



**West Lothian
Council**
Education Services

Livingston Village Primary School

**HMIE Progress Report
November 2015**

Contents

1. The inspection

HMIE published a report on the inspection of Livingston Village Primary School, Livingston in November 2013. The school in collaboration with the Education Authority outlined priorities for improvement in its School Improvement Plan which included recommendations from the report.

2. Continuous Improvement

Since the inspection the school has undergone a significant change in staff within the teaching and School Leadership team. The very good work of the school has been continued throughout these changes and good progress has been made to address the areas for improvement and to continue to raise attainment and aspiration for all learners. The senior leadership team consults and engages with parents, pupils, staff and partners to improve the work of the school.

3. Progress towards the agreed areas for improvement

Area for Development 1:

- Further develop children's learning in the nursery and P1 to ensure all children's needs are well met

In the nursery, our staff have re-designed the nursery playroom to ensure we are maximising opportunities for free play and our curriculum is firmly based on this. We continue to develop learning and teaching in line with Curriculum for Excellence and our Early Years' staff provide flexible curricular programmes informed by the Experiences and Outcomes to provide a broad range of learning experiences for all pupils, responding to children's interest while allowing them to make decisions and develop independence. Our staff meet regularly to plan and evaluate, taking into account aspects of curriculum design, such as personalisation and choice. This has recently been a particular focus with staff developing children's skills in planning their own learning, encouraging children to make choices about how and what they learn. Our children, staff and parents contribute regularly towards discussing and evidencing learning.

In Nursery and Primary 1, most children are making appropriate progress and are achieving success across many areas of learning and development. Children are making good progress in developing their early language skills and the majority are making good progress in numeracy. Almost all children demonstrate increasing concentration and are developing their independence.

We have further improved approaches to co-ordinate support for individuals providing timetabled, prioritised support and challenge for identified pupils to meet all needs through appropriate interventions. Overall our children are supported well at points of transition.

Area for Development 2:

- Continue as planned to develop further the curriculum and approaches to learning and teaching

We have continued to make very good progress in developing a broad general education across the curriculum. In all curricular areas, almost all of our children at all stages are performing at or above expected levels. Our School Improvement Priorities have had a measurable impact on improving achievement and attainment across the school as a result of the strong focus on learning and teaching and curriculum development.

Our flexible curricular programmes are led by a clear rationale and all pupils have the opportunity to learn within the totality of the curriculum. 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. Skills are being developed within the experiences and outcomes to ensure progress and opportunities for application across learning.

In almost all classes pupils are involved in planning interdisciplinary contexts and other areas of learning and this has resulted in increased opportunities for personalisation and choice and for our children to be engaged in more stimulating, challenging, relevant and enjoyable experiences. The school has continued to develop learning and teaching of mental maths to support learners in making progress and having worked with our cluster partners we are ensuring a common understanding of learning opportunities in mental maths. We have also improved the outdoor experiences for all children across the curriculum.

In almost all classes, children respond very well to active learning approaches and engage in a range of collaborative and independent learning tasks. Approaches to assessment continue to be reviewed and refreshed. Assessment for Learning strategies are used effectively in some classes to help learners identify what they do well and what they need to improve and the school now plans to further develop this aspect of its work so that there is greater consistency across the school.

Overall children are supported well at points of transition. We have worked closely with the local high school and have made good progress in sharing our practice more effectively together, and have developed a common understanding of achievement and progression through opportunities for joint planning, assessment and moderation.

Conclusion

Livingston Village Primary School benefits from an ethos of trust and respect that underpins the work of the school and the children are at the centre of our vision and values. The school has a positive ethos and continues to develop well-behaved, polite, confident children who are motivated to learn and ambitious to succeed.

Elaine Cook

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