

# Armadale Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Academy Street  
Armadale  
EH48 3JD



*Learn Well, Be Well, Live Well*

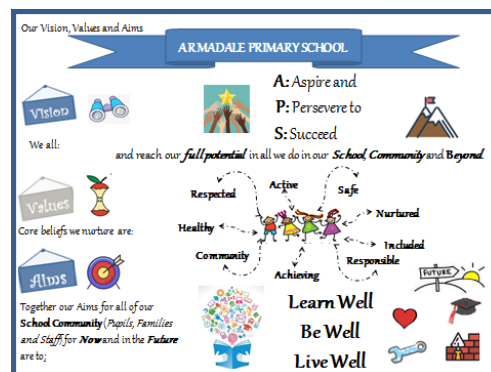
## Vision, Values and Aims statement

Our **Vision** is to Aspire, Persevere and Succeed.

Our **Values** are Community, Active, Respected, Achieving, Safe, Responsible, Nurtured, Healthy and Included.

Our **Aims** are together for all our school community now and in the future to Live Well, Be Well and Learn Well.

## Context of our School



Armadale Primary School and ELC are pleased to share the progress made in 2023/2024 with our parents and our wider community. Armadale Primary School is a non-denominational school with a roll of 338 primary school children and 64 children in our ELC setting, across a mix of two whole days/am/pm sessions serving the south side of Armadale. The school sits within the Armadale Cluster. Our free school meal entitlement is 26.20%.

The Senior Leadership Team consists of an Acting Head Teacher, an Acting Depute Head Teacher, and an Acting Principal Teacher. This academic year there have been 14 primary classes and a Nurture setting.

The school provides a well-attended Breakfast Club, and we have strong community links with our local Church, Community Centre, The Health Visiting Team and The Dale Hub.

Our recently refreshed vision, values and aims continue to be at the forefront of our work this session. Armadale Primary School and ELC work collaboratively across the Armadale Cluster to support school and wider improvements to help improve the life chances of our children. The Management Team and all staff are well placed to take forward the improvement agenda for the school.

## 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 2023/4 and what the impact has been. Our future improvement priorities will be identified in our School Improvement Plan (SIP).

We have 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.

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PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in Literacy and Numeracy.</p> <p>Our measurable outcome for session 2023/24 was:</p> <p>Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning</p> <p>Pupils' collaboration skills will benefit using 1-to-1 devices by using technology to support the communication and joint reasoning skills essential to team collaboration</p> <p>Develop knowledge and inspire teachers to adapt their teaching, learning and practice to include knowing when and how to differentiate appropriately and using approaches, which enable pupils to be taught effectively</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Assessment of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><b><u>We have made good progress.</u></b></p> <p><b><u>What did we do?</u></b></p> <ul style="list-style-type: none"> <li>✚ All teaching staff undertook professional learning in differentiation to identify next steps to support all of our learners to make progress.</li> <li>✚ All teaching staff undertook professional learning in formative assessment and high-quality assessments to develop our approaches to evidencing our pupil's progress in learning. A Cluster policy was developed to improve consistency of approaches.</li> <li>✚ Through excellence and equity meetings, staff made effective use of a wide range of assessment information to support informed judgements of achievement of a level for learners in literacy and numeracy.</li> <li>✚ Almost all teachers are increasing in confidence in their use of data alongside professional dialogue to identify children who would benefit from additional support or challenge to meet the needs of learners.</li> <li>✚ A spelling progression is now in place across all stages and all staff agreed on the structure of a spelling week to increase learners' reinforcement of spelling patterns and rules.</li> <li>✚ All learners in P6 explored innovative use of digital pedagogy through the use of 1:1 devices across the curriculum.</li> <li>✚ Tracking and monitoring data identified pupils who were off-track in their learning, teaching staff were deployed to support targeted interventions in literacy and numeracy.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Through SLT staff observations, almost all staff are able to demonstrate successful classroom/learner differentiation by delivering lessons tailored to the needs of individual learners through learning partners, small groups and individual teaching.</li> <li>✚ Through SLT observations, almost all staff are demonstrating increased confidence and capacity utilising a range of assessment approaches to evidence learner progress.</li> <li>✚ Spelling assessment data indicates that almost all learners have improved their spelling age by between 6 and 12 months.</li> <li>✚ Most children in Primary 1, P4 and P7 have achieved the expected level in literacy and numeracy.</li> <li>✚ Within observed lessons and progress conversations almost all learners in P6 are able to discuss the use of 1:1 devices across the curriculum which enhanced their engagement and enjoyment across the BGE</li> </ul>
<p>To raise attainment, especially in Literacy and Numeracy.</p>	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ Audits of floor-books gathered children's thoughts/ideas on spaces/resources</li> </ul>

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<p>Our measurable outcome for session 2023/24 was:</p> <p>All children will experience opportunities to develop their vocabulary and communication through tailored and well-planned approaches and opportunities</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> <li><input checked="" type="checkbox"/> Assessment of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>✚ ELC staff indicated during staff meetings that a Schematic Play refresher/introduction session for practitioners would help them extend children's thinking and learning</li> <li>✚ Monthly monitoring of observations on Seesaw by Depute Head Teacher helped develop high- quality statements from ELC practitioners</li> <li>✚ ELC tracker information was used to identify key interventions needed in each curricular area/for groups or individuals.</li> <li>✚ Staff professional dialogue indicated that Literacy/Numeracy/HWB/Family Learning leads could work together to provide home learning activities linked to focus learning in nursery.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Quality Assurance evidence shows that most areas were well resourced promoting children's creativity and independence Care Inspectorate findings noted breadth of resources available for children.</li> <li>✚ Quality Assurance evidence and Care Inspectorate findings show that almost all children are able to independently access space and resources independently to support play and learning.</li> <li>✚ Quality Assurance evidence and Care Inspectorate findings show there is an effective blend of adult-initiated and child-initiated learning experiences to meet the individual needs of all children.</li> <li>✚ Quality Assurance evidence shows that the majority of staff make use of high-quality observations in Seesaw to make accurate judgements about the children's progress.</li> <li>✚ Quality Assurance evidence shows that almost all staff are planning for individual or small group interventions through support plans and skills sessions.</li> <li>✚ Almost all parents who completed the Parent/Carer Audit felt that their child's learning was challenging enough and that they received the help they needed to do well.</li> <li>✚ All parents who completed the Parent/Carer Audit felt that their child was making good progress in nursery and they were satisfied with the quality of the help/encouragement and support they received.</li> <li>✚ Almost all parents who completed the Parent/Carer Audit felt that the school/ELC provided opportunities for them to learn together with their child.</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2023/24 was:</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> </ul>	<p>The school was awarded £110,250 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. 16 priorities were planned and 56% of these priorities were fully achieved. 38% are making good or better progress with 6% making moderate progress.</p> <p>Interventions this year focused on increasing attendance, addressing gaps in Literacy/Numeracy and Health and Wellbeing.</p> <p><b><u>We have made good progress.</u></b></p> <p><b><u>What did we do?</u></b></p> <ul style="list-style-type: none"> <li>✚ The continued use of Play Therapy sessions provides individuals with a support pathway which suits their individual needs</li> <li>✚ Surveys indicates that pupils wanted to take advantage of free after school clubs including Football &amp; Studio Fitness 105 (31.25%) children from P1-P7 took part enabling pupils to interact with new people, develop interpersonal skills and learn from each other.</li> </ul>

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- Parental Engagement
- Assess. of Children's Progress
- Performance Information

To close the attainment gap between the most and least disadvantaged children.

Our measurable outcome for session 2023/24 was:

NIF Driver(s):

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assess. of Children's Progress
- Performance Information

- ✚ A small group setting environment was established to provide a space for children across all stages with social and emotional needs, which resulted in all children feeling calm, supported and fostering collaboration strategies
- ✚ Pupil Support Workers provided individual emotional and nurture support for identified pupils which provided a focused, short-term intervention for children with social, emotional needs
- ✚ Family Link Worker has supported all Quintile1 and 2 pupils and families with benefits from other agencies and partners
- ✚ Family Link Worker has supported all free school meals pupils and families with benefits from other agencies and partners
- ✚ Teaching and Support staff provided targeted interventions for our learners including the five minute literacy and numeracy box, daily reading, common word reinforcement and phonics over learning.

**Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:**

- ✚ As a result of the interventions put in place almost all identified targeted learners have made improvements in literacy and numeracy
- ✚ Almost all pupils who were supported by Play Therapy reported the sessions brought about effective change to enhance their wellbeing
- ✚ A questionnaire reported that almost all pupils who attended an after-school club stated that they would like them to continue
- ✚ Most all parents voted on Parents Night that the opportunities for after school clubs were beneficial and they would like them to continue next session.
- ✚ Almost all children who attend the small group settled reported they enjoyed visiting the small group setting as it helped them remain calm, work with friends and develop strategies to promote their Health and Wellbeing.
- ✚ The annual Parent Ethos Survey showed that 77.88% of parents agree that 'The school has helped to reduce day to day school costs'
- ✚ Combined P1, P4 and P7 literacy and numeracy Quintile 1` attainment is slightly higher than the West Lothian average.

	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ Tracking and monitoring data directed us to targeted individuals/small groups who received appropriate additional interventions to support their learning.</li> <li>✚ Through staff feedback it was highlighted that monthly Literacy/Numeracy tips and activities could be shared with families to support learning at home.</li> <li>✚ Surveys from parents suggested Stay, Play and Learn sessions are planned with a specific focus on children's learning and this is shared with families during the session and in handouts to allow follow-up at home</li> </ul> <p><b><u>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</u></b></p> <ul style="list-style-type: none"> <li>✚ Tracking and Monitoring shows that most Quintile 1 &amp; 2 pupils have made progress across most areas of Literacy and Numeracy.</li> <li>✚ Quality Assurance evidence of support plans and skills sessions shows that almost all staff are planning for individual or small group interventions</li> <li>✚ Bi-weekly Sway shares current learning with families. Anecdotal evidence shows this is valued by families and they would like it to be further developed with further activity ideas to extend children's learning at home in all areas of the curriculum</li> <li>✚ Initial Stay, Play and Learn sessions were attended by less than half of parents. After a change of time there was an increase in attendance numbers.</li> </ul>
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<p>3. To improve children and young people's Health &amp; Wellbeing.</p> <p>Our measurable outcome for session 2023/24 was:</p> <p>All stakeholders will promote and create a safe &amp; inspiring place to learn, where children are respected, their talents are nurtured, and they thrive</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input checked="" type="checkbox"/> School Leadership</li> <li><input checked="" type="checkbox"/> Teacher Professionalism</li> </ul>	<p><b><u>We have made good progress.</u></b></p> <p><b><u>What did we do?</u></b></p> <ul style="list-style-type: none"> <li>✚ To raise awareness regarding attendance we shared every child's attendance rate with their parent/carer throughout the year and supported young people with attendance when required</li> <li>✚ All staff continue to promote West Lothian Councils positive relationships policy which includes a consistent approach to tackling bullying and discriminatory behaviour.</li> <li>✚ A reintroduction of pupil leadership groups (ECO/Pupil Council/UNCRC) to strengthen pupil voice and empower them to make positive changes within the school</li> <li>✚ Embedding the Zones of Regulation has supported almost all children to be able to identify and talk about how they are feeling, and to support the development of supported and independent regulation strategies.</li> <li>✚ Introduction of the TEAMS Insights tool for P4-P7 has enabled most learners to respond anonymously to check-ins using emoji's and the Feelings Monster in an engaging and secure way.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Through termly 'Know your Number' all parents/carers have a better knowledge and understanding of their children's attendance figure throughout the year and how attendance and late comings affect the time available for learning.</li> <li>✚ The annual Pupil and Parent Ethos Survey showed an increase in the number of children feeling safe in school from the previous year.</li> </ul>
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<p>☒ Assess. of Children's Progress</p>	<ul style="list-style-type: none"> <li>✚ Almost all children have become more involved in the decision-making process within the school through sharing their thoughts and opinions which are then voiced at ECO/Pupil Council/ECO meetings by their class representative.</li> <li>✚ UNCRC Evaluation indicates UNCRC is linked through Pupil Profiles, Forward Plans, Playground Charter and UNCRC committee members.</li> <li>✚ In class discussions almost all children can talk about the zones of regulation and how their actions can affect other people.</li> <li>✚ All P4-7 learners through Insight can now identify and name their emotions, thereby allowing teachers to gain an insight to their learning, health and well-being at various points throughout the day.</li> </ul>
<p>To improve children and young people's Health &amp; Wellbeing.</p> <p>Our measurable outcome for session 2023/24 was:</p> <p>Through our HWB curriculum almost all children will be able to/begin to identify their feelings and levels of alertness and develop effective regulation tools, learn when and how to use the tools</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>☒ School Improvement</li> <li>☒ School Leadership</li> <li>☒ Teacher Professionalism</li> <li>☒ Parental Engagement</li> <li>☒ Assess. of Children's Progress</li> <li>☒ Performance Information</li> </ul>	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ After a review of Distributed Leadership roles, it emerged that there was a need for Health &amp; Wellbeing and Froebel roles to be included.</li> <li>✚ After UNCRC evaluation June 2023 ELC will continue to be embedded across all aspects of nursery life</li> <li>✚ Focus on Mental Health &amp; Wellbeing consider introducing Zones of Regulation within the nursery context enabling children to identify their feelings and levels of alertness, to develop effective regulation tools and learn when and how to use the tools.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Care Inspectorate feedback noted almost all staff were able to show an increase of knowledge of children's rights and how these apply to their lives/our setting</li> <li>✚ All parents who completed the Parent/Carer Audit felt that their child was safe at nursery and that they enjoyed being at nursery.</li> <li>✚ Evidence from Quality Assurance monitoring shows an increase in relevant UNCRC articles visible in displays of children's work, planning and on the improvement wall</li> <li>✚ Evidence from Quality Assurance monitoring shows consultative planning is beginning to refer to and highlight articles across the curriculum</li> <li>✚ Evidence from Quality Assurance monitoring and Care Inspectorate feedback notes most children can identify their feelings and the colour associated with them through Zones of Regulation. A few children are beginning to identify self-regulation tools and, with support, will use some of these.</li> </ul>
<p>4. 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:</p>	<p><b><u>We have made good progress.</u></b></p> <p><b><u>What did we do?</u></b></p> <ul style="list-style-type: none"> <li>✚ The continued use of 'The Big Question' in Interdisciplinary Learning has led to skills development in personalising learning through Interdisciplinary Learning themes and personal projects</li> <li>✚ Pupil lead IDL personal projects supported planning for and delivery of creativity, problem solving, communication and collaboration within the curriculum</li> <li>✚ All P6 pupils have engaged in a project with Tablet Academy to develop and enhance their communication, collaboration, personalisation and creativity</li> </ul>

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To improve employability skills, and sustained, positive school-leaver destinations for all young people.

- ✚ Almost all children have been involved in cooking sessions to develop a range of skills for life.

**Evidence indicates the impact is:**

- ✚ During Cluster Quality Assurance observations, it was identified that the majority of learners can understand, identify links to, or apply skills for lifelong learning and work
- ✚ Almost all learners benefitted from opportunities to learn within our wider community gaining an ability to contextualise learning through a real-life context which was captured through personal projects.
- ✚ Almost all P6 pupils identified in progress conversation that have improved their skills in Immersive Reader, Editor, Reflect, PowerPoint, Word, Audio Feedback and Dictate.
- ✚ Through progress conversations almost all pupils have shown development in their understanding of chemistry of cooking, safety hygiene and responsibility, healthy eating and measuring and weighing.

To improve employability skills, and sustained, positive school-leaver destinations for all young people.

**What did we do in the ELC?**

- ✚ Tracking and Monitoring data indicated that developing a staff understanding of progression within and across the Early level would help raise learners understanding of the skills which will help them in The World of Work

**Evidence indicates the impact is:**

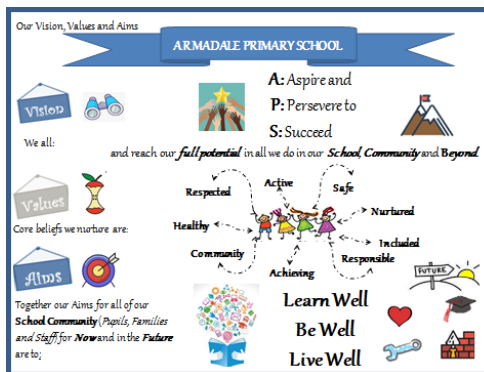
- ✚ Quality Assurance evidence shows that the majority of staff make use of high-quality observations in Seesaw and can link this to wider skills.

Our measurable outcome for session 2023/24 was to:

Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards

NIF Driver(s):

- School Improvement
- School Leadership
- Teacher Professionalism
- Parental Engagement



Almost all of our pupils have an attendance rate of 90.46% or above and our exclusion rate is 5.62% this session.

Most parents/carers and almost all partner agencies have engaged with the school in evaluating our work through Parent's Evening, Curriculum Workshops and Engagement Evenings (Christmas Market/Harvest and Easter Services/Nativity performances) and this

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information has been used to inform improvement planning and reporting on school performance.

### **Our Wider Achievements this year: -**

- McMillan Coffee Morning led by Primary 7
- Remembrance Sunday Parade attended by P7 pupils
- The Big Scottish Breakfast attended by over 300 parents
- P1-P7 Harvest Celebrations
- P7 visited Musselburgh Racecourse
- ELC-P7 Christmas Celebrations
- Christmas Scavenger Hunt lead by House Captains
- Christmas Market
- Christmas Jumper Fundraiser
- P4 Visit to Edinburgh Art Museum
- P1-P7 Easter Celebrations
- Easter Egg Hunt led by House Captains
- Easter Egg Bingo Fundraiser
- Primary 5 participated in the Community Clean Up
- P7 visit to Deer Park for end of term treat
- P7 attended Ford Castle Adventure Camp
- Whole School Fun-day
- Nursery Stay Play and Learn Sessions
- Eco-Schools Green Flag Award
- Primary 6 participated in Cross Country
- P6 & P7 participated in Cluster football tournaments

### **How good is our school?**

The quality indicators\* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	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	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Securing children's progress	Good

(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)

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