

Addiewell Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

Addiewell Primary School

Church Street

Addiewell

EH55 8PG



ABOUT OUR SCHOOL

Addiewell Primary School is a non-denominational school serving a small rural village and the surrounding area. The school caters for nursery to Primary 7. The school is within the West Calder High School Cluster. As a school we work hard to identify and overcome barriers to learning and pride ourselves on providing an inclusive learning environment for our children and their families. Built in 1978 the school is part of a shared campus with St Thomas' Primary School. Both schools work very well together and take part in many shared events and activities.

The current school roll is 120. The nursery has offered places 50 weeks of the year since August 2019. Staffing consists of a Headteacher (shared with Stoneyburn Primary), 2 Principal Teachers, eight class teachers, an Early Years Officers, six Early Years Practitioners, seven pupil support workers, one instrumental instructor, two catering assistants, one administrative assistant, one clerical assistant and one facilities management assistant.

The accommodation is in good order. We utilise all available space within the school and are developing the use of our extensive outdoor space. We have an active Parent Council /PTA and the children benefit from a range of additional resources and opportunities thanks to fundraising efforts led by the PTA.

VISION

At Addiewell Primary School we encourage the children to:

'Aim High, Reach Out and Go Far'

We VALUE:

RESPECT

AMBITION

RESPONSIBILITY

TOLERANCE

RESILIENCE

KINDNESS

We AIM to:

- Help all learners reach their full potential by focusing on attainment, achievement and excellence.
- Provide a nurturing environment where every learner is valued, supported and challenged.
- Foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- We promote a positive learning environment where learners are encouraged to respect others and self-regulate their own behaviour.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to improve the quality of learning and teaching experiences by ensuring all learners receive consistent, high quality lessons which offer suitable challenge, differentiation and pace in Literacy and Numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made satisfactory progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All staff use our school's Learning, Teaching and Assessment Toolkit to inform approaches to literacy and numeracy learning, teaching and assessment. This has been enhanced by work undertaken with the Equity and Excellence Team focusing on differentiation and adaptive teaching approaches. • In Literacy, we continued to embed reciprocal reading strategies. All staff trialled Think Aloud Friday to ensure consistency of approach in reading. The majority of our learners are now more confident in discussing the features of text. • Learners are regularly assessed throughout the year using the PM benchmarking assessment for reading. Interventions have been put in place as required and almost all learners have seen an increase in PM benchmark level. • Family book club ran throughout the session with over 30 families participating. Through consultation, families identified the need for a wider variety of texts which led to the opening of our lending library. • In April 2023, following whole staff training with the Literacy Pedagogy Officer we identified the need for greater focus on the use of core targets in writing. An action plan was created and baseline assessment undertaken. By June 2023 most learners were regularly using more core targets within their writing, increasing their ability to peer and self-assess. • A new Quality Improvement Cycle has been introduced. Excellence and Equity meetings are held each term to discuss literacy and numeracy progress and plan next steps. Learner conversations and practical tasks also feature as part of the cycle, giving a clear understanding to teachers and SLT regarding attainment and progress. • Numeracy focus week (Fractions) across the school. Through moderation activities all staff are now more confident regarding consistency of approach and progression across the school. • All staff took part in professional learning opportunities led by the Cluster Numeracy Pedagogy Officer to develop understanding of pedagogical principles, Maths through stories and number talks. All staff reported an increase in confidence in the delivery of these approaches. • All classes have Numeracy Working Walls. The walls show strategies from the children and provide a reference for work undertaken. The majority of children can explain and demonstrate their strategies. • Practitioner enquiry led by Numeracy Pedagogy Officer based on Building Thinking Classrooms resulted in an increase in rich dialogue and tasks within the P4 classroom. • SNSA and tracking/assessment data has been analysed and interventions put in place accordingly. This has led to a greater understanding of the gaps in learner knowledge and targeted support being given to improve pupil progress and attainment. • French has been embedded throughout all stages of the school with Spanish embedded in second level classes. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners at all stages have grown in confidence in analysing and evaluating their own writing through the consistent use of core and genre targets. • The majority of learners are becoming more articulate and using evaluative language when talking to others about their work within literacy

	<ul style="list-style-type: none"> Learners across all stages have continued to make good progress in literacy and numeracy, with the majority of learners at P1, P4 and P7 achieving expected levels of attainment. Learners have experienced greater consistency in literacy and numeracy experiences and have been able to articulate this in focus groups.
<p>ELC</p>	<ul style="list-style-type: none"> We have used the literacy and numeracy audit tools regularly throughout the year to evaluate and inform activities and the nursery environment. Analysis of ELC trackers have been used to identify areas of focus for development within literacy and numeracy. Literacy and numeracy areas have been developed throughout the nursery playroom using provocations to develop understanding and curiosity. Almost all of our preschool children have moved up a level in the ELC trackers for literacy and numeracy. We have assessed our children using the Renfrew Language Scale and are planning learning opportunities based on the results. Almost all children have an increased score from their previous assessment. Staff have used boost books, traditional tales and repeated reading to improve vocabulary and reading awareness in the nursery. The majority of pre-school children can recall and retell stories in sequence. Boost Book Sway sent to parents through Learning Journals fortnightly. Children who participated were aware of the vocabulary highlighted and the selected story.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to <i>Ensure targeted and focused interventions to support children who are least advantaged and who show 'gaps' in learning</i></p> <p><i>Promote a culture of inclusion and equity through timely interventions, quality partnership and community initiatives which provide equity for pupils</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment</p>	<p>We have made satisfactory progress. What did we do?</p> <p><i>The school was awarded of £39,200 Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. Nine priorities were planned and 22% of these priorities were fully achieved with 77% making good or better progress (11% moderate progress) PEF was used effectively to fund pupil support workers to help support the needs of identified learners. Interventions this year have focused on addressing gaps in literacy and numeracy. Examples include the introduction of Numicon intervention and box clever in P1-P3.</i></p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> We regularly evaluated the needs and progress of learners across the school through excellence and equity meetings. This then allowed us to deploy staff in a responsive and needs driven approach. The majority of children in P1, P4 and P7 are achieving their expected level of attainment in P1, P4 and P7. Targeted support groups were set up to focus on reading using PM Benchmark as the assessment. The confidence of learners within the targeted groups has increased greatly. All learners made progress in their PM levels. All classes have support from a PSW throughout the day to aid and promote learning. PSWs work with individuals on targeted support while also being involved in universal support. Regular check-ins and ethos survey indicate that almost all learners feel that they are achieving and are well supported within school. All staff have undertaken training relating to the equitable classroom. The school has introduced a number of initiatives following this with the majority of pupils and parents stating that the school is responding well to reducing the cost of the school day.

<p>☒ Performance Information</p>	<ul style="list-style-type: none"> • Identified groups of learners were involved in targeted interventions to increase their engagement, wellbeing, and attainment. This included for Literacy, Box Clever, Fry's Phrases and Probes. Almost all learners were engaged and made progress against their baseline assessment. • Numicon Intervention Programme was undertaken with identified groups of children. All children showed a higher level of confidence when completing Numeracy tasks. Over the 12 week programme, most learners added value of more than a year to their baseline score. • Family engagement including: families connect, reducing cost of school day, parental workshops and marketplace events have been well attended with most parents responding positively to the work of the school and opportunities made available to them.
<p>ELC</p>	<ul style="list-style-type: none"> • We offer children practical experiences to support understanding of literacy and numeracy (prepping snack, making dough, cooking etc.) Skills such as listening have been strengthened. Staff have modelled language and worked to extend children's vocabulary. • Loose parts and open-ended resources have been provided in a variety of forms promoting discussion and imaginative play. Children are using open ended resources to apply and extend knowledge through role play. • Regular planning meetings are held to discuss the needs of individuals – Staff work alongside professionals to ensure we get it right for every child. • A quiet space has been established to help children to regulate their emotions while supported by an adult. Children are becoming more able to regulate their emotions and asking for a quiet time due to the individualised plans which have been created for them. • Boost Book story and activities four times per week for all pre-school children. All preschool children have made progress in developing their understanding and use of vocabulary.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to.... <i>Learners will feel safe, happy and valued at school and will have a trusted adult to support them.</i></p> <p><i>Learners will develop the knowledge and understanding skills, capabilities and attributes which they need to ensure their mental, emotional, social and physical wellbeing now and in the future</i></p> <p>NIF Driver(s):</p>	<p>We have made satisfactory progress. What did we do?</p> <ul style="list-style-type: none"> • Trusted adult approach embedded across the school. All learners have identified their trusted adult with some making more regular use of the opportunity for discussion. • We have continued to use Plicker from P1 – P7 to aid daily check-in. Daily check-ins have allowed responsive planning to take place for individuals. • Learners have the opportunity to self-report using the wellbeing indicators on a termly basis. The information is reviewed and class/individual interventions are put in place accordingly. Tracking and Monitoring for pupil self-evaluation is embedded in practice. Most pupils have an increased understanding of the wellbeing indicators. • 'Snack, chat and learn' has been trialled across the school with a focus on nurture principles, school values, UNCRC and SHANARRI. The majority of pupils are able to demonstrate their understanding of the topics through discussion. • We continue to embed UNCRC, maintaining the values associated with our silver award and further developing pupil understanding. • Positive Relationship Policy has been refreshed with almost all parents and P5-7 learners stating that school is a safe place and they are treated fairly. • In February 2022 we undertook a project with our partner schools to promote Children's Mental Health Week. The majority of our learners were able to identify the need to take care of mental as well as physical health following the project. • Pupil leadership roles continue to include House Captains and Mini HWB Champions. Pupil leadership growth has continued and we also now have Pupil Council, Literacy Champions and Language Ambassadors. We have
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School and ELC Improvement.
 School and ELC Leadership
 Teacher and Practitioner Professionalism
 Parental Engagement
 Curriculum and Assessment
 Performance Information

seen through observation a growth in pupil confidence through leadership opportunities.

Evidence indicates the impact is:

- Most learners reported positive health and wellbeing scores throughout the 22/23 session.

S	H	A	N	A	R	R	I
93%	88%	87%	91%	89%	88%	89%	88%

- Almost all P5-7 learners stated that school helped them to learn about making healthy choices.
- Almost all P5 -7 learners and parents reported that school is a safe place and that children have someone to talk to if they are upset or worried. They also felt that the school treated pupils fairly.

ELC

- All families feel welcomed in our nursery setting and good relationships have been formed. Parents are happy to be back with us in the nursery building.
- Staff have worked closely with Health professionals to support those who find it difficult to settle in the nursery environment. Creating bespoke resources and supports for the children. Most children are settled within the nursery environment and are engaged in activities.
- We introduced wellbeing check in on arrival to nursery. Children have engaged well with the colour monster check ins. Almost all children report as happy/calm on arrival at nursery.
- We continue to introduce the children to the UNCRC. Staff are talking to the children about their rights through interactions and stories.
- Children’s personal learning plans are responsive to children’s needs. Updates are made according to the needs and reviewed regularly with parents.
- We have provided a calm and nurturing dining experience to meet the needs of our children while implementing ELC meals provision. Lunch and snack are times for nurture and discussion between staff and children.
- Termly stay and play sessions have been available to families with the majority of those attending returning for more than one session.
- Almost all children are enthusiastic when taking part in community/outdoor activities and are developing a sense of belonging and identity.

4.

To improve employability skills, and sustained, positive school-leaver destinations for all young people

Our measurable outcome for session 2022/23 was to

Learners will develop the skills which prepare them for future career pathways and the world of work.

NIF Driver(s):

School and ELC Improvement.

We have made satisfactory progress.

What did we do?

- Primary 6/7 class using Teams/Class Notebook to document most work. All pupils are confident in the use of technology and feel equipped to undertake learning at West Calder High School.
- In partnership with University of Edinburgh, Internet of Things project, pupils have developed their understanding of collecting and analysing data. Pupils have had the opportunity to monitor live data and understand the significance to real world change.
- Through links with West Calder High School coffee shop and after receiving training from their Barista, Primary 7 developed their enterprise and business skills by establishing a weekly school coffee shop.
- Extensive transition program with WCHS as well as local businesses, colleges and universities to try to inspire positive leaver destinations.
- To recognise wider achievement and develop our children’s independent life skills pupils across the Second Level have achieved Gold and Platinum Duke of Edinburgh Awards, participated in weekly Agile Learning afternoons following the Skills Development Scotland Meta Skills Framework and participated in Virgin Money’s “Make £5 grow challenge” raising £1000.

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> • Leadership roles are evident throughout the school including Pupil Council, Mini HWB Champs, Language Ambassadors, Reading Ambassadors, House Captains and Buddies. Our learners are developing leadership skills and promoting pupil voice among the school community. Addiewell Primary School now has over 20 learners leading initiatives across the school. • DYW is a part in all classes daily classroom routine. All classes have a DYW display which includes DYWs core skills. Pupils are developing their ability to discuss these <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Pupil ethos surveys confirm that most learners find their learning enjoyable and most parents report that their child likes being at school. • Learners' achievements are recognised and celebrated. Our learners contribute to the wider life of our school community, taking on responsibilities and opportunities to lead learning.
<p style="text-align: center;">ELC</p>	<ul style="list-style-type: none"> • Nursery routines have been embedded ensuring the safety of all stakeholders. Most children show increased levels of independence. • Children have participated in planning through the use of floor books. • The children have been involved in growing and planting within the nursery garden. They have developed an understanding of where food comes from. • The nursery has transformed regularly according to the interests of the children. They have shown interest in many areas including transport, community and babies. • We have continued our focus on woodwork and the safe use of tools. Most of the children are able to assess risk and handle tools responsibly and safely.

Attendance

This year our average attendance rate across the school was 91.4% with an exclusion rate of 0%. The Leadership Team monitor pupil attendance monthly and work in partnership with parents/carers to overcome any barriers to attendance. Following conversations with parents and offers of support, pupil attendance is shown to improve.

Parental Engagement

Parents are regularly consulted with and communicated with in a variety of ways throughout the school year. We regularly use surveys to check in with parents/carers and this has allowed us to continue to build relationships with our families.

During our recent ethos survey, the majority of parents/carers felt that the school keeps them well informed about their child's progress, almost all of parents/carers felt that staff are approachable and welcoming and the majority felt that the school responds well to ensuring the views of parents/carers are sought when making changes. Most parents/ carers rated their overall satisfaction of the school positively.

Our Wider Achievements this year have been:

- Joint working with partner schools on Children's Mental Health Week
- A number of family learning opportunities
- Engagement with Green Gym to promote outdoor learning
- Silver reading accreditation
- Participation in authority and Language nut competitions
- Silver UNCRC award
- Successful Primary 7 camp

- Introduction of Groupcall Xpressions as a communication tool with parents
- Health Week
- P6 cross country event
- Successful rollout of Families Connect for P1 parents

How good is our school? 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	Good
3.2 Raising attainment and achievement	Satisfactory

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)