

Knightsridge Primary School and Early Years Centre



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Knightsridge Primary School

Davidson Way

Livingston

EH54 8HG

Knightsridge Early Years Centre

Cameron Way

Livingston

EH54 8HE

ABOUT OUR SCHOOL

Knightsridge Primary School is in the Deans Community High School cluster and serves the community of Knightsridge in Livingston. The current roll is 225 pupils taught across 11 classes. The school received a significant amount of Pupil Equity Funding (PEF) to tackle the attainment gap and enhance pupil experiences.

The management team comprises of a Head Teacher, Acting Deputy Head Teacher, one Principal Teacher and an Acting Principal Teacher. Staffing is currently 13 full time equivalent (FTE) teachers. In addition, there is a physical education teacher (PE) and a woodwind and drumming instructor. The school is well supported by Pupil Support Workers. This year the school has a newly established Parent Council.

Our school building had to close in November 2022 and our P1-4 pupils have been learning in Deans Primary School and our P5-7 classes have been learning in Deans Community High School. Throughout session 2023/24 our pupils have returned to Knightsridge Primary School and by Easter 2024 the full school community was back in our building.

Knightsridge Early Years Centre can accommodate up to 60 children, aged 2-5, a day and offers a mixture of AM, PM and full day session. Our staffing consists of 9 Early Years Practitioners and 1 pupil support worker. Our nursery is led by two Early Years Officers, supported by our area support manager.

Vision, Values & Aims statement: *Knightsridge learners will receive a quality learning experience with positive outcomes for all learners where achievement and attainment is encouraged and celebrated at all levels. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be the Best We Can Be.*

Our School Aims

At Knightsridge Primary School we aim to:

- create a welcoming and happy environment where all achievement and attainment is celebrated
- listen to and consider all points of view
- provide a variety of stimulating opportunities and experiences to maximise potential
- equip children with the skills for learning, life and work
- recognise and support different styles of learning and teaching
- work in partnership within our school and the wider community

Our Values- **Kindness Perseverance Success**

Our values guide the way we work.

Together we will:

- respect and look after each other and the world around us
- actively encourage and promote health and wellbeing
- foster a positive mindset and a nurturing approach
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make

In Our Early Learning Centre our vision is to foster Kindness and Encourage all Young learners ensuring achievements are Celebrated. We are committed to working in partnership with all our stakeholders to break down barriers for all. Inclusion is fundamental to work at Knightsridge as we aim to Be the Best We Can Be.

Our Values- Kindness Encouragement Young Learners Celebrated

Our values guide the way we work

Together we will:

- Look after each other and the world around us
- Actively promote health and wellbeing
- Foster a nurturing approach
- Provide a safe supportive inclusive centre where everyone is valued

At Knightsridge Early Years Centre we aim to:

- Create a welcoming and happy environment where all achievement is celebrated
- Cultivate stimulating and challenging experiences that engage our children to develop inquiry, curiosity and creativity
- Encourage and nurture positive relationships between children, our early learning team and the wider community
- Work with parents, stakeholders and the wider community to enrich our learning experiences

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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2023/24 was to raise attainment in literacy and numeracy through embedding a consistent and strategic approach to planning for learning, teaching and assessment</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Staff leadership groups focused on school improvement priorities and staff were involved in the review and development of health and wellbeing, literacy and numeracy. Evidence includes recent evaluation and review of early level writing progression • Implementation of West Lothian Progression Pathways across the school within all curricular areas, thus ensuring children are beginning to experience wider range of curricular areas with progression • Staff have worked hard to create a positive, inclusive classroom environment, incorporating literacy and numeracy working walls. The use of CIRCLE document has supported staff to create calm/nurture zones bespoke to the needs of the class • In collaboration with the Literacy Pedagogy Lead, there are clear approaches to teaching reading, writing including the use of core targets • Assessment is part of planning process and staff gather evidence of learner progress within literacy and numeracy at scheduled periods throughout the session. • Revised Assessment Strategy is supporting staff to ensure a consistent approach to assessing children’s learning and inform next steps. There is a clear calendar for assessment and children’s progress is regularly discussed through Excellence and Equity meetings • Relevant literacy targets are evident and support learners to understand their learning and next step • Staff engage in literacy moderation further supporting teacher professional judgement of achievement through and of a level. We look outwards through moderation at Early Level with Big Attainment School Group • Reviewed our planning to make it proportionate and manageable. West Lothian Progression Pathways are fully implemented to support progression in planning in all areas of the curriculum • Recently reviewed planning appears proportionate and manageable. West Lothian Progression Pathways are fully implemented to support progression in planning in all areas of the curriculum • We have effective processes in place to track and monitor learner progress within core areas of literacy, numeracy and health and wellbeing • We engaged in the connected quality improvement cycle to focus and support interventions • SLT regularly analyse attainment data across the school. They are able to identify groups and individuals who require additional support to reach their full potential. Through Excellent and Equity meetings SLT support staff to interpret attainment data and ensure interventions are having the desired impact for learners • We have developed our use of digital technologies to enhance the learning experiences of our P6-7 learners

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • We have raised attainment in literacy overall by 7% • We have raised attainment in numeracy overall by 2% • Overall the most children are making good progress from prior levels of attainment across P1 to P7, with majority of children at P1 and P5. • The majority of children at P1, P2, P4, P5, P7 are achieving the appropriate levels of attainment in reading and writing, with most children at P3 and P6 • Across P3, P4 and P5 almost all children are achieving appropriate level of attainment in Listening and Talking and most children in P1, P2, P6 and P7 • From P1 to P7, the majority of children are achieving the appropriate level of attainment in literacy, with most achieving in P6 • The majority of children at P1, P6, P7 are achieving within mathematics, with most children achieving at P2 to P5
ELC	<ul style="list-style-type: none"> • We have developed our approaches to using the four capacities in our consultative through responsive and intentional learning opportunities, demonstrating improved staff confidence and consistency of practice • We have implemented Wordboost through staff leadership of interventions, almost all pupils made progress in their single word comprehension test and progress is demonstrated in our individual learning trackers • We used our tracking information to inform and focus our planned group times linking with our consultative plan and environment with our Practitioner Leaders having autonomy over planning, leading to higher quality group times, experiences and spaces for learners • We have been supported by our Speech and Language Therapist to introduce appropriate inclusive language techniques in practice and targeted interventions for individuals which are tracked in personal plans

<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to achieve equity for all learners through continued interventions and tracking of wider achievements</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • The school was awarded £134,750 of Pupil Equity Funding (PEF) • 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. • 17 priorities were planned and 41% of these priorities were fully achieved with 47% making good or better progress 5% moderate progress and 5% made no progress due to changing priorities • PEF was used effectively to recruit a Family Link Worker and Teacher, led by our Deputy Head Teacher to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions. • Interventions this year have focused on increasing attendance and addressing gaps in literacy. Examples include establishing our attendance collaborative, leading and implementing the Connected Quality Improvement Cycle to raise attainment across the school, establishing our pupil voice group to lead our Cost of the School Day approaches, developing skills based groups for identified pupils and supporting our families • We held a parent conference, our stalls included Police, Into Work Team, West Lothian Foodbank, Woodland Trust. Our school information included equity, curriculum, communication and our Early Years Centre shared their floorbook approaches • Using class data analysis and newly created Pupil Engagement tracker the school is beginning to implement systems to track achievements to ensure all children have opportunities for success which includes achievements within and out with school, learners affected by poverty and those at risk of missing out • A range of qualitative and quantitative data and evidence is used to understand the poverty-related attainment gap this includes National data, Local Authority data, BIG data, Cluster data. • Interventions are informed by regular robust analysis of data using a Data Dialogue approach. • Our school uses tools like the 4 Lenses, CQI Cycle and Star approach to identify gaps and to report on impact <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • We have raised attainment in combined literacy across the school by 8% for our Q1 learners, our numeracy data has remained stable • Attendance has increased by 2% • School is effectively addressing the Cost of the School Day, through consistently looking for ways to eliminate costs for families and have established partnerships and approaches to address • Pupil feedback told us that the skills based groups gave them time to develop their confidence, share emotions and build relationships with new people • Feedback from our parent conference was positive, with all parents finding the information shared useful and they would like future events
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ELC	<ul style="list-style-type: none"> • All practitioners have had opportunities to strengthen their practice through professional learning and 'Being Me' discussions • Our staff team have a good understanding of the barriers facing families and are committed to securing children's progress • All practitioners use personal plans to work with families to create support plans, to ensure their individual needs are fully met and their wishing and choices are respected
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<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was to establish and implement an Equality and Diversity Policy for Knightsridge Primary School.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We engaged with Education Scotland on a pilot to develop an Equality and Diversity Policy for our school • We gathered pupil voice using the Lundi model to gather pupil views to impact upon our policy and give our pupil ownership • We used this model to evaluate our approaches to tackling bullying in our school with parents, pupils and staff to implement an approach that is fair, consistent and appropriate • We have continued to embed the principles of UNCRC in our practice and reflected upon this in our curriculum design • We have started to track wider achievements for all pupils and have used started to use this information to inform our curriculum design <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Our parent and pupil ethos surveys both show an improvement in the way we approach and tackle bullying in our school • Learners are eager to share their learning and can articulate their views and opinions. • Engagement of all stakeholder to develop anti-bullying and equalities strategy is practice worth sharing • We have robust commitment and approaches to develop health and wellbeing across the school and wider Knightsridge community
ELC	<ul style="list-style-type: none"> • Our learners take part in a daily check in using the Colour Monster to communicate their emotions with staff, staff are able to respond to individual needs • We have established our Equalities and Diversity Policy which led to the creating of our EYC song 'Being Me', this is linked to our development of UNCRC in our setting and our values and ethos, we did this by engaging in an Education Scotland Pilot • We established a 'Being Me' family learning session

<p>4.</p> <p>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 develop a curriculum rationale, placing the rights of the child at the centre, which is matched to the school's unique context.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Curriculum rational has been recently reviewed using service design approach, increasing stakeholder engagement • Through professional development and dialogue, positive work has been made on establishing staff shared knowledge and understanding of IDL, Inclusion and Learner Voice through engagement with national thought paper, PBL, CIRCLE, UNCRC. This is becoming more evident through planning using 4 Contexts and learning environments • Introduction of meta-skills across the school is beginning to support learners to understand and demonstrate key skills and are making the links to skills for learning, life and work • Bespoke programmes are developed to meet the needs of children faces challenges/barriers to learning, including skills-based programmes to build confidence and engage children in learning and apply skills within a context/real-life purpose • The school are re-establishing opportunities for learners to participate and engage in the wider achievement, which is allowing them to develop skills and attributes <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Meta-skills have been introduced across the school, majority of observed lessons referenced meta-skills within activities to engage learners • Within wider curriculum areas, staff are beginning to provide opportunities for learner voice authentically embedded and reflects interests and need • Pupils can discuss metaskills and how they are used to support their learning • The newly created curriculum rationale is informing planning for learning and processes such as gathering pupil voice and considering contexts for learning are becoming evident in classroom practice
<p>ELC</p>	<ul style="list-style-type: none"> • Our learners have benefitted from forest school activities • We have made community links with the local community centre and secured an allotment for our children to grow plants, fruits and vegetables • We achieved our level 1 RHS Gardening Award and we are working towards our level 2 • We have given children the opportunities to develop their fine motor skills, curiosity and imagination through planning, developing and implementing mini woodwork projects, lead practitioner has attended professional learning sessions to develop practice • Our setting has used the monitoring calendar and audit tools to reflect on practice and complete action plans to further develop our practice and environments • Our learners are actively involved in sharing their learning on SEESAW including digital messages and voice notes to share learning with families and track progress

- Our school's attendance has improved this year, however still falls below the West Lothian Average and our exclusion rate remains low.
- Our school's newly created Parent Council is supporting the improvement priorities for the school.
- Our school has evaluated it's communication strategy and has implemented a streamlined approach to communicating with parents, including the use of the school website.

Our Wider Achievements this year have been:

- Primary 3/2 - City of Play sessions with West Lothian College.
- Primary 6 – Book Event with LUPC (church)
- Primary 6 – Reading ambassadors with DCHS S3 and Primary 1
- Primary 7/6 - P7 children learning barista skills at DCHS, then running KPS cafe as fundraiser
- P6 & P7/6 - P6 children attending outdoor adventure at Linlithgow (canoeing, archery & problem solving)
- P7/6, Sunshine Class and P4 group - Coding with Joanne Gladwell
- P6, P7/6 & P7 – Scottish Week ceilidh with DCHS Sports Leaders
- P6, P7/6 & P7 – Netball Tournament
- P6, P7/6 & P7 – Handball Training
- P6, P7/6 & P7 – Fire Service Visit
- P6, P7/6 & P7 – Handball Coaching
- P6, P7/6 & P7 – Football coaching for some children with Livingston Football Club
- P7 & P7/6 - Residential experience at Dalguise
- P6 & P7/6 - Bubblegum & Fluff with church
- P7 & P7/6 - Cracking the Easter Code with Church
- P5 group – supporting with EAL pupils in EYC regularly
- West Lothian Community Foundation Score with Maths Session – Selected pupils P6 – P7
- Knightsridge Gala Day
- P3s Cluster Sports Festival at DCHS
- Family Walking Club
- Netball Club
- Outdoor Learning Club
- P2 and P3/2 trip to Aldi
- Multi sports After School Club for P1-3 pupils
- World Diabetes Day
- Children in Need
- P1 Bookbug event for P1 and parents/carers
- P2 and P3 Read, Write, Count event for P2, P3 and Parents and Carers
- P6 and P7: Author Matt Goodfellow visit
- P4-7 Christmas Cinema Trip
- Christmas Fayre
- BBC Authors Live to see Joseph Coelho, P6 and 7 (selected pupils)
- Destination Judo sessions for all
- Go Bright Muscular Dystrophy Day
- NYCOS sessions for P4
- Author Maxine Bryce in to see all P1-3 classes
- Parent Conference with partners and community links
- Dance Competition
- P7 Fundraising Event – Quiz, Bingo
- Drumming and woodwind lessons weekly for selected pupils
- Gardening at break and lunchtimes
- Site visits with Heron
- Dress down Fridays with alternating focus

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	Very Good
3.2 Securing children's progress	Good

+Delete if not relevant

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