

**Falla Hill Primary School  
and ELC setting**



**PROGRESS  
REPORT FOR  
SESSION 2019/20**

**(Standards & Quality Report)**

**Falla Hill Primary School**

**Harthill Road**

**Fauldhouse**

**EH47 9HS**

*At Falla Hill we will work together to be the best that we can be. We will challenge ourselves, be brave and make learning happen.*



## ABOUT OUR SCHOOL

Falla Hill Primary school and nursery class are pleased to share our progress made during 19/20 with parents and the wider community.

Falla Hill is a non-denominational school which serves the community of Fauldhouse, West Lothian. The school building provides accommodation for 8 classes and a 24:24 Nursery setting. The combined Nursery and school roll is 214. Free school meal entitlement is 26% and our SIMD profile indicates 82%+ of our pupils are in Q1 and Q2.

At Falla Hill there is strong evidence of continuous improvement to support learners. As a school community we are working hard to improve outcomes for our pupils and prepare them for life in the 21<sup>st</sup> Century in line with local and national guidance.

Our school benefits from a supportive parent council and regular volunteers who contribute to the life and work of our school.

Our school values of **Respect, Responsible and Belonging** are at the heart of what we do. Our values underpin our teaching and learning and provide an environment which prepares our pupils to be confident, effective, successful and responsible citizens.

Our school has an exceptionally committed staff, who work collaboratively to enhance our capacity to deliver high quality learning and teaching.

The school has a strong relationship with parents, cluster schools, local church, residential care home and partnership centres. Working within the community gives our children the widest range of opportunities to achieve.

### What do our values at Falla Hill look like?

Senior leaders and staff take a nurturing approach to supporting children. As a result, children are valued and included consistently by all staff.

The school's values of **respect, responsible** and **belonging** are visible throughout the school. Most children are able to demonstrate these values appropriately in their day to day work.

Children are benefiting increasingly from the recent focus on improving relationships, building resilience and self-esteem. This means that in almost all classes, most children settle quickly to their learning.

## 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.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> <p>Our measurable outcome for session 2019/20 was to Raise attainment for all, particularly in literacy and numeracy: by ensuring learners experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assess. of Chn's Progress</p> <p>Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Continue to use quality assurance and CLPL calendar to ensure opportunities for critical enquiry.</li> <li>• Lead learners in literacy, numeracy and leading aspects of the curriculum</li> <li>• Implement universal literacy action plan</li> <li>• Embed problem solving strategies and approaches at all levels.</li> <li>• Self-evaluation of current profiling</li> <li>• ELC staff attended Froebel CLPL and shared this with their team</li> <li>• All ELC practitioners have taken a lead role within the nursery environment providing opportunities for all learners to be more involved in dialogue about the learning process.</li> <li>• All ELC practitioners demonstrated a good understanding of child development and early learning pedagogy and put it into practice.</li> <li>• Further developed children's higher order thinking skills which led to improved peer and self-assessment, this was achieved through cluster partnership.</li> <li>• Commitment wall displayed in school and nursery. All staff have a lead role and are developing and reviewing action plans.</li> <li>• Staff are aware of all CLPL opportunities, as a staff we have worked on Learning Intentions and Success Criteria Early Career Teachers are attending 8 hours of career development in house.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <p>Learners in the early years (Nursery and P1) are supported by play pedagogy giving them the opportunity to be independent and lead their own learning</p> <p>Nursery has also been identified as providing indoor learning environments which are motivating and stimulating.</p> <p>Learners are benefitting from improved practice in all classrooms, providing engaging learning provided by a staff whose teamwork and professional learning is having a positive impact on children's attitudes, wellbeing and engagement with their learning.</p> <p>Learners Quintile 2 (which is the majority of our learners) have achieved in excess of the national average for Quintile 2 pupils in P1, in line with Q2 learners in P4 and in P7 Numeracy. Our Q1 attainment dropped in 2018-19 for P1, 4 &amp; 7 but has risen in this academic year, mostly due to the range and amount of children involved in PEF interventions during 2018-19 &amp; 2019-20 – principally the current P4 and P7 cohort.</p>

	<p>Our priority for next session will be:</p> <ul style="list-style-type: none"> <li>Continue the improvement in combined Literacy across the whole school with a focus on listening and talking and writing.</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2019/20 was to Produce an increase of 5% in overall literacy will be achieved in P1, P4 &amp; P7 pupils in quintile 1.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assess. of Chn's Progress</p> <p>Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>Implemented PEF targeted literacy action plan focusing on Fresh Start, IDL and junior and infant language links with identified pupils.</li> <li>Utilisation of data expertise in school working closely with the PEF champion and class teacher to target interventions to the relevant pupils.</li> <li>Staff collaboration with literacy team and data coach to raise attainment in writing and overall literacy.</li> <li>Increased moderation to ensure a greater understanding of achievement of a level.</li> <li>Two writing cycles planned, implemented, moderated and verified between November and March.</li> </ul> <p><b>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</b></p> <p>The strength of the literacy plan combined with the interventions and increased data analysis – leading to greater individual focus on individual pupils led to an improvement of over 25% in real terms – 5 times greater than the initial target.</p> <p>Staff feel more empowered and confident in how to support quintile 1 learners.</p> <p>PEF champion ensured that support staff lead interventions had SEAL, Fresh Start, IDL, Language Link and all relevant training up to date and monitored and analysed the data leading to the targeting of individual pupils with tailored interventions.</p> <p>Staff use strategies to support the children further either by explicit use of interventions additionally in class or elements of the approaches – e.g. P3 &amp; P6 used Fresh Start speed sounds approach, P2, P5 &amp; P6 used IDL in class.</p> <p>Support for learning teacher uses aspects of intervention programmes across a broad range of children in school on an individual and small group basis</p> <p>Learners are developing a better sense of where they are in their learning and what support they require through the intervention support, targets and target setting.</p> <p>Equity and excellence lead in nursery to support children in developing</p>

	<p>early language skills; tracking and evaluating identified children's progress in early language and implemented appropriate interventions.</p> <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> <li>To raise attainment of Q1 pupils across P2 – P7 in Literacy by at least 5%.</li> </ul>
<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2019/20 was to ....</p> <p>Our new nurture teacher/HWB champion will lead our nurture base and work collegiately with staff to be proactive in identifying pupils who require this targeted support.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Assess. of Chn's Progress</p> <p>Performance Information</p>	<p>We have made <b>very good</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>Implement new nurture model - A collegiate approach in identifying nurture pupils through our new model with a focus on being proactive.</li> <li>Specific training for nurture teacher.</li> <li>Nurture training for support staff</li> <li>Self-evaluation with all stakeholders to identify required interventions/partnerships required.</li> <li>Data analysis and action following self-reporting</li> <li>Continue to develop whole school nurture approach</li> <li>Establish a new outdoor learning lead.</li> <li>Continued to embed children's rights and worked towards the criteria for achieving level 1 RRS accreditation.</li> <li>Staff in the ELC used GIRFEC, Building The Ambition and key aspects of learning to ensure consistent development across the curriculum with a focus on high quality learning indoor, outdoor and within their community.</li> <li>Further developed the nursery vision, values and aims through the culture and ethos of the nursery by working with the wider school and community.</li> <li>Ensured the vision, values and aims are embedded in the nursery induction and regularly revisited.</li> <li>Froebel CLPL led to an action plan, waterproofs purchased and increased use of both the outside learning area and the local environment (especially the Forest) to enhance ELC learning opportunities.</li> <li>Increase in the use of Boxall profiling to identify, target and show improvement in children's health and wellbeing targets.</li> <li>Counselling service introduced 1 day per week for children who require therapeutic support. Drop in service was due to be established prior to school closure.</li> <li>P6 worked with the WLDAS.</li> <li>Celebrate the four capacities during our assemblies and in displays</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners experience a nurturing ethos which is helping them gain confidence and resilience and results in the strong sense of pride that</p>

	<p>exists throughout the whole school community. The inclusive and supportive relationships between staff and children and staff and parents are a key strength of the school.</p> <p>Learners have shown increased awareness of the wellbeing indicators and most children in P4-P7 can talk about their importance and how they relate to themselves.</p> <p>Learners in our Nursery are seeing the benefits of the action plan created from staff attendance at Froebel CLPL, increased use of the Forest as a learning area.</p> <p><b>Our priority for next session will be:</b></p> <ul style="list-style-type: none"> <li>• To continue the strong nurturing focus, utilising our health and wellbeing champion to show a 10% improvement in amount of children who feel 'safe' in school.</li> </ul>
<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 2019/20 was to .... To introduce the Career Education Standard in all aspects of the curriculum.</p> <p>NIF Driver(s):</p> <p>School Improvement</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p>	<p>We have made <b>satisfactory</b> progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• Implement critical skills challenges</li> <li>• Engage parents and partners to raise the profile of their own skills for their chosen career path.</li> <li>• Increased pupil leadership responsibilities, increased the profile of pupil leadership and the roles they perform in school.</li> <li>• Digital learning vertical groups provided for P1-P2 and P3-P7 to allow for a greater focus on the links between digital learning and the world of work.</li> <li>• Visitors came in to speak with children about the world or work, owning their own business and demonstrated a range of different vocational choices.</li> <li>• P7 enterprise led to money being raised for charity at our Christmas Fair.</li> <li>• Links being made with local entrepreneurs, including West Lothian's young entrepreneur of the year.</li> <li>• STEM vertical group led to whole school challenges and provision for virtual STEM learning.</li> <li>• In the ELC we further developed links with in the local community and wider community e.g. community walks</li> <li>• ELC took part in book bug reading sessions at the library.</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <p>Learners, especially in upper school have had enterprise opportunities or the opportunity to discuss the world of work with visitors and have shown a developing understanding and demonstration of important transferrable skills.</p>

	<p>Learners in the ELC make purposeful use of the indoor and outdoor environment and are able to talk about roles in the community and people who help us</p> <p>Progress made with digital skills and digital literacy, increased understanding and confidence in Microsoft programmes – both staff and learners,</p> <p>Learners are observed, consulted and listened to on a daily basis and provided with meaningful learning experiences based in their interests, dispositions and developmental needs.</p> <p>Our priority for next session will be to:</p> <ul style="list-style-type: none"> <li>• Make explicit links across the curriculum to Skills for Learning, Life and Work (ELC -P7) and build stronger partnerships across the wider community</li> </ul>
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There has been an increase in exclusions at Falla Hill, it has risen to 0.08% (half of all exclusions came from one class). We have involved the inclusion and wellbeing service, CYPT, used individual timetables, sought and secured funding to provide on-site counselling and targeted family support.

Attendance dropped slightly to 93.31% from the previous year (94.14%).

As a school we seek feedback regularly on our performance, both formally and informally. We have used digital technology to engage with our parents and stakeholders, including surveys, twitter, the school blog, we have had stay and play events, class assemblies, consultations, leadership presence in the playground and in the streets around school. Parent Council meetings have been held regularly, formal and informal parent consultations and proactively seeking feedback from community organisations on how Falla Hill is perceived to be performing. This feedback helps to inform our future development as a school.

The empowering schools agenda has been discussed at leadership meetings with West Lothian Council, in leadership meetings within Falla Hill and is set to be further discussed with staff and external stakeholders in the upcoming academic year. We have increased our pupil leadership roles and the visibility of pupil leadership in school.

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

- **Embedding of vertical groups which have impacted positively on pupil leadership and school accreditation.**
- **Awarded our second green flag.**
- **Embedded the success of Live Literature and author visits.**
- **Successful ELC and P1 transition programme.**
- **Successful P7 and S1 transition programme.**
- **P7 enterprise at Christmas fair.**
- **Successful Christmas shows and fair.**
- **Excellent turn out at McMillan Coffee morning.**



- Fundraising through sponsored events organised by the parent council.
- Range of volunteers supporting the school and ELC.
- We participated in the Whitburn Rotary Quiz.
- We participated in the Euro Quiz.
- A wide and varied range of after school clubs including football, multi sports, STEM and digital.
- New aims created for the school following consultation with pupils and parents.
- A successful Christmas fair and shows raised money to purchase digital tools.
- Active participation in the cluster sporting events across stages from P3-6
- Community Readings for Remembrance Day Service
- Global Play Day with St Johns
- Achievement assemblies have consistent good attendance and support
- Continued opportunities for leadership of learners such as buddying, prefecting, peer mediation and lunch monitoring
- Positive impact seen from the house system being implemented including house captains and vice captains voting process. Houses create further sense of belonging and responsibility.
- Whole school forest walk sponsored event to raise funds for school excursions
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## 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.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
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	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
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	Good