

EASTERTOUN PRIMARY SCHOOL



PROGRESS REPORT FOR SESSION 2018/19

(Standards & Quality Report)

Manse Avenue,

Armadale

EH48 3HS

ABOUT OUR SCHOOL



Eastertoun Primary School is a non-denominational school, which benefits from a mixed catchment area in terms of socio-economic background. The school comprises of 12 primary classes, with specialist staff providing support for learning (SfL), Nurture and Music. The Principal Teacher has responsibility for the establishment and development of the school's Nurture and Raising Attainment (SfL) Strategy. The Depute Headteacher is currently on secondment to an Acting Headteacher post at another school. The Principal Teacher is currently Acting DHT and a classteacher is Acting PT. The school has a long established and fully supportive Parent Staff Council, which is very active in school. The school has excellent relationships with cluster schools, the local community and the local church. The school also has a 35/35 EYCC provision with a separate SEED code. There is a separate Self-Evaluation document for the nursery.

IMPROVEMENT PRIORITIES

Raising Attainment

- To raise attainment, especially in literacy and numeracy
- To close the attainment gap between the most and least disadvantaged children

Develop “Science, Technology, Engineering and Maths” as a key curricular focus

- To continue to develop the quality of learning and teaching in maths and numeracy ensuring progression takes place for all pupils.
- To develop the use of digital technology to continue to support learning.
- To provide an achievement programme which provides all children with opportunities to develop skills for life and work and promotes family learning.

Develop Health and Wellbeing

- To continue towards embedding the values of a Rights Respecting School
- To continue to develop a whole-school Nurture programme.
- To support the health and wellbeing of all pupils and staff through the introduction of the shared programme and language of “Jigsaw” with increased focus on mental and emotional health

Promote parental engagement and family learning

- To improve the attainment in literacy and numeracy of identified vulnerable children through increasing the profile of Parental Engagement and Family Learning

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 indicated the links to quality indicators (QIs) in How Good is our School 4 (HGIOS?4) 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 2018/19 was for most pupils to attain age appropriate levels in terms of Curriculum for Excellence attainment.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance Information <p>HGIOS?4 QIs: 3.2 Raising attainment and achievement</p> <p>2.3 Learning, teaching and assessment#</p> <p>2.5 Family Learning</p> <p>....</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We continued to use West Lothian curricular Pathways and Benchmarks to plan next steps for all. • Teachers and support staff across the school and Early Years Centre worked collaboratively with colleagues both in school and across the Armadale cluster to support attainment and progression. • We appointed two development post holders to take forward developments in Health, Wellbeing, Science, Technology, Engineering and Maths (HWB and STEAM) • We worked with pupils, parents and partners to streamline and highlight our vision and values to make the curriculum more meaningful for our learners. • We promoted a reading and numeracy culture through various initiatives <i>e.g. World Book Day, National Numeracy Day, reading challenge, library visits and author visit. S and p</i> • We agreed ways of evidencing children's learning at all levels. • Our staff Literacy Champions introduced a number of strategies to support learning and teaching and raise attainment. • Pupil Support Worker time was reviewed to support braising attainment. • We introduced a new phonics based scheme to support the learning and teaching of reading in the early stages. • As part of the pupil leadership programme, P6 buddies supported P1 children in their reading. • Staff implemented the revised Interdisciplinary programme, placing more emphasis on children's interests to support motivation through personalisation and choice. • Staff deployed a variety of innovative resources and teaching approaches including digital technologies to engage learners in their learning. • We used primary standardised assessment and teacher judgement to identify school and learner next steps. • We trialled a number of initiatives to promote the development of pupils' Writing skills and inspire children to write for pleasure. • Early level staff attended training to support teachers' understanding of play pedagogy to support children's learning. • Staff started to look at Pupil Profiling to support learning through effective and consistent target setting. • A number of new initiatives were introduced to raise attainment. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All pupils are developing their abilities to discuss their strengths in learning and identify their next steps. • Almost all learners make good progress from their prior levels of attainment in all curricular areas. • Most pupils are attaining age appropriate levels in terms of Curriculum for Excellence attainment. • Most pupils show increased enthusiasm for Writing through engagement in new strategies. • Almost all pupils are more able to demonstrate different strategies and approaches during collaborative numeracy sessions. • Most children have a greater awareness of the correct mathematical language. • Vulnerable pupils benefit from identified assessments and programmes, leading to measurable improvements. • All pupils are developing confidence in choosing topics and telling us what and how they learned. • All children benefit from teachers planning collaboratively, leading to a shared

	<p>understanding of standards and levels.</p> <ul style="list-style-type: none"> • Almost all children are more engaged in their learning and are demonstrating an enthusiasm to learn and progress. • Mechanisms are in place to support children who demonstrate lack of engagement. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To fully implement new writing approaches and resources • To involve pupils more in planning and assessment to ensure maximum impact on learning. • To introduce focused library areas in school to promote engagement and attainment in literacy. • To promote literacy skills through the introduction of a whole-school Talking and Listening resource. • To promote parental engagement and family learning through various mechanisms • To promote engagement and attainment through the introduction and continuation of identified approaches • To fully implement profiling at all stages to evidence progress and promote ownership of learning.
<p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to</p> <ul style="list-style-type: none"> • ensure that identified pupils showed marked improvement as measured by attainment test scores <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance Information <p>HGIOS?4 QIs: 3.1 Improving wellbeing, equality and inclusion</p> <p>1.5 Management of resources to promote equity</p> <p>2.5 Family Learning</p> <p>3.2 Raising attainment and achievement</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We ensured inclusion and equity leads to improved outcomes for all learners. • We used analysis of performance to implement strategies to improve attainment and achievement for children and young people facing challenges. • We employed additional staffing to support the needs of identified pupils. • We worked collaboratively to share targets with pupils, parents, carers and agencies (as appropriate). • We carried out a major audit of Health and Wellbeing and implemented interventions to provide targeted support as required. • We implemented interventions to provide targeted support in Literacy and Numeracy and to close the attainment gap. • We implemented interventions to promote engagement in learning and school for identified pupils e.g. home learning club and participation in clubs. • We promoted good time-keeping through a punctuality programme, focusing on specific children and families. • We supported identified pupils by giving increased time in the nurture setting and providing an additional Nurture base to support learning and social and emotional needs. • We supported identified pupils by providing breakfast within a nurture setting to provide a positive start to the school day. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified pupils display more positive attitudes and a greater willingness to learn. • Figures show that we have raised the attainment of all our learners including our most disadvantaged children and young people. • There are fewer instances of late-coming, particularly with regard to identified individuals and groups. • Attendance rates are high and exclusion rates are zero. • Assessments show that vulnerable pupils have made good progress in terms of health and wellbeing scores and levels of resilience.

	<p>Our priorities for next session will be:</p> <ul style="list-style-type: none">• To continue to analyse performance attainment to determine future action, interventions etc.• To devise a Family Engagement Action Plan to develop ways of working in partnership with vulnerable families and <u>all</u> families.• To focus on addressing parent, carer and family needs in areas such as literacy, numeracy and health and wellbeing• To involve the Scottish Parent Teacher Council to support all of the above.• To continue to focus on good attendance and time-keeping particularly for identified children.• To introduce the “Jigsaw” resource to provide a coherent and progressive Health and Wellbeing programme across stages.• To put in place mechanisms which allow us to measure progress in the above areas at clearly identified intervals.• To promote family engagement through adult participation in identified clubs e.g. breakfast and home learning
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<p>2. To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2018?19 was to promote a learning climate where children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children’s progress • Performance Information • Parental Engagement <p>HGIOS?4 QIs: 3.1 Improving wellbeing, equality and inclusion.... 1.2 Leadership of Learning 1.3 Leadership of Change</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We appointed a development post holder to evaluate current areas of strength, identify areas for development and create a plan to address improvement areas. • We continued to promote a climate where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. • The Depute Head worked with school community members to streamline and highlight the school’s vision and values to underpin our curriculum and support learning. • We introduced a ‘Values Superstar’ from each class to promote our values throughout the school. • We displayed these on our Values display. • Staff undertook training in nurture principles and attachment disorder to support vulnerable pupils. • We continued to implement the West Lothian Health and Wellbeing (HWB) progression pathways across all levels to support learning through balance and progression across stages. • We analysed Wellbeing assessments for all pupils to gauge progress, identify need and plan interventions including a resilience group which incorporated working with parents. • The Development Post Holder organised pupils’ participation in local schools’ sports tournaments. • The Development Post Holder organised a varied programme of sporting after-school and lunch clubs including focus on pupils with low participation levels. • We held a successful Sport, Health and Fitness Week in the summer term. • We continued to provide support through a programme of emotional literacy. • We continued to place emphasis on children’s rights and achieved “Rights Respecting Schools” Silver Status. • We promoted the school vision and values through a whole-school assembly programme. • We continued to take an active role in initiatives which promote children’s understanding of equality issues by taking part in the “Heartstone” initiative. • We continued to emphasise a whole school nurturing ethos by introducing an additional Nurture base. • We supported identified pupils by providing breakfast within a nurture setting to provide a positive start to the school day. • We supported children dealing with bereavement through the “Give Us a Break” programme. • We built on pupil leadership at all levels through the revision of the leadership pathway framework. • The Head Teacher co-chaired an Authority sub- group to collate and disseminate best practice in the promotion of good attendance and time-keeping. • We supported pupils with robust transition programmes at all stages including enhanced transitions for vulnerable pupils or those with additional support needs. • To promote pupil leadership and sports engagement our Active
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Schools Co-ordinator trained P6 pupils to support teachers in the delivery of a lunchtime athletics club.

- We involved the whole and wider school community in the introduction of 'Nurture Teddies' which support the social and emotional needs of vulnerable pupils.
- We celebrated achievement and success in school and in the wider curriculum at assemblies and on our social media platforms.
- We continued to build upon our 'Silver Sports Award' and started working towards our Gold Award.
- We developed an 'Outdoor Learning Area' with loose parts and stations to increase outdoor learning opportunities.
- We encouraged all pupils to adopt a more reflective approach to their own behaviour.
- Pupils benefited from increased focus on the benefits of good attendance and time-keeping.

Evidence indicates the impact is:

- There are increased levels of attendance and punctuality and no exclusions.
- Most learners' responses to the audit show that they feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Almost all children show an increasing awareness of school values and their relevance to school, life, learning and work.
- All pupils continue to benefit from two hours' quality P.E. each week.
- Almost all children participate in the "Daily Mile" programme.
- Identified pupils benefit from nurture to support positive mental health and boost emotional literacy
- Children who identified themselves as in need of support receive targeted interventions.
- Children attending nurture breakfast provision are more ready to learn.
- All learners demonstrate an awareness of rights through a variety of activities e.g. class charters, assemblies, leadership roles.
- Almost all learners understand, value and celebrate diversity and challenge discrimination.
- Almost all pupils demonstrate a positive attitude to learning and high standards of behaviour which are commented on by members of the wider school community.
- All pupils are given the opportunity to participate in a wide range of activities which promote a healthy lifestyle.
- Learners attend the breakfast club and after-school clubs in higher numbers.
- Links with Sustrans promote healthy and active pupil participation e.g. cycling and scooters.
- Almost all learners demonstrate high levels of resilience and confidence during transitions.
- Vulnerable pupils benefit from multi-agency collaboration where appropriate, to ensure interventions have a positive impact on learning and progress.

Our priorities for next session will be:

- To engage more parents in after-school clubs, Health Week and cluster schools' events.
- To continue to support parents of identified pupils to use appropriate

	<p>strategies out of school to further support progress towards identified targets.</p> <ul style="list-style-type: none"> • To apply for the “Active Schools” Gold Award. • To seek sponsorship for football strips to promote greater participation in competitions and tournaments. • To introduce the “Jigsaw” programme to provide a more structured curriculum and progression across all stages. • To continue to build positive relationships with all parents and carers to support individual children’s development and learning • To involve pupils more in planning next steps in learning by making sure targets are more high profile, accessible and child user friendly. • To fully implement the “Punctuality and Attendance Welcome Statement” (PAWS) to support all pupils, with particular focus on vulnerable pupils/families. • To continue to support identified children in Nurture by providing support in the ‘Treehouse Club’ and further develop the use of the ‘Rainbow Room’. • To share, present and celebrate our “Heartstone” learning at local schools’ level and at the Scottish Parliament. • To support pupils through the further development of “Growth Mindset”, nurturing schools, empathy, resilience and restorative approaches • To extend links with organisations and businesses to support HWB as part of a healthy lifestyle and education for life.
<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2017/18 was to provide pupils with a programme of quality learning experiences in Science, Technology, Engineering and Maths (STEM) subjects.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> • Assessment of children’s progress • Performance Information • Parental Engagement <p>HGIOS?4 QIs: 12.Leadership of Learning 3.3 Increasing creativity</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • We appointed a development post holder to lead initiatives. • We co-ordinated our Science, Technology, Engineering, Arts and Maths (STEAM) programme to help pupils see links between the core subjects, employment and career paths. • We implemented an effective programme to support our education for life, learning and work programme. • We organised two teams to represent the school in a STEAM Olympics competition run by West Lothian College. • We arranged a whole-school STEAM Easter “Catapult challenge”. • We promoted family engagement through a STEAM parents’ workshop. • We continued our “leadership pathway” to foster children’s leadership in classrooms and in the wider school. • We extended links with organisations and businesses to support STEAM • We have extended “Anywhere, Anytime Learning” to support pupils’ learning through the use of digital technology and a digital technology club. • We organised authors’ visits to encourage and discuss careers in literacy. • All staff attended extensive training to learn about implementing computational language and thinking in the curriculum. • The Headteacher continued to work with colleagues from across West Lothian on a programme to develop punctuality and good time-keeping as key skills for life, learning and work. • Almost all P5, P6 and P7 pupils went on residential trips where they learned important life skills. • We built staff knowledge in planning and teaching STEAM subjects through focused STEAM Weeks and the involvement of external agencies which provided interesting learning opportunities to improve pupil engagement and enable children to make connections with a variety of careers and jobs.

<p>and employability</p> <p>2.7 Partnerships</p> <p>1.2 Leadership of Learning</p> <p>1.3 Leadership of Change</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • All pupils benefit from motivating and challenging learning experiences across a range of contexts. • Almost all pupil evaluations show a high level of satisfaction and benefit. • All learners benefit from a structured programme of speakers, visits and workshops which allowed them to explore links between the curriculum and the world of work. • Our team won the West Lothian STEAM Olympics event. • Almost all senior pupils are able to research potential career opportunities and benefited from a successful careers fayre. • Some pupils benefit from a leadership programme which is more structured to give clearer progression and continuity e.g. house captains, buddies, monitors and sports leaders. • Almost all P3-P7 pupils benefit from an “Anytime Anywhere Learning” (AAL) programme. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To focus on Technologies to ensure a balanced and progressive programme across all stages and meaningful assessment of progress. • To devise a whole school glossary of mathematical terms to be used by pupils. • To further Involve parents and carers in STEAM activities to promote understanding of how to support their children. • To further promote parental engagement and family learning through the development of “STEAM Bags” that can be sent home and shared with parents and carers. • To apply for the “Primary Science Quality Mark” award. • To continue to build children’s understanding of how achievements help them develop knowledge and skills for life, learning and work. • To foster greater links with and visits to local employers. • To re-introduce focused careers assemblies throughout the school session. • To continue to build on community links to include more local businesses. • To increase the scope of careers fayres to include younger children and place more emphasis on pupil voice in their planning and organisation. • To bring on-board new Primary 3 pupils to the “Anytime Anywhere Learning” Strategy. • To provide interesting and relevant training for staff to allow for “upskilling” in aspects of STEAM. • To work towards gaining the Digital Schools Award. • To introduce an after-school STEAM club. • To hold another STEAM Fayre for parents, carers and pupils • To continue the high profile of good attendance and punctuality at all levels and use results to provide targeted support as required.
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Our attendance rates continue to be high and are in keeping with overall figures for West Lothian schools. We stress the benefits of attendance and punctuality both at class and whole-school level e.g. assemblies. They are also given a high profile in school communications and through our awards system. These mechanisms have been recognised at council level and will continue to be a priority during the coming session. During session 2018/19 there were no exclusions.

The school actively encourages the engagement and participation of parents, partners and the wider community in the improvement planning process. This also applies to the

evaluation of school performance. We consult widely using a variety of mechanisms e.g. newsletters, website, App, questionnaires and the Parent Staff Council (PSC). We welcome comments and use suggestions to help us identify future priorities. Our improvement plan places a strong emphasis on family engagement and partnership working. We hope that this in turn will strengthen greater involvement in the evaluation, reporting and improvement planning processes.

We fully appreciate pressures on families in this day and age and the difficulties involved in juggling busy family life and work. To this end we have consulted with the PSA and wider parent body in terms of what they would like to see across the school community. Parental survey's/self-evaluation WLC toolkit documents and engagement posters have been used via the PSA and staff team to determine our current position and determine a way forward for session 2019/20. We are now in a position to bring all of this evidence together to create a bespoke package of measures. The aims are to involve family support mechanisms such as running a PPP programme and running family events at times which suit busy families, with the possibility of crèche facilities. These initiatives are clearly set out in the School and ELCC Improvement plans and are a culmination of a fully consultative process.

As a result of our evaluation on parental and family engagement, this will become a high priority throughout the school and ELCC setting in session 2019/20.

Our Wider Achievements this year have included:

- Successful Nursery and P1-P3 Nativity Show
- Live theatre pantomime visits and visitors
- Successful whole-school Scots' Event
- Successful P7 Leavers' Show
- Wide range of events organised by Parent Staff Council
- 'Meet the Teacher' curricular evening
- Successful programme of class assemblies sharing learning and achievements
- "Anytime Anywhere Learning" network
- Successful Careers Fayre
- Successful fundraising Christmas Fair
- "Bunny Bingo" community event
- Enhanced Nurture provision
- Participation in local schools' anti-sectarian programme of events
- Participation in "Heartstone" event
- Participation in inauguration of new Armadale War Memorial and Armadale Remembrance Parade
- Carol singing for local senior citizens
- Wide range of after-school clubs
- "Odd Socks Day" to raise funds for Downs Syndrome charity
- Introduction of school app, Twitter and website
- Participation in a variety of learning community sporting festivals
- Fabulous support and turnout for Armadale Children's Gala Day
- Promotion of Global Citizenship
- Wide programme of visits and visitors
- "Free Writing Fridays"
- Visits by two authors
- Residential trips for P5, P6 and P7 pupils

- Science, Technology, Engineering, Arts and Maths (STEAM) Weeks
- “World Book Day” and “Comic Relief” events
- Events to promote shared school community vision and values
- Involvement in upkeep of Armadale Community Garden
- Celebration of pupils’ achievements including “Gold Board” “Values Superstars”
- Time-Keeping Project and Punctuality Song.
- Very successful parental and community STEAM workshop
- 1st place at ‘West Lothian STEAM’ Olympics for P6 team

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.

How good is our school? The quality indicators* show that:

How good is our leadership and approach to improvement?	1.3 Leadership of Change 1.3	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment 2.3	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion 3.1	Very Good
	3.3.2 2 Raising attainment and achievement 3.2	Good

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