

# DECHMONT INFANT SCHOOL



# PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

**69 MAIN STREET**

**DECHMONT**

**EH52 6LJ**



## ABOUT OUR SCHOOL

Dechmont Infant School is pleased to share progress made in Session 2018/19 with parents and the wider community. There is strong evidence of continuous improvement, and school and nursery have worked hard on ensuring that developments meet the needs of the 21st Century in line with Local and National Guidance. Dechmont Infant School is a non-denominational school serving the community of Dechmont. The school has 1 primary class with children from Primary 1 to Primary 3 and 1 ELC class. The school roll is 21. The teaching staff also includes the Acting Head Teacher (AHT), Depute Head Teacher (DHT), Principal Teacher (PT) and an Acting Principal Teacher (APT); the management structure is shared with a cluster school. Support and administrative staff provide good support for learning and teaching. The staff team continue to engage with the whole school community to ensure the best possible outcomes for all learners. The school benefits from a supportive and very proactive Parent Body.

### Our School Vision, Values and Aims

#### *Mission Statement*

We nurture, inspire and challenge our learners to Improve and Succeed at Dechmont Infant School we are all "Determined to Improve and Succeed"

#### Our School Aims

##### ATTAINMENT AND ACHIEVEMENT

To raise standards of educational attainment for all in school, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results.

##### FRAMEWORK FOR LEARNING

To support and develop the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning.

##### INCLUSION AND EQUALITY

To promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and other lesser used languages.

##### VALUES AND CITIZENSHIP

To work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society.

##### SKILLS FOR LEARNING, LIFE AND WORK

To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

#### 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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School? 4 (HGIOS? 4) 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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <ul style="list-style-type: none"> <li>• Our measurable outcome for session 2018/19 was to increase understanding of clear progression in Literacy and Numeracy for learners</li> <li>• Ensure our ELC children experience greater opportunities to develop curiosity, inquiry and creativity and reduce interruptions to play both inside and outdoors</li> </ul> <p>NIF Driver(s):  School Leadership  Teacher professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement  Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All staff participated in a CLPL sessions to support the development of writing and active numeracy. They were supported with resources and simple strategies to help our pupil's link learning to the skills explicitly relating to the West Lothian council progression pathways and national benchmarks in English and Literacy, Numeracy and Mathematics. Research identifies the correlation between reading for enjoyment and attainment; therefore new resources to support learning have been prioritised and are continually being implemented. All staff gained knowledge and understanding in Concrete, Pictorial and Abstract methodologies to support learning and teaching in Numeracy. Through Sharing our Learning events parents/carers have had the opportunity to engage in learning conversations with our learners to support a shared understanding of progression. During participation in focussed weeks, including Maths Week Scotland, Book Week Scotland and World Book Day, children's learning experiences have been enhanced and enriched and has supported a shared understanding of progression in Literacy and Numeracy through increased engagement. Pupil Committee Groups continue to work collaboratively with identified staff to drive school improvement. Our ELC setting has continued to develop learning spaces both inside and outside to support the development of curiosity, enquiry and creativity through open ended resources. Staff have taken part in professional reading to support their knowledge and ability to develop quality interactions with our children and have taken steps to reduce interruptions to play.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>➤ Learners are now better able to link and apply their learning through their understanding of the explicit skills being developed.</li> <li>➤ Learners are experiencing a literacy and numeracy curriculum aligned to progression pathways and benchmarks.</li> <li>➤ Learners in our ELC are more engaged in their learning and staff are mindful of interrupting play to ensure progression and depth.</li> </ul> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> <li>➤ A shared vision, values and aims are owned by the school, ELC and community and are used to exemplify excellence and equity, which underpin all of the school and ELC's work.</li> <li>➤ All learners experience an enquiry based play curriculum across all levels (including the ELC), providing opportunities for creativity, challenge and independent learning.</li> </ul>

<p>2.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2017/18 was to increase practitioner knowledge of Adverse Childhood Experiences use this knowledge to impact on our Health and Wellbeing Curriculum</p> <p>NIF Driver(s):  School Leadership  Teacher professionalism  Parental Engagement  Assessment of Children's Progress  School Improvement  Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>All teaching and ELC staff attended a Cluster event on resilience and the impact that Early Childhood Experiences have on the development and well-being of our young people as well as Cluster training on Positive Relationships through Pivotal input. Teaching staff have participated in Professional Learning Groups where the focus has been on working with Cluster colleagues to reflect on the work of Paul Dix. Pupils are more aware of the wellbeing indicators and staff have supported pupils to self-report using the wellbeing indicators. This has informed teachers' next steps in planning. Our ELC children have had an increased opportunity for free flow outdoor play and access to natural outdoor environments and natural resources inside to support their well-being and develop their skills in inquiry, exploration and creativity.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>➤ Teachers have an increased awareness and understanding of Adverse Childhood Experiences and are now more able to support pupils appropriately.</li> <li>➤ Learners are increasingly more confident in accurately self-assessing against the well-being indicators supporting the school team to make informed judgements about next steps in planning.</li> <li>➤ Learners in our ELC setting are benefitting from sustained and concentrated play both inside and outside.</li> </ul> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> <li>➤ All learners from ELC to P3 experience increased opportunities for high quality outdoor learning experiences</li> <li>➤ ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing</li> </ul>
<p>3.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to develop whole school approaches to building children with the skills for life, learning and work</p> <p>NIF Driver(s):  Teacher professionalism  Assessment of Children's Progress  School Improvement  Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <p>We introduced monthly Pupil Committee Groups to allow for all of our pupils in ELC – P3 to participate in a decision making group. Some of these groups include Rights Respecting, Play, and Outdoor Learning.; through these groups meaningful links are being made with the community.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>➤ Learners are benefitting from increased opportunities to take part in decision making groups and are able to apply skills for learning, life and work in a relevant and meaningful context.</li> </ul> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> <li>➤ All learners show an increased understanding of how to risk assess play and demonstrate risky play inside and outside in a safe and managed way.</li> <li>➤ Children demonstrate skills in real life contexts</li> </ul>

Almost all of our pupils have an attendance rate of 95% or above. We have an exclusion rate of 0%.

The majority of parents/carers and a few partner agencies have engaged with the school in evaluating our work and this information has been used to inform improvement planning and reporting on school performance.

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

- P1-3 Burns Supper
- Community Clean up
- ELC – P3 Responsibility Groups
- A successful School Nativity
- P3 Fun Fitness
- Whole School Trip to Mill Farm
- Generation Science Visit
- Women's Scottish Football Cup
- Charity Events, including Red Nose Day
- Pantomime – Jack and the Beanstalk
- Sports Day
- BBC Radio 2 500 words competition with one pupil making it to the last 500 people for judging

**Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities. **Can add statement of validation from HMI or authority supported VSE.**

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Satisfactory
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Raising attainment and achievement	Satisfactory

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

How good is our leadership and approach to improvement?	1.3 Leadership of change	Satisfactory
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Satisfactory
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Securing children's progress	Satisfactory

\*(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)