

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



**PROGRESS
REPORT FOR
SESSION 2018/19**

(Standards & Quality Report)

Academy Street

Armadale

EH48 3JD

ABOUT OUR SCHOOL

Armadale Primary School is a non-denominational school serving the south side of Armadale. Our school catchment is mixed, including the area of Mayfield which is in the bottom 15% of the Scottish Index of Multiple Deprivation. The primary school role in June 2019 is 513 with 421 pupils in the primary school and 92 pupils accessing our ELC Setting across a mix of two whole day and AM and PM sessions. Our free school meal entitlement is 17.6% in P4-P7. The Senior Leadership Team consists of the Head teacher, an Acting Depute Head Teacher, two Principal Teachers and two (0.5fte) Acting Principal Teachers with a remit for the Pupil Equity Fund plan delivery. This academic year there have been 16 primary classes. We have recently refreshed the school's vision values and aims in consultation with all stakeholders and this will be used as the back bone for further school improvement. The school had a positive validation of its work through an Education Scotland Inspection in September 2018 which reported the following strengths in the school's work; the supportive and nurturing ethos throughout the school and ELC setting, positive and respectful relationships, good behaviour of the pupils, senior leaders, staff and a range of partners working together to analyse a range of information to help meet the learning needs of all learners and a stimulating indoor and outdoor learning environment in the ELC setting. 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 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.

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. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2018/19 was to:</p> <p>Ensure learners are able to link their learning to higher order thinking skills.</p> <p>Ensure robust and accurate achievements of level judgements inform challenge and support strategies to close the poverty related attainment gap in literacy and numeracy.</p> <p>Ensure our ELC children experience greater opportunities to develop curiosity, inquiry and creativity and reduce interruptions to play both inside and outdoors.</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 staff participated in a CLPL session to support the development of higher order thinking skills in the classroom. They were supported with resources and simple strategies to help our pupil's link learning to the skills of remembering, understanding, applying, analysing, evaluating and creating. Staff have been planning learning experiences explicitly relating to the West Lothian Council progression pathways and national benchmarks in English and Literacy, Numeracy and Mathematics ensuring learning is progressive and in line with national expectations. This information is used to identify specific next steps for our learners and to support progress and achievement. 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"> • Learners are now better able to link and apply their learning through the use of higher order thinking skills and can give examples of when these higher order skills have been demonstrated. • Learners are experiencing a literacy and numeracy curriculum aligned to progression pathways and benchmarks and teachers are more confident in making judgements in attainment of a level judgements. • Learners in our ELC are more engaged in their learning and staff are mindful of interrupting play to ensure progression and depth. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Learners experience high quality, interactive and stimulating learning and teaching which is based on sound pedagogical practice. • Learners experience a curriculum relevant to their school and community. • ELC children experience depth in learning relevant to their interests and needs. • Attainment in writing is increased through appropriately levelled, well-paced, and progressive learning experiences.
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to:</p> <p>Increase vocabulary (ELC-P3) and ability to read sight words of Identified children in P1-P7.</p> <p>Improve the attendance and reduce lateness of identified children in P1-7 by June 2019.</p> <p>To increase the engagement in home learning of identified children in our ELC setting and in P1-7 by June 2019.</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 support staff were trained by our Speech and Language Therapist in the delivery and implementation of Word Boost which is a programme to develop vocabulary through books and stories. Our P1-P3 staff delivered Word Boost sessions daily to our pupils with support staff working with targeted groups to develop and extend vocabulary and understanding of words. Support staff also worked with targeted pupils to support their ability to read common words through daily sessions. Our Speech and Language Therapist has also supported the implementation of Box Clever in our ELC setting to further develop children's understanding of words through play based activities. Our two Family Support Workers have worked hard with targeted families to help improve the attendance of our pupils through meetings in school, home visits, action planning, strategy support, signposting to other services and drop in sessions. Our Family Support Worker Team have also developed out family learning programme including family learning events, parent/child clubs, reading support through our reading dog and practical sessions on how to cook on a budget.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Almost all pre-school pupils demonstrated an increased vocabulary score. Some children scored significantly above their chronological age. • Most children in P1-P3 demonstrated an increased vocabulary score. • Almost all targeted children increased their sight word recognition by 25% or above with 56% of those children increasing their sight vocabulary by over 100%. • Attendance has improved for a majority of our targeted families. • 110 families from our ELC setting – Primary 7 have benefitted from family learning opportunities. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • 65% of our young people in Quintile 1 are achieving the appropriate level in Writing • Attendance for young people in Quintile 1 is on average above 95% • Participation and engagement of parents/carers in their child's learning is increased • Most children in identified stages and targeted groups demonstrate a growth mind-set in numeracy and mathematics.

<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2017/18 was to:</p> <p>Improve the ability to meet the individual health and wellbeing needs across the wellbeing indicators.</p> <p>Ensure staff have a greater understanding and awareness of how their teaching practices and interactions can have a positive effect on pupils including our most vulnerable.</p> <p>ELC children have greater access to natural environments to develop inquiry, exploration and creativity.</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 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. This is beginning to be used to support developments in our Health and Wellbeing programmes of work. Pupils are beginning to be more aware of the wellbeing indicators and staff are beginning to use pupil's self-evaluation of these to inform next steps in planning at class, group and individual level. Further developments in profiling should allow this process to be inbuilt into the school day. A group of teachers have carried out a small test of change in the implementation of a new JIGSAW Health and Wellbeing resource and we are now ready to use this resource to help shape our health and wellbeing curriculum next session. Senior Leadership Team remits and responsibilities have been aligned at all stages including our ELC setting to ensure continuity in sharing concerns and action planning to support families and children in regards to well-being concerns. 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"> • Teachers have an increased awareness and understanding of Adverse Childhood Experiences and are now more able to support pupils appropriately. • 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 learning and appropriate support. • Learners in our ELC setting are benefitting from sustained and concentrated play both inside and outside. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Young people in P1-P7 are able to accurately self-report on their wellbeing to provide a baseline for future improvement • Learners experience a Health and Wellbeing curriculum relevant and unique to their school and community. • ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupil's wellbeing.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2018/19 was to:</p> <p>Pupils have increased opportunities to take part in decision making groups.</p> <p>Pupils develop skills for learning, life and work through experiences provided by the Confucius Hub.</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>We refreshed our pupil responsibility Friday groups to allow for all of our pupils in P1-P7 to participate in a decision making group. Some of these groups include Eco School, Rights Respecting Schools, Digital Learning and our newly formed Aspiring to Excellence group where children are evaluating the school against key questions from the How Good Is OUR School pupil friendly document. All pupils in ELC-P7 have had the opportunity to learn some Mandarin and learn about the Chinese culture. Some parents and carers from the cluster have also participated in a Chinese culture event where there was an opportunity to learn some Chinese customs and take part in Tai Chi. All of our pupils from P1-P7 took part in our art event inspired by the signs in the Chinese zodiac and a Scottish artist to recreate their own pieces of art developing the learning life and work skill of thinking, leadership and decision making.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 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. • Learners are more engaged in learning about another culture and are beginning to link their learning across the curriculum. • Learners in our ELC setting are benefitting from increased opportunity to apply their play in relevant contexts allowing for the development of early skills for learning, life and work. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Learners experience a curriculum relevant to their school and community with explicit links to Developing the Young Workforce and the Careers Education Standards. • ELC children have greater opportunities to experience and take part in gender neutral play.

Almost all of our pupils have an attendance rate of 95% or above and our exclusion rate is 0% this session.

The majority of parents/carers and almost all 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:

- Renewal of our Eco School Green Flag
- Young Writer Winner
- Spirit of Glee Trophy
- Basket Ball Team winners of the West Lothian Regional Heat competition
- Basket Ball Team winners of the Edinburgh and Lothian's Finals competition
- Participation in Active Schools Cluster Sports Festivals
- P7's Bikability Level 2 achievement
- P6b girl individual performance, coming in second place at the Cross Country Cluster event and pupil will compete at the regional finals
- Participation in Pedala festivals
- Participation in Armadale Cluster Anti Sectarianism Programme
- Participation in the Cluster Heartstone project
- Outstanding performances of all P7 pupils at the annual Burn's Supper
- P7b Pursuers Team Advocacy Award in the Edinburgh Sheriff Court Mock Court competition
- P7a group runners up Award for the Edinburgh Sheriff Court Mock Court Finals
- Community and Cluster engagement of learning of Mandarin and Chinese Culture
- School performance of We Will Rock You
- Successful Christmas Enterprise Fayre
- Joint working with the Parent Council to increase wider experiences of our young children
- Pupil Equity Fund Participatory Budgeting Challenge including pupil and parents/carers
- Uniform Bank
- Families Connect Family Learning Programme
- Word Boost P1-P3 Parent/Carer Learning event
- Delivery and participation of parents/carers in PPP programme

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. Education Scotland and the Care Inspectorate reported that they were confident that the school has the capacity to continue to improve.

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	Good

+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

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