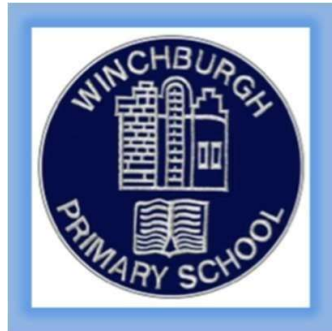


# Winchburgh Primary School and Early Learning and Childcare Setting



## PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Glendevon Park  
Winchburgh  
West Lothian  
EH52 6UE

## ABOUT OUR SCHOOL

Winchburgh Primary School is a non-denominational school with a roll of 539 children as of June 2023. The school ELC/nursery provides early learning and childcare for 46/55 children.

Since January 2024, the school has been part of a Collaborative Leadership Model with Bridgend Primary School and ELC. This includes a shared Head Teacher across both Schools, and at Winchburgh a Head Teacher (HT), Depute Head Teacher (DHT), one permanent Principal Teacher and 2 Acting Principal Teachers, one with a remit for PEF. The school has 19 classes with 22 class teachers including Support for Learning. The school benefits from visiting specialists in music tuition, provided for children from P5 to P7. Our nursery class is supported by two Early Years Officers and 9 Early Years Practitioners.

Teaching and learning is further enhanced by a team of PSWs who support children across the school and ELC. The team in the school office comprises an Administrative Assistant and a Clerical Assistant.

Winchburgh Primary and ELC serves a diverse local community which provides rich learning opportunities for all. The diverse catchment spans most SIMD bands. Free meal entitlement is reported at 10%, with clothing grant currently sitting at 14%. The school building has been extended over time in line with an increasing roll and offers large classroom accommodation.

The school has an excellent relationship with the new Winchburgh Cluster. Pupils have regular access to the Health and Wellbeing Hub. The school has a well-established Parent Council. 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 our children.

### **Our School Vision**

*“Every Learner Achieving Their Full Potential”*

### **Our School Values**

*Kindness, Effort, Respect*

### **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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.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>1.To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to:</p> <ul style="list-style-type: none"> <li>- ensure learners experience relevant, high-quality, well-planned learning opportunities which are appropriately differentiated, targeted and effectively resources whilst being appropriately linked to the UNCRC</li> <li>- enhance learner experiences and outcomes in writing and for practitioners to develop a deeper understanding of pedagogical approaches that engage learners</li> </ul> <p>NIF Driver(s):</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Strengthened the approaches to the teaching of reading and writing across all levels through planned CLPL session with a focus on differentiation. This has led to staff confidence in the delivery of teaching both reading and writing and has had a positive impact on our overall literacy attainment</li> <li>• We achieved the Silver Award for UNCRC accreditation. Pupil and staff ensure that children right are met</li> <li>• Analysed school data to explore the gender gap in attainment with a focus on literacy and numeracy. Engaged with WLC equity team to consider lenses to identify trends</li> <li>• Audited digital resources and enhanced our IT provision</li> <li>• Worked with our partners to consider a cluster curriculum rationale</li> <li>• Increased staff knowledge of pupil’s progress across early to third level. Identified teacher has been working across the second and third level with targeted pupils with a focus on raising attainment</li> <li>• Developed play approaches across the early/first level with some aspects being integrated in to Primary 3</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Our literacy and numeracy tracking data shows that our pupils are performing well and are close to meeting the WLC stretch aims</li> <li>• Pupils and staff consistently use the language of UNCRC in all lesson as observed in lesson</li> <li>• Our digital audit had led to individual pupils having access to identified devices, in turn this has supported improved attainment</li> <li>• That curriculum rational work has led to a more coherent approach to the delivery of the BGE within our cluster via the transition teacher and our P6 and P7 cohort report they are feeling confident as they head to S1</li> <li>• Play approaches are resulting in increased pupil engagement with an increased range of choice and activities</li> </ul>
<p>ELC</p> <p>Learners experience relevant, high-quality, well-planned learning opportunities which are appropriately differentiated, targeted and effectively resources whilst being appropriately linked to the UNCRC.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Introduced Word Boost for our Preschoolers and exposed Ante-Preschoolers to the vocabulary</li> <li>• Introduced Seesaw for profiling and trained staff on how to use effectively in the ELC</li> <li>• Re-assigned staff distributive leadership roles which were more closely related to their areas of interest and expertise</li> </ul> <p>Evidence Indicates the Impact is:</p> <ul style="list-style-type: none"> <li>• Improved Renfrew results showing developing vocabulary.</li> <li>• Increased staff confidence to profile using Seesaw.</li> <li>• Staff have ownership over an area of practice</li> </ul>

<p>2.To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to:</p> <ul style="list-style-type: none"> <li>- provide equal opportunities to support identified pupils with their academic progress and to promote social inclusion</li> <li>- Ensure that the human rights and needs of every child and young person are central to all aspects of our school</li> </ul> <p>NIF Driver(s):</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school was awarded £89,425 of Pupil Equity Funding (PEF)</li> <li>• 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</li> <li>• 7 priorities were planned and 60% of these priorities were fully achieved with 40% making good or better progress</li> <li>• PEF was used effectively to recruit a PEF Lead to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions and to fund two additional pupil support workers to help support the needs of identified learners</li> <li>• Interventions this year have focused on addressing gaps in literacy and increasing supporting life skills</li> <li>• Examples include the introduction of language link, Playmaker, nurture provision, Lego club, PSW input for social and academic support</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Identified pupils increased their reading age and knowledge of initial sounds and blend patterns has improved via language link</li> <li>• Evidence show that Lego club has improved pupil reporting green on tracking system for Included and Responsible.</li> <li>• Boxall Profiles show that pupils have achieved at least 2 of their targets from nurture attendance</li> <li>• P3 PSW intervention has impacted the literacy and numeracy data positively</li> </ul>
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<p>3. To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2023/24 was to:</p> <ul style="list-style-type: none"> <li>- Positively improve wellbeing outcomes for all learners, particularly those with specific wellbeing needs</li> <li>- Upskill practitioners in approaches to trauma informed practice and zones of regulation</li> <li>- Ensure that the human rights and needs of every child and young person are central to all aspects of our school</li> </ul> <p>NIF Driver(s):</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress What did we do?</p> <ul style="list-style-type: none"> <li>• Learners are increasingly more confident in accurately self-assessing against the wellbeing indicators and almost all children are self-reporting positively against almost all of the indicators.</li> <li>• Health and Wellbeing Mini Champs have become increasingly involved in the process of analysing our self-reporting data, resulting in increased pupil understanding, thus supporting pupils to have a voice in making informed judgements about next steps in learning and appropriate support</li> <li>• Through our approaches to assessment and planning, pupils who would benefit from attending nurture provision have been identified across P1-5 stages and Lego Therapy sessions across P5-7 stages with a focus on improving wellbeing outcome for learning with specific wellbeing needs</li> <li>• All teaching staff undertook council-led Trauma Informed training (Part 2) to improve understanding of Trauma Informed Practice</li> <li>• Section on our trauma informed approaches now included within our Positive relationships and behaviour guidance</li> <li>• Almost all classes engaged with the Zones of Regulation to promote self -regulation approaches in school</li> <li>• Our school's Learning and Teaching guidance and anti-bullying statement has been updated to include and promote the language of UNCRC</li> <li>• Classroom observation feedback continues to highlight that almost all children across the school can link their learning to at least one of the UNRCR articles and the language of UNCRC is embedded in daily school life</li> <li>• Shared draft of anti-bullying statement with staff, pupils and parents/carers and eForm issued to welcome feedback. Pupils and parents/carers now have a clearer understanding of our anti-bullying approaches, and most are satisfied with how our school deals with bullying</li> </ul> <p>Evidence indicates the impact is;</p> <ul style="list-style-type: none"> <li>• 93.42% of pupils reported 'green' across all HWB indicators in session 23-24 (HWB profile 23-24)</li> <li>• All pupils attending nurture this session, have achieved at least one of their Boxall targets</li> <li>• P1 - 4 nurture group SDQ scores have positively increased from the start of the session to date</li> <li>• P1-5 nurture group commented positively on the impact of nurture in pupil surveys this session</li> <li>• 86.3% of pupils surveyed feel that our school deals well with any bullying – an improvement on previous year (Pupil Ethos Survey 23/24)</li> <li>• 88.57% of our parents/carers surveyed feel that our school deals well with any bullying which is also improved from the previous year's data. (Parent Ethos Survey 23/24)</li> </ul>
<p>ELC</p> <p>Positively improving wellbeing outcomes for</p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Increased ELC staff confidence in using the 'Fix It' folder to support restorative conversations</li> <li>• Increased children's independence during snacks and lunchtimes</li> </ul>

<p>all learners, particularly those with specific wellbeing needs.</p> <p>Ensure Children's Rights are central when planning for and supporting children's wellbeing.</p>	<ul style="list-style-type: none"> <li>• Made sports / ball games a regular offering during Mini Skills sessions</li> <li>• Worked with the school's UNCRC Lead to achieve Silver Award</li> </ul> <p>Evidence Indicates the Impact is:</p> <ul style="list-style-type: none"> <li>• Children are more settled and able to resolve conflicts during play</li> <li>• Children are more independent and are preparing and self-serving during mealtimes</li> <li>• Tracker indicates children's gross motor skills have improved, with almost all Preschoolers are green moving to Primary 1</li> <li>• Staff can talk about how the UNCRC is part of their everyday practice</li> </ul>
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<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was to place the human rights and needs of every child and young person at the centre of learning, by building upon understanding of agile approaches to promote <b>agency, autonomy</b> and the development of <b>the four capacities</b></p> <p>NIF Driver(s):</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Embedded the language of Meta-Skills across all levels</li> <li>• Achieved Silver award UNCRC accreditation</li> <li>• Provided leadership opportunities for pupils across second level – Build Me/Developing Me/Junior Academy</li> <li>• Developed a progressive outdoor learning plan across all levels including third level</li> <li>• Developed My Junior Academy Programme for First / Second / Third Level with cluster partners</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Pupils can articulate in lesson which meta skills are in use and how they apply to their learning as observed via learning walks and classroom observations</li> <li>• Having achieved the Silver Award, pupils and staff can talk about this achievement which was evidenced in classroom observations</li> <li>• Senior pupils have role of responsibility in school, and they can lead on these roles in the wider life of the school</li> <li>• The progressive outdoor learning plan is now accessible to all teachers and taught throughout the school. Pupil report positively that they enjoy the outdoor learning experience</li> <li>• Junior Academy/Developing Me/Building Me programmes offer pupils choice to develop and build their skills in specific areas. All pupil from P3 to P7 have taken part in at least 1 activity of their choice. Pupils and staff talk positively of these opportunities</li> </ul>
<p>ELC</p> <p>Place the human rights and needs of every child and young person at the centre of learning, by building upon understanding of agile approaches to promote <b>agency, autonomy</b> and the development of <b>the four capacities</b></p>	<p>What did we do?</p> <ul style="list-style-type: none"> <li>• Further encouraged parent helpers into the setting to share their skills and experiences</li> <li>• Worked with community partners, including the Growing Group, sheltered housing and the cafe</li> </ul> <p>Evidence indicates impact is:</p> <ul style="list-style-type: none"> <li>• Strengthened partnerships with parents and wider variety of experiences on offer to the children</li> <li>• Strengthened community partnerships and gave children more opportunities to out and about in the village</li> </ul>

**Statement on School attendance and exclusion data:**

- 2023/24 Overall attendance is currently at 94% at June 2024
- There were no exclusions during session 2023/24

**Statement on Parental engagement:**

- Our parents are active participants in the school and a strong partnership exists between the parent council and school. We continue to work to strengthen the widest range of parental partnerships
- Parents are active participants in their children's learning. We engage with parents throughout the school improvement process, sharing progress with all stakeholders and discussing priorities with the Parent Council, who are integral to the effective operation of the school and represent all stages of the school
- Priorities are also shared at parent's information evenings and via online systems
- We issue questionnaires and undertake feedback activities at key points throughout the year - we use this information to help shape future school improvements
- Our Parent Council support the school financially with a range of committed and enthusiastic parents organising fundraising events. This supports the subsidising of some specific priorities as well as, for example, the Parent Council led leavers' event

We are extremely fortunate to have parents committed to improving experiences for pupils. This session we offered parents the following opportunities to support their child's learning:

- Weekly video updates – "*Winchburgh Bites*", with monthly written updates
- Regular School App updates – following the review of approaches to communication. Wider communication with families across WLC is now under review for all schools
- Termly Class Overviews
- Social Media Updates through our Twitter/X Feed (linked to School Website & School App)
- Hybrid Parent Consultations & Meet the Teacher Events



**Our Wider Achievements this year have been:**

- Climate Smarter event for P6 pupils
- Forest Sessions for P1 pupils
- School Fayre – Christmas and Summer
- P5 Spring Assembly
- Building me/Developing me Vertical groups
- Winchburgh Marina opening event
- Seafood Scotland P5 event
- Science visits from Scottish Power Across P1- P7
- Poppy Scotland Bus visit
- Swimming lessons for P6 and P7 pupils
- P7 transition programme
- 4 Open mornings for parents/carers
- School library relaunch
- Outdoor Library
- Playmaker awards
- Playground helpers to support playground games
- P6 buddies
- Nurture groups
- Community litter picks
- Parents Council Discos
- Christmas Nativity Show
- Christmas Concert
- P4 Rugby sessions
- School Camp for P7
- McMillan Coffee Morning
- Cross Country Event
- P6 ACE awards
- Baking groups
- Golf sessions with local club
- Lego Club
- Parents Anti- Bullying session
- Judo session
- Book Trust gifting session
- Read, Write, Count book bag gifting
- P7 Leavers Events
- Children in Need fun day
- Bikeability for P6 and P7
- Reduce, Reuse, Recycle school clothing
- Sports Day
- Foodbank for community use

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

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

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

+Delete if not relevant

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)