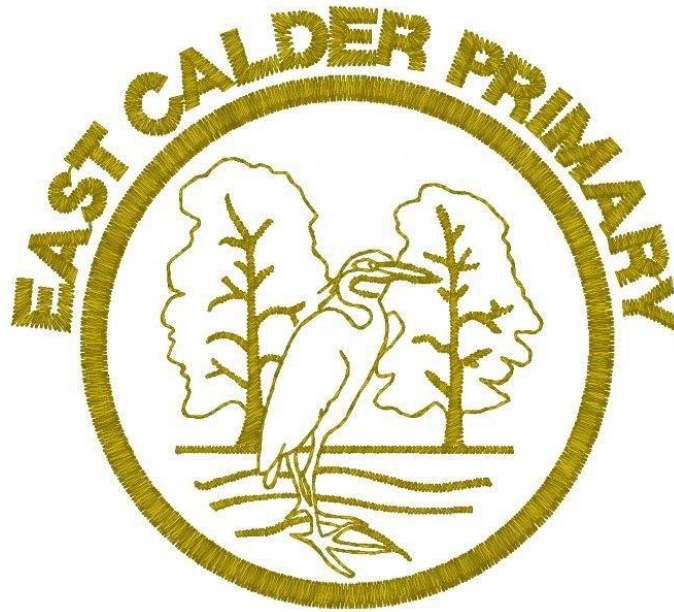


EAST CALDER PRIMARY SCHOOL and ELC



PROGRESS REPORT for SESSION 2024/25

(Standards & Quality Report)

9 Langton Road

East Calder

EH53 0BL



ABOUT OUR SCHOOL

East Calder Primary School is a non-denominational primary school and early learning class situated centrally in the town of East Calder. Our new, purpose built school building opened in August 2024, replacing our original school which opened in 1935, has capacity for 16 classes as well as many break out spaces which can be utilised for a number of learning opportunities throughout the school day. The school building was funded as part of Scottish Government's 'Learning Estate Investment Project' and is not only state of the art, but also energy efficient. The investment programme focusses on delivering high quality, suitable, sustainable, low carbon and digitally enabled learning environments that support sustainable and inclusive economic growth. Our separate ELC building provides modern, light and well laid-out space for 2, 3 and 4 year olds with a quiet room and free-flow into our extensive outdoor area. Approximately half of children in early learning attend for two full days (8am-6pm).

The school has a current roll of 343 pupils arranged in 14 classes and a separate Enhanced Learning Provision. The ELC offers provision for 74 children (per session) – with currently 104 children enrolled - attending a mix of half day and full days. Teachers reduced class contact time is, this session, provided by a class teacher delivering science, and another delivering drama and RME.

We work closely with a range of partners to support learning and achievement and a support for learning teacher supports pupil and staff in making sure that pupil needs are met. The school is also well supported by a very experienced team of Pupil Support Workers and office staff. We have visiting instructors for woodwind and brass.

Our move to our new building in August 2024, has been an opportune time for us to evaluate and reassign our QI focus for the coming 3 years based on the needs of our school community at this point.

Our **LEARN** Values and Our Vision

Learning is central to our values. We are all committed to life-long learning and enjoying creative, engaging opportunities to play, co-operate and learn which develop the knowledge, skills and experiences we all need to learn and achieve every day.

Everyone is unique. Through embracing Equity, we consider the whole child and their circumstances when making decisions and value inclusion, fairness and diversity so that together we ensure that everyone has the right support and the same chance to learn and achieve every day.

A positive attitude is crucial. We encourage and develop positive and supportive approaches to challenges and relationships building the aspiration, independence, resilience, and confidence we all need to learn and achieve every day.

Mutual respect underpins positive relationships across our lives. We model clear communication, honesty, responsibility and trust and expect the same across all relationships in school; building partnerships which are so important to support us all to learn and achieve every day.

Feeling nurtured is a central human need. The Wellbeing Indicators help us all to work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring we all learn and achieve every day.

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 2023/24 and what the impact has been.

We have 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 evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) 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 improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25:</p> <p>Through supported transition, almost all (90%+) members of our school community will feel supported, empowered and equipped to thrive in the new learning environment.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input 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 type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Conducted orientation visits for pupils, staff and parents to allow them to familiarise themselves with our new learning environment. - We reviewed and embedded our pastoral support systems to implement a consistent and robust pastoral and wellbeing framework within the new building e.g. daily check ins, wellbeing check ins termly, opportunities to meet with identified trusted adults etc. - Provided targeted CLPL for staff allowing for development of awareness and confidence in navigating the new building and resources. - Provided individual and small group transition meetings/activities to address specific needs and concerns, ensuring a personalised support experience. - Launched regular feedback opportunities for parents, carers, community, pupils and staff through perception and/or climate surveys. - We established a clear and consistent communication plan allowing us capacity to keep all stakeholders informed about changes and support structures. Parents fed back that communication could be overwhelming at times, therefore this has been reduced to Groupcall email/text only with learning updates on our blog and/or website. - Ensured continuity in learning and care via minimal disruption – transition was co-ordinated, timetabled and phased to implement changes effectively. As was requested by stakeholders within our school community – the focus has been on a new East Calder Primary School building and not a new East Calder Primary – vision, values, aims, pedagogical principles etc. have all remained as per the last school session to ensure familiarity. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Parent feedback from the most recent ethos survey indicates that most (84%) parents/carers are satisfied with the school. - Perception surveys indicate that almost all (96%) of pupils and parents (91%) feel that the new building meets the needs, standards and expectations. - Pupil climate surveys indicate that almost all (97%) of learners recognise that our school culture and ethos have continued in the move to our new school building.
ELC	<ul style="list-style-type: none"> - Our pre-school children are regularly involved in cross-setting visits, allowing them to spend time in the main school environment e.g. playgrounds, assembly, gym hall – to build familiarity and reduce anxiety about the wider learning community. - Surveys shared with parents/carers and the community have included ELC parents and staff to ensure we have integrated their ideas and opinions into future planning. - ELC continue to be aligned with our wellbeing practices e.g. Colour Monster, to foster consistency across the settings.

<p>2.</p> <p>To raise attainment, especially in literacy and numeracy.</p> <p>Our measurable outcome for session 2024/25:</p> <p>From P1-7, all (100%) learners will have access to and receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace across the Expressive Arts (cluster)</p> <p>Further develop our Numeracy and Mathematics curriculum by ensuring our approaches to assessment within numeracy and maths are consistent for all learners, leading to robust professional judgements.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" 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 <input checked="" type="checkbox"/> Performance Information 	<p>We have made good progress in this area.</p> <p>What did we do?</p> <p>Expressive Arts</p> <ul style="list-style-type: none"> - Developed and implemented a progressive whole-school framework for drama, art and music. This ensures clear progression from P1 – P7. - Allocated dedicated, protected, time for expressive arts within the weekly timetable to guarantee consistent access for all pupils. All pupils have timetabled Drama with a teacher of keen interest. - Provided high quality professional learning opportunities for staff, across the cluster, to build confidence and skill in planning and delivering expressive arts including differentiation strategies. - Amended planning templates to support consistently and rigour in lesson design across all stages. - Work collaboratively with cluster colleagues as well as across stages to ensure high quality interdisciplinary and stand-alone expressive arts units, ensuring coherence and curricular breadth. - Integrated opportunity for pupil voice within planning, allowing learners to co-create aspects of their expressive arts experiences and shape the direction of their learning. - Shared effective practice across school and the cluster, including peer observations and team teaching to promote consistency and innovation. - Invested in appropriate materials and resources to ensure availability enabling high-quality expressive arts learning experiences. <p>Numeracy and Mathematics</p> <ul style="list-style-type: none"> - Reviewed and refreshed our numeracy and mathematics progression pathways to ensure alignment with national benchmarks and standards. Further work on this will be continued next session. - Embedding our share planning and assessment approaches supporting consistency in coverage and expectations across all stages. - Facilitated moderation sessions within and across stages allowing staff to compare standards, discuss evidence and agreed on shared interpretations of achievement. - Introduced new resources to support consistency in how learning is assessed, recorded and evaluated. - Engaged in collaborative professional dialogue focused on progression, challenge and next steps in numeracy and mathematics learning. - Provided opportunity for professional learning around high-quality assessment practices, including depth of understanding and application of mathematical thinking. These will be the focus on our improvement planning for next session. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Attainment in numeracy has continued to steadily increase across the school – average increases of 3.09% in numeracy. - Pupil ethos surveys show that 85.94% of pupils feel that the staff regularly provide feedback on their learning. Quality improvement activities with pupil feedback groups, children shared that they are engaged in learning opportunities within numeracy and mathematics and are confident at knowing how to access the best tools to support them effectively.
<p>ELC</p>	<ul style="list-style-type: none"> - Learners have shown continued improvement in numeracy and mathematical learning/concepts. - Numeracy and mathematics is incorporated into everyday play based experiences in a planned and purposeful way, supported by rich questioning and meaningful contexts.

<p>3.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2024/25 was:</p> <p>Through a planned programme for targeted and tracked interventions we will achieve increased equity for Quintile 2 and 3 learners not achieving expected levels in literacy and/or 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 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 very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Overall, attainment in literacy and numeracy is very good. In session 2024-2025, most of our children achieved expected CfE levels of attainment in reading, writing and numeracy, and almost all children achieved expected levels of attainment in talking and listening. - A few of our children, exceed expected levels of attainment. - All learners at ECPS receive engaging activities which are well matched to their needs. - Learners experience high quality support and interventions for the learning in literacy and numeracy, as required by the individual. - Interventions are reviewed on a regular basis using an 'adapt, adopt, abandon, accelerate' review approach. - Quality Improvement activities show that learners experience appropriate, high quality, rich tasks and learning activities which are based on accurate assessment evidence. - Embedded use of cluster moderation activities from last session around assessment and achievement of a level focusing on the assessment pillar of 'equity and accessibility' – this ensures a shared approach to learning, teaching and assessment of numeracy and mathematics across the WCHS Cluster. - We use data about children's learning very effectively, allowing teachers to develop a firm understanding of children's progress thus allowing us to maintain consistently high levels of attainment over time. - All our school staff have a strong understanding of the context of our school and the barriers to learning faced by children. Staff are aware of the cost of the school day and take action to ensure that family circumstance is not a barrier to learning. <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> - Pupil Equity Fund is used well to implement targeted interventions to support children with their health and wellbeing and raise attainment in literacy and numeracy. These interventions are accelerating identified children's progress in learning and helping to close attainment gaps. - Planned interventions for <i>targeted</i> Quintile 2 and 3 learners has seen increased achievement of a level in both combined literacy and numeracy.
<p>ELC</p>	<ul style="list-style-type: none"> - Participation in school events, as well as opportunities for ELC specific sessions e.g. PEEP, stay and play and transition activities has resulted in parents/carers feeling increased confidence in supporting transitions into Primary 1 - Learners in their pre-school year have shown increase in knowledge and use of vocabulary as shown in their Renfrew Picture Vocabulary results

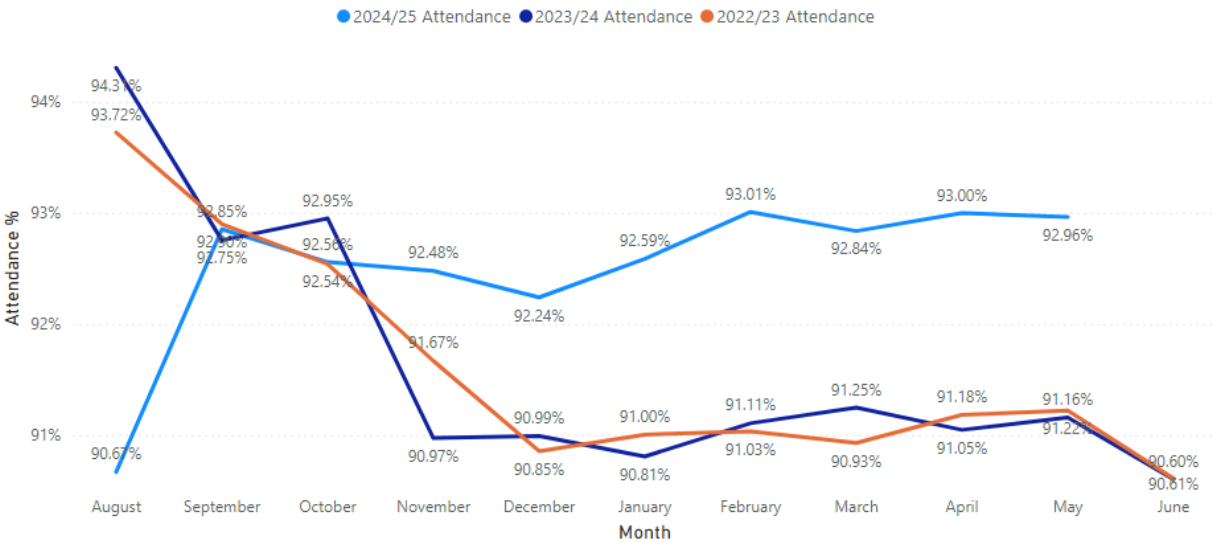
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was:</p> <p>To provide increased opportunities to support all children reach their full potential by gaining skills and new talents, leading to independence, confidence and heightened self-esteem while readying them for life.</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/> School and ELC Improvement.</p> <p><input type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input type="checkbox"/> Performance Information</p>	<p>We have made very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> - Launched our Meta Skills Hubs creating engaging, skills-focused learning environments that promote creativity, problem solving, communication and self-management. - Designed bespoke learning experiences with the hubs, allowing learners to explore real-world contexts and develop transferable skills in a meaningful way. - Embedded the language and understanding of meta-skills across the curriculum, ensuring all staff and pupils could articulate and reflect on the skills they were building. - Facilitated collaborative planning sessions across the stages, aligning meta-skills development with curricular areas and supporting consistency in delivery. - Encouraged pupil leadership and choice within the hubs and wider learning, fostering autonomy, independence and ownership over learning pathways. - Delivered targeted interventions and enrichment opportunities enabling all learners, including those with additional needs or high potential – to develop confidence and talents. - Engaged external partner's e.g. adult learning team, to bring real-world relevance to skills development and expose parents and pupils to new interests. - Celebrated personal achievements and successes, both in and out of school, to reinforce self-esteem and motivate continued growth. - Involved families in the learning journey, sharing the language of meta-skills and providing opportunities for parents to participate in their own skills hub. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> - Pupil voice groups across the school can confidently articulate the skills that they are developing and describe how they can use them in different contexts, - Feedback from pupils indicates increased enjoyment, ownership of learning and a sense of purpose during meta-skills hubs. - Observation of hubs show high level of engagement, collaboration and independent thinking. - Wellbeing check ins show that older pupils are better able to self-regulate, lead tasks and apply skills across the curriculum, supporting readiness for the next stage of learning. Early indications from ELC – P1 transition suggest most pupils have increased skills in communication, curiosity and self-management.
<p>ELC</p>	<ul style="list-style-type: none"> - Introduction of skills time in ELC, providing structured yet playful opportunities for children to explore and develop early meta-skills e.g. curiosity, communication etc. - Used observation and reflective dialogue to help children recognise and talk about the skills they are using e.g. you were a great problem solver today. - Made clear links to life skills and independence e.g. tidying, dressing and managing resources, to promote confidence in age-appropriate ways.

Evaluative comment on schools attendance and exclusion data required.

School attendance sits above the national average. Pupils in Quintile 2 experience poorer attendance than those in other areas. Targeted interventions are in place to support the increase in attendance for identified pupils.

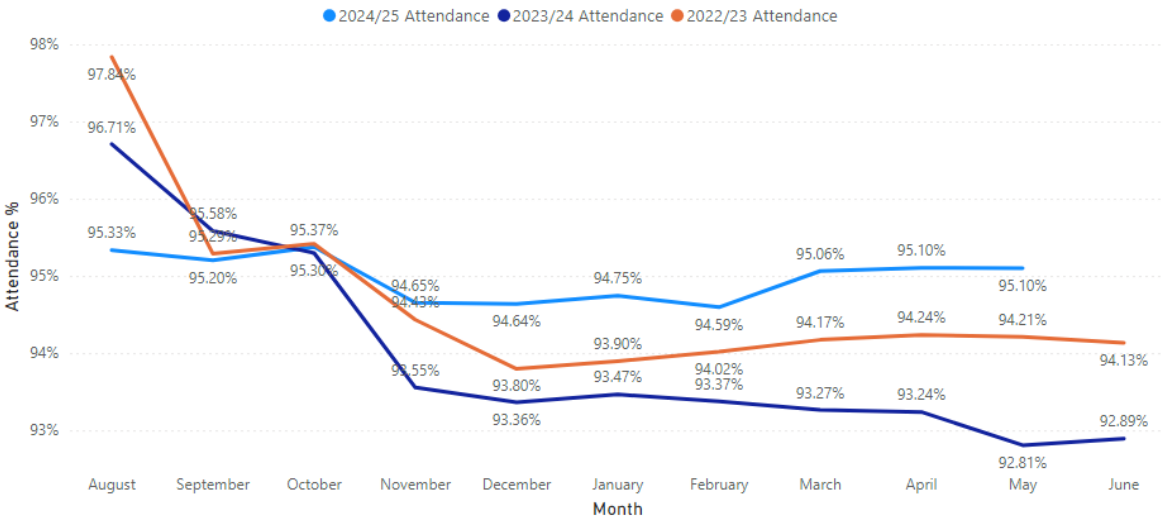
Quintile 2 attendance

Cumulative Attendance Overview



Quintile 3 attendance

Cumulative Attendance Overview



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

The school has positive relationships and effective working partnerships with a range of stakeholders. Partnerships are firmly based on a shared vision, values and aims which puts the needs of all learners at the core. Parents and partnerships are impacting positively on pupil experiences and outcomes. There is very good engagement between partners and school. Parents are regularly consulted regarding aspects of school life, and termly learning overviews share information with parents on a regular basis. Staff support parents and carers to actively engage in their children's learning, attainment and achievement. The continued use of SEESAW for our P1 – 3 learners and TEAMS for our P4-7 learners has resulted in regular, structured, supportive and efficient communication, however, next session we will align ourselves with other cluster primaries and WCHS utilising the My World of Work suite of resources from P4 – 7.

Our Wider Achievements this year:

- At time of writing, we have applied for our Gold accreditation for Reading Schools.
- 1 x P7 pupil has been recognised with the Scottish Maths Challenge as a bronze winner.
- 1 x P7 pupil successfully represented ECPS and WLC in Scottish Swimming Competitions.
- Pupil success in Tae-Kwon-Do, Karate and Motor Cross Racing, representing their country.
- Re-accredited our Silver Rights Respecting School Award.
- We continue to maintain our ECO flag and digital schools awards.
- Participation in East Calder community events including our P7 raffle and gala day.
- Celebration of pupil's personal achievement throughout the session.
- Parent group completed Cookery course in collaboration with the Adult Learning Team.
- Primary 7 pupils were, again, invited to showcase their learning at the Learning Places Scotland Conference (November 2024) at the SEC in Glasgow.

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* evidence that:

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

+How good is our Early Learning and Childcare? The quality indicators* evidence that:

How good is our leadership and approach to improvement?	1.3 Leadership of change	Good
How good is the quality of the care and education we offer?	2.3 Learning, teaching and assessment	Good
How good are we at ensuring the best possible outcomes for all our learners?	3.1 Ensuring wellbeing, equality and inclusion	Good
	3.2 Securing children's progress	Good

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