

Southdale Primary School Standards and Quality Report for Session 2025-2026



School Self Evaluation

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	Very good
3.2 Raising attainment and achievement	Very good

ELC Context	What has your child's ELC been doing to improve this year?
Southdale ELC is based within a non-denominational school serving the community of Armadale. The ELC is part of the Armadale Academy Cluster and has a strong collegiate relationship with its cluster nurseries. The ELC also benefits from an active Parent Council who are encouraged to participate from initial registration. The Parent Partnership are committed to improving the work and life of the school and ELC as well as helping organise fundraising events. The ELC role for session 2024-25 was 22 ante-preschool children and 33 preschool children, totalling 55 children. Our Senior Leadership Structure consisted of a Head Teacher, Depute Head Teacher, ELCASM and an Early Years Officer. There are 3 Pupil Support Workers (PSWs) who support learners needs, assist practitioners in learning experiences whilst also maintaining Adult-Ratio's. ELC staffing includes 1 Early Years Officer who manages the floor and supports, children, families and staff. There are 5 Early Years Practitioners who are keyworkers, supporting the children's individual learning and assessment. 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', The school has had a successful year and worked hard to ensure it provided a broad and experiential curriculum to meet the needs of all of our learners, which represents their rights and deepens their skills for learning as well as their skills for life and work. At Southdale ELC, our Values were co-created with our learners, staff, parents and partners and are beginning to be embedded across the ELC. Our Values drive our curriculum and are embedded in everything we do View our school website (Southdale Primary School - Southdale Primary School) for more information.	• ELC Practitioners worked alongside EYO and Leads to complete Audits to evaluate the learning environment and provision and identify next steps to ensure a high quality, rich learning environment both indoors and outdoors. • Area of Development Action Plans were created to address areas for improvement • Through Excellence and Equity meetings, tracker data was used by HT, SfL and Leads to identify gaps in learning which provided clear next steps and evaluations. • ELC Leads had a bespoke training plan which supported their Area of Development. • Visuals (photos and labels) used to promote Literacy skills have been continually updated throughout the nursery environment to ensure relevance. • Big Bedtime Read continued with a focus on supporting children to develop Literacy skills through sharing/reading books. • ELC Practitioners have attended WLC Early Years Networks focused on Literacy, Maths and Numeracy and Health and Wellbeing. • Digital Technology was used to share learning with parents and encourage active participation via home learning links. • All learners have a personal plan created in consultation with parents/carers and regularly reviewed by their allocated key worker that contains individual targets to support the child's needs. • EYO developed links with partners including Health Visitors and SALT to support meeting the individual needs of all children. • Identified pre-schoolers have been supporting in their enhanced transition to Primary 1 with targeted interventions identified to support their needs. • SfL supports EYO and practitioners to plan effectively to meet the needs of their learners • Staff participate in IEP and CPM meetings where appropriate. • UNCRC rights are visible in the playroom and referred to in daily interactions with the children. The ELC were active in the successful application for the Gold RRS Award. • Opportunities are provided to develop positive relationships through Brunch Blethers.

Achievements we're proud of this year:

<u>What has been the impact of our achievements</u>	<u>What our pupils say:</u>	<u>What our families say:</u>
100% of parent/carer respondents felt that their child is happy at Southdale ELC - All preschool learners are on track in persevering and completing tasks, engaging in play activities, displaying a range of gross motor skills, independent skills and forming friendships with peers. - Almost all preschool learners are on track across all other areas of Health and Wellbeing - Almost all ante-preschool learners are on track in all areas of Health and Wellbeing - Almost all of our preschool learners are on track for listening to others and taking turns to talk - Almost all preschool learners are on track across 90% of Maths and Numeracy tracker statements - The specific targeted interventions identified at the Excellence and Equity meetings were used effectively to create and deliver individual and small group plans based on the gaps in their learning using the WLC progression pathways. - Improvements made to the learning environment have had a positive impact on children's development. The enhanced provision has encouraged greater engagement, independence, and curiosity, allowing children to flourish and make good progress across all areas - Staff confidence has increased due to a more focused training plan impacting Improvement roles and the learning opportunities directly	"I like coming here because it makes me happy." "My teachers are kind and help me." "I have lots of friends to play with." "I like choosing what I want to play." "We play outside and it's fun!" "I can show my mummy/daddy what I do at nursery." "They listen to my ideas." "I like learning about my feelings with the Colour Monster." "I made this! I'm proud of it." "I like it when we all play together."	"Another great Nativity by Southdale! The children were stars and we really appreciate all your efforts to make our ELC amazing for the boys and girls!" ELC parent "My child is always happy to come in and leaves with a smile." "The staff are so caring – I know my child is safe and looked after." "I love how they focus on my child's interests. They really know them as an individual." "My child has grown so much in confidence since starting here." "It feels like a real family – very welcoming and inclusive."

What can your child look forward to next session	How will we know we have made a difference? What will this mean for your child?
The launch our new school values. We will help children feel happy, safe and cared for every day. Our children will learn about their feelings using the Colour Monster Access to inclusive play and learning environments Spend special times with their families in nursery such as Stay & Play Learning based on what they love Having their voices heard Opportunities to lead their own play Involving our children in reviewing our learning environments Regular access to outdoor learning opportunities	Our new school values will foster a positive, consistent culture and ethos strengthening children's sense of belonging and success Our children will arrive with a smile, engage in activities, and feel comfortable expressing themselves. Our children will use simple emotional language (inspired by the Colour Monster) to express how they feel and begin to manage those feelings Our children will make choices in their play, explore freely, and engage with the environment in a way that suits them. Our families gain a better understanding of how our children learn through play and how they can support them at home. Our children show enthusiasm, curiosity, and excitement when taking part in activities linked to their interests. Our children talk and share opinions, and show increased confidence in making choices. Our children develop problem-solving skills, finds solutions, adapts their play, and shows resilience when things don't go to plan Our children will show ownership of their space and take pride in the environment, care for resources, and feel a sense of belonging. Our children will demonstrate resilience and problem-solving, adapting to different weather conditions, overcoming challenges, and finding creative solutions during outdoor play.

