



EDUCATION QUALITY ASSURANCE COMMITTEE

EDUCATION SCOTLAND REPORT : WINDYKNOWE PRIMARY SCHOOL AND NURSERY CLASS

REPORT BY HEAD OF EDUCATION (CURRICULUM, QUALITY IMPROVEMENT AND PERFORMANCE)

A. PURPOSE OF REPORT

To inform Committee of the outcome of the Education Scotland (HMI) inspection at Windyknowe Primary School and Nursery Class.

B. RECOMMENDATION

It is recommended that the Committee note the contents of the report and the school's arrangements for continuing improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; Being honest, open and accountable; Developing employees; Making best use of our resources; Working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Education Scotland quality indicators are used to measure the performance of schools – How Good Is Our School?4 (HGIOS?4).
V Relevance to Single Outcome Agreement	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the quality indicators used by Education Scotland.
VI Resources - (Financial, Staffing and Property)	School's Devolved Budget/Pupil Equity Funding
VII Consideration at PDSP	Not applicable
VIII Other consultations	None

D. TERMS OF REPORT

Background

Date of Inspection	January 2020 (2 day inspection model)
School roll	400
Nursery roll	73
Staffing and date of appointment of management team	1 Head Teacher (in post since Aug 2012) 1 Depute Head Teacher (Aug 2011) 1 Acting Principal Teacher (May 2018) 20.31 Teachers 1.78 Early Years Officers 4.78 Nursery Nurses 8.43 Pupil Support Workers
Scottish Index of Multiple Deprivation (SIMD) – 1 st being most deprived and 67 th being least deprived	SIMD Rank – 3940.85 Order 50 out of 67 West Lothian Primary Schools
Pupil Equity Fund Allocation (2019/20)	£57,600

Context of the school

Windyknowe Primary School is a non-denominational school situated in the town of Bathgate. Currently, the school has a roll of 400 children across 15 classes and a nursery class with 73 children. The established Head Teacher is supported effectively by a Depute Head Teacher and an acting principal teacher who have responsibility for key areas of the school.

The school benefits from a supportive and proactive Parent Council and Parent Staff Association. A variety of events take place within the school to help develop parental involvement and engagement. These have included school shows, class assemblies, a “Journey of Learning” session, discos and parties, planned parental consultations and an end-of-session awards ceremony.

Ready, Respectful, Responsible, Safe

At Windyknowe Primary the school strives to create a respectful and trusting community in which all contributions are valued. The school works in partnership to provide a safe, nurturing and supportive environment which encourages each individual to develop to their full potential to become a healthy, valuable member of society.

2019/20 GIRFEC Levels (% of students)

Stage	Roll	Level 1	Level 2	Level 3	Level 4
Nursery	73	97.26%	2.74%	0.00%	0.00%
P1	58	72.41%	22.41%	5.17%	0.00%
P2	54	64.81%	35.19%	0.00%	0.00%
P3	54	75.93%	24.07%	0.00%	0.00%
P4	57	68.42%	29.82%	1.75%	0.00%
P5	63	73.02%	26.98%	0.00%	0.00%
P6	60	68.33%	26.67%	5.00%	0.00%
P7	54	61.11%	35.19%	1.85%	1.85%
School	400	69.25%	28.50%	2.00%	0.25%

Level 1 (Core): Needs are met within the classroom by teacher

Level 2 (Targeted): A higher level of support possibly in consultation with agencies outwith education

Level 3 (Enhanced): The child's additional support needs require input from two, or more, support services and/or different agencies

Level 4 (Intensive): Referral to SORG who will allocate alternative provision

The Report

In January 2020, a team of inspectors from Education Scotland visited Windyknowe Primary School and Nursery Class using the two day inspection model. During their visit, inspectors talked to parents/carers and children and worked closely with the Head Teacher and staff.

The inspection team found the following strengths in the school's work.

- The Head Teacher and senior leaders relentless focus on improving outcomes for all children at Windyknowe Primary School. They work effectively with all staff to improve the learning experiences of children across the school and nursery class.
- The staff team across the school and nursery class who identify and engage effectively in appropriate professional learning. This supports improvements in approaches to learning, teaching and assessment.
- The mutually respectful and caring ethos created by nursery and school staff which are underpinned by the school's values. This enables children to be ready and eager to learn.
- Children who are developing a clear understanding of themselves as learners. They engage well with the increasing responsibility given to them to lead aspects of their own learning.

The Head Teacher provides highly effective leadership to empower the whole school community. She is ably supported by a Depute Head Teacher and an acting principal teacher. Together, they provide strong, strategic leadership for all aspects of school life. There is a relentless focus on improving outcomes for all children at Windyknowe Primary School. Senior leaders create a culture where teachers and children are empowered to try new initiatives and lead key aspects of the school's improvement priorities. Staff seek out and offer each other a range of professional learning activities to enhance their own skills and improve outcomes for children.

Children and staff are deeply committed to creating a nurturing, inclusive culture and purposeful environment for learning. 'The Windyknowe Way' and children's rights are an integral part of daily life for the school community. This supports the mutually respectful ethos that is evident across the school, which enables children's readiness to learn. Staff have consistently high expectations of achievement and behaviour for all learners. They promote positive relationships highly effectively and challenge children to do their very best on a daily basis. As a result, children are resilient learners, who persevere in the face of difficulties. They describe how making mistakes actually makes you a better learner.

Staff work together enthusiastically to improve further the consistency and creativity of their approaches to learning, teaching and assessment. They engage in frequent professional learning and share their own learning with others to improve continuously their practice. They create regular opportunities to share each other's areas of expertise and interest.

Teachers ensure assessment is integral to the planning of learning and teaching. They gather appropriate information through planned summative and formative assessment, observation of children's learning and standardised assessments.

Teachers use National Benchmarks in literacy, numeracy and health and wellbeing to inform their assessment. All children make effective use of wellbeing indicators to self-assess their wellbeing.

The Head Teacher, together with senior leaders, makes highly effective use of attainment information to monitor children's attainment over time. Senior leaders meet regularly with teachers across stages to review children's progress. With teachers, they identify children requiring additional support and challenge in their learning. This supports most children to make appropriate progress in literacy and numeracy. Individual children with additional support needs make very good progress from their prior levels of attainment.

In the nursery, children and parents have established positive relationships with practitioners within a welcoming and friendly environment. The nurturing and caring ethos supports children to feel safe and secure. New children settle quickly into the nursery class, engaging happily in a range of experiences. Most children are developing their confidence and becoming more independent as they move freely within the learning environment both indoors and outdoors.

As children's individuality is valued, it means there is a child centred approach where children feel respected and supported. The staff team work very effectively together, sharing information so that there is a consistent approach to each child's care. If children require additional support, staff work with other agencies to agree and implement appropriate strategies to help children achieve their potential.

Inspectors discussed and agreed the priorities for continuing improvement with the school and a local authority representative. These priorities are to:

- Senior leaders and staff should continue to develop ways of tracking and monitoring children's progress across the curriculum to raise attainment further.
- Teachers and practitioners should continue to ensure children understand the skills they are developing across their learning, both in and out of school.

Performance Information

Attendance

		2016/17	2017/18	2018/19
Attendance	School	95.77%	95.28%	95.05%
	Authority	95.05%	94.49%	94.67%
Authorised Absence	School	3.19%	3.40%	3.59%
	Authority	3.53%	3.92%	3.78%
Unauthorised Absence	School	1.04%	1.31%	1.35%
	Authority	1.41%	1.57%	1.54%

Teacher Professional Judgement

Pupils Achieving Expected National Level – Primary 1

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	51	76.47%	74.51%	88.24%	82.35%
Authority	2191	86.03%	83.61%	90.73%	88.00%
National	#N/A	81.53%	79.04%	86.86%	84.70%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	83.93%	73.21%	92.86%	87.50%
Authority	2133	81.76%	79.75%	85.70%	85.70%
National	#N/A	81.28%	78.30%	87.02%	84.65%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	57	82.46%	78.95%	82.46%	82.46%
Authority	2252	81.75%	78.15%	85.79%	84.28%
National	#N/A	80.21%	77.08%	85.26%	83.44%

Pupils Achieving Expected National Level – Primary 4

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	65	86.15%	86.15%	90.77%	89.23%
Authority	2237	83.64%	79.93%	90.34%	82.03%
National	#N/A	78.02%	72.71%	85.38%	76.79%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	62	83.87%	74.19%	82.26%	79.03%
Authority	2206	81.37%	76.70%	87.76%	81.41%
National	#N/A	77.45%	71.77%	84.52%	75.80%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	59	84.75%	83.05%	89.83%	86.44%
Authority	2326	81.17%	79.19%	88.91%	81.13%
National	#N/A	76.88%	71.11%	83.04%	74.82%

Pupils Achieving Expected National Level – Primary 7

2018/19	Roll	Reading	Writing	Listening & Talking	Numeracy
School	56	98.21%	89.29%	98.21%	96.43%
Authority	2265	83.89%	80.44%	91.48%	82.47%
National	#N/A	79.84%	73.68%	85.61%	75.99%

2017/18	Roll	Reading	Writing	Listening & Talking	Numeracy
School	59	71.19%	67.80%	74.58%	74.58%
Authority	2193	81.94%	78.16%	88.46%	79.16%
National	#N/A	78.74%	72.87%	84.10%	74.77%

2016/17	Roll	Reading	Writing	Listening & Talking	Numeracy
School	55	87.27%	87.27%	89.09%	85.45%
Authority	2101	79.77%	75.30%	86.15%	74.25%
National	#N/A	76.04%	68.60%	81.24%	70.46%

Quality Indicators for ELC setting	Inspection Evaluations
2.3 Learning, teaching and assessment	Good
3.2 Securing children's progress	Good

Care Inspectorate Standards	Inspection Evaluations
Quality of care and support	Very Good
Quality of environment	Very Good

Quality Indicators for Primary	Inspection Evaluations
2.3 Learning, teaching and assessment	Very Good
3.2 Raising attainment and achievement	Good

E. CONCLUSION

Inspectors are confident that the school has the capacity to continue to improve so will make no more visits in connection with this inspection. The school is well supported by West Lothian Council.

F. BACKGROUND REFERENCES

Education Scotland Report –

<https://education.gov.scot/media/3ddhotmc/windyknowepsncins180220.pdf>

Summarised Inspection Findings (Primary) –

<https://education.gov.scot/media/zvipm0pv/windyknowepsncprimarysif180220.pdf>

Summarised Inspection Findings (Nursery) -

<https://education.gov.scot/media/uv3ff4d2/windyknowepsncnurserysif180220.pdf>

Appendices/Attachments:

Appendix 1 – Education Scotland letter

Appendix 2 – PEF Impact Plan

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