

Harrysmuir Primary School and Inveralmond Early Years Centre



PROGRESS REPORT FOR SESSION 2024/25

Standards & Quality Report

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. Our future improvement priorities will be identified in our school improvement plan, which will respond to the national and local advice on the reopening of schools.

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.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 (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.

Our vision for Harrysmuir is “**where the magic happens!**” and through this, we endeavour to provide motivating, aspirational educational of the highest quality for all children, within an ethos of mutual respect. We seek to uphold the rights of all children and to meet their educational, personal and spiritual needs, which will enable them to be successful learners, confident individuals, responsible citizens, and to make an effective contribution to society in their present and future lives. We have a strong commitment to ensuring excellence and equity for all our pupils and believe that everyone has the capacity to realise their full potential and to succeed. Our four core values sit firmly at the centre of what we want for all of our children: the desire for them to show **Determination** in their learning, **Kindness** and **Respect** for others whilst taking **Responsibility** for their own actions, to enable them to make positive choices.

About our school:

Harrysmuir Primary School is a non-denominational school with a role of 363 Primary children. The school has 14 classes and both nurture/play provision and a small group setting for children with additional support needs run by two early years practitioners. We currently have 20 class teachers and two part-time Support for Learning teacher, one Principal Teachers, own Depute Headteacher and a Headteacher. The school is well supported by a team of 8 Pupil Support Workers who support children both in and out of class as well as by 3 Early Years Practitioners (1 full time and 2 job share to make 1 FTE). Clerical support is provided by one administration assistants and one clerical assistant. The school runs a very successful Breakfast Club as well as a wide variety of extra-curriculum clubs including; tennis, fitness, football, art, coding, cooking, drama and craft etc. The school has a chaplaincy team who support throughout the year. There is a close working relationship across the campus which consists of; Inveralmond Community High School, Ladywell Nursery School and Inveralmond Early Years Centre. Almost all (92%), of the children who attend Harrysmuir are placed within Quintile 1 and 2. With a Free School Meal uptake of approximately 42%, the school is allocated a significant amount of Pupil Equity Funding each session, to improve outcomes for the most disadvantaged children. The school was awarded £136,000 PEF and this has been predominantly used for staffing support for interventions, to support nurture activities with the employment of 1 full time and 2 part time EYPs in our lower block, Ross Blackwood, teacher, who runs our HWB Hub – The Rainbow Room and Carrie Suen, teacher, who is in the process of developing a nurture space for targeted children from P1 – P7, starting this roles in January 2025. Our PB spends around enhancing our reading spaces in classes after we were awarded our Gold Reading Schools Award last year. We are also excitedly now working in partnership with Headstrong to look at key issues such as discrimination, sense of self, self-esteem and resilience across our P6 and P7 classes. The school has positive links with its large parent/carer body and wider community. Partnership links around the Ladywell Community, help to support a variety of learning experiences for children.

- Within our school community we have the following:

English as an additional Language – 30 children (8.26% of our school community)

Additional Support Needs – 135 children (37% of our school community)

Free School Meals – 150 children (41% of our school community)

Quintile 1 Children - 150 children (41% of our school community)

Quintile 2 Children – 184 children (61% of our school community)

Quintile 3 Children – 7 children (1% of our school community)

Quintile 4 Children – 22 children (6% of our school community)

Quintile 5 Children – 0 children

Gender – 49.31% Girls and 50.69% Boys

Attendance overall for our school - 89.18% - this is significantly impacted by the number of children we have on part time tables due to a range of additional support needs. We are trialling a range of different interventions including Friday Breakfast club, Friday Four Challenge, targeted phone calls, pupil voice groups, Celebrate 28 amongst other things to look and see how we can positively impact attendance.

Inveralmond Early Years Centre

Vision

At Inveralmond Early Years Centre our motto is:

“Play, Learn and Grow Together”

We want all children to be inspired, creative, explore and discover the world around them through engagement in rich, meaningful play-based experiences. We believe our children to be competent, capable, responsible and resourceful, supporting them in partnership with their families to reach their full potential.

Values

- Kindness
- Respect
- Happiness

Aims

We will:

- provide a welcoming, warm, happy and safe environment where children’s achievements are celebrated.
- provide rich, engaging and challenging play experiences which are responsive to our children’s interests and needs.

- work in partnership with parents/carers, other professionals and the local community to give our children the best start in life.
- foster positive attitudes towards the environment and our community.

Our values are central to everything we do. Through the daily life of the nursery we support children to understand what these mean and why they are important to our learning community.

In our Early Years Centre we have one full time Early Years Officer, supported by 7 Early Years Practitioners, operating on a full time and part time basis, alongside 2 pupil support workers. Our Nursery Staff are supported well by an Early Learning and Childcare Early Years manager who works in our setting once a week.

PRIORITY	HOW DID WE DO?
1. To raise attainment, especially in literacy and numeracy Our measurable outcome for session 2024/25 was to work successfully with teachers to ensure high standards and understanding of pedagogy, using a range of improvement methodology and data measuring tools to focus on a range of data, identifying next steps and evaluating impact in literacy. Effective differentiation will be evident in most teaching episodes. Learners in P5 – P7 show increased engagement in their learning. The majority pupils make appropriate progress in Literacy and Numeracy in comparison to national expectations. NIF Driver(s): 1.2, 1.3, 2.2, 2.3, 2.4, 2.5, 3.2 School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information	We have made satisfactory progress. What did we do? What was the Impact? We developed the use of learning intentions and success criteria across all lessons to ensure a consistency in approach. Through quality improvement activities, we can see a positive shift in this area from the majority of classes experiencing this in September 2024, to most classes in January 2025. We also saw the same shift in the quality of our feedback to learners, using specific success criteria. Early level teaching staff were actively involved in robust writing moderation activities at local authority level to look at the pace of teaching, clarification of teacher professional judgement and to share best practice. These professional learning opportunities have supported staff to look critically at their professional judgement, using progression pathways and benchmarks to ensure appropriate pace and challenge in place for all learners across early level, resulting in strong attainment across P1. From this, teachers also spoke confidently around how they were effectively using the West Lothian writing targets to support the writing process. First and second level staff worked collegiately at cluster level to look at a range of data for each school to identify priorities for moderation. Staff are becoming increasingly confident at looking at a range of data sources to identify priorities and next steps for learners. We evaluated and developed the use of questioning across all learning to ensure challenging questioning were being asked, extending thinking for our learners. All teaching staff engaged in Teaching Sprints to develop questioning further in their class. Again, through our quality improvement activities, we have viewed a positive shift in this area with more lessons observed with quality questioning as part of it, this is something that we will continue to focus on with the re-introduction of Think Alouds, to support questioning in reading as well as through our engagement with Building Thinking Classrooms pedagogy next session. We developed our understanding of effective differentiation to ensure appropriate pace and challenge was in place for our learners. Teaching staff engaged with professional reading and study to develop their understanding of effective questioning and to plan for effective questioning in targeted lessons. Through quality improvement activities, we are now observing an increase in skilled planning to differentiate effectively for all learners, where we have gone from observing this in the majority of classes to most classes from September 2024 – January 2025. In our Pupil Ethos Survey results, 77% of our learners said that they felt they were getting on well with their learning, an increase of 5% from the previous session. 66% of our learners also said that they felt they had a say in how they make learning in school better, a slight increase of 1% from last session. There was an overall increase of 10% in literacy and 15% in numeracy in teachers reporting on engagement levels for pupils from P1 – P7. This shows a

	positive shift but something that we need to actively continue working on next session. Our data shows that in most classes (P1, P3, P4, P6 and P7) our overall literacy attainment has improved in comparison to last session. The majority of pupils have made appropriate progress in learning against national standards and we aim to move this to most pupils by end of session 2024/25. All children from P2 – P7 have been assessed using the PM Benchmarking reading assessments to ensure that we have the beginnings of robust assessment approaches in place across our school to measure learner progress as well as well as ensuring appropriate pace and challenge in the development of reading skills across our school. Our next steps will be to: • Refine the use of targets, pathways, assessments and moderation to ensure a consistent approach in teaching all aspects of literacy and numeracy. • Continue to support learners to be able to talk confidently and understand their targets and next steps in learning within listening and talking and Maths and Numeracy. • Introduce listening and talking programme at all stages to enhance listening and talking skills. • Embed whole school handwriting strategy. • Develop suite of professional reading opportunities around Maths and Numeracy, working alongside our Numeracy Champion and cluster colleagues to promote professional discussion around how to effectively teach key maths and numeracy skills. • Provide opportunities for all cluster teaching staff to work together on designing a range of motivating and challenging, quality assured Maths and Numeracy learning in decimals, fractions and percentages key identified areas in maths. • Develop a range of effective maths and numeracy assessments. • All teaching staff to take forward a literacy or maths based practitioner enquiry • Develop and enhance opportunities for learners to lead learning in class and across our school and community in a sustained and meaningful way, stimulating curiosity and creativity. • Develop a clear strategy for the high expectations required with learner evidence to ensure a consistency of approach across all stages. • Continue to provide focused opportunities for teaching staff to lead improvement, engaging more widely with all stakeholders to ensure shared ownership of improvement, leading to sustained and positive change. • Continue to look at ways to support all learners to become actively motivated and engaged in learning, for example, through the use of strategic support and SLT timetabling. • Develop and refine quality improvement processes to ensure non-negotiables and school policies are consistently implemented.
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	• Support to staff to engage with a range of data, including our PM reading assessments, to plan progressive, well-paced learning. • Continue to develop planned opportunities for moderation across key areas of literacy and numeracy. <u>ELC Progress and Impact:</u> In Literacy, we reduced the number of pre-schoolers tracking amber to green by at least 15% in 9/10 KALs with particular progress in: being able to listen and identify words that rhyme; being able to recognise their name, introducing storyline into my play and some letters/ words, I can understand and use a range of questions and respond appropriately and being able mark make with increasing detail. Almost all children in their pre-school year were tracking amber or green in 9/10 literacy and communication KALs. In numeracy, we reduced the number of pre-school children tracking amber to green by at least 20% in 9/10 KALs. Skills time activities focussed on specified KAL's identified from data trends throughout the year to ensure children were given opportunities to develop key literacy and numeracy skills. • Staff engaged with Local Authority EY network programme which developed staff knowledge and understanding of planning and progress in ELC • Staff audited and evaluated ELC resources and refreshed the environment to reflect current pedagogy • Distributed leadership roles with a focus on literacy, numeracy and outdoor learning were re- established • Evaluated and refreshed our delivery of our wordboost programme to enhance pupil vocabulary and shared the stories and key vocab with parents and carers on a weekly basis • Staff introduced a planning wall to ensure children were more involved in the planning process • EYO led local authority professional learning on the development of positional language, 2D and 3D shape <u>ELC Next Steps</u> • We will refresh and continue to develop our use of big floor books, ensuring we capture and build on our children's interests and views which will encourage them to make choices and lead learning • Wordboost, rhyme time and big bedtime read initiatives will continue to be promoted to support early literacy development • Skills time activities will continue to focus on KALs' identified through data trends throughout the year to ensure children are given opportunities to develop key literacy and numeracy skills • Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts • Pupil 'Focus fortnight' will be piloted to enable staff to moderate and share observations on individual pupils to ensure progress and next steps
2.	We have made good progress.

To close the attainment gap between the most and least disadvantaged children Our measurable outcome for session 2024/25 was 70% or above of learners achieve appropriate levels across Literacy and Numeracy Work with teachers and our support team to ensure the highest standards and understanding of pedagogy, using a range of improvement methodology and data measuring tools to impact positively on learners. NIF Driver(s): 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2 School Improvement School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress Performance Information	What did we do? What was the impact? Since January 2025, we have looked at our targeted support for individual learners and groups of learners. SLT and our pupil support team have become increasingly involved in developing targeted interventions to support our quintile 1 learners. • Staff are becoming more confident in using a varied range of data to evidence and track our interventions, as evidenced through our Equity and Excellence Meetings. Staff have been involved in data dialogue sessions in school and as part of cluster work around moderation. • We have been developing the use of the connected quality improvement cycle to support staff and learners in targeted stages and all staff have engaged in targeted STAR approach model in writing to tackle our lower attainment levels in this area, impacting on our overall literacy attainment across the school. • We are beginning to track our wider achievements to allow staff to ensure equity of experiences and offers are put in place • We track our pupil leadership roles to again support equity for all and track class experiences which also supports our cost of the school day agenda. • In Harrysmuir Primary, we have a growing emphasis on leadership at all levels to impact positively on our school, including: • House Captains • Young STEM leaders • Reading Ambassadors • HWB Champs • Literacy and Numeracy Champs • Pupil interest clubs • Eco Warriors and Forest Reps • Hedgehog Club • Buddies • P7 Leaders • John Muir Award • Language Ambassadors Quintile 1 Learners' attainment in all areas continues to improve. 70% of our learners are on track for Literacy and 73% are on track for Numeracy across our school. • Learners, families and the wider school community benefitted from targeted and universal financial and pastoral support throughout the session. Within our most recent Ethos Survey, almost all of our parents/carers (92%) responded positively to the statement that school staff know our learners and
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	support them well, in comparison with 87% response rate at West Lothian level. Almost all of our parents/carers (90%) felt that we were helping them to reduce day to day school costs, in comparison with 84% response rate at West Lothian level. 92% of our parents stated that they felt we were welcoming and approachable in comparison to the West Lothian overall return rate of 90%. A relentless focus on supporting the wellbeing of our learners and families through extraordinarily challenging times resulted in us thinking creatively around how to sensitively and discreetly support our families. This was achieved in a number of ways, including: • Over the Festive period, we worked with local churches, West Lothian Uniform Bank and River Kids to provide a range of Christmas gifts and clothing for our families as well as providing 6 hampers to families. • We continue to work in partnership with a range of stakeholders to provide a well-stocked Sharing Shed which is accessible to all members of our community. • Targeted support to ensure a successful P7 Residential experience was also in place. • Cost of the School day document developed, in collaboration with our pupil voice group to ensure that we were recognising the financial challenges all families continue to face. As a school community, we continued to complete monthly checks on attendance to ensure that we continue to be in line with overall West Lothian attendance. Bespoke packages for families and learners were in place to support increased attendance. Our attendance is slightly up on last session at this time (90%) in comparison to 2022/23 (88%). Our next steps will be to: • Continue to use learner attainment data to plan targeted interventions to support Literacy and Numeracy • Embed strategic timetables to ensure well timed and targeted • Empower our learners to use digital technologies in a range of curricular areas, continuing on our digital schools journey • Continue to use our in-depth knowledge of our learners and families to target pastoral and financial support well • Continue to focus on ways to support learners to participate widely in the life of the school and the local community • Consult on School day – look at alternative arrangements for school photographs • Develop a range of bespoke parents/carers Friday workshops to encourage school attendance on Friday and to tackle identified areas of concern by our parents/carers – Sleep Hygiene, Cost of Living Crisis and Positive Mental Health
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3.	We have made satisfactory progress. What did we do? What was the impact?

To improve children and young people's health & wellbeing Our measurable outcome for session 2023/24 was for most learners to be reporting positively against the wellbeing indicators NIF Driver(s): 1.1, 1.3, 2.4, 2.5, 3.1 School Improvement School Leadership Parental Engagement	- Tracked and monitored our learners' wellbeing through regular self-reporting and have robust systems in place for follow up and interventions in place, where required. Learners have developed an increased understanding of the wellbeing indicators and can confidently evaluate their wellbeing against the wellbeing indicators. Learners continue to develop a range of strategies to support their own wellbeing when dealing with change or challenge. All staff and pupils took part in whole school assemblies around discrimination, resilience and dealing with change to support identified challenges within our school community. - Continued to build positive relationships within and across our ELC and school community. Our Positive Relationship policy was refreshed, to align with our school values, in consultation with our school community. - Continued to ensure our school values were at the forefront of school life through weekly pupil and parent/carer assemblies, whole school challenges and rewards. - Developed a wide range of opportunities for learners to take responsibility for their own learning through a motivating and diverse leadership and after-school programme. - Continued to deliver a progressive and challenging PE programme - P6 and P7 staff embarked on an exciting partnership with the mental health charity Headstrong, to look at how the emotional and mental wellbeing of all learners could be supported. - Staff continued to work with an extensive range of partners to ensure that our most distressed children and children with protected characteristics had a bespoke and clear support plan around them to ensure success in school - Targeted staff in our wellbeing roles continued to provide a range of bespoke supports for targeted children using different data tools including Boxall Profiling and Pupil Power Questionnaires to ensure the individual needs of pupils were being consistently met Learners are being nurtured, supported, valued, respected, challenged, included and kept safe using our Positive Relationship Policy. Learners are able to talk with increased confidence about our school values and what they mean to them as part of our Harrysmuir family. Most learners, through a range of mechanisms, report that they feel well supported and cared for in school impacting positively on their mental health and wellbeing. Through our Pupil Ethos Survey, 86% of our learners in P5 – P7 said they feel they have someone to talk to in school if they are worried about something in school. 86% of learners said that staff treat them fairly and with respect. 96% of our parents/carers said that they feel their child is safe in school, higher than the West Lothian average. - Pupil participation and decision making is more inclusive, with most children being consulted, around school improvement and their learning. - Continued to develop the role of our Pupil Empowerment Health and Wellbeing and Rights Groups, led by, class teachers, mini champions and learners across our school.
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	Learners benefitted from a clear and progressive curriculum which enables them to develop their understanding and ability to cope with changes, choices, challenges and relationships. - Continued to work in partnership with Place 2 Be, Scotland Cares, Young Carers West Lothian, With Kids, Inclusion and Support Service, ASN service and Kids Gone Wild to ensure learners had appropriately targeted support, when needed. Learners and their families benefitted from targeted 1:1 support, when needed, to ensure that their social, mental and emotional wellbeing was supported effectively. Next Steps - All learners continue to critically reflect on wellbeing indicators with teachers planning bespoke health and wellbeing curriculum opportunities to best meet the needs of their learners - All learners, staff, parents/carers and our wider community continue to deepen their understanding of our school vision and values and show a commitment to the rights of the child and how they underpin all aspects of our lives with the introduction of skills based learning programmes - All stakeholders given planned opportunities to reflect on our current health and wellbeing curriculum to support the development of our curriculum rationale from ELC to P7 - Work with targeted groups of learners to develop self, esteem, confidence and resilience with our ongoing Headstrong partnership - Develop a range of bespoke, relevant and motivating projects with our learners, families and community at the heart of planning - Develop a Class Nurture Charter in each class - Apply for Silver Accreditation as a Rights Respecting School - Embed our established positive relationship policy, continuing to engage with stakeholders around the effectiveness of this and any next steps - Continue to engage positively and actively with partners to support the wellbeing of all pupils. - Continue to develop our school community's understanding of rights, linked to our school values and school positive relationship policy. - Identify any areas from CIRCLE document which need to become non-negotiables within LTA toolkit. - Across levels, staff develop clear strategies for embedding zones of regulation. - Engage with SAMH and Active schools to develop a targeted professional enquiry around how sports can positively impact on mental health of parents and children - Participate in 3.1 wellbeing thematic review across our cluster to identify key strengths in improvement work over the course of the session. <u>ELC Progress and Impact:</u> In health and wellbeing, we reduced the number of pupils tracking red to less than 10% in all areas. The majority of our ECL learners are tracking green for all aspects of HWB, with less than 10% tracking red for all aspects.
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	• We continued to embed our values and began to extend children/ parents/carers understanding of the wellbeing indicators and the UNCRC using wellbeing stories, values stickers and our daily conversations with parents/carers • A leadership role focussing on promoting and developing wellbeing and the UNCRC was re-established and taken forward by a new member of our staff team • Regular formal and informal staff dialogue around wellbeing and care plans, helped to provide tailored and universal supports for our staff team as session progresses. ELC Next Steps • Our EYO will run the PEEP accreditation course for parents/carers • Wellbeing leadership role will continue • Short weekly together time to celebrate children's successes and learn about our values and rights to be introduced • Weekly parent/carer talking newsletter established to support communication with parents/carers • Regular nursery stay and play opportunities developed to support parents/carers understanding of play and early learning • We will revisit our values and vision statement as we welcome staff and children from Ladywell Nursery with all stakeholders and begin to extend children/ parents/carers understanding of the wellbeing indicators and the UNCRC • Regular formal and informal staff dialogue around wellbeing and care plans will help to provide tailored and universal supports for our staff team as session progresses.
4. To improve employability skills, and sustained, positive school-leaver destinations for all young people Our measurable outcome for session 2023/24 was for learners to be able to identify and practice key skills needed for life, learning and work and how they underpin learning.	We have made good progress. What did we do? What was the impact? Skills Development All classes and teaching staff have been exposed to all 12 Meta Skills through assemblies and in-class lessons and activities. Most learners can identify and give examples of how Meta Skills can be applied across contexts and real-life situations. Most learners can see the value in developing these skills. There have been a number of exciting opportunities for our learners across the school to develop different skills in new as well as familiar contexts.

Most learners in school can identify the 12 key meta-skills and can begin to talk about how they use these skills in a range of contexts, both in and out To plan effectively to stimulate our learners' curiosity, creativity and enquiry to support purposeful play and learning. NIF Driver(s): 2.2, 2.5, 3.2, 3.3 School Improvement School Leadership Parental Engagement	Our P4-7 Reading Ambassadors worked in partnership with D Fie Foe Film and Scots Hoose to create a short film celebrating the rich history of 'Guising'. Our Reading Ambassadors worked closely with Scots Author, Matthew Fitt, and a film crew to create a script for the performance, star in the film and learn about film making processes. Almost all classes have experienced high quality Outdoor Learning opportunities delivered by their class teacher and/or visiting partners, such as Kids Gone Wild and Mrs Elaine Carder. Skills covered during partner-run sessions include fire starting and den building as well as soft skills such as resilience, self-confidence and turn-taking, whilst allowing pupils to develop an appreciation for the outdoors. A number of pupils from P5-7 engaged in the SFA's Cashback for Communities' Football Champions programme. This programme took place over 12-weeks and allowed pupils to gain confidence in leadership through designing and running a "mini Football Olympics" with younger learners. There have been 20 Extra Curricular clubs running across this year, all of which have been free for pupils to access. The majority of clubs were run by our skilled and enthusiastic staff. There were approximately 220 spaces allocated across these clubs. Extra Curricular offers were influenced by pupil voice. Club offers included Gardening, Science through Stories, Coding, Cooking and Fibre Crafts, which provided learners with the opportunity to develop skills for life, learning and work in an informal setting. Positive School-Leaver Destinations Through classroom observations we were able to observe that in the majority of our classes, teachers are highlighting and encouraging employability skills, and are making links to Life, Learning and Work. Across our Primary 6 and Primary 7 classes, all pupils have been exposed to positive school-leaver destinations. We continued our partnership with Heriot Watt University to support Coding and Engineering across Primary 7 Stages. Built on this partnership by having our Primary 6s taking part in the 'History Begins with You' Chemistry and Textiles project. As part of the project, Primary 6 pupils were invited along to Heriot Watt University to experience a day on campus. They engaged in lectures, workshops and a tour, aimed at developing their understanding of Further Education opportunities. Primary 7s took part in 'Project Any Dream', an initiative run by Theatre Works and Edinburgh Playhouse designed to extend pupil's understanding of a career in Theatre and enhance their Expressive Arts curriculum. Leadership Opportunities
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Learners and staff across our school have been involved in a range of leadership opportunities, engaging with different self-evaluation activities and working collaboratively to drive forward positive change. Most learners are keen to engage in a range of leadership opportunities to be able to actively engage with the ethos and wider life of our school. There have been 12 Pupil Leadership Groups running over this session, with approximately 90 pupils from Primary 1-7 being involved. Most of these learners have taken the opportunity to present at assemblies, contribute to whole school development and lead initiatives.

Our Reading Ambassadors have carried out significant work to ensure our Gold Reading Accreditation has been maintained. Both our Primary 7 and Primary 6 cohorts have taken opportunities to read to younger learners in order to promote a positive Reading culture.

Our Hedgehog Ambassadors have worked hard to maintain our Gold Hedgehog accreditation for the **third year running**. Our Eco Committee and Forrest Reps have worked together with external partners to maintain our Green Eco Flag for **the ninth/tenth year**. Learners from Primary 6 have acted as John Muir Ambassadors and have worked hard to develop spaces within the Ladywell Community Garden. These groups have worked to improve our school grounds and shared community spaces for wildlife as well as human enjoyment.

Our Rights Respecting Ambassadors have been and continue to work towards achieving our silver accreditation.

Our STEM Pupil Leadership Team ran surveys to evaluate our current STEM position using pupil-friendly versions of the STEM Self-Evaluation Framework. Members of our STEM Pupil Leadership Team supported some school staff to deliver motivating digital technology lessons with a focus on Coding.

Our Primary 7 Pupil Leadership Team have supported at a number of school events include Parents' Nights, Family Bingo Night and Sharing our Learning events. They have helped organise fun activities for pupils to engage in including House Awards.

Our staff are keen to take on leadership opportunities and enhance their professional learning. Across our team, we have staff responsible for Literacy, Numeracy, Health & Wellbeing, 1+2 Languages, Outdoor Learning, Rights Respecting and STEM. The work alongside pupils to drive forward meaningful change. The majority of staff are keen to engage in Continuous Professional Learning that will have a positive impact on our learners and school community and is linked to School Improvement Priorities. Some staff have been willing to share their professional learning with the wider staff team through disseminating information through email or during CAT/INSET days, or through professional dialogue.

	In Tem 4, one of our Nurture teachers engaged in continued professional learning to develop approaches in play pedagogy to develop creativity and independence using woodwork. Some P1-4 pupil who attend Nurture have already taken part in simple woodworking experiences. One of our staff engaged in Education Scotland’s Building Racial Literacy programme. They have developed an Action Plan to improve Racial Literacy across the school and have led a Diversity After School club for P3-7 learners. Enterprise Projects and Fundraising Pupils from across the school have engaged in Enterprise projects this year, including our Christmas Fayre and individual/group projects, such as Pocket Pals run by a group of Primary 7 pupils. Some pupils have demonstrated entrepreneurial spirit in pitching ideas to our Head Teacher to set up their own business. The majority of our Primary 6 pupils have begun to work together and identify roles and responsibilities linked to our future Community Cafe. They will continue to build on this project next year along with identified partners. Our next steps will be to: • Staff to engage with West Lothian Outdoor learning pathways, building on current good practice, to ensure learners are able to access learning outside • Work to develop a robust tracker which will give a holistic overview of all pupils • Develop a motivating range of learning opportunities across Science (STEM), Outdoor Learning and Expressive Arts to help pupils develop across the 4 capacities and increase their skillset • All teaching staff to ensure explicit links to Developing the Young Workforce and Meta Skills across their learning, teaching and assessment • Work collaboratively with a range of partners, charities and stakeholders to develop a range of motivating, challenging and relevant projects for and with our learners. • Continue to develop leadership pathways across the school • Develop Young Leaders of Learning Leadership role with targeted P5 group of children to positively influence school improvement • Continue to develop Play Strategy, with focus on impact of play within early and first level, as part of Strategic Change Initiative • Organise and run an interactive careers fayre for first and second level pupils to open up their ideas to aspirational pathways
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	ELC Progress • Observations and self- evaluation tasks were carried out to ensure we were promoting a range of play types in a high quality environment as part of our QI day • A distributed leadership role with a focus on outdoor learning was established • Our staff partnered with another ELC in the West Lothian to share and observe best practise in outdoor learning and the development of our play environment ELC Next Steps • Practitioners will audit and develop the use of digital technologies to enrich and support learning through relevant and interesting contexts • Links with local community/businesses will be established and strengthened to provide children with real life experiences and insight into the world of work and their place in the local community • Outdoor learning leadership role will be in place next session to look at the wealth of outdoor learning experiences available in our community
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Evaluative comment on school's attendance and exclusion data required.

There have been 11 pupils excluded in our school during this session. Whilst attendance continues to be monitored, we continue to develop a range of targeted supports to ensure learners are able to access school regularly. We aim to improve attendance for a cohort of identified learners by 10% over the course of the next session with the development of our Walking Bus, Friday Parents/Carers Engagement sessions and before school clubs. We will actively engage with our new West Lothian Attendance Policy to ensure appropriate and meaningful supports are in place for our families. 96% of our parents/carers our recent Ethos Survey stated that they felt that we were promoting the importance of attendance at school.

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

Parents/carers engagement continues to be a growing strength in our school community. A high percentage of parents/carers returned our School Ethos Survey with 82% stating that their views and opinions were sought when making changes and improvements, 91% of them stating that they were kept informed by the school about improvements and 87% stated that they were satisfied about the school overall.

Our Wider Achievements this year including:

- ✓ Achieving our School Gold Sports Award
- ✓ Achieving our Digital Schools Award
- ✓ World Book Day events
- ✓ Charity Work including raising money for West Lothian Food Bank, Our School Food Bank, Save the Children
- ✓ Sharing the Learning Events including our well attended Learning Breakfasts
- ✓ Our Prep for Prom Event
- ✓ Continued improvement in attainment over time for the majority of learners

- ✓ Focused Enhanced Transition Programme to support targeted learners at all stages
- ✓ Development of Sharing Shed
- ✓ Successful Partnership with Morrison's Community Champion, West Lothian Uniform Bank, Kids Gone Wild, Headstrong and River Kids
- ✓ Successful Partnership with Place 2 Be, Inclusion and Support Service and With Kids
- ✓ Reading Ambassadors, Young STEM Leaders, Language Ambassadors, Eco Leadership Group
- ✓ An exciting range of lunch and after school clubs, with pupil voice at the heart of their development
- ✓ A successful P7 Residential Experience to Dalguise in May 2025
- ✓ Our P1– P2 children produced a fabulous Christmas show
- ✓ Well attended School Community Values Day
- ✓ Exciting range of class trips including Dynamic Earth, Hillycows Farm and Heriot Watt University
- ✓ Range of classes taking part in Cluster Sporting events
- ✓ School Football team competed at Cluster events
- ✓ Successful Community Fun Day
- ✓ P7 – S1 Conflict Project to support transition
- ✓ Successful, supporting and nurturing buddy programme in place for our P1 learners

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

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

+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)

