

Southdale Primary School and Early Learning and Childcare



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

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ABOUT OUR SCHOOL

The current school role for session 2023-24 is 300 children, organised across 11 classes. There are 55 children in ELC. In addition to class teachers, the management structure currently consists of a Head Teacher, Depute Head Teacher and a Principal Teacher. There are 6 Pupil Support Workers (PSWs) deployed at various stages across the school to support whole school working. ELC staffing includes 2 Early Years Officers, 5 Early Years Practitioners and 2 PSWs. The vision for Southdale Primary School and ELC is to strive to 'Pave the Path to New Horizons', be on a joint 'Journey to Success', develop 'Strong Roots in Our Community' and develop 'Knowledge and Understanding for the future'.

Through self-evaluation, the school has identified a number of key strengths which include:

- A welcoming and nurturing ethos which is underpinned by positive relationships and the core values of Creativity, Kindness, Trust, Respect and Responsibility.
- A strong commitment to children's rights, particularly supporting pupil voice
- The development of an innovative curriculum that is designed around the Sustainable Development Goals.

In 2023/2024 the school improvement priorities were to;

- Further develop systems and processes to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all.
- Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning
- Tackle the attainment gap between the most and least advantaged children
- Ensure that almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards

Our school took part in a Validated Self Evaluation (VSE) in January 2023 and focussed on Learning, Teaching and Assessment and Raising Attainment and Achievement. Both areas were graded as good. The school has achieved the Digital Schools Award and in addition to this, gained a Silver Sports Award, Silver Rights Respecting Schools recognition and RHS School Gardening Award Levels 1 and 2. We have also been recognised nationally for the work around Learning for Sustainability within the local authority for our approaches to pupil voice and equity. Southdale ELC is registered to accommodate seventy children in the morning and in the afternoon. At present we offer four morning and afternoon sessions and two full day sessions. There is a large open planned area that incorporates defined play and learning spaces. There is a large outdoor space that offers the children a variety of stimulating activities. Additionally, there is direct access into the school building, allowing the children to use all school facilities. To enhance transition, we have created a shared space PAL Zone (Play and Learn) which is located between ELC and Primary 1. The quality indicators 'Learning, Teaching and Assessment' and 'Securing Children's Progress' were validated as good during the VSE in January 2023. Care Inspectorate visited the setting to evaluate the Quality of Care and Support and the Environment. Both were graded as 'very good'.

The school has a strong community ethos and benefits from a supportive and proactive Parent Council. The Parent Council and Fundraising Group work in close partnership with the school and are committed to improving the work and life of the school as well as organising fundraising events.

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.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Develop staff capacity to utilise formative and summative assessment approaches to evidence learner progress and increase pace of learning</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 good progress. What did we do?</p> <ul style="list-style-type: none"> • Staff took part in Cluster CLPL around High Quality Assessment which included opportunities for moderation using the learning and teaching cycle. This has increased staff confidence in planning appropriate assessments for their children • Following CLPL on Formative Assessment with Shirley Clarke we further developed our Formative Assessment Wheels to ensure children experience progression from ELC to Primary 7 • A Cluster Assessment Framework has been developed which provides a consistency for children across the cluster • Quality Improvement Activities have been based on Pace and Challenge through the 4 Part Lesson Structure and have indicated good improvement • Primary 6 took part in the Tablet Academy project which allowed each pupil at this stage to have access to a device which has increased engagement and further developed digital skills • Our revised 'Reach for the Southdale Stars' includes approaches to assessment which highlights this to our school community • Our Southdale Literacy Toolkit audit demonstrated that this was embedded ensuring a consistency • We further developed the use of PM Reading Assessments to support and challenge teacher professional judgement and identify gaps in learning leading to more robust planning • Senior Leadership Team continue to compare data with a range of groups e.g. Cluster and National Comparator to ensure we are achieving expected levels • All children will take part in an end of year Numeracy and Maths assessment which will be used to strengthen and ensure a smooth transition in this area <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • In reading almost all children in P3, P4, P6 and most in P1, P2, P5, P7 are achieving expected levels or beyond • In writing almost all children in P4, P5 and most in P1, P2, P3, P6, P7 are achieving expected levels or beyond • In listening and talking most children in P3 and almost all children at all other stages are achieving expected levels or beyond • In numeracy almost all children in P1, P3, P4, P6, P7 and most in P2, P5 are achieving expected levels or beyond • In mathematics almost all children in P1, P3, P4, P5, P6, P7 and most in P2 are achieving expected levels or beyond • QI activity and Excellence and Equity meetings has evidenced increase in staff capacity through more robust professional judgement • Learner conversations demonstrate that most to almost all learners are able to describe their strengths and next steps
<p>ELC</p>	<ul style="list-style-type: none"> • Implemented the use of Seesaw to profile and evidence learning which has provided a consistent approach and an increase in staff and parental engagement • Staff are now using the ELC Trackers more effectively to inform high quality assessment to record progress on Seesaw which is clearly evidenced. A robust approach to tracking monitoring is supporting transition • Learners benefit from staff who use progression pathways very well to support and challenge each other's professional judgement. Daily Huddles support dialogue around this • The use of digital technologies is becoming more evident across ELC spaces and children are becoming more confident in using this to enhance their learning

	<ul style="list-style-type: none"> Numeracy and Maths Lead has further developed approaches to enhance learning, support and challenge and skilfully assess children's progress in numeracy and maths, both indoors and outdoors
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</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 good progress. What did we do?</p> <p>The school was awarded £24,500 of Pupil Equity Funding (PEF) in session 23/24 3 main priorities were planned for.</p> <p>Within Literacy 34% of these targets were fully achieved with 45% making good or better progress and 24% making moderate progress. Within Numeracy 56% of these targets were fully achieved with 34% making good or better progress. Within Health and Wellbeing 25% of these targets were fully achieved with 25% making good or better progress and 50% making moderate progress. PEF was used effectively to recruit a SfL Teacher (0.5) to oversee all equity priorities across the school, to provide training for staff in literacy approaches and interventions and support pupil support workers to help support the needs of identified learners. Interventions this year have focused on increasing attendance, addressing gaps in literacy and supporting life skills. Examples include Nurture Groups, Draw and Talk Therapy, Resilience Groups, Vowel House and Colourful Consonants.</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"> Identified pupils increased their knowledge of sounds and blends and the number of Fry's words they could read and write All children receiving numeracy interventions made good progress Following Nurture input parent and carer feedback indicated an increased confidence in supporting their children with life skills Staff capacity in writing SMART targets for their learners has increased through working closely with SfL Teacher All learners who attended Nurture input achieved their set targets Staff training in literacy approaches such as Vowel House and Colourful Consonants has led to interventions and further developed staff understanding of effective supports in Literacy
ELC	<ul style="list-style-type: none"> The Support for Learning Teacher supports Early Years Officers and Practitioners in supporting the needs of their learners Staff take part in IEP and CPM meetings where appropriate

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Systems and processes are in place to support attendance for all learners to increase opportunities for learner engagement and raise attainment for all</p> <p>NIF Driver(s):</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> Audited overall attendance and late coming and provided information on 'Know Your Number'. Targeted support for identified pupils was implemented. Children and families are now more aware of the importance of attendance Achieved Silver UNCRC accreditation to further develop our approaches to Rights Respecting Schools which has ensured a consistent approach across the school meaning children are confident in talking about their rights Staff completed Zones of Regulation training which has now been implemented across the school and children are becoming increasingly confident in identifying their emotions and how to manage these Differentiation is now used more effectively in most classes following staff engagement in cluster moderation. Therefore children are increasingly becoming more challenged and supported Excellence and Equity Meetings have been further developed alongside our Southdale Tracker to support the triangulation of data including the use of Wellbeing Indicators which has led to an increased holistic understanding of our children
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<p>ELC</p>	<ul style="list-style-type: none"> • A consistent approach has been developed to ensure Children's Rights are at the heart of our Vision Values and Aim e.g. Right's Calendar and Provocations • A display has been created for children to discuss their feelings in relation to the Wellbeing Indicators/Zones of Regulations • Staff have engaged in best practice visits with a focus on quality questions and interactions which was recognised as an area of strength during our Validated Self Evaluation visit • Nurturing Principles have been embedded across the setting in conjunction with the Health and Wellbeing Calendar which has resulted in highly positive relationships • The ELC took part in a whole school Culture Week and follow a UNCRC calendar which has increased understanding of inclusion and challenging discrimination • We have developed our approaches to 'Skills Time' to ensure that this is more child led
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was to</p> <p>Almost all learners develop skills for learning, life and work appropriate to their future pathway based on the career education standards</p> <p>NIF Driver(s):</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • We engaged with all stakeholders to refresh our Vision, Values and Aims which has ensured this is more relevant to our school community • Our Learning for Sustainability Curriculum has been embedded on a ten year plan in line with the sustainable development goals meaning there is a consistent and progressive approach across the school • Planned and Purposeful Learning (PPL) has been further developed across First and Second Level and Play based Learning has been embedded at Early Level. Children are now able to use their skills in different contexts and become increasingly independent in their learning • Staff at First and Second Level have worked together to identify the key features of innovative learning environments in their open spaces. Children have commented positively on the flexibility of these spaces in meeting their learning needs • A Profiling Policy has been developed to further enhance consistency from Primary 1-7 • The 'VIPERS' reading programme has been piloted across the school which has developed an approach to Higher Order Thinking Skills /Metacognition through reading comprehension

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<p>ELC</p>	<ul style="list-style-type: none"> • We have developed the Woodwork area resources and staff are deployed to support children develop their skills • Protected time has been allocated to allow for professional dialogue around planning. This has enabled the equal participation of all practitioners to support responsive planning and high quality experiences for children • Pupil Voice has been further developed with the UNCRC at the heart. Children have become more confident expressing themselves and asking questions. Pupil voice is evidenced within floor books and displays • The Family Learning Calendar which includes 'Stay and Play' and 'Breakfast Bletcher' has enhanced the ways in which we engage with parents and carers

- *Attendance at Southdale Primary School sits above the authority average.*
- *There has been one exclusion in session 2023-2024.*
- *Southdale Primary School and ELC have developed and sustained very positive relationships with parents and carers. We engage all stakeholders in a range of ways including making the best use of digital technologies. School performance is reported to parents during engagement events and through the end of year Standards and Quality Report.*

Our Wider Achievements this year have been:

- Basketball team won first place in West Lothian Wolves Championship
- Learners took part in drama club to produce 'Matilda'
- Successful focus weeks including Culture and Health Week
- Achieved the Silver Rights Respecting School Accreditation
- Took part in Armadale Gala Day
- Football Team
- Hosted a range of good practice visits in school and ELC
- Developed partnerships with the local farm
- Primary 6 took part in the Euroquiz
- P4-7 successfully complete CPR training
- P5-7 achieved various levels of Bikeability
- P5/6 achieved the Get Gardening Award
- We have taken part in Cluster Football and Netball events
- Further developed links with West Lothian College
- UNCRC Improvement presented their amazing work to West Lothian staff
- Environment group planted trees at Armadale Academy
- Developed links with Heatherfield Nursing Home

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very 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	Very Good
2.3 Learning, teaching and assessment	Very Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Very 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)