Introduction

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years
Priority 2: Improving the employment position in West Lothian
Priority 3: Improving attainment and positive destinations for school children
Priority 4: Improving the quality of life for older people
Priority 5: Minimising poverty, the cycle of deprivation and promoting equality
Priority 6: Reducing crime and improving community safety
Priority 7: Delivering positive outcomes on health
Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2015-16. This report is set within the context of CfE and GETTING IT RIGHT FOR EVERY CHILD and measured against the quality indicators within Child at the Centre, How good is Our School 3? and CfE National expectations: Self-evaluation resource.

The progress of the areas we developed in our 2014-2015 School Improvement Plan (SIP) is outlined in Appendix 1.
Context of the School

Livingston Village is a non-denominational primary school serving the local community and is part of the Inveralmond Learning Community. Our current roll is 204 (capacity is 198). As a result of being over capacity staff are creative in their delivery of some curricular areas. The school comprises a nursery class (40/30), wraparound provision and 9 classes from P1-7. Our school building also includes a very well used community wing. Parental and community support is high and the school provides an inclusive and nurturing learning environment for all children and their families.

The senior management team comprises the Head Teacher and a Depute Head Teacher. This session the management team has undergone significant change. An acting Head Teacher and Depute Head Teacher were appointed in October 2014. We have also had significant changes in staff this session and despite these changes and the significant class commitment of the management we have continued to work hard to raise attainment and aspirations of all learners. We have a team of 4 pupil support workers, a support for learning teacher (2 days) and we have specialist provision for art and PE. We also have a further support assistant who works with children with identified needs. In addition the school has undergone extensive redecoration and have funded improvements to our outdoor environment to further enhance the learning environment for all.

How well do children and young people learn and achieve? (1.1; 2.1)

At all stages almost all children make very good progress across their learning.

Strengths

We use a range of assessment data and robust systems to monitor and track pupil progress and have maintained high standards of attainment in writing, reading and mathematics. We identify appropriate interventions so that almost all pupils have made very good progress and almost all of our children are performing at or above expected levels.

This session we have developed mental maths teaching and learning to support learners in making progress. We have also improved the outdoor experiences for all children across the curriculum. All staff take responsibility for developing health and wellbeing across learning through curricular programmes and daily interactions within all areas of school. Staff confidence in teaching mental maths and outdoor learning has also improved. The high quality professional development sessions are recognised by staff as having a significant impact on learning, through changes to teacher practice. Consistent approaches to profiling and target setting have been developed throughout the school and were highlighted within the Literacy Review published by Education Scotland this session. Pupil Profiles and ‘Snapshot Jotters’ allow pupils to review and evidence the progress they are making and are shared with parents termly. Teachers continue to develop their understanding of how to support pupils with planning future learning. Almost all pupils are progressing and achieving well and effective quality assurance systems ensure support and challenge are provided to bring about improvements to pupils’ learning. Almost all pupils’ learning skills are developing at an appropriate pace.

Children are making appropriate progress in the nursery and are achieving success across most areas of learning and development. Most children demonstrate increasing concentration and are developing their independence. Most children are making good progress in developing their early language skills and the majority are making good progress in numeracy. The staff provide a broad range of learning experiences and are continuing to develop their provision of Early Learning and Childcare. In the nursery, children, staff and parents contribute regularly towards discussing and evidencing learning and Learner’s Journeys record individual progress and inform next steps in planning.

Our pupils contribute effectively to the life of the school and the wider community. Their views are sought and taken into account. Across the school, children benefit from a very positive climate for learning and the majority of pupils report that they feel that the school is helping them to succeed in their learning. Almost all of our learners are motivated, highly involved in their learning and use technology to enhance their learning. Most pupils are articulate about their learning and are increasingly taking responsibility for their own learning. Pupils are given regular opportunities to contribute to the planning and learning process. Pupils are provided with opportunities to contribute actively to the life of the school through a number of pupil voice groups. We engage with the wider community through a range of experiences and activities. We provide a wide range of afterschool clubs and residential experiences to allow pupils to develop interests and skills.
We have established a number of approaches to help individual children recognise and celebrate their wider achievement this session and pupils proudly share and celebrate their personal success with the school community. Class led assemblies and productions also share learning and achievement. The school have achieved a number of recognised awards this year including our Gold Active Schools Charter, our Eco status and Level 1 Rights Respecting Schools Award. In partnership with our Active School's coordinator, pupils are provided with many opportunities to become actively involved in sports activities.

**Areas for Development**
- Further develop electronic profiling effectively throughout the school by pupils, staff and parents.
- Further develop approaches for embedding technology into learning.

**How well is the school helping children and young people to develop and learn? (5.1; 5.3)**

Our continuous focus on improvement helps our children to continue to develop and learn.

**Strengths**
The school and nursery class continue to develop learning and teaching in line with Curriculum for Excellence. Our flexible curricular programmes are led by a clear rationale, developed by the staff team and ensure we are delivering a broad general education for all pupils. Progressive, skills based learning pathways are used to plan learning and staff have begun to engage with the significant aspects of learning to further develop some areas of the curriculum. Staff can speak confidently about their role in curricular innovation providing examples of recent improvements, processes and impact. Some staff have also been involved in work at an Authority and National Level to continue to support curriculum development.

All pupils have opportunities to learn within the totality of the curriculum. In almost all classes, pupils are involved in planning areas of learning and this has resulted in increased opportunities for personalisation and choice. We continue to develop opportunities to use ICT to enhance learning and all children benefit from two hours of high quality PE a week. Almost all year groups have taken part in cluster sporting festivals. We provide very good opportunities for children to represent the school within a variety of competitions and successfully won the West Lothian Championship for netball. Excursions and residential experiences also provide learners with opportunities to develop personally, socially and emotionally.

Almost all staff have undertaken professional research linked to improvement priorities. This increased staff knowledge and allowed us to further develop specific areas within the curriculum.

The nursery curriculum is firmly based on learning through play and is supported by visits from the local community. Nursery staff continue to make progress in using the experiences and outcomes to take forward children’s learning. This session they have undertaken action research on early story writing, personal and social development using Classroom Champions and developed a culture of rights with links to Fairtrade. Staff have had training to support the National Practice guidance outlined in Building the Ambition and are continuing to maximise opportunities for high quality Early Learning and Childcare within a flexible environment.

Children are well supported at points of transition. We work closely with the nursery and our local high school to develop greater shared understanding of achievement and progression through opportunities for joint planning and moderation activities.

Approaches to assessment are being continually reviewed to create a range of high quality assessment, which is informative and appropriate. We are continuing to develop moderation across the cluster and this has led to improvements in learning within mental maths this session.

The progress of all pupils is monitored and strategies for identified pupils are agreed, implemented and evaluated at regular attainment meetings. All relevant stakeholders work together to meet the learning needs of the pupils by reviewing progress and setting targets. We provide timetabled, prioritised support for identified pupils across the school and challenge groups provide additional opportunities to extend learning for identified pupils.

We have very good relationships with most parents/carers to provide effective support for our pupils. Our partnerships with the community, other educational establishments and partner agencies have a positive
impact on learning to improve outcomes for individuals and their families. We have undertaken training to embed the Getting It Right For Every Child framework within the ethos and curriculum of the school.

Areas for Development
- Further improve curricular transition to ensure progression and coherence in learning across the cluster.
- Continue to review and develop the curriculum in line with curriculum design principles.
- Further develop strategies and opportunities for staff to engage developing assessment and moderation.
- Review the support for learning provision and develop further strategies to support children to succeed.
- Continue to embed Pupil Voice opportunities for all children across learning.

How well is the school improving the quality of its work? (5.9)

We continue to engage in accurate and robust self-evaluation which enables us to ensure continuous improvement.

Strengths
Improving the process of evidence based self-evaluation is ongoing. Evaluations drawn from a wide range of evidence have helped us to identify key areas of success and development need. Almost all teachers are reflective and enquiring practitioners, committed to their own career long professional learning. Many staff increasingly challenge each other to improve their practice.

Collegiate time is carefully planned to take forward improvement priorities. Most staff engaged in collaborative enquiry projects which increased collegiate learning, improved classroom practice and enabled staff to evaluate the impact of their learning.

This session we have further developed our Professional Review and Development processes. All teaching staff have engaged with Professional Update to evaluate the impact of their professional learning and identify professional next steps. This session many staff have undertaken additional leadership roles which have had a significant impact on learners within many classes.

We have effective systems to gather the views of staff, pupils and parents and this evidences the positive impact of the improvement priorities on pupils. Engagement with stakeholders helps us identify strengths and next steps to inform improvement planning.

Areas for Development
- All staff to continue engage in self-evaluation with colleagues across schools leading to further improvements in learning and teaching.
- Further develop National Practice Guidance within Early Level.

How well is the school working with partners? (8.1)

The school has a strong commitment to working consistently and very effectively with all relevant partners. There is a wide variety of creative and supportive partnerships which impact positively upon the school.

Strengths
Our partnerships with the community, other educational establishments and partner agencies have a positive impact on learning to improve outcomes for almost all individuals and their families. Early Learning and Childcare staff and primary staff draw skilfully on a wide range of partners and specialist agencies to support children’s learning. We are clear about the areas for which we take the main responsibility and those we need support from our partners. Almost all of our staff are committed to the aims of joint working and engage positively with partners, community representatives and agencies. Staff have undertaken Getting it Right for Every Child training to implement consistent approaches and ensure that the health and wellbeing indicators are fully embedded within practice across the contexts of learning within the curriculum.

The school has continued to build on existing partnerships and create new ones to further enhance learning opportunities, including partnerships with Sainsbury’s, NASA (Mission X), SSPCA, Malawi Fruits, Xcite and NYCOS.

Cluster working has been strengthened this session with joint training, planning and moderation activities undertaken by all staff. This has improved cluster links, has begun to create meaningful partnerships and
has ensured a common understanding of learning opportunities in mental maths.

We have very good relationships with parents/carers to provide effective support for our pupils. Our active Parent Council fully engage in the life of the school in a variety of roles, developed through our family involvement strategy. We utilise the skills and talents of parent helpers working within the school and some parents are involved in supporting learning in the curriculum. This session the Parent Council have funded resources for our outdoor learning and the redevelopment of our Sensory Garden.

To further improve parental communication we have further developed the use of Messenger 5, our school blog and send out regular newsletters. We involve parents in our improvements and supporting their child in learning in a variety of different ways including termly opportunities to discuss learning through the Snapshot Jotter and Wider Achievement Learning Log.

Our partnerships with the community, other educational establishments and partner agencies have a positive impact on learning to improve outcomes for individuals and their families. We work effectively with a range of partner agencies to meet the needs of our pupils. We focus on meeting the holistic needs of our children, building on their strengths and continually review our approaches to improving partnership working.

**Areas for Development**
- Further develop the role of partners in supporting, delivering and improving learning.
- Continue to work with parents to involve them in their child’s learning.

**How does the school ensure equality and inclusion and promote diversity across the school?**

We adopt a holistic approach to equality, inclusion and diversity which respects and promotes individual achievement. A few children took part in an authority disability sports festival and one pupil represented West Lothian at a National Level. All pupils are involved in the life of the school and there are opportunities for them to take on leadership roles.

We celebrate individual achievement and have high expectations for individual learners. A staged intervention approach identifies learners with additional support needs and procedures are implemented to ensure that individual needs are met. We have effective partnership links to ensure vulnerable children’s needs are identified and appropriate supports accessed and implemented.

We strive to ensure everyone is treated with fairness, respect and contributes to a positive school culture. Our improvement work towards Rights Respecting School accreditation has provided a framework for us to put shared values into action and explore cultural diversity. This session we achieved our Level 1 accreditation for Rights Respecting Schools and have continued to build upon this to work towards our Level 2 award. New members of staff have undertaken some training to support this ongoing development. This session we have also maintained our Green Flag as an Eco School.
Improvement Priority 2015 -2016: Raising Attainment

Our key areas of development to take this priority forward are:

Area for Development 1: Raising attainment through further developing approaches to assessment and moderation across learning, and learning and teaching in numeracy.

Area for development 2: Raising Attainment through increased collaboration to improve learning and teaching pedagogies.

Based on the above information, at this point in time, we evaluate our school on the quality indicators as follows:

Our school:

<table>
<thead>
<tr>
<th>Area for Development</th>
<th>Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Improvements in performance</td>
<td>Good</td>
</tr>
<tr>
<td>2.1</td>
<td>Learners’ experience</td>
<td>Very good</td>
</tr>
<tr>
<td>5.1</td>
<td>Curriculum</td>
<td>Very Good</td>
</tr>
<tr>
<td>5.3</td>
<td>Meeting learning needs</td>
<td>Good</td>
</tr>
<tr>
<td>5.9</td>
<td>Improvement through self-evaluation</td>
<td>Very good</td>
</tr>
<tr>
<td>8.1</td>
<td>Partnership with the community, educational establishments, agencies and employers</td>
<td>Very good</td>
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Our Nursery:

<table>
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Appendix 1

In session 2014 - 2015, Raising Attainment was the overarching priority in the School Improvement Plan. This appendix details the progress made with the specific areas for development and again is set within the context of curriculum for excellence (CfE) and measured against the quality indicators within ‘Child at the Centre’, ‘How good is Our School 3?’ and ‘CfE National expectations: Self-evaluation resource.’

Progress made with our areas for development Session 2014 – 2015

Area for Development 1: Raising attainment through a coherent approach to learning, teaching and assessment through outdoor learning.

Good progress was made in this area through specific focus on learning and teaching learning outdoors and on improving our outdoor environment to support this creative learning.

Evidence indicated:

- Some teachers built upon the collaborative enquiry conduct in 2013 – 2014 to extend their Outdoor Learning skills.
- All staff undertook training with Steve Mozier, Grounds for Learning, which increased confidence in engaging in Outdoor Learning and gave practical support and ideas for staff to utilise.
- All teaching staff engaged in professional reading, including subscription to the Grounds for Learning site and a core text of ‘Dirty Teaching’ and this provided support and stimulus for planning regular outdoor learning experiences.
- All classes experienced the enhancement of learning outdoors across a range of curricular areas
- Many teachers confidently extended learning beyond our school grounds, with planned learning at the cluster residential trip used to support curricular transition, visits to Inchcolm Island, the Zoo, New Lanark, Whitelee Windfarm and a den building day at Beecraigs.
• Many staff found the Outdoor learning kits created supportive during their Outdoor Learning experiences this session and report that they enable them to engage in purposeful use of the outdoor environment, more regularly.
• All pupils have been fully involved in the outdoor learning process and almost all are able to confidently talk about their learning experiences. Some of our pupils were able to share this learning as part of our parent workshop held in May.
• Almost all children have enjoyed their experiences of outdoor learning and are able to give examples of how their learning has been enhanced by the outdoor environment.
• Many pupils report that the changes to our outdoor environment have improved the school.

Next steps:
• Continue to embed outdoor learning within school policy and across the curriculum by involving all stakeholders in further develop opportunities within the outdoor environment.

Area for Development 2: Raising attainment through further developing approaches to assessment and moderation across learning, including a cluster focus on improving curricular continuity in mental calculation.

Good progress was made in this area through increased opportunities for staff to engage in professional dialogue across the cluster.

Evidence indicated:
• Staff have had increased opportunities to engage in professional dialogue, planning and moderation across the cluster and have further developed their understanding of mental maths skills and continuity in learning for pupils.
• Cluster moderation work has resulted in some increased shared understanding of planning, progression, differentiation and the range of assessment to support professional judgements of the level children have achieved. Some staff would like further opportunities to further develop cluster working in these meaningful ways in areas of professional development need.
• Through professional dialogue, staff have demonstrated that they have further developed their understanding of the moderation process. There is increased awareness of the need to ensure consistent understanding of secure learning to ensure continuity in pupil learning.
• Pupils have a greater understanding of mental maths strategies and are confident in applying those they know during discrete maths learning.
• Cluster based CPD (Lynda Keith, Critical Literacy, moderation sessions) has resulted in improved learning and teaching across the school. Pupils are now experiencing a greater range of approaches to mental maths and this has resulted in increased confidence in solving problems mentally. In some classes this has also resulted in increased attainment for some pupils.
• Many staff joined a Professional Learning Community to conduct action research into the use of ICT to support the consolidation of mental maths skills on a variety of apps on class I-pads. This has increased pupil engagement and confidence in all of the classes who took part.
• P7 pupils are effectively using Didbook to further develop e-profiling and aid curricular continuity and progression across transition.

Next steps:
• Further develop opportunities for staff to work with staff from across the cluster to develop moderation and assessment knowledge and understanding.
• Further develop effective learning and teaching across the cluster.
• Create learning opportunities for children to develop flexibility and agility with numbers to further develop core numeracy skills.
• Develop greater opportunity for children to apply numeracy skills to solve problems across a range of contexts.