

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



**PROGRESS REPORT  
FOR SESSION  
2022/23**

**(Standards & Quality Report)**

**Academy Street  
Armadale  
EH48 3JD**



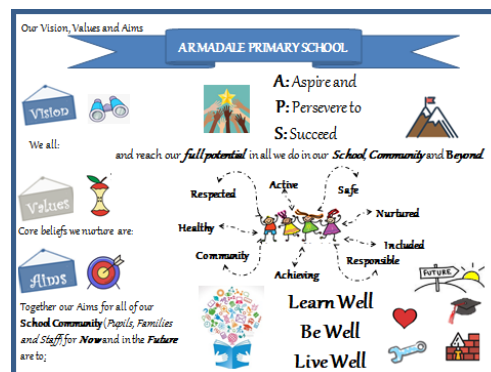
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## **Vision, Values and Aims statement**

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 of 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 2022/2023 with our parents and our wider community. Armadale Primary School is a non-denominational school with a roll of 352 primary school children and 92 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 33% in P6-P7.

The Senior Leadership Team consists of an Acting Head Teacher, two Acting Depute Head Teachers, and an Acting Principal Teacher. This academic year there have been 15 primary classes.

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 2021/22 and what the impact has been. Our future improvement priorities will be identified in our school's recovery improvement plan.

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 2022/22 was:</p> <p>All learners receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace in literacy and numeracy.</p> <p>All learners will receive engaging activities which will be well matched to their needs</p> <p>All learners experience a progressive and well-paced numeracy and maths curriculum to ensure that they achieve their potential in line with WL progression pathways</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 staff completed a baseline teacher confidence/self-efficacy survey to audit current classroom practice for reading and writing to develop a shared understanding of 'pedagogy'</li> <li>✚ A spelling progression (NL Active Literacy) was introduced 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>✚ A moderation cycle for developing writing genres has been implemented to ensure consistency and progression for all learners</li> <li>✚ Through robust assessment, emerging gaps have been identified and targeted intervention provided to reduce gaps in learning and improve previous levels of attainment.</li> <li>✚ Staff have continued to develop high expectations for pupil writing across all stages and the use of WL target-setting has shown improvement in content and context</li> <li>✚ The Literacy Policy has been refreshed and updated to enable staff to ensure coverage of all aspects of literacy throughout every stage</li> <li>✚ Through excellence and equity meetings, staff made effective use 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>✚ An adapted Primary 1 curriculum within the context of play pedagogy ensures learners are now benefitting from literacy, numeracy and ICT activities which meet their learning needs.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ In a staff survey almost all teaching staff have reported increased confidence around effective learning, teaching and assessment approaches for reading</li> <li>✚ In a staff survey almost all staff reported increased confidence around effective learning, teaching and assessment for writing</li> <li>✚ Single word reading assessment data shows almost all learners have improved their spelling age by between 6 and 12 months.</li> <li>✚ Single word spelling assessment almost learners have improved their reading age by between 6 and 12 months.</li> <li>✚ Consistent use of writing targets, formative feedback and next steps means that most learners could discuss their writing targets and next steps in learning conversations</li> <li>✚ Almost learners with identified gaps have received timely and appropriate interventions leading to individual achievement in literacy and numeracy</li> <li>✚ In the majority of leaning observed, learners could discuss and describe their learning and how it connects to prior learning and experiences.</li> <li>✚ In Reading: 80% in P1, 75% in P4 and 93% in P7 are on track and achieving their expected level (early, first and second level). Our combined Reading across P1, P4 and P7 is 83%</li> <li>✚ In Numeracy: 81% in P1, 83% in P4 and 93% in P7 are on track and achieving their expected level (early, first and second level). Our combined Numeracy across P1, P4 and P7 is 86%.</li> </ul>
<p>To raise attainment, especially in Literacy and Numeracy.</p> <p>Our measurable outcome for session 2022/23 was:</p> <p>All children experience high quality early level learning and childcare opportunities which ensures progression and the development of skills within literacy and numeracy which</p>	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ All staff have continued to embed Froebel practice through the environment, quality interactions and planning through regular audits of environment, staff training on interactions and responsive planning</li> <li>✚ Through consultation and discussion with staff we have established a unique Curriculum Rationale for ELC Setting based on Realising the Ambition, Play Pedagogy CLPL and the Vision of the Child</li> <li>✚ We have increased the incidences of the children's voice being evidenced through responsive planning, annotated displays and observations.</li> <li>✚ Staff have received individual CLPL to gain more understanding and confidence in triangulating evidence of children progress in learning through planned experiences/observations/learners journals/trackers.</li> <li>✚ The lending library has been reintroduced.</li> </ul>

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<p>reflects the key pedagogy of Realising the Ambition</p> <p>Increased staff confidence in the process of Tracking and Monitoring child progress across Early Level ensuring consistency of professional judgement within the staff team and cluster.</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>✚ Through consultation with children, families, staff and the wider community we have introduced our 8 core nursery rhymes.</li> <li>✚ Almost all staff have participated in good practice visits to other ELC settings</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Audits indicated an improved variety of provocations to engage children in their learning and exploration of their surroundings and most observations reflect an increase in quality literacy opportunities.</li> <li>✚ The Curriculum Rational which was created and designed has enhanced play opportunities for learners through staff being able to plan with our unique community in mind</li> <li>✚ Some children are beginning to be able to voice their learning and achievements leading to more children's voice being recorded and displayed through the nursery setting and through monitoring activities we have observed that most ELC planning evidences pupil led learning through daily consultative planning and is beginning to be evidenced in PLOD's/ appropriate next steps.</li> <li>✚ Through Quality Improvement activities staff are beginning to gain confidence in discussing children progress through planned learning experience and observations</li> <li>✚ Staff report an increased interest in looking and talking about the books on offer between parents and children</li> <li>✚ Most ELC children are able to participate in or demonstrate awareness of our identified core nurse rhymes</li> <li>✚ Staff have introduced new routines and learning opportunities which they have observed at other nursery settings providing additional opportunities for independence and creativity</li> </ul>
<p>2. To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2022/22 was:</p> <p>The majority children in quintile 1 are on track in reading at P1, P4 and P7.</p> <p>Attendance for young people in Quintile 1 is on average above 95%.</p> <p>Attendance for targeted individual children and families is improved.</p> <p>Almost all PSW are confident to deliver targeted support in key aspects of literacy and Numeracy.</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"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>✚ <b><u>We have made good progress.</u></b></li> <li>✚ <b><u>What did we do?</u></b></li> <li>✚ Pupil Support Workers have been allocated to specific identified groups in order to provide the appropriate challenge ensuring the needs of all our pupils are met regardless of any barriers to learning.</li> <li>✚ Targeted interventions are in place for identified children to help to raise attainment in literacy and numeracy</li> <li>✚ PSW staff have received training to improve their confidence when delivering interventions for literacy and numeracy including Frys Words, Common Words, Read Write Ink and Sandwell Assessments</li> <li>✚ Introduction of the Sandwell Numeracy intervention for identified P7 pupils to raise attainment in numeracy</li> <li>✚ The Attendance and Engagement at School Policy has ensured targeted pupils and parents are receiving the support they need to attend school on a more regular basis</li> <li>✚ Play Therapy sessions continue to enable children to make sense of life experiences, or complex psychological issues through play experiences</li> <li>✚ Numeracy and Literacy homework bags were created for individuals and classes to help develop numeracy strategies and enjoyment of number</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>✚ Data indicates almost all targeted children have improved their Literacy and Numeracy attainment</li> <li>✚ Targeted interventions are in place for identified children and evidence shows that incremental progress has been made towards individual targets.</li> <li>✚ Almost all learners receiving Pupil Equity Funding interventions have made improvements with most children now being on track with their learning</li> <li>✚ Almost all PSW's have shown an increase in confidence in how to confidently deliver literacy and numeracy interventions</li> <li>✚ All identified P7 pupils have met criteria for Sandwell input and increased their raw score by at least 10, this has increased their overall confidence and ability in numeracy</li> <li>✚ Attendance data has shown an improvement in both attendance and late-comings which has had a positive impact on targeted pupils attainment and wellbeing</li> <li>✚ Almost all children who interacted with the play therapy service were able to learn and demonstrate new coping mechanisms throughout the school day</li> </ul>

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<p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2022/23 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"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ Staff have supported and developed interventions for individual children such as sensory play, outdoor learning, gross and fine motor skills, and children are benefitting from these bespoke support packages to best meet their individual and group needs</li> <li>✚ Staff used the assessment information from the Literacy trackers to provide targeted language support with a particular focus on rhyme and syllables, as well as increasing pupils vocabulary through planned interactions using our tracker 'grab bags'.</li> <li>✚ ELC staff have introduced regular 'skills sessions' with key groups to provide opportunities to develop pupils' oral language and listening skills.</li> <li>✚ Speech and Language Therapist held CLPL sessions for staff on the use of Signalong and Colourful Semantics to support pupils' language skills and understanding.</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>✚ Through observations it has been noted that most targeted children are demonstrating positive interactions with their peers during free flow play</li> <li>✚ Almost all children increased their individual vocabulary scores showing reduced gaps within their oral language</li> <li>✚ All children identified with a language gap increased their vocabulary scores, made progress in their oral language skills and developed their listening and attention skills as noted on staff observations and tracker statements</li> <li>✚ Through Quality Improvement activities SLT have observed staff are beginning to use Signalong more consistently to aid pupils understanding and are beginning to use Colourful Semantics strategies during their key group 'skills sessions'</li> </ul>
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<p>3.</p> <p>To improve children and young people's Health &amp; Wellbeing.</p> <p>Our measurable outcome for session 2022/23 was:</p> <p>All pupils receive a relevant, progressive and appropriate relationships, sexual health and parenthood curriculum (RSHP).</p> <p>Most young people are increasingly able and confident in describing and regulating their emotions and are able to demonstrate respectful relationships</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"/> Assess. of Children's Progress</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 parents were informed of the website link to the Relationship, Sexual Health and Parenthood to enable them to view the content of lessons being delivered to their child</li> <li>✚ A Parental Information evening was held to enable parents to discuss and ask questions about the content of the programme being delivered to their child.</li> <li>✚ Learners are increasingly more confident in discussing their feeling when self-evaluating their wellbeing against the Health and Wellbeing Indicators</li> <li>✚ Staff used Healthy schools, Jigsaw and the RSHP resources to develop a Health and Wellbeing curriculum overview to promote consistency across the stages</li> <li>✚ Zones of Regulation CLPL was available to all staff to help improve confidence and consistency across the school in the implementation of this resource.</li> <li>✚ All staff have now Introduced Zones of Regulation across all classes to support the development of self-regulation in children</li> <li>✚ A questionnaire to review of our Positive Relationship Policy was sent to all parents to enable them to voice their opinions, perceptions, and point of view about the policy which has been reflected in the updated version?</li> <li>✚ The continued use of Wellbeing Scotland provides individuals with a support pathway which suits their individual needs</li> <li>✚ After school clubs resumed across P1-7 in Dance, Fitness, Planet Soccer, Lego Club and Science to enable students to interact with new people, develop interpersonal skills and learn from each other</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ In Learning conversations, almost all learners are able to discuss the relevance of the RSHP programme to them as an individual</li> <li>✚ Almost all parents who attended the Information Evening developed an understanding of the content of the Relationship, Sexual Health and Parenthood lessons and how its influences decisions that young people make about relationships and sexual health</li> <li>✚ In all learning episodes observed, values were evident in the positive and supportive relationships between learners and staff.</li> <li>✚ Parent Ethos Survey indicates that 90.1% of parents think that their child (ren) is increasing in confidence 2.57% above WL average</li> </ul>
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	<ul style="list-style-type: none"> <li>✚ Parent Ethos Survey indicates that that 86.98% of parents think that the school offers a selection of Family Learning such as events and workshops 12.5% above WL average</li> <li>✚ A staff survey reported almost all staff have increased their confidence and consistency when using Zones of Regulation in school to help pupils meet goals, manage their feelings and build healthy relationships</li> <li>✚ All pupils who were supported by Wellbeing Scotland reported the sessions brought about effective change to enhance their wellbeing</li> <li>✚ A questionnaire reported that almost all pupils who attended an after school club stated that they would like them to continue</li> <li>✚ A questionnaire stated that most pupils would like more after school clubs involving sports, cooking and life skills</li> <li>✚ Almost all parents reported through a questionnaire that the opportunities for after school clubs were beneficial and they would like them to continue next session</li> </ul>
<p>To improve children and young people's Health &amp; Wellbeing.</p> <p>Our measurable outcome for session 2022/23 was:</p> <p>All children will benefit from a nurturing approach with tailored activities to support and challenge.</p> <p>All children feel safe in the ELC and can identify a trusted adult they are confident to talk to</p> <p>Our refreshed vision, values and aims are clearly outlined, ambitious, and in line with the Primary School</p> <p>ELC staff and children have a greater understanding of the wellbeing indicators and staff use them to support pupils wellbeing</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"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p><b><u>What did we do in the ELC?</u></b></p> <ul style="list-style-type: none"> <li>✚ We audited our play environment indoors and outdoors to ensure the environment offered support and challenge with lots of opportunities for children to develop their curiosity and creativity. This is ongoing through observations, planning and staff professional dialogue.</li> <li>✚ Staff received CLPL sessions in small groups with a focus on Schematic Play.</li> <li>✚ Through consultation with children, families, staff and the wider community we refreshed our Vision, Values and Aims.</li> <li>✚ Through consultation with children, families, staff and the wider community we refreshed our setting logo. This now uses designs created by some of the children.</li> <li>✚ Through staff observations of learner's footfall in areas of the nursery and through discussion with children, areas were re-designed and refreshed.</li> </ul> <p><b><u>Evidence indicates the impact is:</u></b></p> <ul style="list-style-type: none"> <li>✚ Monitoring of the playroom and outdoor play space show increased opportunities for curiosity and creativity. Quality Improvement observations show the environment offers some opportunities for support and challenge. In the May 2023 Parent/Carer audit the majority of parents/carers who responded feel their child finds their learning challenging enough and most parents/carers who responded feel their child receives the help they need to do well most parents/carers who responded feel satisfied with the quality of help/encouragement and support their child gets in nursery.</li> <li>✚ Staff are beginning to use the language of schematic play in their observations, planning and professional dialogues through Quality Improvement activities/Senior Leadership Team observations/weekly meeting minutes. There is some evidence of intentional planning around schemas in the nursery environment.</li> <li>✚ Staff and children are beginning to use some of the language from the refreshed Vision, Values and Aims in their daily conversations and is now displayed throughout the nursery setting. In the May 2023 Parent/Carer audit showed that almost all parents/carers who responded feel their child likes being at nursery, their child is safe at nursery and staff really know their child as an individual</li> <li>✚ Floor-books show most children feel safe and happy in the setting and can name the areas/staff they like.</li> <li>✚ Some learning walks and learning conversations are beginning to reflect high quality observations where children are able to talk about their learning</li> <li>✚ Some quality improvement activities are beginning to evidence planned opportunities and independent learning which is reflected through learning journals, consultative planning in floor books and on walls</li> </ul>
<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 2022/23 was to:</p> <p>Learners have greater opportunities to lead their own</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>✚ Through the introduction of 'The Big Question' in Interdisciplinary Learning and Assembly learners have developed skills to lead and personalise their learning</li> <li>✚ Staff worked collegiately to bundle Experiences and Outcomes which defined a framework of related groups of experiences and outcomes which practitioners use to structure and plan learning for pupils.</li> <li>✚ By bundling the Experiences and Outcomes (E's and O's) into Learning Contexts staff have developed progression within and through Curriculum for Excellence (CfE) Early, First and Second Levels</li> </ul>

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<p>learning through relevant Interdisciplinary Learning</p> <p>Learners use knowledge and skills from different curricular areas to enable them to deepen their learning and make real connections</p> <p>Teachers have an increased knowledge and understanding of high quality IDL which can support planning approaches in the delivery of IDL across the 4 contexts of learning</p>	<ul style="list-style-type: none"> <li>✚ By using 'The Big Question' approach to Interdisciplinary Learning (IDL) staff have been able to provide opportunities that develop the pupil's ability to apply knowledge, understanding and skills from one curricular area to another</li> <li>✚ All staff now use the Four Feature Planning Sheet to plan and deliver shorter and more concise Interdisciplinary Learning</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>✚ Most all children can discuss the school's 'Big Question' in class and in assembly and attach feedback via 'post-its' to promote debate at our weekly assembly</li> <li>✚ Most learners have more autonomy in their learning, are more engaged which is reflected in the overall quality of work (written, verbal and/or pictorial.)</li> <li>✚ Quality Assurance of planning for learning indicates most all IDL topics are promoting a way of thinking and learning that is having an impact on improving student knowledge through engagement and discussion</li> <li>✚ In learning conversations learners can discuss their future ambitions and are beginning to make the links with skills being taught in school</li> <li>✚ Quality Assurance of Interdisciplinary Learning evidences that children are more engaged, enthusiastic and self-directed through contexts</li> </ul>
<p>Our measurable outcome for session 2022/23 was to:</p> <p>All children will experience opportunities to explore the wider community and develop life skills within a community context</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"/> Parental Engagement</li> </ul>	<p><b>What did we do in the ELC?</b></p> <ul style="list-style-type: none"> <li>✚ Staff have routinely taken children into and through the school in order to build children's confidence within the school environment.</li> <li>✚ Some staff have explored STEM through their own CLPL in order to further their understanding of how STEM can provide independent learning opportunities.</li> <li>✚ By developing some of our Froebelian occupations children have been regularly able to access clay/gardening opportunities to extend their creativity and curiosity</li> <li>✚ Through staff evaluation discussion the learning environment (inside and out) has been refreshed and redesigned to ensure development of independent play and learning</li> </ul> <p><b>Evidence indicates the impact is:</b></p> <ul style="list-style-type: none"> <li>✚ School staff report that new Primary 1 children show confidence and knowledge about the school environment and can discuss where they are in the school building</li> <li>✚ Quality Improvement audits indicate some aspects of the indoor and outdoor learning environments are beginning to support STEM learning and encourage and support independent learning.</li> <li>✚ Staff observed learners increased knowledge of caring for the natural environment and the ability to build and model designs through clay</li> <li>✚ Evidence of pupil voice in Floor Books and through audits and professional dialogue staff show increased opportunities for independent learning and play</li> </ul>

Almost all of our pupils have an attendance rate of 89.04% or above and our exclusion rate is 0.03% 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 information has been used to inform improvement planning and reporting on school performance.

**Our Wider Achievements this year:-**

- David McPhail (author) visited P3-P5
- McMillan Coffee Morning led by Primary 7
- Remembrance Sunday Parade attended by P7 pupils
- P1-P7 Harvest Celebrations
- P6 visits to Sky Academy
- P1-P7 attendance at Bathgate Christmas Panto
- ELC Christmas Panto presented by McDougalls Theatre

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- ELC-P7 Christmas Celebrations
- Christmas Scavenger Hunt lead by House Captains
- Christmas Market
- Children in Need event led by P5
- Christmas Jumper Fundraiser
- P1-P7 Easter Celebrations
- Easter Egg Hunt lead by House Captains
- Easter Egg Bingo fundraiser
- Primary 2 participated in the Community Clean Up
- P3/P4/P5 visits to Science Centre
- Red Nose Day lead by P6
- Scottish Opera Team performance for P4-P7
- P7 visit to Deer Park
- Whole School Fun-day
- Nursery Stay Play and Learn Sessions
- Eco-Schools Green Flag Award

### **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	Satisfactory
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Securing children's progress	Satisfactory

(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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