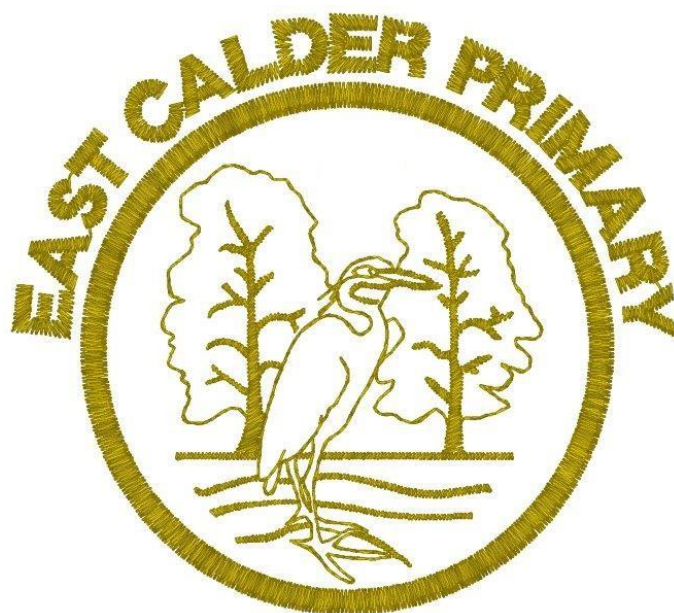# EAST CALDER PRIMARY SCHOOL and ELC

PROGRESS REPORT for SESSION 2023/24

(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 (ELC) situated centrally in the town of East Calder. The school building was originally built in 1935 as a junior secondary school and offers well-maintained and spacious accommodation for up to 16 primary classes. Our ELC building provides modern, light and well laid-out space for 2, 3 and 4 year olds with a separate quiet room, free-flow into our extensive outdoor area and easy access to the rest of the school. Approximately half of children in early learning attend for two full days (8am-6pm).

The Head Teacher took up post in April 2019, the Depute Head Teacher in June 2019 and Principal Teacher in January 2020. The school has a current roll of 307 pupils arranged in 13 classes and our ELC setting has provision for up to 72 children, per session, attending a mix of half day and full days. Currently there are 98 children enrolled within our ELC.

The school works closely with a range of partners to support learning and achievement and a support for learning teacher and a Small Group Setting teacher both support pupils and staff in making sure that all pupil needs are met. The school is also well supported by an experienced team of Pupil Support Workers and office staff. We have visiting instructors for woodwind and brass.

Links with home are good and are an ongoing focus for development. Involving parents and pupils in the development and direction of the school is central to our vision and working with all stakeholders to ensure the school is a warm, happy and safe place for families to share is important to us. A small and dedicated group of parents and staff form the Parent Staff Council (PSC) which works extremely well to support the school and provide opportunities for pupils throughout the year.

Our school continues to be in a period of transition with the planning for, building and opening of our school building - scheduled for August 2024.

Our LEARN Values and Our Vision @ ECPS

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?
1. To improve children and young people's health & wellbeing Our measurable outcome for session 2023/24 was within an identified group of learners, most (75% – 90%) were able to positively self-report against the 'achievement' wellbeing indicator leading to increased levels of resilience, independence and self-confidence. NIF Driver(s): ☐School and ELC Improvement. ☐School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☐Performance Information	We have made good progress. **What did we do?** - Embedding of Pedagogical Principles across the school has allowed us to develop a consistency of approaches to planning, learning, teaching and assessment, regardless of need and stage of the learners. - All learners across our school are provided access to the appropriate tools, support and interventions that they require to support them to 'achieve' at their own level. - Relentless focus on 'inclusion' and 'equity'. We have consulted stakeholders on their understanding of this and how they know we believe in this and value this, at East Calder Primary. - Development of a West Calder High School Cluster approach to equity and accessibility, with a particular focus on numeracy and mathematics e.g. pre-teaching mathematical vocabulary to ensure an equal starting point. This has now expanded across all curricular areas. - Implementation of a comprehensive intervention model for learners who are developing social communication and emotional regulation skills – linked with school based initiatives e.g. Zones of Regulation. - Specific, bespoke, plans have been developed to provide educational support to targeted learners. - Direction and guidance provided, where required, to families who may need to liaise with external partner providers. - We have worked closely with West Lothian Council's ASN team to ensure that the needs of our most vulnerable learners are being consistently met. - Progress against appropriate benchmarks including pre-early level milestones and tracked, measured and support is identified at various times throughout the school session. - Interventions to support and enhance learner's capacity for 'achievement' are planned, tracked and reviewed regularly using 'adapt, adopt, abandon, accelerate' approach. **Evidence indicates the impact is:** - Parent feedback from the most recent ethos survey indicates that most (89.36%) parents/carers feel school staff know the children as individuals and support them well. - Most (83.3%) pupils within the identified group are able to report positively against 4 of the wellbeing indicators – achieving, safe, respected and included, with appropriate levels of adult support and interventions, as well as using tools e.g. choice boards, as required by the individual.
ELC	- Children within our ELC are increasingly confident when describing their emotions and value their emotional check in through the lens of the Colour Monster. - Children are showing increased consideration for each other by being supported and encouraged to follow our ELC values of Learning, Enjoyment, Attitude, Relationships and Nurture

Learning Equity Attitude Respect Nurture

2. To raise attainment, especially in literacy and numeracy. Our measurable outcome for session 2023/24 was for all learners to have access to and receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace across all areas of the curriculum to ensure progress in learning. NIF Driver(s): ☒School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment ☒Performance Information	We have made very good progress in our pedagogical developments. **What did we do?** - Across the school, we have now embedded the use of our agreed ECPS Pedagogical Principles. These have been developed to allow them to be applied across the curriculum to support development of our ECPS approaches to high quality learning, teaching and assessment, and are no longer purely numeracy and mathematics focused. - Development of ECPS Approaches to Literacy, Numeracy and HWB. These are one page documents outlining expectations of 'how we do this'. - Every class has a Learning, Teaching and Assessment SWAY. This is built on throughout the school session. Parents have shared access to this to view the work and developments for each class. - Teaching staff all engaged in practitioner enquiry into differing pedagogical approaches. These were shared and staff engaged in professional dialogue sharing their learning and experiences, as well as changes and impact of these changes on their practice. - Our ECPS strategies for numeracy, literacy, health and wellbeing, as well as learning, teaching and assessment and raising attainment, have all been updated and are embedded in our practice. - Resources for literacy and numeracy have been streamlined in line with our pedagogical toolkits in preparation for our move to the new building. - Staff have begun considering methods of tracking progress in other curricular areas. Science and PE are tracked by NCCT teaching staff as they are taught discretely however, some teaching staff have begun tracking other curricular areas e.g. Music at P4, when specialists have been in delivering lessons. - Across the school, teachers are using a wider range of digital tools to support and enhance learning opportunities and experiences. **Evidence indicates the impact is:** - Attainment in literacy and numeracy has continued to steadily increase across the school - average increases of 2.9% in literacy and 1.04% in numeracy. - Pupil ethos surveys show that 90.91% of pupils feel that the school make learning enjoyable. Through pupil group feedback, children shared that they are more engaged in learning opportunities due to the increased availability of digital tools that allow them to access their learning in different ways that best suit their needs. - His Majesty's Inspectorate of Education validated our grading of Very Good for learning, teaching and assessment in February 2024.
ELC	- Learners have shown improvement in numeracy and mathematical learning - particularly across number and pattern recognition. - Learners benefit from increased learning opportunities for numeracy and mathematics in their play both indoors and outdoors.

Learning ⟩ Equity ⟩ Attitude ⟩ Respect ⟩ Nurture

3. To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2023/24 was: Improve *targeted* Quintile 2 achievement of a level by 7% in numeracy from P2-P7. Improve *targeted* Quintile 2 achievement of a level by 5% in combined literacy from P2-P7. NIF Driver(s): ☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☐Parental Engagement ☒Curriculum and Assessment ☒Performance Information	We have made very good progress. **What did we do?** - Overall, attainment in literacy and numeracy is very good. In session 2023-2024, 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. - School staff participated in cross cluster moderation activities to ensure consistencies in approaches as well as consistency of achievement of a level – this focused on Numeracy and Mathematics this school session. As a cluster, we have developed a framework based around 5 pillars, one of which is 'equity and accessibility' – ensuring 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. **Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:** - 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 *targeted* Quintile 2 learners has seen increased achievement of a level in both combined literacy and numeracy. - His Majesty's Inspectorate of Education validated our grading of Very Good for raising attainment and achievement in February 2024.
ELC	- PEEP group set up in April 2024 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

Learning > Equity > Attitude > Respect > Nurture

4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2023/24 was to ensure that all learners have increased opportunities to develop their digital skills enabling them to be creative and use digital technologies as a tool to meet their needs and support their learning. Most staff confidence will increase in their ability to incorporate data literacy across the curriculum and enhance digital learning as a core feature of learning, teaching and assessment permitting our learners to solve problems. NIF Driver(s): ☒School and ELC Improvement. ☐School and ELC Leadership ☒Teacher and Practitioner Professionalism ☐Parental Engagement ☒Curriculum and Assessment ☐Performance Information	We have made good progress. **What did we do?** - Supported all learners across P1-7 to understand the importance of recognising their development of skills with a focus on digital skills to support learning and teaching. - We have embedded our clear skills progression from P1-7 allowing us to have a shared language when discussing skills development. - School staff were supported with an offer of high quality CLPL opportunities which enhance their digital pedagogies leading to an increased confidence in using these within learning, teaching and assessment of digital technologies and digital literacies. - Most teaching staff participated in Digital Dabble sessions, led by Development Post Holder to develop and understand their emerging practice. - Pupils at second level, are becoming increasingly familiar with the PPDAC model (Problem, Plan, Data, Analysis and Conclusion) and are beginning to transfer their understanding of this to other curricular areas to enhance problem solving linked to skills development. - Teachers use digital technology very effectively to support and enhance children's learning. This supports children very well to develop their computing science and data literacy skills. - The planned new school building has provided us a real-life context allowing staff to further develop the digital technology and data literacy curriculum. - We have developed partnerships with other industries e.g. architecture, construction, engineering and surveying - allow our children to develop their skills for learning, life and work and explore how these industries use digital technology. - Primary 7 pupils have been highly engaged in a project using sensors to gather, collate and interpret data about their learning environment. Children are developing a strong understanding of the importance of reliable data and forming evidence-based opinions - this practice has been shared at national level. - P1 pupils have created an infographic tracking their preferred lunch options and P2 pupils create a pictograph representing each of the individuals in the school. This is helping children to be curious and creative learners within meaningful contexts. **Evidence indicates the impact is:** - Approaches to using digital technology and data literacy has resulted in an increase in children's engagement in learning. - A steady increase in attainment in numeracy and mathematics. - Children who require additional support use digital technology tools successfully to support their learning. - Staff have increased confidence and skill in using digital technology to plan, teach and assess children's learning. They are developing high innovative approaches to providing children with individuals levels of support and challenge using digital technology.
ELC	- Digital technologies are increasingly becoming part of everyday life, learning and play in terms of skills acquisition and accessing learning. New devices purchased are being utilised by children. - Our ELC children enjoy outdoor play at all times and are always enthusiastic about new resources to enhance their play experiences.

Learning > Equity > Attitude > Respect > Nurture

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.

School Attendance by Stage & SIMD Quintile

■ Quintile 1 ■ Quintile 2 ■ Quintile 3 ■ Quintile 4 ■ Quintile 5
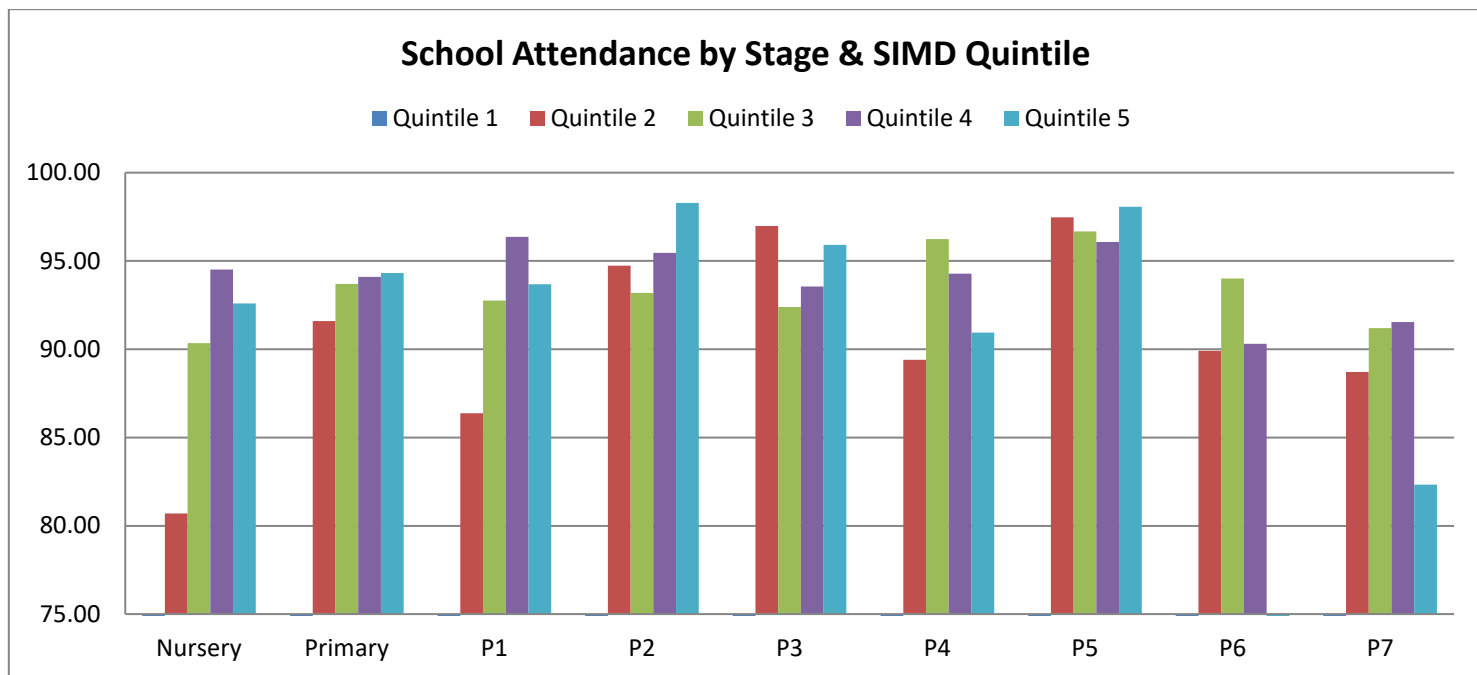
Evaluative statement on the effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance.

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 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.

Our Wider Achievements this year:
- HMIe inspectors validated us as Very Good in 'learning, teaching and assessment', and 'raising attainment and achievement' in February 2024.
- We were one of the first schools in the country to be endorsed as a digital school, this award re-affirms our commitment to digital excellence and ongoing development in digital learning and teaching.
- With the support of our Parent Council – we successfully led a community event celebrating ECPS in its present building.
- In April 2024, we were re-accredited our Silver Rights Respecting School Award.
- We continue to maintain our ECO flag.
- Participation in East Calder community events including our P7 raffle and gala day.
- Celebration of pupil's personal achievement throughout the session.
- Primary 7 pupils were invited to showcase their learning at the Learning Places Scotland Conference (November 2023) at the SEC in Glasgow. Pupils were then also invited to share this work within the West Lothian Council Chambers as part of the Policy Development and Scrutiny Panel.

Learning **Equity** **Attitude** **Respect** **Nurture**

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)

Learning > Equity > Attitude > Respect > Nurture