

**STANDARDS & QUALITY
REPORT
WISTON PRIMARY SCHOOL
2018-2019**





Context of the school:

Wiston Primary School is a single teacher, rural school in the small community of Wiston, about eight miles from Biggar High School. The village mainly consists of private housing a over 90% of families live in SIMD 7. There is no pavement suitable for pedestrians and 75% of the children are brought to school by bus and the rest driven by their parents. Our school is situated in open countryside and we have access to extensive school grounds as well as to Wiston Lodge, Outdoor Centre. Every opportunity is made to develop outdoor learning.

Our school was rebuilt in 2010 providing a bright modern environment for our learning and teaching with excellent IT and PE facilities The current roll is 17 with 4 children attending through placing requests and 1 through an Inclusion request. Wiston shares a Head Teacher with Libberton Primary School which is about nine miles away. The single class teacher has been with the school over 8 years and he knows the children and families well. This session we have an additional 0.2 teaching staff from PEF Funding and 0.2 additionality. This has had a positive impact on learning and teaching to such a wide range of ages, stages and abilities. We have a part time cleaner/caretaker , a cook and one full time and one part time school support assistants. We have an active and helpful Parent Council and parents are keen to be involved in the life and work of the school



Our school vision is

AT WISTON PRIMARY SCHOOL CHILDREN ARE AT THE HEART OF EVERYTHING WE DO.

**WE STRIVE TO WORK TOGETHER TO CREATE A CULTURE AND AN ENVIRONMENT WHICH INSPIRES THEM
TO BE THE VERY BEST THEY CAN BE**

RESPECT RESPONSIBILITY ACHIEVEMENT and CREATIVITY

We are part of the Biggar Learning Community which has twelve primary schools which feed into Biggar High School. Younger children attend a mixture of school and private nurseries in the area and we work closely with them and with Biggar High to ensure smooth transitions. Nine of our Learning Community schools are either two teacher or less schools and we have developed close links to enhance learning and teaching for staff and children across these establishments.



Priority 1: To raise attainment in literacy for all learners

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI:1.1, 1.3, 2.2, 2.3, 2.4, 3.2

Progress:

This session we have piloted North Lanarkshire Active Literacy and focused on reading and phonics/spelling. All teaching staff have been trained in NL programmes. We have reviewed our planning in these areas, book banded our reading programme and purchased additional resources to supplement our existing eg a wider range of novels and reading material and phonic based readers. Some teaching staff and support staff have been trained in Catch Up Literacy and it is being used in school as well as The 5 Minute Box.

Our school PEF was allocated to 0.2 additional staffing which facilitated smaller, more focussed group sessions using novels/Big Books to develop reading skills using North Lanarkshire strategies and then to use this as a context for writing. We moderated reading with three neighbouring schools and children in Primaries 1, 4 and 7 took part in the SNSA

Impact

The impact has been positive and visible. All staff are more confident using the NL programme. Most children are more engaged and more challenged in literacy- debating how words are formed, discussing the storyline in their novel, writing extended pieces, choosing to read more.

Those children experiencing literacy difficulties and not meeting their milestones are receiving 1:1 support through targeted intervention Catch Up Literacy and/or 5 Minute Box.



Data

Next Steps:

- Continue with PEF funded reading/writing to embed reading/writing strategies
- Develop school writing programme using as a basis, Pie Corbett's Talk for Writing. All staff to be trained
- Pilot Talking & Listening programme
- Pilot Dyslexia Friendly Toolkit online



Priority 2: To use formative and summative assessment as a basis to develop learning conversations with learners

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 1.1, 1.2, 1.3, 2.3, 2.4, 3.2

Progress:

- We have set up, and are using SLC Tracking and Monitoring system to monitor and track pupils to identify those needing additional support or challenge
- We had started online profiling using the Seesaw app but this has been halted as South Lanark shire investigate it through GDPR
- Taking on board two aspects of NL Active Literacy meant devoting a great deal of time and resources to it. This meant less time for this priority. We were working on this priority jointly with Libberton PS and it was being led by a class teacher there, as part of her Middle Leadership studies. She has visited other establishments to view their systems and worked with staff in Libberton and Wiston to share ideas, discuss current practice and how to move forward. We have used many of the ideas within HGIOS4How Good is OUR school. She has been working within her own class to identify their next steps in their learning. At school assemblies the focus has been on 'What is learning?' "What does a learning classroom look like in practice?' Children have taken part in Learning Walks to examine and feedback what learning looks like at Libberton and how we can improve. We have purchased large notepads where children can display their best work, annotate their skills and knowledge and highlight their learning

Impact

- We now have an effective system of tracking and monitoring pupils



- We are beginning to develop an ethos where pupils are leading their learning and are able to discuss where they are and their next steps.

Next Steps:

- To share Tracking and Monitoring System with all staff to enable them to analyse data and use information gained to plan for pupils and track progress
- To further develop learning conversations with pupils.
- To pilot the programme we have developed for staff to follow to initiate learning conversations with individual pupils and linking in with a new Learning Journey which will be taken home to parents for feedback.

The National Context for Education

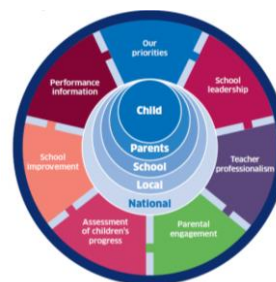
The National Improvement Framework (NIF) for Scottish Education sets out the Scottish Government's vision to continually improve Scottish Education and to close the attainment gap, delivering both excellence and equity. Our school, working in partnership with South Lanarkshire Council is fully committed to delivering these ambitious aims.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Key drivers of improvement have also been identified, these are:

- School leadership.
- Teacher professionalism.
- Parental engagement.
- Assessment of children's progress.
- School improvement.
- Performance information.



South Lanarkshire Council's overall vision is to "improve the quality of life of everyone in South Lanarkshire Council."

Education Resources' key purpose is to:



“Raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities”

The priorities relating to this are:

- Deliver high-quality early learning and childcare to give our children the best educational start
- Raise standards in literacy, numeracy and close the poverty-related attainment gap.
- Improve health and wellbeing to enable children and families to flourish.
- Support children and young people to develop their skills for learning, life and work.
- Ensure inclusion and equality are at the heart of what we do.

Our school is committed to taking these priorities forward and developing each driver through our annual School Improvement Plan (SIP).

Assessment of children’s progress throughout the Broad General Education (to end of S3)As one of the drivers, our school, alongside all schools in Scotland, has been required to report on Curriculum for Excellence levels for literacy and numeracy achieved by all children at the end of stages P1, P4, P7 and S3. This data is submitted to South Lanarkshire Council in June each year and collected subsequently by the Scottish Government. This data is based on teacher judgement, informed by a wide range of assessment evidence including standardised testing where appropriate. As from session 2016/17 all schools in Scotland will be required to participate in the new Scotland National Standardised Assessment (SNSA) project. This will further help inform teacher judgement of levels.

The following table shows benchmarks for children achieving Curriculum for Excellence Levels.

Level	Stage covering 3 years approx.
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and abilities. Many children not attaining National Levels



will have an Additional Support Plan (ASP) and may be making good progress but against different milestones e.g. individual targets. Learning progress is not about how fast children move through the levels but about 'how much' and 'how well' children learn, having depth and breadth of experiences at each level.

Assessment of these levels is based on a wide variety of evidence and ways of measuring progress such as assessment of projects, general class work, observations and peer assessment. Where possible, children and young people are encouraged to be directly involved in the assessment process.

Schools and teachers work with others to set shared standards for assessing progress. These standards are based on National "benchmarks" for each area of the curriculum. This process is called moderation and it ensures that schools have similar expectations.

What follows is our school's data about achievement of these levels for session 15/16 through to sessio



Achieving Excellence: Overall Progress towards National Improvement Framework Priorities Session 2017-18

Use all available evidence (including data)

Literacy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- We have piloted North Lanarkshire Active Literacy. All staff are trained in the programme and are enthusiastic about implementing it.
- We have had a major focus on writing/spelling/phonics and reading this session. Within classrooms children are actively engaged with literacy either discussing word families, reviewing their novels or writing extended pieces.
- We have purchased new reading material for the younger children, new sets of novels for the older ones and additional phonic novels for additional support.
- Intervention programmes- Catch Up Literacy and 5 Minute Literacy Box have been used effectively
- SLC Tracking & Monitoring programme enables staff to provide targeted support /challenge as appropriate
- All children in Primary 1 and Primary 4 and most in Primary 7 have reached their milestones in reading, talking and listening and writing and writing and 5 of the 6 children who sat the SNSA reading assessment passed it at High

Next steps

- To continue embedding NL phonics /spelling and reading
- To review writing programme
- To review Talking and listening programme

Numeracy:

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- All children in Primary 1 and Primary 7 and most in Primary 4, attained their expected levels of attainment.
- SLC Tracking & Monitoring programme enables staff to provide targeted support /challenge as appropriate
- All children identified as not meeting their milestones have Additional Support Plans with specific targets to improve attainment. They been given 1:1 support either with Catch Up Numeracy or 5 Minute Numeracy Box
- Most children have been working in small groups to build up confidence in problem solving strategies. These skills need to be fully embedded.

Next steps

- To continue to monitor and track pupils
- Identify standardised summative assessments
- Provide holistic maths assessment to challenge pupils



Health and Wellbeing

Progress	satisfactory	good	very good	excellent
		X		

Strengths

- The caring, supportive and inclusive ethos of the school was highlighted in our recent questionnaires of pupils and parents. All parents agreed that their children were happy at school and that the school's values and attitudes had a positive effect on their children. 100% of pupils feel that they are treated fairly and with respect
- We have established strong links with Active Schools and other partners in the community eg rugby and tennis.
- We are keen to offer a wide range of lunchtime/after school clubs- eg dance, judo and den building with every child attending at least one of these each term and we are tracking participation both in and out of school to identify children who may require support.

Next steps

- Next session we aim to work with as a Learning Community to engage with NHS Healthy Schools Plus programme which will aim to strengthen home, school and community links.
- As part of this priority we will audit our current health programme against the wellbeing indicators to highlight areas we can improve teaching and learning

Employability Skills/Positive Destinations

satisfactory	good	very good	excellent
	X		

Strengths

- Our house system encourages leadership and team building skills particularly with our older children who have to plan and organise events e.g.Sports Day. These focus on skills for learning, life and work and the children are encouraged to identify the specific skills each activity cultivates.
- IDL plans incorporate Career Education Standards (CES) and teachers are to recognize which of the CES can be developed through the topic. We regularly invite parents and member of the community in to speak about their career pathways.
- Across all stages pupils are given opportunities to develop enterprise skills through fund raising, campaigns, Christmas Fayre etc

Next steps

- To continue to embed skills for DYWF across four contexts of learning
- To develop pupils' IT skills

Overall quality of our learners' achievements

Highlights of session 2017-18

CONFIDENT INDIVIDUALS



Benchball at Biggar High



High fliers!



Performing in Scots

EFFECTIVE CONTRIBUTORS



Making something tasty



Judo



Storytelling with Authors Live!

It has been another incredibly busy year for our school, full of many experiences and achievements that we have enjoyed sharing with all of our stakeholders through our website, newsletter and our local newspaper.

At Christmas we delighted our audience with our version of 'Prickly Hay' as well as setting up an enterprise stall to raise money to purchase new football nets for the school.

We are very lucky to have Wiston Lodge as our neighbour and this session our topic focused on the Lodge itself, its history and facilities. The children enjoyed learning about how the building changed and developed from its early days and they appreciated sampling the range of activities on offer there.

Educational visits to a local mosque and Bothwell Castle earlier in the session, culminated in an outing to Calderglenn Country Park followed by lunch at a nearby restaurant, which the pupils had chosen, planned and organised by themselves. In November our primary 6 and 7 pupils had an amazing time during a week-long residential trip with other local small schools to an outdoor centre in Hexham.



Generation Science workshop



Netball Festival

We had many visitors to Wiston Primary as well. A local potter came to do a series of workshops with the children and this resulted in each child producing a very colourful tile which will be on display at our front entrance.

Sports have continued to play a vital role in our school too, as we develop children's health and wellbeing, and their individual skills and talents. We have a wide range of extra curricular clubs on offer, either at lunchtime or after school, and this session we have participated in rugby, netball, benchball, triathlon and cross country at learning community level.

Links with Libberton Primary School continue to be highly productive. Our annual Health Day/Sports Day brings together both sets of pupils and parents in friendly rivalry and a sociable atmosphere.

Outdoor learning continues to be an integral part of our curriculum and we are very grateful to our Parent Council for their support in this. They have accessed a grant to replace our outdoor clothing and they are keen to fund new outdoor furniture and a bike store.



Outdoor learning



RESPONSIBLE CITIZENS



Bikeability



Den building



How to save lives

SUCCESSFUL LEARNERS



Drumming at Wiston Lodge



What was it like to be a knight in a castle?



Special buildings in our area

Comment on strategies that have been successful in engaging with children and young people, staff, parents and the wider community and the impact of these.

I like the outdoor equipment especially the dens

I like that we all get on together

Wiston Primary School is the best school ever!

PUPILS

- **HOUSE SYSTEM** This session we have established a House System to engage children in whole school activities, to promote leadership and enterprise, encourage positive behaviour and give the children more of a voice in the school community.
- **FOCUS GROUPS** Children's voice has been encouraged through pupil learning walks and focus groups to discuss how we can improve learning and teaching at Wiston
- **PUPILS LEADING THEIR LEARNING** We have identified the value of pupils engaging in learning conversations about what they are learning and how they can improve.
- **AUTHOR VISITS** Across the session we had a variety of authors come to work with children to stimulate their interests and encourage a love of reading.

STAFF

- Staff made very positive comments about our links with other schools eg moderating, literacy inservice. They welcome opportunities to share good practice and discuss current issues.

PARENTS/CARERS

- **PARENT COUNCIL** The Parent Council held a successful BBQ which was well attended by the wider community to showcase our school. They are keen to become more involved with the school and support us by exploring sources of grants to develop our outdoor area. Parents have been surveyed on our school uniform and parental involvement in their children's learning which will be identified as one of our SIPs next session

I think my children are growing into confident little people

WIDER COMMUNITY

- We have a good working relationship with Wiston Lodge and we use their facilities and get involved in their activities. Eg drumming workshop
- Wiston Community Enhancement Group work closely with the school and we are working together on developing a community orchard
- Local businesses supported our recent raffle by donating prizes.

I like the level of individual attention

BIGGAR LEARNING COMMUNITY

- The staff and children in the schools across the learning community work closely together; staff link up in planned inservice days, moderation sessions and TLC groups. This is very beneficial for sharing good practice and innovation especially in the small school setting. Pupils from feeder primaries come together for curricular/sporting/social events which aids transition to High School

Quality Indicator	How are we doing?	How do we know?	Link to Improvement Plan	Maintenance Agenda	School Self-Evaluation
1.1 Self-Evaluation for Self-Improvement	<p><u>COLLABORATIVE APPROACHES TO SELF EVALUATION</u> Self evaluation procedures are in place to gather the views of staff, children and parents which are then reflected in our school Improvement Priorities. The Quality Assurance calendar reflects the various evaluative systems</p> <p><u>ANALYSIS/EVALUATION OF INTELLIGENCE AND DATA</u> We are becoming more confident in collecting and interrogating data and using this information to identify specific areas/ pupils to target. This session we have begun using SLC Monitoring and Tracking</p> <p><u>IMPACT ON LEARNERS' ATTAINMENT AND ACHIEVEMENT</u> As a result of having more detailed information to track children's progress we have been able to identify those children requiring more support/ challenge.</p>	<ul style="list-style-type: none"> • HGIOS4 • Wee HGIOS 4 • SLC Tracking & Monitoring • Attainment data • Participation data • CfE Tracking • Planning meetings • ASN register • SLC Tracking & Monitoring • CfE Tracking • Attainment data • Participation data • • Planning meetings • ASN register 		✓	Satisfactory

<p style="text-align: center;">1.3 Leadership of Change</p>	<p>SHARED VISION AND VALUES Through our school assemblies/parent meetings stakeholders are now much more aware of our school vision and values.</p> <p>STRATEGIC PLANNING /IMPLEMENTING IMPROVEMENT AND CHANGE Staff are focused on making improvements to our school. Increased use of data for maths and language has facilitated the dialogue to identify areas to improve. Moderation activities within and across schools have helped staff become more confident in their own professional judgement. The small Schools' TLC group has enabled staff to share good practice. All children are involved in a Getting It Right Group which links in with how well we are supporting our children with aspects of wellbeing and each group identifies ways it can improve a particular indicator</p>	<ul style="list-style-type: none"> • S& Q reports • SIP • CAT minutes • Parent Council minutes • Minutes of Getting It Right Groups • Displays • Staff responsibilities • Staff CPD eg Middle leadership Moderation notes 	✓		Satisfactory
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<p style="text-align: center;">2.3 Learning, teaching and assessment</p>	<p>LEARNING AND ENGAGEMENT Most children are happy and motivated and almost are happy to be at school and the majority are engaged in their learning. Children benefit from being in an attractive, stimulating learning environment with excellent IT provision. Most children are confident and are positive about their involvement in the life of the school.</p> <p>QUALITY OF TEACHING Staff in our multi composite classes are skilled in delivering differentiated lessons particularly in maths and literacy. This session inservice learning community training sessions for staff have enhanced their skills in literacy .</p> <p>EFFECTIVE USE OF ASSESSMENT PLANNING TRACKING AND MONITORING Staff have begun the process of collecting evidence to support their professional judgement. Tracking and monitoring processes are in place for Maths Literacy and H&WB to secure improvement and to identify children requiring additional support and challenge. Last session we begun the process of setting up a system to track other areas across the curriculum</p>	<ul style="list-style-type: none"> • Questionnaires • Focus groups • Learning walk • Tracking & Monitoring • Participation tracking <ul style="list-style-type: none"> • Support visits • Learning Walks • Peer visits <ul style="list-style-type: none"> • SLC Monitoring & Tracking • Tracking folder • Planning meetings • Forward plans 	<p>✓</p>		<p>Good</p>
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<p style="text-align: center;">3.1 Ensuring wellbeing, equity and inclusion</p>	<p>WELLBEING Our nurturing approach puts a high priority on promoting the principles and practices of GIRFEC. A positive ethos permeates our school and it is evident that the children are happy and relationships are based on a climate of mutual respect. Almost all children are aware of the SHANARRI wellbeing indicators and their impact.</p> <p>FULFILMENT OF STATUTORY DUTIES Those children with additional needs are closely monitored and tracked. Staged intervention procedures are becoming established to ensure the needs of all learners are met</p> <p>INCLUSION AND EQUALITY As part of the PEF decision making process we are becoming more aware of children who may be affected by social deprivation and poverty and are taking steps to address this. All children take part in a Getting it Right Group</p>	<ul style="list-style-type: none"> • H&WB Position statement • ASN Register • Staged intervention paperwork • SLC tracking & monitoring • PEF returns • Forward plans • Minutes of planning meetings • Minutes of Getting it Right Groups • Questionnaires-pupil and parent • Learning conversations • Learning Diary 	✓		Good
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">3.2 Raising attainment and achievement</p>	<p>ATTAINMENT IN LITERACY AND NUMERACY Overall the majority of children are making good progress in maths and reading. Staff are becoming more aware of the need for rigorous tracking and monitoring of individual progress and confident in using standardised assessment data to identify and address areas of concern.</p> <p>ATTAINMENT OVER TIME Tracking and monitoring procedures are in place for Maths and Literacy. Particularly in reading and spelling, we are building up a detailed profile of individual progress over time. Standardised data and professional discussions are used to target support</p> <p>OVERALL QUALITY OF LEARNERS' ACHIEVEMENTS Achievements are regularly recognised and celebrated. All children are keen to be involved in the life and work of the school. This session we set up a clan system with older pupils supporting the younger ones in tam events. Most children participate in a wide range of extra curricular activities.</p> <p>EQUITY FOR ALL LEARNERS We are committed to ensuring equity for all learners and are keen to address barriers to learning whether it be social, emotional or academic. We have an open door policy and have developed close relationship with parents. If necessary we will involve</p>	<ul style="list-style-type: none"> • SLC tracking & monitoring data • PEF returns • Forward plans • Minutes of planning meetings • PRD records • ASN register • Staged intervention procedures linked to wellbeing tool • House system • Celebration wall • Website, newsletters • Learning Diaries • Focus groups • Questionnaires-pupil and parent 	✓		Good
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	outside agencies to provide additional support for families.				
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Overall impact of establishment's actions to improve excellence and equity (PEF)

Amount allocated: £7200

How are we doing?	How do we know? (Evidence measures of success)	What are we going to do now?
		<p><i>By using our PEF funding to pay for 0.2 additional staffing, this has enabled two teachers to be in class during literacy sessions and this meant the class could be split into two smaller groups with a teacher planning/teaching a group. The split was made according to the pupils' CfE levels and this meant that the older/more able were challenged and the younger less able were given much more direct support.</i></p> <p><i>This intervention has been very successful with positive outcomes for all children This approach will continue and be extended next year. Those children who did not see a significant improvement in their levels are also receiving 1:1 support for literacy either with Catch Up Literacy or 5 Minute Literacy Box.</i></p>

Overall evaluation of establishment's capacity for continuous improvement

Our overall capacity for continuous improvement at Wiston Primary School is very good

This is based on

- The positive ethos within the school underpinned by its shared vision and values
- The levels of commitment, teamwork, drive and leadership of our staff
- The respect for and commitment to learning displayed by children
- Productive partnerships with parents, other schools and the community
- Positive feedback about Wiston Primary from all stakeholders that gives us confidence in what we do

Signed: E McGregor



Date: August 2018

