

# Blackridge Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2021/22

(Standards & Quality Report)

**Main Street**

**Blackridge**

**EH48 3RJ**

## ABOUT OUR SCHOOL

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian and sits within the Armadale Cluster. The combined school and ELC roll is 200. The school has a purpose build Passivhaus Early Learning and Childcare building. This has its own outdoor learning area and is set up and follows Froebel principles.

The school runs a successful Breakfast Club which is well attended by the children. We have a fully supportive Parent Council who play a crucial and vital role in school, especially in the areas of fundraising and general parental communication and liaison. The school has an excellent relationship with the Cluster Schools, Local Community, and the Local Church.

Our SIMD rank is 27 out of 67 WL schools with the majority of learners living in decile 2, 3 and 4. Free Meal Entitlement of 30% from ELC to P7. The Armadale Cluster has the joint 4th highest income deprived rate and joint 2nd highest employment deprived rate – being 1% and 2% above the respective West Lothian averages. Armadale's cluster has the 5th highest (mid-table) % share of West Lothian Universal Credit/JSA claimants, slightly below the average for the county. At 12.8%, the cluster has the 4th highest share of all West Lothian lone parents resident in its cluster. West Lothian Anti-Poverty Strategy Poverty profile identifies that 29% of children living in Armadale and Blackridge are living in poverty compared to 21% in West Lothian.

## VISION - LEARN TOGETHER, ACHIEVE TOGETHER, CELEBRATE TOGETHER

During 2020-2021 all staff, parents and learners contributed to drawing up the new Vision, Values and Aims. Our vision is to create an inclusive school community where learners fully participate, succeed and are proud of their achievements.

### BLACKRIDGE VALUES

Safe



Kindness

Respect



Responsible

Happy



Independent

### AIMS

We have re-exploring the four 'capacities' of the Curriculum for Excellence to define our Curriculum Aims. Blackridge Primary and ELC aim to support and challenge our learners to be or to become:

- **SUCCESSFUL LEARNERS** – Learners are supported and challenged to reach their maximum potential including wider achievements
- **CONFIDENT INDIVIDUALS** – Learners are supported to have self-respect, ambition and the courage to Dream Big.
- **RESPONSIBLE CITIZENS** – Learners are supported to treat others well and behave in ethical ways
- **EFFECTIVE CONTRIBUTORS** – Learners are supported to have enterprising attitudes, a positive approach to life and to play an effective part in the local, national and world around them



## Our Curriculum will:

- Provide learning opportunities which will offer a range of challenge and enjoyment across all learning areas
- Provide flexible learning taking into account personalisation and choice
- Ensure that through the use of experiences and outcomes that progression is consistent with all pupils learning needs and prior learning
- Provide learning opportunities that are relevant and supports learners in developing skills for learning, life and work
- Provide a broad general education including all the experiences and outcomes.

## What we want for our learners.

We aim for our learners to have developed the following:

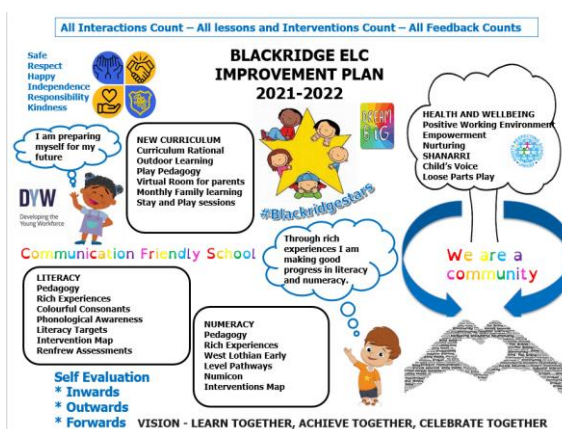
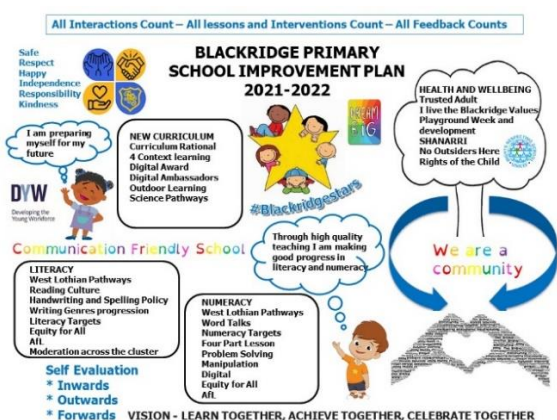
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|--------------------|-----------------------------------|---|----------------------------------|
| • A Growth Mindset | • Literacy and Numeracy skills    | • Social skills                         | • Respect, empathy and tolerance |
| • Confidence       | • Secure in the use of technology | • Skills for life-long learning         | • Strong moral values            |
| • Independence     | • Good communication skills       | • Problem solving and critical thinking |                                  |

## 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 2021/22 were that ....</p> <p><b>LITERACY</b> All learners will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning through the employment of the Literacy Pedagogy Officer</p> <p>Most learners are achieving national expectations through appropriately levelled, well-paced, and progressive learning experiences.</p> <p><b>NUMERACY</b> Most learners are achieving national expectations through appropriately levelled, well-paced, and progressive learning experiences.</p> <p>Most teachers use digital technologies enabling children to exercise choice and become more independent in their learning.</p> <p>To draw up a Learning and Teaching Non-negotiables Toolkit which includes clear expectations on the use of Formative Assessment.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><b>Staff drew up a Learning and Teaching Non-negotiables Toolkit that is used to ensure consistency and is used by all staff for self evaluation. (Learning Observations)</b></p> <p><b>The P1 classroom has been set up to be more appropriate in meeting the needs of the learners and developing from the ELC Froebel environment. (Spaces Monitoring and QI Visit)</b></p> <p><b>P1 Play Pedagogy approaches and structures are improving outcomes for learners building on pupils voice. (QI Visit May 2022)</b></p> <p><b>Regular planned Early Level meetings allow the ELC team and Primary 1 teacher to work effectively in partnership throughout the year to ensure continuity and progression in learning over time. (QI Visit May 2022)</b></p> <p><b>Staff give clear instructions and explanations which support learning. (QI Visit May 2022)</b></p> <p><b>Classrooms organised and resources are readily accessible for learners. (QI Visit May 2022)</b></p> <p><b>Skills for life, learning and work are discussed with all learners. (QI Visit May 2022)</b></p> <p><b>Digital is used to enhance learning. (QI Visit May 2022)</b></p> <p><b>Sharing practical ideas in this area through Digital Working Groups. (Staff CPD)</b></p> <p><b>All staff embedded the Blackridge Intervention Map to ensure a robust continuum of support system. (Learning Walks)</b></p> <p><b>PSW trained to ensure support for learner’s gaps in relevant strategies. (Staff CPD)</b></p> <p><b>BPS Formative Assessment Strategies are used to allow children to assess their progress and identify next steps. (Learning Observations)</b></p> <p><b>We have mitigated cohort impact via the Intervention Map. (QI Visit May 2022)</b></p> <p><b>Staff have worked together to draw up the Blackridge Spelling and Grammar progression (Planning)</b></p> <p><b>Staff have worked together with WL Progression pathways and created Blackridge Numeracy and Maths progression (Planning)</b></p> <p><b>We have created a new library space that the children use regularly. (Learning Walks)</b></p> <p><b>We have continued to work towards achieving Reading accreditation and building a reading culture.</b></p> <p>Evidence indicates the impact is:</p> <p><b>Almost all learners are eager to learn and most are engaged within a positive nurturing learning environment. (QI Visit May 2022)</b></p> <p><b>Learning Walks and Lesson Observations show an increase in learners lead learning and engaging in dialogue and reflection on their progress. (Lesson Observations)</b></p> <p><b>Almost all staff use learning intentions and most teachers develop success criteria with the children. (Lesson Observations and QI Visit May 2022)</b></p> <p><b>In P1 the learners are leading their learning as the teacher is planning in response to their interests and developmental needs through a playful pedagogical approach. (QI Visit May 2022)</b></p> <p><b>Self Evaluation showed that class teachers rated themselves against the 14 Non - Negotiables as - 3% 35% 62% (Self Evaluation Jan 2022)</b></p> <p><b>Lesson Observations rated the 14 Non - Negotiables as - 1% 40% 59% (Lesson Observation Spring 2022 and QI Visit May 2022)</b></p> <p><b>Triangulated Learning, Teaching and Assessment Sheets show that there is consistently good teaching across the school. (Lesson Observations)</b></p> <p><b>There is clear progression in literacy and math’s jotters. (Learning Book Review, Lesson Observation)</b></p>

	<p><b>Ethos Surveys indicate that most children feel that staff regularly talk to them about learning. Evidence of the AfL was found in all jotters. (Learning Book Review)</b></p> <p><b>Digital Award gained March 2022.</b></p> <p><b>Formative Assessments are accessible and used as part of the learning in class. All children were able to talk confidently about their learning and referred to a range of Formative Assessment strategies. (Lesson Observations, Learning Walks)</b></p> <p><b>Pupil Ethos Surveys indicate that almost all pupils have regular feedback from staff on their progress. (WL Data May 2022)</b></p> <p><b>Triangulated Learning, Teaching and Assessment Sheets show that there is consistent use of formative assessment across the school. (Lesson Observations, Learning Walks, Learning Book Reviews)</b></p> <p><b>Termly attainment meetings use the Blackridge Assessment Data to support and challenge professional judgement. The clear process also allows gaps in learning to be identified. These feed into the Blackridge Intervention Map. (Assessment system)</b></p> <p><b>As part of the Summative Assessment we have drawn up a clear Moderation System for writing. This ensures moderation across the level before the Senior Leadership Team ensure consistency and progression across the school. (Assessment system)</b></p> <p><b>The Intervention Map provides clear identification of learners facing additional barriers and supports are in place. This is regularly reviewed by the SLT. (QI Visit May 2022)</b></p> <p><b>Math's teaching is a strength due to ongoing support from the Numeracy Champion. (Staff Rag April 2022)</b></p> <p><b>Staffs' increased ownership of attainment data through updating tracking and monitoring and pupil progress meeting sheets. (QI Visit May 2022)</b></p> <p><b>Most learners make good progress from prior levels of attainment in literacy and numeracy. (QI Visit May 2022)</b></p> <p><b>Due to high expectations by the teachers in Second Level good progress is made. (Lesson Observations, Data May 2022)</b></p> <p><b>Increased data profile in literacy and numeracy and sitting above Benchmark Improvement Group schools. (QI Visit May 2022)</b></p> <p><b>Three year data shows an upward trajectory is being maintained. (Data)</b></p>
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<p>ELC</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 were that ....</p> <p><b>Children will experienced a wider range of rich literacy and numeracy learning opportunities.</b></p> <p><b>All staff will be upskilled to provide Universal and Targeted rich literacy and numeracy learning experiences.</b></p> <p><b>Parents will be more aware of their child's learning and developmental needs including how they can assist their child at home</b></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. What did we do?</p> <p><b>Staff have created a high quality learning space for the children that changes in response to the children needs and includes the children setting up the area. (Monitoring Forms)</b></p> <p><b>There are clearly demarked Froebel areas with wall displays only using the child's voice. (Observations)</b></p> <p><b>The interim EYO supports and guides the practitioner team very well as they continually refresh their practice in line with current national guidance on pedagogy. (QI Visit May 2022)</b></p> <p><b>Child's Voice evident including interaction with SHANARRI (Observations, Floor Book, Learning Journals)</b></p> <p><b>Floor books have a mixture of children's mark making, photographs, quotes and QR codes. (Floor Books)</b></p> <p><b>Children are supported to make choices and talk about their learning effectively through the use of Floorbooks. (QI Visit May 2022)</b></p> <p><b>All staff create QR codes of children's experiences.. These are shared via What I did in ELC Stickers and Learning Journals. (Observations)</b></p> <p><b>Children are encouraged by practitioners to use digital technology to support learning. There is a plan in place to further develop the use of digital technology to enhance children's learning experiences indoors and out. (QI Visit May 2022)</b></p> <p><b>The ELCASM and interim EYO are working with the practitioner team to develop and improve planning for children's learning in line with current local and national guidance. (QI Visit May 2022)</b></p> <p><b>Early Level (ELC and P1) joint CPD on play to support development. (QI Visit May 2022)</b></p> <p><b>Children are developing early literacy skills particularly in rhyme and phonological awareness. (QI Visit May 2022)</b></p> <p><b>Colourful Consonants and Phonological Awareness introduced universally through QR Codes. (Observations)</b></p> <p><b>Snack is a positive experience with EYP extending children's language. (Observations)</b></p> <p><b>The ELC share and celebrate children's achievements with families through weekly newsletters, telephone calls home and through some methods of digital communication. Parents are beginning to engage with Online Learners Journals. (QI Visit May 2022)</b></p> <p><b>Practitioners work hard to build positive relationships with parents through regular communication. They are sensitive to the needs of individual family circumstances and as a result, parents feel valued as partners in their children's ELC experiences. (QI Visit May 2022)</b></p> <p>Evidence indicates the impact is:</p> <p><b>All new children settled and excellent ongoing interaction with children. (Observations)</b></p> <p><b>Observation of Spaces Monitoring Proforma showed evidence of Froebel practice (Monitoring Sheet)</b></p> <p><b>Children are engaged in a wider range of quality play experiences and all children can communicate achievements they have made (Planning/ Personal Plans/ Learning Journals/ Observations)</b></p> <p><b>Within the setting, there is a range of engaging, open ended, exploratory experiences on offer for children both indoors and outdoors. As a result, children have time and space to follow their interests during free flow play. (QI Visit May 2022)</b></p> <p><b>ELC and Early Level staff have a shared understanding of play for learning across Early Level. (HGIOPFL Audit March 2022)</b></p> <p><b>Planning shows a wide range of Adult Led/ Adult Initiated/ Child Led. (Planning)</b></p>
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<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p><b>The Blackridge Assessment Data and Intervention Map ensures support for all groups with a focus on gap filling to ensure equity.</b></p> <p><b>The Blackridge Data and Intervention Map systems to be fully embedded to drive pupil progress</b></p> <p><b>PSWs trained in a range of strategies to support all learners</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><b>All staff input data and identify interventions to support pupil progress. Pupil progress is rigorously tracked and good progress is made by most pupils. (Data)</b></p> <p><b>The progress of all cohorts is monitored to ensure equality. Identified pupils are noted within the Intervention Map and tracked for progress. (Data)</b></p> <p><b>Staff more aware of learners affected by poverty and the need for support.</b></p> <p><b>Children and families identified with plans in place to provide support that is received through the Intervention Map. (QI Visit May 2022)</b></p> <p><b>The principle Teacher has carried out a Practitioner Enquiry on the use of Clicker 8 to be used as a targeted intervention for writing. (CPD)</b></p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p><b>Improvement in attainment in literacy and numeracy with a relentless focus of progress in Q1</b></p> <p><b>All learners had school uniform and items required for school (Budget)</b></p> <p><b>All learners attended school trips and camp for two nights (Budget)</b></p> <p><b>All learners had support put in place to address identified gaps. (Intervention Map)</b></p> <p><b>All learners had progress reviewed termly and support adapted to need. (Intervention Map)</b></p>
<p>ELC</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p><b>ELC Intervention Map in place to ensure No learner is 'left behind' and targeted support in place from ELC</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><b>Staff Learning Wall shows targets and actions required. Staff use these to support development. (Data Procedure since Dec 2021 / Observations)</b></p> <p><b>With support from management, practitioners are engaging with the WL trackers for literacy, numeracy, and H&amp;WB. (QI Visit May 2022)</b></p> <p><b>Regular planned moderation meetings led by SLT enable practitioners to moderate professional judgement. (QI Visit May 2022)</b></p> <p><b>The ELC team promote equity across all aspects of their practice. Practitioners work hard to break down barriers and engage with parents and families who as a result feel welcome and supported. (QI Visit May 2022)</b></p> <p><b>Practitioners know children well as learners and have regular opportunity to moderate assessments within the team and with the ELCASM. (QI Visit May 2022)</b></p> <p><b>PEF SALT upskilled all staff – Box Clever/ Word Boost/ Colourful Consonants/ Phonological Awareness.</b></p> <p><b>Renfrew Assessments carried out by Key EYP and recorded in West Lothian Data (Data)</b></p> <p>Evidence indicates the impact is:</p> <p><b>SLT is encouraging practitioners to make effective use of tracker information and data to plan for interventions and support to ensure equity and inclusion. (QI Visit May 2022)</b></p> <p><b>Clear actions set from the Data Analysis feeds into consultative planning and ELC interventions. (Planning, Interventions)</b></p>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p><b>The new Blackridge Vision and Values are the key driver to develop a learning environment that is positive, nurturing and welcoming.</b></p> <p><b>SHANARRI Grids used to support wellbeing and to build positive relationships with support staff.</b></p> <p><b>All Learners have the opportunity to play an active role in the school and wider community and regularly have opportunity to take on leadership roles.</b></p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>We have made good progress. What did we do?</p> <p><b>Positive Relationship Policy fully implemented with teachers. (Lesson Observations, Learning Walks)</b></p> <p><b>Clear strategic leadership and direction including a shared ethos, vision and values. (QI Visit May 2022)</b></p> <p><b>Praise, rewards and achievements are linked to the school values and celebrated during all assemblies. (Assembly)</b></p> <p><b>Co-created vision and values are displayed in each class and constantly referred to. (Learning Walk)</b></p> <p><b>Trusted Adults Display central to the school and all children can identify a Trusted Adult. (Pupil Voice SHANARRI Grid - Sept and Feb)</b></p> <p><b>All children in P4-P7 have a leadership opportunities through our Leadership Teams. (Leadership Teams 2021-2022)</b></p> <p><b>We have set up termly Health and Wellbeing tracking using the SHANARRI Wheel (Pupil self-report using Microsoft Forms)</b></p> <p><b>We have improved our use of outdoor space and re-introduced loose parts play. (Learning Walk)</b></p> <p><b>We make good use of local woodlands with two members of staff trained in Forest schools. (CPD)</b></p> <p>Evidence indicates the impact is:</p> <p><b>The Positive Relationship Policy is evident in interactions with all class teachers. (Lesson Observations)</b></p> <p><b>Most children and staff refer to the school values during learning experiences (Lesson Observations and Learning Walks)</b></p> <p><b>Evidence of core values in all classes. (QI Visit May 2022)</b></p> <p><b>Pupils feedback positively on staff listening and them. (QI Visit May 2022)</b></p> <p><b>SHANARRI Grid feedback shows pupils very positive about relationships with teachers. (Pupil Voice SHANARRI Grid - Sept and Feb)</b></p> <p><b>Pupil Ethos Surveys indicate that almost all pupils have someone to speak to and feel they are treated fairly and with respect. (WL Data May 2022)</b></p> <p><b>Pupil Ethos Surveys indicate that almost all pupils have responsibility for their own work in class. (WL Data May 2022)</b></p> <p><b>The Parents Annual Ethos survey continued to have a higher response rate than other WL schools (Parent Questionnaire May 2022)</b></p> <p><b>The Parent Annual Ethos survey showed almost all parents feel the school is safe and friendly and that their child likes being at this school. Almost all parents were satisfied with the school and was above other WL schools (Parent Questionnaire May 2022)</b></p>
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<p>ELC</p> <p>To improve children and young people's health &amp; wellbeing</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p><b>The ELC will be nurturing and all children's wellbeing needs met.</b></p> <p><b>The aims of the ELC and our curriculum rationale will be clear and will take account of feedback from parents and child's voice</b></p> <p><b>Children will be more aware of their own learning through their exploration and interactions with ELC practitioners.</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><b>Co-created vision and values are displayed and constantly referred to. (Learning Walk)</b></p> <p><b>The ethos in the nursery is welcoming, calm, and nurturing and practitioners promote a culture of respect with all children and families. (QI Visit May 2022)</b></p> <p><b>The ELC practitioners work hard to create a nurturing, caring and welcoming environment. (Staff Questionnaire)</b></p> <p><b>SHANARRI characters used as part of planning and within daily practice. (Planning)</b></p> <p><b>All children eating lunch in a calm environment with EYP support and lunch routines being modelled. The tables were welcoming with flowers and the children were served lunch.(Observations)</b></p> <p><b>Children, parents and staff voice used to collect 'Being Me at Blackridge'. This showed the positive experiences and areas to further develop to ensure all children's' needs are being met. (Being Me sheet)</b></p> <p><b>A full audit of Personal Plans by the ELCASM showed all plans were in place and EYP's have a very clear understanding of the needs of their children with high quality plans. (Child's Plans)</b></p> <p><b>Practitioners model and support children to develop respect and tolerance in ELC through positive behaviour strategies. (QI Visit May 2022)</b></p> <p><b>Children are learning about the wellbeing indicators and can discuss this in a variety of play contexts. (QI Visit May 2022)</b></p> <p><b>All practitioners are aware of their duties and responsibilities to ensure compliance with statutory requirements and Codes of Practice including Child Protection and Health and Safety. (QI Visit May 2022)</b></p> <p><b>Practitioners promote inclusion and equity in their practice and work to remove any barriers to participation for the children and families in their care. (QI Visit May 2022)</b></p> <p><b>There is a clear focus on health and wellbeing enabling children to develop positive relationships, confidence and independence. (QI Visit May 2022)</b></p> <p>Evidence indicates the impact is:</p> <p><b>An effective key worker system is in place and as a result ELC practitioners know the individual needs of all children and families well. (QI Visit May 2022)</b></p> <p><b>Key Workers know the children well. (Learning Journals)</b></p> <p><b>Interactions between practitioners and children are warm and sensitive and relationships with parents are strong. (QI Visit May 2022)</b></p> <p><b>ELC Key Adult have clear evidence for each child's HWB in their Learning Journals (Learning Journals)</b></p> <p><b>Children are happy, engaged and motivated about playing outdoors. There is a range of opportunities for them to develop their problem-solving skills. This is impacting positively on children's health and wellbeing. (QI Visit May 2022)</b></p> <p><b>100% feedback from parents note the nurturing environment and the positive relationships that EYPs have with the children. (Feedback Sheets)</b></p> <p><b>Children can name SHANARRI characters and what they stand for. (Learning Journals/ Observations)</b></p> <p><b>Children now selecting and serving their own lunch, snack and washing their dishes. (Observations)</b></p>
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<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 2021/22 was to ....</p> <p><b>Learners experience a curriculum linked to the key drivers which are relevant to the community in this recovery phase.</b></p> <p><b>Learners are develops their skills for learning, life and work through an IDL approach</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do?</p> <p><b>Drew up the Blackridge Curriculum Rationale; included Agile Learning, skills, values, 4 contexts learning, digital, HWB, Outdoor Learning.</b></p> <p><b>Upskilled staff in effective use of digital technology to maximise support for learners and parent cares and to strengths professional collaboration and sharing of practice across the Armadale Cluster.</b></p> <p><b>Outdoor Learning implemented in Second Level School. (Forest School Certificate)</b></p> <p><b>Introduce RSHP across the school. (Monthly Assembly)</b></p> <p>Evidence indicates the impact is:</p> <p><b>Skills for life, learning and work are discussed with all learners. (QI Visit May 2022)</b></p> <p><b>Digital School Award received and Digital Ambassadors set up as part of the Leadership Groups (Award)</b></p>
<p>ELC</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2021/22 was to ....</p> <p><b>Parents will be aware of their child's learning and developmental needs including how they can assist their child at home.</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.  <input checked="" type="checkbox"/>School and ELC Leadership  <input checked="" type="checkbox"/>Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/>Parental Engagement  <input checked="" type="checkbox"/>Curriculum and Assessment  <input checked="" type="checkbox"/>Performance Information</p>	<p>We have made good progress. What did we do? (bullet points and must include impact)</p> <p><b>The ELC share and celebrate children's achievements with families through weekly newsletters, telephone calls home and through some methods of digital communication. (QI Visit May 2022)</b></p> <p><b>Practitioners work hard to build positive relationships with parents through regular communication. They are sensitive to the needs of individual family circumstances and as a result, parents feel valued as partners in their children's ELC experiences. (QI Visit May 2022)</b></p> <p><b>Stay and Play Sessions begun in June 2022 with a focus on ways parents can support development at home.</b></p> <p>Evidence indicates the impact is: (written in bullet points)</p> <p><b>Parents are beginning to engage with Online Learners Journals. (Learning Journals.)</b></p>

Almost all of our pupils have an attendance rate of 90% or above and our exclusion rate is 0.0% this session.

The majority of parents/carers and 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.

We held two Digital Parent Evening in October and April.

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

**P7 won Junior Community Trophy for their mining project.**

**Two Staff completed Forest School Training and we begin this with our P6 class.**

**P1 lead our ELC transition.**

**P5 lead our monthly UNCRC Assembly.**

**Limelight Music worked alongside our ELC and P1.**

**We helped to open the new boardwalk at Blawhorn Nature Reserve.**

**We made a Noah's Arc for the Festival of Flowers at the Church.**

**We held an Easter Bonnet Parade.**

**We held a Blackridge Has Talent Assembly.**

**P5 to P7 went to Lendrick Muir Camp for two nights.**

**P7 held three fund raising days.**

**He held a monthly Happiness Day.**

**P7 tried curling at Curl Edinburgh and listened to an orchestra an Usher Hall.**

**Our Sports Leadership team coached our P5 and P6 lunchtime basketball club.**

**We held after school clubs in in tennis and Planet Soccer.**

**We received our Digital School Award.**

**We set up our Leadership Groups for everyone in P4 to P7.**

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	Very 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)