

Peel Primary School



**PROGRESS
REPORT FOR
SESSION 2018/19**

(Standards & Quality Report)

Garden Place

Livingston

EH54 6RA

Context of our school

Peel Primary School is a non-denominational school with a roll of 406 primary children as of June 2019. The school is joined with Eliburn Nursery Class (based in Livingston Family Centre). The nursery provides early learning and childcare for 60 children (30/30).

The Senior Leadership Team (SLT) currently comprises a Head Teacher (HT), Acting Depute Head Teacher (DHT) and two acting Principal Teachers (PT). The school has 15 classes with 15 class teachers including a part time Support for Learning teacher. The school benefits from Art and Drama specialists and music tuition is provided for children from P5 to P7. Our nursery class is supported by an Early Years Officer, two Nursery Nurses and a part-time Pupil Support Worker (PSW). Teaching and learning is further enhanced by a team of PSWs who support children in class. The team in the school office comprises an Administrative Assistant and a Clerical Assistant.

Peel Primary and Eliburn Nursery Class serve a diverse local community which provides rich learning opportunities for all. The catchment spans all SIMD bands and is diverse. Free meal entitlement is reported at 5%. The school building has been extended over time in line with an increasing roll and offers semi open-plan accommodation. There is a community wing which is used by a range of groups and a purpose built sports hall is being constructed to provide facilities for the school and community. The school has an excellent relationship with the Inveralmond Cluster Schools, the local community, the local chaplain and it has a positive reputation in the local community.

The school has well-established and active Pupil and Parent Councils. There has been increased pupil and parental involvement in school improvement. Embedding our aspirational vision, core values and sense of community with all stakeholders continues to be a focus and driver for moving forward and improving outcomes for all of our children.

Our School Vision

“We are an inspiring learning community where we respect each other and work together to always achieve our best”

Our School Values

Ambition Determination Kindness Respect Responsibility Teamwork

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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.

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? |
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| <p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to</p> <ul style="list-style-type: none"> - To develop a culture that will further build excellence in - More than 90% of children will achieve expected levels in reading and writing - More than 90% of children will achieve expected levels in numeracy by June 2019 <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><u>What did we do?</u></p> <ul style="list-style-type: none"> - Learners have had the opportunity to develop emergent writing through play based pedagogy at early level. - Learners at first and second level are beginning to engage with free writing sessions. - Pie Corbett 'Spine' books are being used across the school to support the development of literacy experiences across the curriculum. - Learners and staff are beginning to engage with PM writing resources to further develop knowledge of genre - Parents have had opportunities through Parents As Partners in Learning and Parents As Partners in Reporting sessions to engage with Literacy to support learning at home. - Learners are experiencing more consistent and progressive approaches to learning and teaching within Writing through the development of Writing frameworks - Planning frameworks and West Lothian progression pathways are being used to deliver opportunities for promoting and developing modern languages. - Committees and Parents As Partners in Learning events have demonstrated some of the learning experiences provided in modern languages. - Tracking and Monitoring systems are in place to ensure individual learners and group progress and to ensure appropriate progression in learning to maximise attainment. - Cluster moderation at P2 and P5 has enhanced practice and understanding of Mathematical pedagogy within these levels. - Eliburn nursery have developed a curriculum rationale in consultation with parents/carers and children, which is based on Frobelian principles. <p><u>Evidence indicates the impact is:</u></p> <p>Learners are more challenged and are supported appropriately as a result of work completed on curriculum frameworks and benchmarks.</p> <p>Learners have experienced an increase in creative and innovative approaches in Reading and Writing. Teachers are more able to identify gaps to ensure development needs of individuals and groups are being met through regular monitoring and tracking meetings.</p> <p>Eliburn Nursery practice is underpinned by Frobelian principles with all staff able to clearly identify where this has influenced their work.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To raise attainment in Literacy by building a culture of reading and explicit teaching of reading skills across the school • To raise attainment in Numeracy through introducing number talks and CGI pedagogy • To ensure consistency of learner participation in their learning to improve attainment and engagement <p>Eliburn ELC</p> <ul style="list-style-type: none"> • To review the nursery vision, values and aims with all staff • To use early level benchmarks and pathways to plan and provide engaging, creative and challenging play experiences • |
| <p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to</p> <ul style="list-style-type: none"> -To further improve attainment outcomes in reading and writing for children living in the target group. -To further improve attainment outcomes in Health and Wellbeing for children living in the target group. -To further improve attainment outcomes in Maths and Numeracy for children living in | <p><u>What did we do?</u></p> <ul style="list-style-type: none"> - We employed a Pupil Support Workers to provide support to families, particularly round engagement at school events - We have targeted our interventions in Literacy and Numeracy to ensure that pupils in our target groups receive support appropriate to their individual needs - Three members of our staff held development posts to planned targeted interventions for P1-7 in Developing the Young Workforce and Health and Wellbeing - We trained our Pupil Support Workers in the use of 5 minute boxes for Literacy and Numeracy. - Additional Digital Literacy resources were purchased to support and improve attainment in Talking and Listening and Reading. - Additional Digital Technologies have been used to improve literacy/numeracy attainment for identified pupils. <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> - Teacher professional judgement reports that progress has been made for most of the children who have received an intervention in literacy and/or numeracy. - Formative assessment opportunities have identified progress within literacy and numeracy |

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| <p>the target group.</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>through the use of 5 minute boxes.</p> <ul style="list-style-type: none"> - There has been an increase in the number and frequency of families attending Parents As Partners in Learning/Parents As Partners in Reporting events <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To narrow the gaps at various stages, and for various reasons, through the targeted interventions particularly in Literacy and Health and Wellbeing |
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| <p>3. To improve children and young people's health & wellbeing</p> <p>Our desired outcomes for Session 2017/18 were to-</p> <ul style="list-style-type: none"> - Enhance staff confidence in delivering high quality PE and improved skills progression within PE curriculum - Ensure that wellbeing indicators were used effectively as an integral part of our curriculum. - Wellbeing indicators were used effectively to assist our learners and staff in assessing progress and in identifying areas of concern - Ensure that our curriculum promotes equality, diversity and strives to eliminate discrimination <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><u>What did we do?</u></p> <ul style="list-style-type: none"> - In partnership with cluster schools, we reviewed the 'Resilience' film and engaged in professional dialogue - Staff engaged in professional learning sessions to begin to consider effective models for positive relationships and behaviour management for our learning community. Staff trialled small tests of change based on ideas from Paul Dix's 'When the Adults Change, Everything Changes'. - Parents as Partners in Learning and Parents as Partners In Reporting sessions were used to begin to engage learners and parents in nurture and wellbeing. - Through tracking and monitoring meetings, we consistently used the wellbeing indicators to track individual and whole school progress in wellbeing and to plan interventions accordingly. - Opportunities are provided for learners to engage in regular conversations about their wellbeing and achievements using the wellbeing indicators and via our Learners' Journeys. - As part of our approach to involving the children in our school self-evaluation, we have begun to engage with 'How Good is Our school for Learners' - Professional learning opportunities for staff through the 'Better Movers and Thinkers' programme, have provided more effective pedagogical approaches with P.E lessons. - Learners have benefited from increased opportunities to engage in community sports through a variety of school club links and WLC co-ordinated festivals and events. - A number of staff have undertaken training in 'Emotion Works' and are beginning to develop the implementation of this approach with identified children. - There has been a focus on wellbeing at Eliburn nursery through parental displays and individual/group work with the children <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> - Learners confidently use the wellbeing indicators to self-assess how they feel about their own health and wellbeing and most are able to set targets to improve identified areas - Staff have an increased understanding of the social and emotional factors that contribute to the health and wellbeing of pupils and how to use strategies to support appropriately. - Learners are more involved in school self-evaluation and are more familiar with the language of school self-evaluation. They have participated positively in the self-evaluation process. - An increasing number of learners are participating in opportunities to engage with community sports. - In Eliburn nursery, the children are using the language of wellbeing with increasing confidence and can talk about feeling safe, healthy, active and included. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> - To develop a strong school culture based on our school values of respect and kindness, and which supports the health and wellbeing of all children <p>Eliburn ELC</p> <ul style="list-style-type: none"> - To embed the UNCRRC Rights of the Child explicitly in practice and through all documentation |
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| <p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our desired outcomes for Session 2018/19 were to –</p> <ul style="list-style-type: none"> - Our learners have positive attitudes towards learning and themselves. They demonstrate positive attributes of BLP and can link these to how they enact school values. They are increasingly resilient and embrace change and challenge - Our curriculum provides rich opportunities for learners to develop leadership and decision making skills which will prepare them for life and the world of work - We work increasingly effectively with businesses, colleges, employers, parents and partners to develop and implement contextualised learning which links to skills required in life and in the world of work <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children’s Progress <input type="checkbox"/> Performance Information</p> | <p><u>What did we do?</u></p> <ul style="list-style-type: none"> - We have continued to develop our pupil leadership and pupil voice programme - We refreshed our committee structure to reflect the interests and needs of our school - We made links to skills for life, learning and work through our approaches to buddying, healthy tuck, pupil enterprise and the house system. - We have made curriculum links to develop skills for life linked to improving awareness of the world of work through a focus week. - P6 and P7 classes engaged with DYW activities within the local community. - Eliburn nursery class have made links with Oatridge College to work in partnership when designing their Frobelian garden <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> - Learners have continued to develop leadership and decision making skills through the committee system and other classroom and school leadership opportunities. - Learners responded positively to visits from community members who were discussing their working lives and were able to question effectively and discuss associated with the wider world of work. - Stronger community links have now been established for P6 and P7 learners. - The children at Eliburn nursery class are able to talk about their experiences in relation to skills for life and work and have ownership of their environment/ <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • To provide opportunities for learners to develop skills for life, learning and work with a particular focus on digital technologies and STEM <p>Eliburn ELC</p> <ul style="list-style-type: none"> • To develop STEM partnerships to enhance nursery experiences • To develop opportunities within and across the school community in relation to skills for life, learning and work |
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In session 2018-19, our average school attendance was 95.34% and there were no exclusions.

The school seeks the views of parents/carers and other stakeholders and regularly engages with parents/carers through school events such as Parents as Partners in Learning and Parents as Partners in Reporting, and Parent Council. This information is used to shape future priorities and developments.

Our Wider Achievements this year have included:

- *Second place in the Inveralmond Rotary Quiz*
- *Pupils participating successfully at residential experiences from P.3-7*
- *Raising over £900 for Children In Need through pupil organised events*
- *Presented successful school shows including our P.1 nativity, P.2/3, P4/5, P.6 and P.7 productions*
- *Planned and carried out successful Christmas Enterprise projects*
- *Eco Committee successfully organised a community litter pick and gained another Eco flag accreditation*
- *High ranking pupils and classes during West Lothian’s Sumdog Maths Challenge 2018*
- *Success at Vex Robotics schools competition*
- *Successful author visits to enhance literacy learning*

- *Participation in Inveralmond Cluster sports festivals*
- *Development of Froebelian garden in Eliburn nursery*
- *Forest ranger visits to enhance outdoor learning*
- *Weekly Forest Schools sessions in Eliburn nursery*
- *Regular partnership working with Peacock nursing home*

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

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

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| How good is our leadership and approach to improvement? | 1.3 Leadership of Change | Very good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 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:

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| How good is our leadership and approach to improvement? | 1.3 Leadership of change | Very good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Very 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)