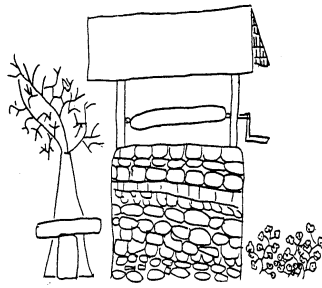




Westruther Primary School



School Improvement Report

2022-2023



Review of Progress 2022-23

Context of the school

Our school has three main learning areas, two classrooms - one of which is open plan with the Early Learning and Childcare (ELC) provision. There is an office at the front of the school and a staffroom at the rear. There is also a small dining hall/General Purpose room. The learners use the village hall or outdoor community field for Physical Education (PE). The outdoor space offers different play and learning environments including a Community Garden to the front of the school. At the end of the school session the school had a roll of 22, divided into ELC (6 learners) and Primary 1- 7 (16 learners). The free meal entitlement is well below Scottish Borders Council (SBC) average.

The curriculum is enhanced with a specialist PE teacher. The rest of the staff team consists of one full time class teacher, a Learning Support Teacher (one half-day a week), three Pupil Support Assistants (PSAs), an administrator, the central Early Years Team Teacher, a part time Playground Supervisor, cook and cleaner and a peripatetic janitor. The Head Teacher (HT) and the Principal Teacher (PT) work across two schools – Westruther and Channelkirk Primary Schools. Westruther staff work closely with their colleagues at their partner school, enhancing opportunities for collaborative improvement work, moderation activities and learning experiences. This session both schools were awarded the 'Reading Schools (Bronze) Status' from Scottish Book Trust having been successfully led through the accreditation process by a teacher and learners who took on 'Literacy Leader' roles. The two schools experienced excursions together - Musselburgh Pantomime, a Farm Visit and the Bird Gardens (ELC). Westruther primary hosted Channelkirk primary for a Dance Festival (including parents) and Channelkirk Primary hosted Westruther Primary for a Food Festival. P7s from both schools enjoyed the cluster residential and other P7 experiences between the two schools - for example orienteering. Sports events were entered by teams of learners from both schools combined creating a 'Westkirk' team, allowing learners wider sporting opportunities and challenges.

Westruther Primary school currently holds the ECO Green Flag status having retained it over the last two years. A further Green Flag application is underway after successful whole school ECO learning again this session, including planting 60 trees in a local community woodland. The school also performed a very successful Christmas Show school show including all learners from ELC to P7 in the Village Hall.

SBC priority 1: Develop high quality learning, teaching and assessment that leads to improved levels of attainment and achievement for all in our schools and settings.

Coaching for Excellence – Primary Cluster development.

Westruther teachers engaged in an Earlston cluster project launching an approach to supporting pedagogical improvement through peer observations followed by coaching conversations. Whilst attending two training days cluster teachers considered how coaching conversation models could support them and each other in identifying ways to improve their practice. Teachers identified an area of pedagogy they wanted to improve (self-evaluating with the Learning, Teaching and Assessment toolkit), experienced peer observations (across Westruther and Channelkirk schools) and engaged in follow up coaching conversations – as a coach and a coachee. Almost all teachers who participated in the cluster coaching training agreed that they have further developed their understanding of what coaching is and how it can be beneficial to finding solutions. Most cluster teachers felt they had benefited from engaging in coaching conversations with a colleague and that this has had a positive impact on identifying areas of their classroom pedagogical practice to enhance learning, teaching and assessment.

This peer-coaching model will continue next session, giving teachers a chance to work with a different colleague and further reflect and improve their classroom practise.

Introducing Showbie (iPad app) to all teachers and learners (Westruther and Channelkirk).

Teachers were trained by the Cluster Inspire Lead Teacher to use Showbie to: upload regular photos and information depicting learning activities onto a Parents Group; create folders for learners for Literacy, Numeracy and Health & Wellbeing; record in these folders key learning targets and associated evidence for these targets; give feedback on learner's work (written comments or 'voice notes'); share learning tasks and share learning resources with learners. Showbie facilitated learners in leading their own learning and recording their progress and achievements. Showbie allowed parents more regular access to their children's learning. Next session, the use of Showbie will be embedded further.

ELC staff also used Showbie to capture learning in ELC. This was commented on positively within the Care Inspectorate report, "Showbie was an online resource used to share children's learning, observations, identified next steps and photographs. This ensured parents were well-informed of children's learning and development progress. All parents agreed this was a very good resource as it meant they could access information at any time."

Progress, Attainment and Attendance.

Learners at Westruther Primary School continue to make good progress in attainment, including those effected by low income or with Additional Support Needs (ASN). 50% of the

school role is identified with one or more ASN. Learners met their Curriculum for Excellence Levels as expected in key stages – meeting the identified stretch aims in attainment for the school this session. The HT, teachers and support staff meet termly to discuss pupil attainment as well identifying support and challenge needs. Teachers are engaged in moderation activities across both schools to support judgments as well as implementing the established assessment calendar. The HT uses the Pupil Equity Fund to supplement the Pupil Support Staff levels in the school and to target specific learners prioritised for support through an individual profiling process. These learners' progress in Literacy, Numeracy and Health & Wellbeing were closely monitored and support was directed to provide targeted interventions which were evaluated at Attainment meetings throughout the session. Most targets were achieved or partially achieved. Learners will continue to be individually profiled and prioritised for targeted intervention next session.

Pupil attendance rates in P1-7 remain excellent – the school finished the session with an attendance rate of 95%, meeting SBC's stretch aim in pupil attendance.

SBC priority 2: Develop inclusive practice with a focus on universal and targeted provision in all schools and settings.

Introducing the Zones of Regulation Programme

This session the 'Zones of Regulation' programme was introduced to all learners from ELC to P7 in Westruther and Channelkirk Primary Schools. Staff at all levels were involved. Learners (age and stage appropriate) were taught to identify a range of emotions and where it could be appropriate to feel certain emotions. Emotions are assigned to one of four coloured 'Zones'. Strategies (tools) are considered to support self-regulation to create a calm, supportive ethos where children can play and learn safely. Staff identified that all learners were able to identify a range of emotions and what Zones they belonged to. P4-7 learners had an average rating of 4.35 out of 5 and 4.0 out of 5 for 'I can identify emotions I am feeling' and 'I can predict what emotions someone will feel in a certain situation'. P4-7 learners had an average rating of 4.5 out of 5 for 'I have strategies / tools I can use to help me regulate my emotions.' Learners identified strategies included 'Breathing in and out' and 'Drawing / doodling, playing with my dog, going outside'. In the ELC one parent informed staff the child had talked about Zones / colours at home. The Zones of Regulation programme was supplemented by a series of lessons in Neuro-Diversity delivered by the Inclusion and Wellbeing Service Teacher. Next session the Zones of Regulation programme will be embedded, used in a more targeted way where needed and information produced for parents.

Embedding the SBC Inclusion Framework

Teachers and ELC staff in both schools continued to engage with training on the Nurture Principles this session and evaluated the Universal Nurturing Approach in school. All staff

responded 'All of the time' to the statement "I take time getting to know the children in the class so that I am aware of any changes in behaviour and can pre-empt this when possible". Staff scored themselves highly in response to other statements regarding their knowledge and application of the Nurturing Principles. All P1-7 learners at Westruther gave 10 out of 10 for the statement "Adults look out for me in school / make sure I am feeling OK" in a survey in May 2023 – indicating this nurturing ethos translates directly to the learners' experiences. Almost all pupils responded with 10 out of 10 for the following statements "I belong to this school / feel important to this school", "Other pupils look out for me in school / make sure I am feeling OK", "I have friends in this school", "People in school can help me if I get upset". In addition, some individual learners were supported in their wellbeing by working with partners to meet their individual needs along with an increased complement of Pupil Support Assistant hours.

The Educational Psychologist delivered a session to teachers on the SBC Dyslexia policy which allowed teachers on opportunity to consider further supports and strategies which they implemented for learners with literacy difficulties.

UNCRC – cluster training

Teachers and ELC staff engaged in cluster training revisiting the UNCRC in the context of the current legislative situation in Scotland. Almost all staff who participated in the cluster training agreed their *knowledge* of the UNCRC Articles had increased as a result. Most staff answered positively that their understanding of the *importance* of implementing UNCRC Articles had increased. The majority of staff who attended identified an immediate change in their practice as a result of the cluster training. These changes were mostly concerned with embedding the articles in daily practice and looking to link UNCRC with existing planned curriculum or teach explicit lessons based on UNCRC Articles. All staff were able to offer suggestions as to 'next steps' for themselves and their schools. Next session there will be a focus on Article 12: "Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."

Early Learning & Childcare provision

This year the ELC staff refreshed the setting's Vision, Values and Aims. Consulting with all stakeholders, they produced a new pictorial version of this. This was commented positively within the Care Inspectorate report as, "Children and parents benefited from a nursery whose vision, values and aims promoted a positive learning environment".

The ELC staff adopted SBC Attainment Trackers in Literacy and Numeracy this session, allowing them to readily identify children's next steps in learning.

Observations of learning and next steps were evidenced using Showbie App for the first time this session (as mentioned above).

The ELC staff were supported by the Early Years Teacher to evaluate the setting's work throughout the year, using SBC audit tools, considering different Self-evaluation documents and updating their Quality Assurance calendar. This was commented on in the Care Inspectorate report as "Improvement Planning and Quality Assurance was very good. This involved collecting and acting on feedback from staff, parents and children....We observed a motivated staff team using reflection to positively inform practice underpinned by strong consultative relationships between them and the head teacher."

The ELC setting received all 'Very Good' gradings in their unannounced Care Inspectorate inspection in February 2023.

Next Steps in relation to Learning, Teaching & Assessment (Session 2023-24):

- Engage in the roll out of the #SBCWay – a consistent approach to learning, teaching and assessment across the authority in Literacy and Numeracy.
- Continue accreditation process for Reading schools with the Scottish Book Trust

Next Steps in relation to Nurture, Equity and Inclusion (Session 2023-24):

- ☐ Engage with SBC's Inclusion Framework and Nurturing Approaches Policy.
- ☐ Embed the Zones of Regulation from ELC to P7.
- ☐ Develop Health and Wellbeing coaching with individual learners when appropriate.
- ☐ Consider further the United Nations Convention of the Rights of the Child (UNCRC) across all areas of school life and curriculum – focussing on Article 12

Evaluate the following QIs against the six-point scale:

Excellent	this aspect of the school’s work is outstanding, high quality and sector-leading
Very Good	major strengths, very few areas for improvement
Good	important strengths, yet there remain some aspects which require improvement
Satisfactory	the strengths within this just outweigh the weaknesses, basic provision for learners
Weak	important weaknesses, there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners’ experiences in substantial ways
Unsatisfactory	major weaknesses within which require immediate remedial action

Quality indicator	School self-evaluation	Nursery self-evaluation
1.3 Leadership of change	Good	Very Good
2.3 Learning, teaching and assessment (Including digital)	Good	Very Good
3.1 Ensuring wellbeing, equity and inclusion	Good	Very Good
3.2 Raising attainment and achievement/ Securing children’s progress	Good	Very Good

Our capacity for continuous improvement is: **Very Good**