SOUTHDALE PRMARY SCHOOL AND ELC

PROGRESS REPORT FOR SESSION 2019/20

(Standards & Quality Report)

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ABOUT OUR SCHOOL

Southdale Primary School is a mainstream, non-denominational primary school which opened in August 2016. Upon opening the school roll was 112 and is now 227 children in P1-7 and 68 children in ELC. Children came from 19 different schools and six local authorities and there was a need to build a profile of our community. Parents, pupils, partners and staff were all involved in the creation and ongoing review of the vision, vales and aims of the school. This included the creation of our uniform and badge which our school vision was based on. Our aims are centred around the four capacities. These are embedded in our developing Curriculum Rationale diagram. Following an acting role, the Head Teacher was appointed in April 2020. Likewise, the Acting Principal Teacher was appointed to the substantive post in May 2020.   Within the first three years numeracy, literacy, digital learning, developing the young workforce and health and wellbeing were the core features of the school's improvement work. These areas have continued to be enhanced alongside the new priorities of developing 1+2 Languages and Outdoor Learning. The school achieved the Digital Schools Award in June 2019 and in addition to this gained a Silver Sports Award, Bronze Rights Respecting Schools recognition and RHS School Gardening Award Levels 1 and 2. The school had a positive validation of its work by West Lothian Council in November 2017 and since then opportunities for positive cluster validation have been utilised. The VSE team found the following strengths in the school's work; the strong identity in the community, leadership of the Head Teacher and Principal Teacher, confidence of staff and pupils in initiating change, strategic direction and pace of change, digital technologies, relationships and behaviour, strong positive working relationships between staff and families and a strong nurturing ethos in the ELC.

Southdale ELC is registered to accommodate seventy children in the morning and in the afternoon. At present we offer four morning and afternoon sessions and two full day sessions. It has a large open planned area that incorporates defined play and learning spaces. There is a large outdoor space that offers the children a variety of stimulating activities. The setting has direct access into the school building, allowing the children to use all school facilities. To enhance transition we have created a shared space PAL Zone (Play and Learn) which is located between ELC and Primary 1. In June 2019 the Care Inspectorate visited the setting to evaluate the Quality of Care and Support and the Environment. Both were graded as 'very good.

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 and what the impact has been. Our report recognises that we entered a period of school closures in March 2020, and therefore our report reflects the progress made until that time, but will also reference any significant steps taken during the period of school closures. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

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.

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?
1. To raise attainment, especially in literacy and numeracy Our measurable outcome for session 2019/20 was to …. All children receive regular well planned learning in French with appropriate progression and consistency across the school and ELC All children receive regular well planned learning in Writing with appropriate progression and consistency across the school and ELC All children will experience high quality learning and teaching across the school NIF Driver(s): *School Improvement* *School Leadership* *Teacher Professionalism* *Parental Engagement* *Assessment of Children's Progress* *Performance Information*	We have made very good progress. What did we do? - Teaching and non-teaching staff have partaken in CLPL in languages and teaching and supporting writing - West Lothian Progression Pathways are being used to plan for progressive learning experiences - Resources have been purchased to enhance and support the delivery of languages and writing - A 'Writing Across the Four Contexts' plan has been developed from Early to Second Level and PM Writing approaches are being used across the school - Pupil leadership of learning has been developed through effective use of French ambassadors to support their peers - Staff in ELC are working to embed consistent Signalong approaches - Environmental print has been developed throughout the ELC to provide opportunities to recognise literacy in the environment. - A Play and Learn (PAL) Zone has been developed to enable children to work together across the early level whilst enhancing the transition process - The development of RACI Groups ensured the involvement of all staff, pupils and parents in the school improvement process - The 'Fizzy Fingers' approach was developed to support fine motor skills - Moderation sessions provided staff with the opportunity to develop and support accurate professional judgement - Pupil Writing Targets are now consistent across the school - Partnerships have been developed with SCILT and WL 1+2languages team. - Language Schools platform is being used to support learning and teaching - Developed 'Southdale Standards' to develop consistency in learning and teaching approaches across the school Evidence indicates the impact is: In reading almost all learners in P1, P2, P4, P5 and P7 and most learners in P3 and P6 achieved expected levels or beyond In writing almost all learners in P1, P2 and P7 and most learners in P3, P4, P5 and P6 achieved expected levels or beyond In listening and talking almost all learners in P1, P2, P4, P6, and P7 and most learners in P3 and P5 achieved expected levels or beyond In numeracy almost all learners in P1, P2, P4, P6 and P7 and most learners in P3 and P5 achieved expected levels or beyond . In mathematics almost all learners in P1, P2, P4, and P7 and most learners in P3, P5 and P6 achieved expected levels or beyond

2. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2019/20 was to …. In Primary 2, Primary 4 and Primary 5 85% of children will achieve expected levels in overall literacy Children who require additional support in terms of social and emotional wellbeing will receive appropriate nurture opportunities NIF Driver(s): School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children Progress Performance Information	We have made good progress. What did we do? • Developed robust systems and processes for Continuum of Support • Carried out assessments to identify individual needs • Created timetables for support staff to work with identified children • Developed a partnership with West Lothian Literacy Base, Inclusion and Wellbeing Service and Families Together • Resources have been purchased to support and enhance learning and teaching • Principal Teacher has been trained in the use of Rapid Readers and provided support with an overview of these approaches • We investigated CLPL opportunities for support staff in Maths Recovery which will be implemented next session • We have continued to invest in extracurricular activities to support children's needs this includes an increase in the number of sports clubs • We have developed nurture groups for identified children across the school • Sensory area has been developed within the technology room in ELC Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: In P2 almost all learners have achieved expected levels or beyond in overall literacy. In P4 most learners have achieved expected levels or beyond in overall literacy In P5 the majority of learners have achieved expected levels or beyond in overall literacy Following nurture group input almost all children reported positively on the outcomes

3. To improve children and young people's health & wellbeing Our measurable outcome for session 2019/20 was to …. Almost all pupils feel empowered to take responsibility for their own development and progression (Growth Mindset) NIF Driver(s): *School Improvement School Leadership Parental Engagement Assessment of Children's Progress*	We have made good progress. What did we do? • Completed a SWOT analysis and used this to identify aims and objectives • Carried out a baseline survey for pupils/staff on Growth Mindset beliefs • Class teacher trained in 'Applied Growth Mindset and led RACI groups involving staff, pupils and parents • Each class was provided with a Calm Corner resource box to develop Growth Mindset • A Microsoft Team was created to allow for an online platform for sharing resources and good practice • Growth Mindset RACI group delivered a whole school assembly • Class mindset target boards have been created in each classroom • A prominent display to promote Growth Mindset was established • All staff were trained in approaches to Growth Mindset at a collegiate event Evidence indicates the impact is: All learners are involved in co-constructing learning with their class teacher / EY practitioner Most children can talk about how they feel empowered to take responsibility for their own development and progression Almost all learners in P4, P5, P6 and P7 and most learners in P1, P2 and P3 report that they are achieving well Almost all learners in P3, P4, P5, P6 and P7 and most learners in P1 and P2 report that they feel respected Almost all children in P1 and P4 and most learners in P2, P3, P4, P5, P6 and P7 report that they feel responsible Almost all learners in P6 and most learners in P1, P2, P3, P4, P5 and P7 report that they feel included

4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2019/20 was to …. Almost all children in P1-4 have the ability to talk about their strengths, interests and skills and show evidence of progress All learners at second level have developed a pupils profile that demonstrates their strengths, interests, skills and the pupils can discuss their progress NIF Driver(s): *School Improvement Assesment of Childrens Progress Performance Information*	We have made good progress. What did we do? • Further developed approaches to learning conversations involving different members of staff • Further developed target setting in writing in line with West Lothian Progression Pathways • Explored methods of target setting in numeracy and mathematics • Completed a baseline audit of a skills based curriculum involving pupils, parents and partners • Developed a draft skills based learning model based on the Empowerment agenda • OneNote has been developed as a possible method of profiling at Second Level • Children have the opportunity to share learning from out with school and wider achievements at assemblies where this is celebrated • We have further developed our relationships with local businesses • Microsoft Teams has enabled every child in P4-7 to begin to develop a form of profiling Evidence indicates the impact is: Almost all learners in P1-4 can (with support when necessary) speak confidently about their learning and interests All learners have the opportunity to share their interests when planning learning and are involved in identifying the skills they are developing All learners in P4-7 are aware of the ways in which online tools such as OneNote and Teams can be used to profile their learning journey Almost all learners in P4-7 have had the opportunity to share their learning with parents/carers through the use of Microsoft Teams

The attendance at Southdale Primary School sits above the authority average. There have been no exclusions in session 2019/2020.

Southdale Primary School has a very positive relationship with parents and carers. We engage with all stakeholders in a range of ways including making best use of digital technologies. In session 2019/2020 we developed the RACI approach to school improvement planning which has increased parental involvement in this area. School performance is reported to parents during engagement events and at the end of the year in the Standards and Quality Report.

Our Wider Achievements this year have included:

Early Years Practitioners have gained a qualification in Frobelian practice

Our Early Years Officer and a Nursery Nurse achieved their HND in Childhood Practice.

The school has further developed partnership with Sustrans and held several successful bike events

We achieved the Silver Sports Award from Sports Scotland

We developed partnerships with Scottish Centre for Information on Language Teacher (SCILT) and WL 1+2 Team

Teachers at have been successful in gaining development posts with the local authority in outdoor learning and 1+2 Languages

We have further developed out school garden in partnership with Green Gym

A pupil in Primary 4 won the Veolia Poetry Competition

Developed school sports clubs including Yoga, Dancing and Running

We participated in a successful Cluster 'Heartstone' Project

We raised money for several charities including Children in Need

Our new library area is being developed well

Children took part in the virtual Glee event

P7 girls won a cluster football tournament at Armadale Academy

We have continued to support the local community of Armadale by helping to maintain the outdoor planters

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	VERY GOOD
3.2 Raising attainment and achievement	VERY 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	VERY GOOD
3.2 Securing children's progress	GOOD

+Delete if not relevant

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