared for the world of work and have an understanding of the skills needed</p> <p><b>NIF Driver(s):</b></p> <p>School Improvement  School Leadership  Teacher  Professionalism</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>• STEAM leaders further 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</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) – meta skills have also been included in this in the final two terms of the session</li> <li>• Financial Education and Class Enterprise projects encourage learners to consider the World of Work and skills required for occupations</li> <li>• “Digi-Tech Crew” planned and delivered lessons to classes to develop and enhance their digital skills</li> <li>• 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</li> <li>• 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</li> <li>• Links were made with ‘Generation Science’ where workshops were carried out with all stages to enhance STEAM learning</li> <li>• P7 pupils have had visits from the Royal Navy allowing pupils to explore different career paths with a focus on STEAM</li> <li>• Skills academies across stages give children the opportunity to develop life skills</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 – including the introduction of meta skills language</li> <li>• Learners can discuss their future ambitions and are beginning to make the links with skills being taught in school and the wider world of life and work</li> <li>• Teams and Seesaw have allowed the children to continue to progress in their learning and access home learning activities</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 - this has been supported by the digi-team who have been delivering lessons to classes</li> </ul>
--	---

**School's attendance and exclusion data:**

- Overall attendance across the school is 92.98%.

- *There were 0 exclusions in 23/24.*

***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*
- *Bathgate Procession art competition*
- *Tesco Christmas window competition*
- *Singing Masterclass trip to carol sing at Christmas*
- *Children In Need*
- *Mandarin*
- *Pupils played principal characters in the Procession*
- *European Day of Languages and Scotland Loves Languages week whole school activities*
- *World Book day and Scottish Book Week activities*
- *Bookbug bags issued to P1-3*
- *P7 Cross Country competition*
- *Successful after school session for parents to celebrate 1+2*
- *School football tournament (P6&7)*
- *Girls football tournament (P5-7)*
- *Netball tournament (P6 –7)*
- *Track & Field tournament (P7 across WLC)*
- *A successful running of school performances (assemblies, Nativity, P 2 –4 show, P5-7 Show)*
- *Generation Science workshops*
- *4 x STEAM focus weeks*
- *Science club (P4-5)*
- *Arts and Craft Club (P2-3)*
- *NYCOS workshops*
- *Participation in the Bulb Challenge 2023*
- *Participation in the Potted Sports*
- *Rotary Quiz*
- *Whole school walks to Meadow Park throughout the year to increase profile within the local community.*
- *Coffee mornings held in aid of Cancer support, Float, and Camp.*



- P4 visits to Meadowvale care home
- RZSS visits from Edinburgh Zoo for P1-4 for STEAM and Mandarin workshops

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

<i>1.3 Leadership of Change</i>	<i>Very good</i>
<i>2.3 Learning, teaching and assessment</i>	<i>Very good</i>
<i>3.1 Ensuring wellbeing, equality and inclusion</i>	<i>Very good</i>
<i>3.2 Raising attainment and achievement</i>	<i>Good</i>