



Knightsridge Primary School and Early Years Centre

Standards & Quality Report

Session 2012/2013

Introduction

In session 2012- 2013, Raising Attainment was the overarching priority in the School Improvement Plan. This report details the progress made with the plan and is set within the context of Curriculum for Excellence and measured against the Quality Indicators within 'Child at the Centre' and 'How Good is our School?'

Areas for Development Session 2012 – 2013

Self evaluation by staff, and audits of the views of pupils, parents/carers and stakeholders resulted in the following areas of development being identified and incorporated within the School Improvement Plan for session 2012 -2013.

Progress made

Priority: Raising Attainment

Area for Development 1: To build on and develop a range of learning, teaching and assessment strategies which will lead to appropriate progress through the levels across schools, sectors and stages.

Good progress was made in this area.

Evidence indicated:

- A framework showing skills progression from Early to Third level has been established by the work of the Literacy and Numeracy Improvement Team.
- Staff have further developed their skills in providing quality feedback across all stages.
- Robust quality assurance procedures track and monitor pupil progress.

Next steps:

- **To further develop programmes for learning which ensure the principles and practices and entitlements are integrated effectively, showing progression of skills, knowledge and understanding.**
- **To build on West Lothian Literacy Framework and embed effective and sustainable approaches to literacy across learning and across sectors**

Context of the School

Knightsridge Primary School is a non denominational school serving the community of Knightsridge, West Lothian. The school was opened in 1974 and comprises of a semi open plan design with 14 classrooms, a nurture base and a medical suite. Two years ago the Early Years Centre was brought under the management of the Primary school enriching the school community. Knightsridge Primary has a current roll of 247 pupils with the Early Year Centre's roll currently at 50 pupils attending in the morning session and 40 attending in the afternoon . The school is fortunate to be involved in the class size reduction initiative and this allows us to accommodate 13 classes. The school staffing currently comprises of 13 teachers, 2 Support for Learning teachers (1 of whom is part time), 1 part time teacher supporting behaviour, 2 part time teachers have been appointed to deliver reduced class contact time (RCCT). The school is well supported by 5 full time pupil support staff, 1 part time pupil support worker and 1 clerical assistant. The school benefits from a PE and Music specialist along with a Woodwind instructor. Since the start of the session the school has had 3 Acting Head Teachers, the current Acting Head Teacher is on a 23 month secondment as the Head Teacher is presently on secondment for 23 months to the Education Officer team at the Civic Centre. The Acting Head Teacher is supported by an Acting Depute and an Acting Principal Teacher. The Acting Principal Teacher is on maternity leave, an internal appointment was made in January and the P5/6 teacher took up this role at the beginning of February.

The Early Years Centre staffing comprises of 1 teacher (part time for 2 days) and 3 full time Nursery Nurses. An additional Nursery Nurse has been appointed to cover a teacher's post as she is on maternity leave. 1 pupil support worker works in the Nursery in the morning with 2 pupil support workers working during the afternoon sessions to support children with additional needs. The Centre has an administrative assistant, 2 Family Support Workers and Health Visitor who all complete the complement of staffing in the Early Years Centre.

Pupil's attendance was in line with the national average in 2012 -2013. The number of pupils registered for free school meals is above the national average at 44%.

Knightsridge Primary School and Early Years Centre is in the Deans Community High School Cluster. All Primary schools in the cluster work closely to deliver the very best transition opportunities to our Primary 7 pupils. Enhanced transition experiences have been implemented since January to support transition in the Early Years. All staff demonstrate a

high degree of commitment towards ensuring all pupils' needs are met and have fostered positive relationships with all our stakeholders. The school is supported by a Parent Council and Fund Raising Committee.

The school has an excellent relationship within the community, often using the local community centre to enhance and extend experiences for pupils.

The Early Years Centre offers a wide range of activities to support parents within the community. Nursery staff and Family Support Workers offer a range of PEEP groups to parents and children during the week. Family Support Workers offer a broad range of classes which develop skills and support parents in the community. The Health Visitor offers a variety of opportunities to groups of parents depending on the emerging needs in the community.

The Knightsridge Adventure Project leader and volunteers from the community work together with the school on a number of initiatives, these range from coaching the school football team and supporting them through league fixtures to providing sporting opportunities during the school health week. The School and the Early Years Centre have fostered excellent relationships with the Community Police, professionals from agencies who support children and families, a range of staff from Deans Community High School, Scouting Group and Scripture Union representatives.

The Primary School and the Early Years Centre works hard to identify and overcome barriers to learning and prides itself on providing an inclusive and nurturing learning environment for all children and their families.

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

Pupils engage well in their learning and almost all are motivated to do their best. The school is making very good progress tracking pupil attainment through Curriculum for Excellence levels using a range of strategies as per Building the Curriculum 5. Class size reduction has allowed pupils to continue to make good progress in Literacy and Numeracy due to greater pupil/Teacher interaction and dialogue. Staff provide excellent opportunities for pupils to engage in cross curricular active learning opportunities through developing interdisciplinary topics which address experiences and outcomes.

Formative assessment strategies are firmly embedded across all stages and pupils respond positively to immediate feedback which informs their next steps in learning. Smaller class sizes allow Teachers to deliver quality targeted and differentiated teaching within small groups. Active

learning and purposeful play opportunities have motivated pupils and empowered them to transfer their skills across learning. In addition to summative tests, a further range of evidence is gathered by the school to substantiate attainment evaluations. This information provides strong evidence to indicate good progress for most pupils. Support for Learning continues to be targeted using the data from CEM results and pupils are well supported in their learning. Achievement is high on the agenda throughout the school and can be observed in classrooms and in central areas around the school. Out of school achievements are celebrated and skills learned are developed throughout the school. Opportunities are provided for the pupils to take part in a variety of community and authority based activities, events and competitions. The pupils are very proud of their achievements and success is celebrated at weekly assemblies, in newsletters, on class blogs and on the plasma screen. The school is working towards Level 1 of the Rights Respecting Schools Award. Pupils who have difficulty with both learning and behaviour or confidence are supported through our Nurture Base, Confidence Group, Behaviour Groups and Support Circles. These groups are supported to plan and organise events which provide opportunities for them to succeed and learn. Other groups include Pupil Council, Eco Group and JRSO. These groups work effectively together on common themes such as Rights Respecting Schools and continued Health promotion.

Learning has been further enhanced through educational visits and residential experiences for our pupils from Primary 5 to Primary 7. Pupils are becoming increasingly confident through the opportunities offered to perform in front of a variety of audiences. Many pupils participate in After School Clubs developing their skills in creativity, sport, debating and music. The pupils have expressed the wish for the range of After School Clubs to be improved with more variety and opportunities for all. Most pupils are making good progress in their learning. Use is made of ICT throughout the school and this has enhanced the enjoyment of pupil's learning leading to raised attainment. The curriculum is enabling pupils to link their learning across all subject areas and is making learning more relevant and meaningful for all pupils.

Strengths

- Pupils feel motivated to learn, feel safe, nurtured, included, active, respected and responsible.
- Procedures and systems ensure the needs of all pupils are met and addressed through effective partnership working with all stakeholders.

- Opportunities to transfer learning across a range of stimulating cross curricular themes motivate our learners.

Areas for Development

- To raise attainment in Literacy and Numeracy through further development of teacher knowledge about learning approaches, assessment uses and purposes for each area which will be consistently applied and analysed to provide a coherent learning experience.
- To further develop assessment strategies to raise attainment in Literacy and Numeracy in line with the Cluster Improvement Plan.
- To extend school responsibility groups to include all Primary 3 to 7 and to include Primary 1 and 2 pupils in the fourth term. To extend the opportunities for the development of pupil voice through wider involvement in the life of the school.
- To develop collaborative learning experiences for pupils in vertical groups.
- To develop a framework for the development of skills for work, learning and life across the school.
- To improve the positive behaviour policy and systems.
- To develop an Outdoor Classroom to enhance learning.

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

Staff have made a very good start to developing Curriculum for Excellence and have fully engaged with experiences and outcomes. Pupils' experiences have been improved through interdisciplinary planning with a focus on Literacy, Numeracy and Health and Wellbeing. Pupils are experiencing activities which are more active and challenging. We continue to explore cross-curricular links and to introduce greater flexibility into our existing programmes and timetabling. Teachers plan to ensure relevant, challenging and enjoyable contexts through which the children learn. Teachers plan well for opportunities in Literacy and Numeracy and pupils are able to identify where this is being taught within the wider curriculum.

Strengths

- Enhanced transitions experiences have been introduced at the Early Years and between Primary and Secondary this session.
- Early Level experiences and outcomes are delivered through an effective partnership between Nursery and Primary 1 staff.

- Staff work well as a team and individually with pupils in their own class to maximise innovative practices across the school.

Areas for Development

- To continue to plan learning activities which are more closely matched to learners' abilities to meet the needs of all pupils including the more able to improve pace and challenge in learning.
- To review, revise and develop the behaviour policy and approaches based on Rights Respecting School values involving pupils, parents and staff.

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

The school has a well planned approach to evaluating the quality of education it provides to the pupils across all stages. The Acting Head Teacher and members of the management team observe learning and provide staff with constructive feedback to enhance their teaching skills. Opinions of all staff and pupils are sought regularly to improve the learning and teaching environment for all pupils, which has improved the learning opportunities for the pupils and has increased their confidence in managing roles within a group. Most pupils are proud of their school and of their various roles and responsibilities within the school. Pupil groups contribute to action plans to identify targets, share these with staff and other pupils and regularly evaluate these to ensure targets are met. Questionnaires and Glow meetings are used to engage all stakeholders in the whole school and Early Years Centre improvement agenda. Pupils are encouraged to make suggestions for improvement. Staff are given opportunities for distributed leadership, which gives them a sense of responsibility and inclusion within the decision making process and for the development and subsequent improvement of pupils' learning.

Strengths

- Improvement Teams have provided staff with opportunities to work collegiately across levels and to develop leadership skills.
- Strong cross cluster work between schools to facilitate sharing of good practice.
- Robust tracking and monitoring systems are in place to track progress of individual pupil's learning.
- Teaching staff are reflective practitioners who evaluate learning and teaching to improve experiences for all pupils.

Areas for Development

- To continue to develop systems and processes to further develop the use of guided materials for improving self-evaluation to ensure that all stakeholders are more involved and take a more leading role in evaluating strengths and identifying areas for school improvement.
- Further develop pupil groups across the school.
- To increase opportunities for distributed leadership.

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

There is a strong collaborative approach throughout the school to learning and teaching. Groups have been established in many areas e.g. Eco Schools, Rights Respecting School and Pupil Council and these groups meet regularly to progress whole school improvement. This has helped to develop confidence and pupil voice. Sharing of good practice takes place regularly. Critical friendships and best practice visits are undertaken by staff. A programme of planned outings linked to topics is in place. Outside agencies, e.g. speech and language therapy, child psychology, health, social policy and partner agencies within education work in partnership with staff to promote effective independent learning. The school and Early Years Centre have an active Parent Staff Association, which works hard to fundraise to improve opportunities for pupils. Parents and Carers are involved appropriately in setting learning targets for their children and participate fully in reviews. The school and Early Years Centre deals effectively with any concerns or complaints from parents or carers in line with our school and West Lothian Council policy. The school has links with Knightsridge Adventure Project and has developed links with Lloyds Banking Group to support and enhance literacy skills for pupils in Primary 3. The school regularly uses the community facilities at the Mosswood Community Centre to enhance experiences for pupils. Regular school and Early Years Centre newsletters keep parents and carers informed about school events. Class and Early Years Centre blogs keep parents and carers updated on current learning and achievements at class level. Helpful and informative reports keep parents and carers informed about their children's progress. Parents and carers have benefitted from attending class assemblies where learning is shared with the whole school community.

Strengths

- The school and Early Years Centre have developed positive partnerships with parents, other educational establishments, the local community and other agencies. These have enriched the learning, improved learners' achievements and targeted support to individuals who require it.

Areas for Development

- Continue to develop opportunities for all parents and carers to be involved in pupil's learning through curricular events, pupil led learning activities and through adapting the home learning experience.
- Further develop critical friendships and best practice visits.
- Continue to develop and extend links with the local community.
- To further develop partnerships to provide pupils with experiences of the world of work in order to demonstrate how life skills are transferable.
- Maintain the positive relationships with internal and external agencies and partners in developing school, class and pupil programmes.

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

(This could include approaches to tracking the progress and achievement (including attainment) of particular groups such as able children, young carers or those identified as at risk of underachievement or missing out; or key initiatives relevant to the context of the school)

We take positive and pro-active steps to ensure barriers to learning are promptly identified and addressed effectively. Almost all staff take positive and proactive steps to ensure that factors, such as the learning environment, family circumstances, health, diversity or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Pupils are given encouragement to share their views and act as positive role models for others. The curriculum and culture promote a positive appreciation on equality, social justice and diversity in society. Diversity is promoted and celebrated within and outwith the school community. Incidents of inequality, racism, bullying and discrimination are dealt with openly, promptly and consistently. In our school, culture and language, disability, gender, race, religion, and additional support needs do not become barriers to participation and achievement. Children willingly assume positions of responsibility and become involved as active and responsible members of the community. They take part in activities such as the Pupil Council, the

ECO Group, buddying and mentoring, Rights Respecting Group and the Support Circle and Confidence Group. The whole school community take active roles in charitable work and building strong local partnerships. Should a factor which hinders learning emerge, key members of staff become responsible for ensuring positive outcomes for individual learners and for working with parents/carers and other agencies.

What stage is the school at in taking forward *Curriculum for Excellence*?

All areas of the curriculum are now planned for using Curriculum for Excellence principles and experiences and outcomes. Teachers are using Curriculum experiences and outcomes to assess pupil progress. Most pupils are beginning to articulate their understanding of our values, the four capacities and can relate these to their own development and learning. Most pupils are being provided with some opportunities to assess their own progress and that of their peers through the use of formative assessment strategies and collaborative learning experiences. The school and Early Years Centre recognises and rewards achievement and attainment and encourages the development of skills to support lifelong learning. Staff are gaining confidence in using active learning and interdisciplinary approaches to pupils' learning.

Improvement Priority 2013 -2014: Raising Attainment

What are your key areas of development to take this priority forward?

- To raise attainment in Literacy and Numeracy through development of teacher knowledge regarding learning approaches, assessment uses and purposes for each area which will be consistently applied and analysed to provide a coherent learning experience.
- To develop assessment with a focus on tracking and monitoring, recording and profiling.
- To develop a consistent understanding of the standards through the moderation of Literacy and Numeracy.
- To develop rigorous self-evaluation processes leading to continuous improvement.
- To review, revise and develop the Behaviour policy and approaches based on Rights Respecting School values involving pupils, parents and staff.

Based on the above information, at this point in time, how would you evaluate your school on the following quality indicators?

1.1	Improvements in performance	<i>Good</i>
2.1	Learners' experience	<i>Good</i>
5.1	Curriculum	<i>Satisfactory</i>
5.3	Meeting learning needs	<i>Good</i>
5.9	Improvement through self-evaluation	<i>Satisfactory</i>
8.1	Partnership with the community, educational establishments, agencies and employers	<i>Good</i>