

Eastertoun Primary School and Nursery Class



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

13 Manse Avenue
Armadale
West Lothian
EH48 3HS



ABOUT OUR SCHOOL

Eastertoun Primary is a non-denominational school serving the community of Armadale and is part of the Armadale Academy cluster. The school role is 263 pupils being organised across eleven classes (P1-P7) and 56 pupils in our Nursery provision, over morning, afternoon and full day places.

The senior leadership team includes a Head Teacher, Depute Head Teacher and Principal Teacher. In addition to class teachers in the school, there are 2 support for learning teachers (one full time for literacy and one-part time for numeracy) and 3 teachers covering reduced class contact time, teaching Music, Art and Outdoor Learning. We have a team of pupil support workers, 3 funded through PEF to support literacy, numeracy and health and wellbeing and 5 others who work across the school. Our nursery team includes an Early Years Officer and a team of nursery nurses and pupil support workers. An administrative assistant and a clerical assistant staff the school office.

All pupils have access to breakfast club, which is well attended. After school clubs have been available out-with the school day. The school is proud to have achieved the Gold Sports Scotland Award, the Eco Green Flag, FairActive Fairtrade Award, Silver Rights Respecting Schools Award and Reading Schools: Silver accreditation.

Our school charter is Safe, Ready, Respectful and our Values Teddies exemplify our school values which support the staff, children and their families in improving life chances: Focus, Kindness, Teamwork and Resilience.



Bill (Focus)



Cleo (Kindness)



Rhea (Teamwork)



Tobie (Resilience)

The school has an active and supportive Parent School Council who work in close partnership with the school to provide support in identifying and evaluating areas of improvement, organising a variety of events across the school year and fund many school improvements. The school has excellent relationships with cluster schools, the local community and the local church.

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 2022/2023, what the impact has been and what our next steps will be to continue to address these priorities in session 2023/24.

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 1	HOW DID WE DO?
<p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 22/23 was to:</p> <p>Increase school overall literacy attainment to be in line with West Lothian's average overall literacy attainment.</p> <p>For staff to gain confidence in beyond number pathways to ensure accurate teacher professional judgement in E and E meetings.</p> <p>NIF Drivers</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress</p> <p>Overall, children's attainment in Literacy and English and Numeracy and Mathematics is good, with most children across the school achieving their expected CfE levels. Literacy Champions supported by our Literacy Pedagogy DHT and Numeracy Champions have shaped guidance for all practitioners as we develop consistent approaches.</p> <p>What did we do? English and Literacy: Primary 1 – 7:</p> <ul style="list-style-type: none"> • Our Literacy Champions supported staff in developing a Literacy Strategy for reading, writing and listening and talking • Our Literacy Champions attended West Lothian career long professional learning opportunities and workshops at Champion meetings and cascaded information to all staff at planned meetings ensuring all staff aware of current priorities • Our Literacy Champions worked with Literacy Pedagogy DHT and staff to develop a Guided Reading approach which has led to greater consistency of teaching practice across the school and an increase in staff confidence in teaching reading • Almost all staff engaged in team teaching of Guided Reading lessons with the Literacy Pedagogy DHT, resulting in an increase in confidence among staff • West Lothian Literacy progression pathways were consistently used for planning and moderation purposes which has increased staff confidence when planning literacy • Termly Excellence and Equity meetings involve teaching staff, literacy PEF PSW and SLT to evaluate and plan support interventions leading to timely and appropriate support for learners • Further developed 'Eastertoun's Reading Challenge' linked to First Minister's Reading Challenge promoting engagement in reading • Whole school CLPL input from Literacy Pedagogy DHT around Guided Reading supported teachers with lesson structures and weekly organisation • Whole school Listening and Talking CLPL supported teacher's understanding of progression and teaching of listening and talking opportunities across the curriculum • All staff show a greater understanding of the listening and talking core targets and benchmarks, resulting in more accurate teacher professional judgement • Our 'Eastertoun Expert' Literacy Champs devised and carried out their action plan which included story telling sessions, Reading Buddies in P6 and P7 supporting reading across P1 and P2 and organising Library visits for all classes • Continued to promoted a reading culture across the school by updating our upper and lower school libraries with new books, updated QR code libraries in P1-4 classes, organised World Book Day and Book Week Scotland activities, and provided a book fair, which contributed to positive learner feedback about enjoyment of reading at school. • Issued sight word and fluency phrases books for P1-3 pupils and identified P4-7 learners • Introduced Word Walls into P1 classrooms to further develop vocabulary • All staff use West Lothian core and genre writing targets and these are displayed in jotters which has increased pupil awareness of their own writing targets as evident in learner conversations • Grammar taught progressively across the school which was evident in jotter monitoring by staff as now using Grammar Progression • School wide writing moderation supported teachers dialogue around teacher professional judgement

- Whole school writing progression wall display on agreed genre to support moderation
- Cluster Writing Moderation toolkit created by DHT Literacy Pedagogy to support teacher professional judgement
- Benchmark Improvement Group created a SWAY to showcase writing in all schools at P1, P4 and P7
- Embedded 'Perfect Presentation' which has improved jotter standards, evident through jotter monitoring and learner conversations.
- P1-P3 Literacy event lined to Book Bug and Read, Write Count launch engaged almost all P1-P3 parents/ carers
- Shared Family Learning videos with parents and carers at launch event and then regularly through the year on Seesaw to demonstrate how reading and writing are taught in P1 and P2.
- Dyslexia coffee morning to support parents/ carers to gain a better understanding of their child's diagnosis and how to support them
- Almost all classes received Mandarin lessons through the Confucius Hub

What did we do?

Maths and Numeracy:

Primary 1 – 7:

- PT undertook CLPL on Purple SEAL book, allowing her to support pedagogy across the school
- PSW undertook CLPL on Numicon to support their practice when using manipulatives to support pupils
- Baseline SEAL assessments carried out in August to allow for early identification of needs led to planning of timely and appropriate interventions for pupils not on track
- Planned timely interventions from Numeracy SfL teacher and numeracy PEF PSWs in consultation with class teachers in all classes led to pupils receiving intensive targeted support which improved attainment in numeracy for almost all learners
- Numeracy Champions supported all staff with progression pathways and numeracy phases which lead to increased staff confidence and all staff using pathways to inform planning
- Manipulatives available in all classrooms to support all learners
- Mini Maths Champs promoted pupil leadership and voice in numeracy by creating home learning challenges.
- One month of P7 to S1 numeracy and maths transition to Armadale Academy with online lessons to support transition at whole class and challenge group level. It has built positive relationships with Academy Maths staff for the pupils as evidenced in learner conversations.
- P5-P7 Numeracy PATPAL sessions were held to inform parents/ cares about strategies for teaching numeracy

Evidence indicates the impact is:

- **Teacher Professional Judgement in Literacy**

Percentage of pupils on track in **reading**;

P1 – 86% P4 – 89% P7 – 79%

Percentage of pupils on track in **writing**

P1 – 83% P4 – 68% P7 – 79%

Percentage of pupils on track in **listening and talking**:

P1 – 81% P4 – 89% P7 – 84%

Percentage of pupils on track **with combined literacy**:

P1 – 76% P4 – 68% P7 – 76%

P1-P7 percentage of pupils on track with combined literacy: 76%

	<ul style="list-style-type: none"> Teacher Professional Judgement in Numeracy and Maths Percentage of pupils on track in numeracy: P1 – 86% P4 – 76% P7 – 89% Percentage of pupils on track in maths: P1 – 95% P4-76% P7 – 89% P1-P7 percentage of pupils on track in numeracy: 84% P1-P7 percentage of pupils on track in maths: 87% Pupil views Almost all P5-P7pupils (96%) identified that they regularly set targets and discussed how to improve their learning with their teacher as evidenced in the 2022-2023 WL Ethos survey. During ‘Learner Conversations’ the majority of pupils could talk about their targets, learning and identify their next step. Almost all pupils (96%) felt staff were effective at regularly giving feedback on progress as evidenced in the 2022-2023 WL Ethos survey. Parent / carer views Almost all parents (95%) felt their child was progressing well in their learning with most parents/ carers (89%) feeling that the school is ensuring that their child is encouraged and stretched to work to the best of their ability. Almost all parents (93%) feel that the staff know their child as an individual and supports them well, as evidenced in the 2022-2023 WL Ethos survey. <p>Our priorities in Literacy next session will be:</p> <ul style="list-style-type: none"> Embed: Developing consistent approaches to guided reading and pupil awareness of core and genre targets Continue: Listening and Talking core targets and assessment approaches. Increase parental engagement and use of family learning materials Introduce: Assessment strategy to support teacher professional judgement Introduce: Identify and explore ways to minimise barriers to literacy, with a focus on boys and writing <p>Our priorities in Numeracy and maths next session will be:</p> <ul style="list-style-type: none"> Embed: Use of worded problems within a real life context as an add on to Number talks Continue: Embed the use of the Beyond Number Progression Pathways, further developing the role of Mini Champs and increase parental engagement through family learning events and online platforms Introduce: Assessment strategy to support teacher professional judgement Introduce: Identifying where numeracy and maths links to learning across the curriculum through IDL and STEM
ELC	How did we do?
	We have made good progress
<p>To raise attainment, especially in literacy and numeracy</p> <p>Our outcomes for session 2022/23 were:</p> <p>To provide inclusive and child centred approaches to high quality literacy and numeracy learning with carefully planned</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Staff worked in pairings to collaboratively lead improvements in literacy and numeracy Literacy and numeracy audits have been carried out regularly with identified actions planned and undertaken Re-planned and developed indoor and outdoor spaces and experiences to bring renewed focus on literacy and numeracy learning through play Expansion of range of resources for literacy and numeracy play experiences

<p>experiences, spaces and interactions</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> • All practitioners have engaged in a series of best practice visits linked to their leadership roles and reflected on the impact • Literacy and numeracy learning Sways were developed and shared with parents and carers to develop partnership and knowledge • Progression pathways have renewed focus and are being used in weekly planning meetings • Practitioners attended Progression Pathways network session • Literacy leads developed and launched Big Bedtime read in nursery – This included a book drive, parent surveys, a launch event for families, weekly collection of data and redevelopment of story area in nursery. • Creation of a parent lending library in nursery reception area • All practitioners have engaged in professional learning using SharePoint and National Improvement HUB resources on literacy and numeracy rich, enabling environments • Staff engaged in analysis of tracker data to identify gaps in learning and inform planning for next steps in learning in literacy and numeracy <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Deeper levels of engagement – children are curious and active in their play indoors and out • Children are confident in their use of spaces indoors and out move freely between them • Improved awareness of impact of sharing stories at home on early communication and language - families are enjoying stories together at home using the Big Bedtime Read packs • Progression pathways are informing planned experiences for literacy and numeracy and staff confidence and knowledge is developing • Practitioners are visibly proud of the improved environment and invested in continuous improvement • Most children are making good progress in literacy and numeracy <p>Priorities for next session: Embed: Use of progression pathways / Big Bedtime Read Continue: Developing family engagement with literacy and numeracy learning Start: Developing storytelling and rhyme and use of provocations in learning experiences; learning through Froeblian occupations</p>
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<p>Priority 2</p>	<p>HOW DID WE DO?</p>
	<p>We have made good progress</p>
<p>To close the attainment gap between the most and least disadvantaged children</p>	<p>What did we do?</p> <p>Universally teachers continue to engage in tracking and monitoring processes and make sound professional judgements for achievement of a level based on continuous formal and informal assessment. We track the progress of individual children and appropriate interventions are identified based on the</p>

Our measurable outcome for session 22/23 was to

Almost all Identified children who experience disadvantage make progress through targeted support in areas of assessed need

NIF Drivers

School and ELC Improvement.
School and ELC Leadership
Teacher and Practitioner Professionalism
Parental Engagement
Curriculum and Assessment
Performance Information

needs highlighted. We regularly review interventions to ensure progress is being made and use the 'Adopt, Adapt or Abandon' method to ensure the best interventions are in place.

- Tracking and monitoring data regularly scrutinised at termly Excellence and Equity meetings
- Robust tracking of attainment using the schools tracking system ensures improvement for learners is consistently achieved
- Learning Targets are shared and discussed with pupils through learning profiles with P5-P7 using Teams
- Profiles document pupil targets, achievement and next steps
- The use of digital tools to remove barriers to learning has continued and is being used more consistently
- Digital tools are on loan from the school to support home learning for a few pupils
- Attendance is monitored with a focus on Q1
- School uniforms are recycled through clothing events and applications put into the School Clothing Bank
- Families supported with the cost of the school day through consultation and being mindful of the school calendar, trips and fund raisers. Sharing
- Close work with partners at ISS, Literacy Base, Social work, CYPT, Wellbeing Scotland and Educational Psychology ensure we refer pupils at the appropriate time for an appropriate intervention.

We implemented a programme of targeted support, provided by the Support for Learning Teachers for Literacy and Numeracy, class teachers and PEF Pupil Support Workers to target specific children, including pupils not on track, Q1 pupils, LAC pupils, pupils in receipt of FSM and pupils from large families.

Literacy

- Language Link assessments were carried out at the start of P1, for all learners, to identify learners who required support in literacy with a particular focus on listening and talking.
- Initial baseline assessments were carried out for all learners for Literacy using SWRT (Single word reading test) and SWST (Single Word Spelling Test) to give a baseline to allow progress to be measured.
- Baseline writing assessments were completed for almost all children, using core targets.
- Use of 5-minute boxes with targeted groups across different stages of the school.
- Identified children were assessed using dyslexia diagnostic assessments. Some children were referred to the literacy base for individual targeted support. Primary 7 children identified with dyslexia were referred to the literacy base for transition and all received a place on the online transition programme.
- Some children identified with dyslexia worked weekly with Literacy Base staff to help them learn strategies to aid their progression.

Numeracy

- Use of HINGE assessments and SEAL recovery/diagnostic assessments with almost all children across the school to identify gaps in numeracy learning and establish groups for targeted intervention.
- Use of WLFVRIC intervention materials and WL progressive frameworks with targeted support groups to identify gaps in learning and support developing core numeracy and mental agility skills.
- Use of teaching supports and resources available on WL Numeracy Sharepoint to support identifying gaps and ensure learning was adaptive and suited to individual learning needs.
- Use of 5-minute boxes with targeted groups across different stages of the school.

	<ul style="list-style-type: none"> • Team teaching, small group teaching and PSW support was implemented on a fluid basis following pupil feedback that the small group settings really supported their confidence <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • PSWs ran nurture groups to support pupils who found it challenging to be ready to learn. Groups were carefully selected through Wellbeing check in results, One Trusted Adult conversations, IEP targets, CPM targets, medical conditions and trauma • Group targets were set with common and personal goals based on BIOS. Pupils self-reported on their progress of each block • The Hive, The Snug and the Rainbow Room nurture spaces were restructured to provide spaces for nurture as well as alternative curriculum opportunities, break out spaces for chill out zones, sensory opportunities and messy play. • Identified learners were offered to attend lunch time clubs to support the wellbeing indicators of inclusion, healthy and active <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Learners are supported by well-planned targeted interventions • Learners are supported by an environment that meets their needs • Learners are supported by key staff who have built relationships with them to ensure every child has a trusted adult • Learners can access learning more effectively through the use of nurturing approaches and alternative curriculum opportunities • All learners are more included in school life • Almost all learners made incremental gains due to targeted interventions in literacy and numeracy • 34 interventions were implemented under PEF in literacy, numeracy and HWB • Almost all interventions were fully achieved or learners made good progress <p>Our priorities in closing the attainment gap next session will be:</p> <ul style="list-style-type: none"> • EMBED – Regular reviews of analysis of data, measures and outcomes to inform next steps • CONTINUE - Evaluate the impact of interventions on engagement and attainment • CONTINUE –Use the WL PEF tool with all responsible for PEF intervention • INTRODUCE –Re-exploring data, measures an outcomes as our interventions change within the PEF plan
ELC	How did we do?
	<p>We have made good progress</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our outcome for session 2022/23 was:</p> <ul style="list-style-type: none"> • 100% of identified children will make progress in identified area for support. • Families of children with identified support <p>What did we do?</p> <ul style="list-style-type: none"> • Identified children for targeted support early in session. • Developed strong, trusting relationships with parents and carers of targeted children • Worked with partner agencies for advice and support • Regular CPMs with families of identified children • Small language and nurture groups formed for targeted children • SCERTS strategies used to support children needing language and emotional regulation support • Increased visual labelling around nursery • Introduced Signalong signs to all children • Practitioners attended ASN network sessions

<p>needs will engage with advice and support provided by the centre</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<ul style="list-style-type: none"> E&E Meetings used to monitor progress and discuss support and interventions <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Practitioners can confidently talk about progress of children and have a clear understanding of required next steps All children who have identified delays have made good progress <p>Priorities for next session: Embed: Consistent approaches for supporting communication and emotional regulation Continue: Developing partnership working with parents and carers of identified children Start: Writing quality observations with identified next steps to inform planning</p>
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Priority 3	How did we do?
<p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 22/23 was to:</p> <p>Gain Silver UNCRC Rights Respecting Schools Award through the whole school being Rights aware</p> <p>NIF Drivers</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> Health & Wellbeing Champion attend WL Champion meetings and CLPL. They shared national/local priorities with all staff at planned feedback meetings ensuring current practice is consistent across the school Health and Wellbeing Champs attended conference, showcasing good practice and promoting networking A Health and Wellbeing strategy has been created by staff A UNCRC Rights Respecting steering group was formed who collated evidence which supported our journey to Silver Rights Respecting award Right of the week was launched to promote the UNCRC Rights The school gained its UNCRC Silver Rights Award Mini Champs established who attended a Cluster event, sharing good practice and collaborated with cluster peers Daily learner HWB check-ins in every class where learners self-report. Follow up conversations by class teacher or Trusted Adult Wellbeing check-ins established at Breakfast Club Learners continue to regularly self-evaluate their wellbeing against the Health and Wellbeing Indicators (Safe, Healthy, Achieving Nurtured, Active, Respected, Responsible, Included) and can talk confidently about what the indicators mean to them as evidenced in learner conversations. PSW provided nurture for groups of learners identified through BIOS assessments. PSW offered an alternative curriculum for identified pupils- who were unable to be in their classrooms. This included Ponies Help Children and Nurture. We linked our 'Safe, Ready and Respectful' school charter to the UNCRC Rights of the Child and the Wellbeing Indicators. Almost all pupils can refer to the charter as evidenced through learner conversations We consistently use the language of our Positive Relationships Blueprint with our learners and this is evidenced through learning walks Staff promote and model positive relationships effectively as evidenced through learning walks and classroom observations Our values are recognised and celebrated at weekly assemblies with learners gaining certificates and 'Chocolate and Chinwag' time with the HT where learners share the reason they achieved their certificate. Pupils and parents value this as evidenced in Magic Moment feedback. P1and P7 Buddies has developed pupil leadership and promoted positive relationships across the year groups as observed in the playground and during planned learning activities

- Restorative approaches have been used when there has been conflict between pupils with almost all pupils responding positively and being able to rebuild relationships
- Pupil initiated and run lunchtime and after school clubs ran throughout the year. This included dance, Lego, Pokemon, Multisports and football
- All pupils who were referred benefitted from counselling through Wellbeing Scotland
- Supporting parents of learners with ASD with information sessions and coffee mornings to allow networking and support
- A Cluster Equity QI was developed to identify strengths and next steps in Equity across ethos and environment, learning, teaching and assessment, data and evidence, collaboration and an inclusive curriculum. All staff developed their understanding of equity
- A Worry group was established to support learners who were identified as worrying through self-reporting, or parent/ teacher referral to gain strategies
- Wider Achievements are captured, displayed and celebrated through our Wider Achievements Wall. The tracking of Wider Achievements allows opportunities to be provided for those who do not present wider achievements to the school.
- Attendance remains in line with West Lothian's attendance figures through close monitoring and building relationships with parents/ carers to support regular attendance.

Evidence indicates the impact is:

- Our learners and staff can talk confidently about Children's Rights
- Parents/ carers of learners with ASD valued the opportunity to meet to discuss and share issues
- Our staff team are much more aware of equity and how to promote this throughout the school following our QI
- Our alternative curriculum offer

2022-2023 Whole School Wellbeing Indicator Return - % of pupils self-reporting Green

- Safe – 93%
- Healthy – 95%
- Achieving – 93%
- Nurtured – 95%
- Active – 93%
- Respected – 94%
- Responsible – 94%
- Included – 91%

WL Pupil Ethos Survey (P5-P7)

- 98% knew who they would speak to if they were worried or upset
- 100% felt safe at school
- 99% felt staff treated them fairly and with respect
- 87% felt staff helped them become more confident
- 95% felt staff listen to them
- 93% felt staff helped them to make healthy choices
- 88% felt the school dealt with bullying well

2022-2023 WL Parent Ethos Survey

- 98% felt their children were safe at school
- 90% felt that their child was treated fairly at school
- 93% felt that the school were increasing their child's confidence
- 93% felt that staff knew their child well and supported them as an individual

	<ul style="list-style-type: none"> 91% felt staff were approachable if you had a question / worry etc. <p>Our priorities in Health and Wellbeing next session will be:</p> <ul style="list-style-type: none"> Embed: Relationships, Sexual Health and Parenthood (RSHP), Positive Relationships blue print Embed: Health and Wellbeing through the 4 contexts of learning; Curriculum, Interdisciplinary learning, Ethos and Life of the school and personal achievements. Continue: UNCRC at the heart of everything we do – Going for Gold Introduce: Increased focus on attendance and late coming for all learners Introduce: Focus on Mental health & Wellbeing for learners, their families and staff Introduce: Zones of Regulation consistently across the school
ELC	How did we do?
ELC	We have made good progress
<p>To improve children and young people's health & wellbeing</p> <p>Our outcomes for session 2022/23 were:</p> <p>To ensure we are providing a curriculum rooted in children's rights reflecting the European Commission's Image of the Child and UNCRC</p> <p>To ensure our spaces, experiences and interactions provide children with the opportunity to develop</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Practitioners attended a series of UNCRC themed networks and presented about UNCRC at Eastertoun in final session Received our UNCRC Silver award accreditation UNCRC family learning Sway created and shared with parents Practitioners make reference to children's rights and displays during learning experiences Increased Children's voice in displays alongside UNCRC articles Links between the UNCRC articles and the wellbeing indicators are reinforced through conversations during learning experiences Full audit of lunchtime experiences with children's views gathered Implementation of rolling lunch system following SWAT analysis of one lunch sitting Redevelopment of lunchtime environment Vision, values, aims parent event held in nursery Vision, values, aims song written and sung during play in nursery Elements of Forest Kindergarten have been implemented in weekly experiences in nursery garden <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Children's voice is more evident in displays and is accompanied by UNCRC articles Links between the UNCRC articles and the wellbeing indicators are reinforced through conversations during learning experiences A greatly improved lunchtime experience for all children. Lunch times are more relaxed with more opportunities for children's involvement in preparing the space Children are aware of the nursery values and regularly sing our values song during play Greatly improved outdoor learning environment with deeper levels of engagement <ul style="list-style-type: none"> Priorities for next session: Embed: Positive, relaxed lunchtime experiences with pupil roles and responsibilities Continue: To continue to develop children and parent understanding of UNCRC

	Start: Developing a wider range of forest kindergarten experiences linked with Froebelian pedagogy
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Priority 4	How did we do?
	We have made good progress
<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 22/23 was to:</p> <p>Learner voice will be evident in IDL planning, implementation and assessment</p> <p>NIF Drivers</p> <p>School and ELC Improvement. School and ELC Leadership Teacher and Practitioner Professionalism Parental Engagement Curriculum and Assessment Performance Information</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Digital Extra funding was used to resource coding devices, including Spheros, which were used when running lunchtime clubs with a focus on Q1 learners and girls A successful careers Fair was run for P4-P7 learners, with a focus on skills required for different jobs rather than qualifications P4-P7 classes have an Eastertoun Expert digital leader – Tech Teachers – who cascade support to their peers and younger classes Teams is now used for profiling in P5-P7 P1-3 learners have access to I pads in the classroom P4-7 learners have access to netbooks in the classroom Devices are offered to all families who require them for home learning The IDL Big Question has been embedded across all stages with learners at the heart of the planning. All classes engage with digital technologies to support learning and the majority use it to enhance learning and teaching The recruitment process for Head Learners and House Captains in P6 involves application forms, speeches and interviews to develop employability skills. This session saw a 50% increase of learners applying for positions. Leadership roles are more evident throughout the school, with all learners having opportunities to lead learning <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> P5-P7 staff and learner confidence has increased when using coding devices P4-P7 are abler to identify skills required for different type of jobs The Big Question makes learning more child centred, promoted creativity and agile approaches to learning, with pupil voice evident. <p>Our priorities in improving employability skills next session will be:</p> <ul style="list-style-type: none"> EMBED - To develop a three year IDL cycle of planned learning experiences that encourage curiosity, wonder and engagement with our local environment and the wider world incorporating UNCRC EMBED – P1-P5 Science Through Stories CONTINUE – Revisit curriculum Rationale to reflect current Eastertoun drivers and UNCRC with all stakeholders INTRODUCE – Further develop learning, teaching and assessment through STEM and IDL INTRODUCE Enhance the curriculum design with focus on SKILLS progression INTRODUCE - Developing pupil voice throughout all aspects of school life
ELC	How did we do?

	We have made good progress
<p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our outcomes for session 2022/23 were:</p> <p>All children will have access to experiences, spaces and interactions which develop skills for life, learning and work</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>What did we do?</p> <ul style="list-style-type: none"> Invited parents to share their work experiences in the nursery Visits from community Police to share their community work experiences with the children Through labelling and interactions, developed children's connections between play experiences and real life jobs Completed gender friendly nursery audit toolkit Developed pupil roles and responsibilities across learning <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Children enjoy and expect to take on roles and responsibilities around the nursery Visits from parents and community workers impact greatly on levels of interest and engagement in play experiences Children are observed making connections between their play and real jobs in their play experiences Staff are ready to use findings of GFN audit to plan actions for improvement <p>Priorities for next session:</p> <p>Embed: Pupil roles and responsibilities</p> <p>Continue: Developing Gender Friendly Nursery principles; parents sharing work experiences</p> <p>Start: Developing learning through Froebelian occupations of Sewing & Weaving, Block Play, Clay, Forest Kindergarten and Family & Community</p>

Attendance and Exclusion Data

- Across the whole year, our attendance averages at 92% from P1-P7. This is an increase of 1% from session 21-22. Absence is monitored monthly and families work with the Head Teacher to overcome barriers to regular attendance.
- Our exclusion rate this school session is 0%.

Effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

- At various points throughout the year, we seek feedback from our families on our progress and priorities. Less than half of our parents and carers responded to the 2022-2023 WL Ethos survey however of those that did (21%) almost all are satisfied with the school (96%)
- We hold regular Parent School Council meetings where we have a committed and regular group of parents/ carers who meet with a focus on school improvement and fund raising.
- We used How Good Is Our School to engage with our Pupil Council representatives who surveyed learners on the progress we have made and priorities for next session.
- Almost all Primary 5 -7 completed the West Lothian Council Pupil Ethos Survey.
- We communicate with parents and carers by a range of digital means, which includes our web site, Twitter, School information App and Newsletters sent our digitally in parent friendly language. 100% of parents who responded to our school questionnaire agreed or strongly agreed that we communicated well between school and home.
- We have strong links with partners with 100% of respondents strongly agreeing that we have strong professional relationships, that our staff are polite, friendly and professional, that we have a nurturing and inclusive school and that we communicate well.

Our Wider Achievements this year have included:

Literacy...	Learning Across the Curriculum...
<ul style="list-style-type: none"> ✓ Read, Write, Count bags with literacy focus. ✓ Participation in Book Week Scotland ✓ Participation in World Book Day. ✓ Whole School engagement in First Minister's Reading Challenge ✓ Curriculum evening – literacy ✓ Robert Burns poetry competition ✓ Mandarin classes 	<ul style="list-style-type: none"> ✓ Silver Rights Respecting Schools Award ✓ Weekly assemblies ✓ Whole school Scottish Assembly ✓ P7 Transition to Armadale Academy ✓ School trips to Glasgow Science Centre, Polkemmet Country Park, Summerlee Museum, Blair Drummond Safari Park ✓ Careers Fayre
Numeracy	HWB
<ul style="list-style-type: none"> ✓ Read, Write, Count bags with numeracy focus. ✓ Curriculum afternoon - numeracy 	<ul style="list-style-type: none"> ✓ Working with Active Schools with groups of identified pupils ✓ Health Week – working with partners ✓ Sport's Day ✓ Bikeability - P7 ✓ P6 Cross Country – 1st placed girl ✓ P7 Cluster football event Boys team 1st place Girls team 2nd place
For our families/ with our families...	In our community...
<ul style="list-style-type: none"> ✓ Lend devices ✓ Apply to West Lothian School Clothing Bank ✓ Zero Waste school uniform ✓ Meet the Teacher evening ✓ Sharing the Learning Assemblies ✓ Coffee Mornings ✓ Whole School Christmas Service ✓ P1 Christmas Concert ✓ P2 and P3 Nativity ✓ P7 Leaver's Show ✓ Transition Sways ✓ Halloween Disco – with PSC ✓ Christmas Fair – with PSC 	<ul style="list-style-type: none"> ✓ Laid wreath on Remembrance Sunday ✓ Participated in Armadale Gala Day – 2nd Place float ✓ Celebrating the King's Coronation ✓ Church services at Easter and end of session ✓ Community links with Heatherfield Nursing home, The Armadale Resource Centre, The Wool Shop, Armadale Parish Church, The Mill Garden Centre and a local farm
Charity, Fundraising and awareness days...	Extra-Curricular Clubs
<ul style="list-style-type: none"> ✓ Children In Need ✓ Poppy Scotland ✓ Hamish Dear's Warm Hugs ✓ Down Syndrome day ✓ Dyslexia Awareness Day 	<ul style="list-style-type: none"> ✓ Lego lunch time club ✓ Art lunch time club ✓ Dance lunch time club ✓ Gala Day lunch time club ✓ Digital lunch time club ✓ Pokemon after school club ✓ Football after school club ✓ Glee after school club

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	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? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)