

# **Armadale Primary School and Early Learning and Childcare Setting**



# **PROGRESS REPORT FOR SESSION 2024/25**

**(Standards & Quality Report)**

**Armadale Primary School**

**Academy Street**

**Armadale**

**EH48 3JD**



## ABOUT OUR SCHOOL

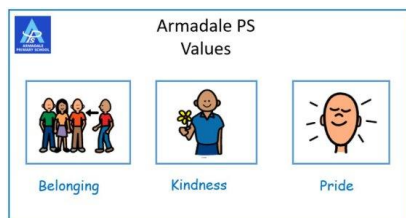
### Armadale Primary Vision, Values and Aims

#### Vision:

**A:** Aspire,

**P:** Persevere and

**S:** Succeed in reaching our full potential in all we do in our school, community and beyond



**Aims:** Together, for all of our school community to:

- Be Well
- Learn Well
- Live Well

### Context of our School

Armada Primary School and ELC are pleased to share the progress made in 2024/2025 with our parents and our wider community.

Armada 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 Armada. The school sits within the Armada Cluster. Within our school community, 21.27% of our learners live in Quintile 1 according to the Scottish Index of Multiple Deprivation (SIMD). Our SIMD rank is 22 out of 68 WL schools with the majority of pupils living in Quintile 1 and 2.

The Senior Leadership Team consists of a Head Teacher, a Depute Head Teacher, a Principal 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, Armada Academy, our Cluster schools, Active Schools and the Parent Council.

Armada Primary School and ELC work collaboratively across the Armada Cluster to support school and wider improvements to help improve the life chances of our children. Our recently values continue to be at the forefront of our work this session. As part of our Validated Self-Evaluation which took place in March 2025, our identified strengths and next steps were validated and these form part of our internal improvement activities and are reflected in our School Improvement Plan for this coming session. Our staff team know the direction of the school and are committed to change to ensure continuous improvement for all learners. 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 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 2024/25 was:</p> <ul style="list-style-type: none"> <li>• . All learners experience breadth, depth and progression in learning across literacy.</li> <li>• All learners experience numeracy and mathematics learning that challenges their thinking.</li> </ul> <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"> <li>• Our Literacy staff improvement group reviewed and developed an overview for listening and talking ensuring our learners receive a progressive and appropriate listening and talking curriculum.</li> <li>• Our Numeracy and Mathematics staff improvement group reviewed and developed an overview for numeracy and maths identifying core resources, core learning and learning and teaching resources for early, first and second level ensuring our learners receive a progressive and appropriate numeracy and mathematics curriculum.</li> <li>• Almost all staff have an increased understanding of high-quality assessments and have used this to support the planning of numeracy and maths assessments. This was further evidenced through robust professional dialogue at cluster moderation events.</li> <li>• Increased consistency to approaches to assessment, supported the implementation of cluster and school level assessment frameworks ensuring next steps and targeted interventions were identified for our learners.</li> <li>• Identified staff have benefited from intense professional learning on Building Thinking Classrooms (BTC). All staff have engaged in professional learning and a practitioner enquiry and are implementing aspects of BTC within numeracy, allowing most learners to talk and share their learning in different ways. Most learners are benefitting from working on non-vertical surfaces, visibly random groupings and problem solving tasks.</li> <li>• All of our classrooms have literacy and numeracy working walls with guidance produced and shared identifying expectations for classrooms. Learners have benefitting from using these working walls for self-help, literacy and numeracy key words and examples of quality literacy and numeracy workings.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• The majority of learners in Primary 1 have achieved expected levels in reading, writing, listening and talking and numeracy.</li> <li>• Most learners in Primary 4 and Primary 7 have achieved expected levels in reading, writing, listening and talking and numeracy</li> <li>• The majority of stages attainment data over time displays an increase in attainment in almost all measures in the last three years.</li> <li>• Pre and post staff questionnaires report an increased knowledge and understanding of the building thinking classroom approach and almost all are confident to implement aspects of the approach.</li> <li>• Small test of change evidences impact of vertical surfaces, visible randomised groupings and the use of challenges/problem solving approaches.</li> <li>• Value added can be evidenced for those learners who have significant gaps in their learning.</li> </ul>
<p>ELC</p>	<p>(bullet points and must include impact)</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was to:</p> <p>Achieve equity for Quintile 1 and 2 learners through a programme of targeted and intensive interventions.</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• The school was awarded £135,000 of Pupil Equity Funding.</li> <li>• 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.</li> <li>• 21 priorities were planned and 62% of these priorities were fully achieved with 76% making good or better progress (14% moderate progress and 10% made no progress).</li> <li>• PEF was used effectively to provide targeted support in literacy and to fund three additional pupil support workers to help support the needs of identified learners.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• Interventions this year have focused on increasing attendance, addressing gaps in literacy, inclusion, numeracy and nurture. Examples include daily reading and spelling support, literacy hour, small group phonics and blending groups, Number Box and the 5-minute Literacy Box.</li> <li>• Our Nurture provision had supported inclusion and attendance through small group bespoke approaches including outdoor learning, cooking, emotional regulation, health and well-being and art.</li> <li>• Our Inclusion role has increased attendance and engagement through 1:1 bespoke packages of support including supporting learners to access individual education packages supported by off-site providers.</li> <li>• Outdoor provision has provided a targeted group of learners with learning experiences that meet their social, emotional and health and well-being needs.</li> <li>• Middle leaders across cluster schools have further engaged in quality improvement activities, supported by the West Lothian's Equity team to identify next steps to improve approaches to closing the poverty related attainment gap.</li> <li>• Referrals have been made to the WL clothing bank. We have accessible uniform and food items for all families to freely access with monthly drop in opportunities for families to help reduce the cost of the school day and help remove barriers to learning.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• The majority of Q1 learners in Primary 1 have achieved expected levels in reading, writing, listening and talking and numeracy.</li> <li>• Most Q1 learners in Primary 4 have achieved expected levels in reading, writing, listening and talking and numeracy.</li> <li>• Almost all Q1 learners in Primary 7 have achieved expected levels in reading, with most achieving expected levels in writing, listening and talking and numeracy.</li> <li>• Q1 combined P1, P4 and P7 literacy attainment is 5% higher than West Lothian.</li> <li>• All pupils had the opportunity to take part in an after school club at no cost with 62 children benefitting from this.</li> <li>• Most parents reported that the school is helping to reduce the cost of the school day.</li> <li>• By May 2025 P1-P7 Q1 v Q5 overall attendance decreased by 2% to a difference of 3%. By May 2025, Q1 attendance was the highest it has been in the last three years at 91.19%.</li> <li>• Almost all targeted learners in P2-P7 increased their reading and spelling age by more than 6 months.</li> <li>• Most targeted children in P1-3 have increased the number of initial sounds they can recognise, read and write to all 26.</li> <li>• Most targeted children increased their SEAL in their assessment across a stage within each number concept.</li> <li>• In Primary 3 most targeted learners are green for engagement in literacy activities undertaken during literacy hour.</li> <li>• All care experienced learners have received targeted support in line with their own areas of strength and challenge.</li> </ul>
<p>ELC</p>	<p>(bullet points and must include impact)</p>

<p>3.</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> <li>• Health and Well-Being Improvement Group reviewed our HWB curriculum to establish next steps for implementation next academic year.</li> </ul>
-----------	---

<p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2024/25 was to:</p> <ul style="list-style-type: none"> <li>All learners experience a health and well-being curriculum that provides opportunity for breadth of learning across all organisers.</li> <li>Almost all learners are present at school and engaged in learning.</li> <li>Almost all learners experience an inclusive environment with appropriate structures and routines to support participation and engagement in learning.</li> </ul> <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>	<ul style="list-style-type: none"> <li>The attendance Improvement group have worked on a range of universal and targeted approaches to support attendance including regular communication on the importance of attendance, rigorous implementation of the West Lothian Attendance Policy and P6 and P7 flexible timetable trials. Learners have had the opportunity to, with teacher support, plan the make-up of their learning week. Learners have benefitted from increased attendance at school.</li> <li>Implementation of consistent approaches to inclusion including an inclusive learning environment, use of visuals for commands and daily timetables and the use of song signifiers in P1 and P2. Learners are benefitting from our inclusive approaches to our environment and routines.</li> <li>All staff attended trauma informed training 2 and have increased their knowledge and understanding of the impact of trauma on our children and families.</li> <li>We have begun to review our Positive Relationships Policy and have agreed approaches to supporting dysregulation within the classroom. All learners benefit from our consistent approaches and opportunities to access a calm space within the classroom supported by the Zones of Regulation.</li> <li>We have reviewed our approaches to anti bullying and all children took part in the Respect Anti Bullying week campaign. Our approaches to anti bullying have been shared with parents and carers with all staff benefitting from more consistent approaches.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>By May 2025 P1-P7 Q1 v Q5 overall attendance decreased by 2% to a difference of 3%. By May 2025, Q1 attendance was the highest it has been in the last three years at 91.19%.</li> <li>Quality Assurance evidences most staff use song signifiers (P1 and P2 to support transition), visual commands and have a visual timetable consistent with board maker symbols.</li> <li>Quality improvement activities evidence that learners have an inviting and high-quality safe space in their classroom.</li> <li>100% of Cluster teachers who completed Trauma Informed 2 training increased their understanding of what trauma is and how common it is.</li> <li>98% of Cluster teachers who completed an evaluation understand the ways that trauma can affect people, including the impact on people's brains, bodies and behaviour.</li> <li>98% of delegates who completed an evaluation know how to support people following a traumatic event and their role in promoting safety.</li> <li>99% of delegates who completed an evaluation understand ways in which they can support people to recover from trauma.</li> <li>Most learners in the P5-P7 ethos survey report that they feel safe at school.</li> <li>Almost all learners in the P5-P7 ethos survey report that staff treat them fairly and with respect.</li> </ul>
<p>ELC</p>	<p>(bullet points and must include impact)</p>
<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 2024/25 was to:</p> <ul style="list-style-type: none"> <li>Almost all learners are able to identify the skills they are learning and how they can be applied and developed</li> </ul>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>We reviewed our vision values and aims which has ensured that all learners and staff know our values and are actively promoting, recognising and celebrating these on a daily basis.</li> <li>We have created a three-year strategic curriculum plan with all staff increasing their knowledge and understanding of our priorities moving into next academic year.</li> <li>All staff have engaged with the Meta Skills Toolkit with most learners benefitting from an increased awareness of the meta skills language, Meta Skills Characters (P1-P2) and are increasingly making reference to these in their learning.</li> <li>Cluster schools are piloting the My World of Work platform to support profiling of learner achievements. This is supporting learners to identify their own successes and next steps.</li> </ul>

<p>in everyday learning, opportunities for achievement and in the life and ethos of the school.</p> <ul style="list-style-type: none"> <li>Our curriculum rationale is underpinned by drivers well matched to the needs out our school community.</li> </ul> <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>Evidence indicates the impact is: (written in bullet points)</p> <ul style="list-style-type: none"> <li>Our Values SWAY and curriculum plan evidences stakeholder engagement in review and development of our curriculum unique to our setting.</li> <li>Learner conversations evidences that most are able to link their learning to their development of meta skills across learning and opportunities for achievement.</li> <li>Quality improvement activities evidence that most learners have an awareness of the skills they are developing and how these can be applied to everyday learning activities.</li> <li>The pilot My Work of Work learners are increasingly able to showcase their learning and progress and can identify their next steps in learning.</li> </ul>
<p>ELC</p>	<p>(bullet points and must include impact)</p>

We have an attendance rate of 91.19% for all of our learners 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 Evenings, engagement events and Parent FORMS on school improvement and Cost of the School Day and this information has been used to inform improvement planning and reporting on school performance.

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

- McMillan Coffee Morning led by Primary 7
- Remembrance Sunday Parade attended by P7 House Captains
- P1-P7 Harvest Celebration
- Walk This Way fundraiser that paid for P1-P7 panto
- P7 visited Musselburgh Racecourse
- ELC-P7 Christmas Celebrations
- Christmas Market
- P1-P3 Nativity and Whole School Christmas Event
- P1-P7 House activities lead by House Captains
- P1-P7 Easter Celebrations
- Easter Egg Hunt led by House Captains
- Easter Egg Bingo Fundraiser
- Grounds for Awareness grant and garden project
- P7 attended Ford Castle Adventure Camp

- Whole School Fun-day
- Nursery Stay Play and Learn Sessions
- P1-P7 Family Fun sessions
- Primary 6 participated in the WL Active Schools Handball competition and qualified for the regional finals
- P6 Sports Leaders playground games for P1-P3
- Sports Day led by P6 Sports Leaders
- P4 participation in Active Schools Racket skills/Badminton event

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

+Delete if not relevant

\*(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)