



**Parkhead Primary School and
Early Learning and Childcare
Setting**



**PROGRESS REPORT
FOR SESSION
2022/23**

(Standards & Quality Report)

Parkhead Primary School

Harburn Road

West Calder

EH55 8AH



ABOUT OUR SCHOOL

Parkhead Primary School is a non-denominational school serving the community of West Calder, Polbeth and the surrounding farming communities. The school is part of the West Calder High School Cluster and has a strong collegiate relationship with its cluster schools.

The school has strong links with the community of West Calder and particularly with the West Kirk. The school also benefits from an active Parent Council and fundraising parent group (PPA).

The school 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 Parkhead Primary School, our Values

INSPIRE us to

Dream it

Believe it

Achieve it

Our Values were co-created with our learners, staff, parents and partners in session 2019-20 and have been fully embedded across the school over this last session. Our Values drive our curriculum and are embedded in everything we do.

Inclusion

Nurture

Self-belief

Perseverance

Individuality

Respect

Empathy



IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at: <https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2022/23 was to</p> <p><i>Embed the WLC Literacy & Numeracy Action Plans through engagement with the pathways, sharepoint and professional learning and with a commitment to the four foundations of agile learning.</i></p> <p><i>Increase staff confidence in the process of moderation and achievement of a level in writing and numeracy ensuring consistency of professional judgement</i></p> <p><i>Ensure all learners will have access to high quality, progressive Literacy & Numeracy learning experiences which will ensure they achieve their potential</i></p> <p><i>Increase practitioner knowledge of pedagogical approaches to Literacy & Numeracy to address barriers to learning and ensure all pupils experience high quality learning and teaching and improve attainment.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <u>good</u> progress in LITERACY</p> <p>What did we do?</p> <ul style="list-style-type: none"> • All classes are using core and genre targets in writing lessons. Almost all learners are familiar with the targets and this supports them in talking about their learning journey. • All classes are using PM writing and following scope and sequence plan to ensure progression. PM resources are organised and accessible to all class teachers. Staff can access PM writing resources and are becoming more confident when using them. • Lessons are planned from the teacher resource and linked to PM / WLC targets which is ensuring progression and continuity throughout the school. Moderation sessions have shown that PM is being used consistently across the school. • Jolly Grammar is being used in every stage, as a supplement resource as grammar is taught in context. Most learners can talk about the features of different genres. • P1 –P7 are using Letter Join to teach handwriting. There has been an improvement in handwriting in the majority of classes. • We are making good progress in developing a reading culture within our school. Some classes have been attending West Calder Library and all classes have a slot in the school library. Most classes have reading buddies. Almost all children have opportunities to read for pleasure and all learners have barcodes and can borrow books from the school library. • All classes are teaching reading Fry’s common words. All children have increased their common word reading scores from previous levels. • Excellent & Equity meetings have been held each term to discuss how we will support learners who are not on track / need challenge. The tighter focus on curricular areas has helped identify particular challenges and allow appropriate planning and interventions put in place. • SfL teachers have carried out a wide range of assessments throughout the year to identify learners who require support. This allowed them to plan and implement appropriate resources. • SfL teachers have provided targeted support (phonics) to children who have been identified by class teachers. All children targeted have made improvements in reading. • Class teachers have carried out assessments such as POLAAR and SWST to identify existing knowledge and identify next steps. Activities were planned to meet the needs of these learners. • Dandelion Readers have been used in infants in conjunction with ORT. Learners are getting a more balanced approach to reading. • All classes made an interactive reading display to demonstrate strategies used. Learners are sharing what they are reading in class through ‘Ask us what we are reading’ posters displayed outside of classrooms. • P1 – P3 parents have been given advice on reading strategies to use when reading with children at home. This will allow them to support learning at home. Early Years teachers have reported an increased confidence in learners’ ability to decode words linked to Dandelion Readers. • P4-7 classes and teachers have received input from Literacy lead to support implementation of Reciprocal Reading strategies. Observations have shown a more consistent approach in the majority of upper classes. • Most classes have begun to use reading targets to plan reading group sessions / tailor teaching and learning to match the needs of learners. Some classes are using Reciprocal Reading strategies to predict, clarify, question and summarise. P4 staff feel that children are more confident in reading skills following Reciprocal Reading input, evidenced by SNSA results • PSWs have had fortnightly training sessions on literacy resources and strategies to support learners. All PSWs report an increase in confidence in addressing barriers to learning.

- Word Shark has been trialled in most classes. Most teachers report it has supported spelling in their class.
- SfL and Development leads available for advice and consultation. Staff feel confident to approach SfL staff for support. Class teachers have provided identified learners with additional support in literacy. SfL teachers have continued to work with identified learners where possible and class teachers have reported that they have made evident progress in literacy as evidenced in tracking and monitoring. These learners have also worked with PSW's using programmes such as 5 Minute Box, Easy Learn and IDL which has supported them to begin to make more evident progress.

Evidence indicates the impact is:

- P1 – P5 met our target for literacy attainment
- Year on year for the last 3 years, our attainment in literacy has increased
- In reading most learners in P1 – P7 achieved expected levels of achievement
- In writing most learners in P1, P2, P3, P4, P5, P7 and the majority of learners in P6 achieved expected levels of achievement
- In Listening and Talking almost all learners in P1, P2, P4 and P6 and most learners in P3, P5 and P7 achieved expected levels of achievement

We have made good progress in NUMERACY

What did we do?

- Whole school took part in Moderation in term 2, developing teacher confidence in progression and support and challenge.
- Staff are continuing to plan learning using West Lothian Pathways, beyond number framework, Number talks and SEAL strategies. This ensures progression across the whole school.
- New numeracy resources purchased and distributed throughout the school. All pupils have access to a range of concrete materials including double sided counters, Numicon, Cuisenaire, fractions resources, counting collections, place value resources
- Numeracy Champion delivered CLPL to all Pupil Support Workers resulting in increased knowledge and confidence in SEAL, concrete materials, Number Talks.
- Staff have begun to embed CPA approaches following a concrete resources tutorial from numeracy champion. Staff knowledge and confidence has increased.
- Peter Valentine, West Calder Numeracy Pedagogy Officer has been working with P3 to 'support' numeracy lessons. P3 staff knowledge and confidence has increased.
- Peter Valentine has also been working with P1 teachers to develop maths vocabulary. Pupils are more confident in using numeracy vocabulary. In Primary 1, numeracy vocabulary is used during play.
- Peter Valentine delivered a CLPL session focused on developing Numeracy working walls. This allowed staff to discuss what working walls should include and create Parkhead expectations. Staff continue to work on their numeracy working walls and Children refer to working walls
- Numeracy lead has worked with teaching staff and PSW's to further embed Numicon as a learning tool. She has also worked with PSW's to develop their knowledge and understanding. Numicon intervention programme shows that 100 percent of children have increased their baseline assessment by a minimum of 6 months.
- Sandwell assessments used to identify specific learning needs. This allowed for appropriate interventions to be planned to address needs.
- Numeracy Lead supporting individuals and working with targeted children in each year group. Pupils are more confident and more positive towards numeracy lessons. SNSA results show classes that have had intervention performed well.
- Numeracy champions attend cluster meetings with Peter Valentine and cascades updates and information to the whole school team.
- Whole school resources purchased and trialled - White rose, Numicon online. Initial feedback from staff has been positive

	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • P1, P5 & P7 met our target for numeracy attainment • Year on year for the last 3 years, our attainment in numeracy has increased • In numeracy most learners in P1 – P7 achieved expected levels of progress. • P4 and P7 SNSA results showed significant improvements in attainment
<p>ELC</p> <p><i>Attainment will be raised through curriculum development in literacy and numeracy. Our nursery environment will be literacy and numeracy rich and targeted interventions will result in all learners achieving expected outcomes.</i></p> <p><i>Increased staff confidence in the process of moderation and achievement of each ELC Tracker statement ensuring consistency of professional judgement across the nursery and at cluster level.</i></p>	<p>LITERACY What did we do?</p> <ul style="list-style-type: none"> • ELC Practitioners worked alongside PT and EYO to complete Literacy Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning environment and provision and identify next steps to ensure a high quality, literacy rich learning environment both indoors and outdoors. • Literacy Action Plan created to address areas for improvement and lead by EYO who holds Literacy & Communication Distributive Leadership role. • All children have access to literacy rich environment indoors and outdoors. • Closer links have been developed with SALT and all ELC staff are now attending SALT input with individual children to build staff capacity in supporting language and communication needs. • ELC Practitioners have continued to develop their engagement with and understanding of the progression pathways and how to use these to inform next steps in learning for children in Literacy. • All ELC Practitioners participate in termly Excellent and Equity meetings with PT to evaluate children’s progress on ELC Tracker and identify strategies to support next steps in learning. • Whole team planning meetings lead by EYO focus on the use of the WLC ELC Trackers to identify Literacy skills to incorporate into consultative planning. All ELC practitioners contribute to these meetings and plan learning experiences linked to Literacy skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The percentage of N5 learners on track (tracking green) in Literacy has increased across all tracker statements by an average of 19%. • Over 80% of N5 learners are on track for Literacy skills such as talking clearly, listening to others, using a range of vocabulary, asking/responding to questions, recalling/retelling stories and introducing a storyline into play. • All N4 learners are on track for Literacy. • 71% of N5 learners scored above their actual age in the Renfrew Word Finding Vocabulary Test. <p>NUMERACY What did we do?</p> <ul style="list-style-type: none"> • ELC Practitioners worked alongside PT and EYO to complete Numeracy Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning environment and provision and identify next steps to ensure a high quality, numeracy rich learning environment both indoors and outdoors. • Numeracy Action Plan created to address areas for improvement and lead by two ELC Practitioners who hold Numeracy Distributive Leadership role. • All children have access to numeracy rich environment indoors and outdoors. • All ELC Practitioners attended Numeracy CLPL ran by Peter Valentine and have since engaged with Learning Trajectories resource. • ELC Practitioners have continued to develop their engagement with and understanding of the progression pathways and how to use these to inform next steps in learning for children in Numeracy.

	<ul style="list-style-type: none"> • All ELC Practitioners participate in termly Excellent and Equity meetings with PT to evaluate children’s progress on ELC Tracker and identify strategies to support next steps in learning. • Whole team planning meetings lead by EYO focus on the use of the WLC ELC Trackers to identify Numeracy skills to incorporate into consultative planning. All ELC practitioners contribute to these meetings and plan learning experiences linked to Numeracy skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The percentage of N5 learners on track (tracking green) in Numeracy has increased across the majority of tracker statements by an average of 13%. • Over 70% of N5 learners are on track for Numeracy skills such as reading numerals 0-10, touch counting, copying/completing patterns, using positional language, matching and sorting and using the language of measurement. In each area of Numeracy less than 6% of N5 learners are tracking as red. • All N4 learners are on track for Numeracy.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2022/23 was to</p> <p><i>To ensure the rights of all of our children are respected, including the most vulnerable and those most in need of support.</i></p> <p><i>Improve P2-P7 targeted quintile 2 learners achievement of a level by 5% in Literacy and numeracy.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <u>very good</u> progress.</p> <p>What did we do?</p> <p>The school was awarded £84,525 of Pupil Equity Funding (PEF). The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning.</p> <p>24 priorities were planned and 58% of these priorities were fully achieved with 26% making good or better progress (16% moderate progress and 0% made no progress).</p> <p>PEF funding was used effectively to recruit 2 PEF Leads to oversee all Literacy and Numeracy priorities across the school, to provide training for staff in literacy & Numeracy approaches and interventions and to fund 2 additional pupil support workers to help support the needs of identified learners in Literacy & Numeracy. A wide range of literacy and numeracy resources were purchased to support interventions.</p> <p>PEF funding was also used to effectively recruit an additional Pupil Support Worker to help support the needs of identified learners in Health & Wellbeing. A wide range of resources were purchased to support interventions such as Drawing & Talking Therapy and Sand Theerapy</p> <p>Interventions this year have focused on addressing gaps in Literacy and Numeracy. Examples include</p> <ul style="list-style-type: none"> • Literacy and Numeracy Development staff have undertaken a wide range of CLPL. They have become more confident to support teaching staff with the implementation of appropriate strategies • In-house weekly CLPL session were planned and delivered to PSW to upskill them in both literacy and Numeracy. This has increased PSW confidence in supporting children. It has also help improve consistency in approaches across the school. • Literacy Development teacher led whole class lessons, team teaching and supporting colleagues with planning and resources. This has developed staff confidence • All staff were involved in termly professional dialogue through Excellence and Equity meetings. This dialogue was focused on specific interventions for learners identified off-track. This allowed for appropriate and timely interventions to be planned based on specific strands of the WLC progression pathways based on each child’s need. The progression pathways were simplified into documents that could be used by CT to quickly identify gaps in learning for those who were off track. • Individual programmes are in place for the most vulnerable learners allowing their needs to be met

	<ul style="list-style-type: none"> • Ongoing assessments are carried out to identify gaps in learning. Assessment data was collated and shared with class teachers allowing them to plan more appropriately • SfL and Literacy / Numeracy Development team have continued to explore and share the use of ICT to enhance and support learners e.g. use of Dictate, Clicker, Immersive Reader and other ICT solutions to learning. This has significantly allowed learners to be more independent in their learning • SfL and PSWs have supported our P7 dyslexia transition group. Learners on this programme feel more supported and confident in their move to high school. They are also more aware of ICT tools that they can use to support their learning. • Resource purchased to support PEF interventions throughout the school. These resources are available for class use with children who need them, as well as targeted interventions. • The numeracy lead and a PSW worked with small groups three times a week in twelve week blocks, using the Numicon Intervention programme. Different stages were targeted each term. • The numeracy lead has attended various CLPL sessions to improve knowledge and skills which can then be cascaded to staff e.g. counting collections leading to prep of these resources for the school. • Peter Valentine, Numeracy Pedagogy Officer, has been supporting staff throughout this year with a range of strategies they can use in their classrooms <p>Interventions this year have focused on addressing barriers to learning in relation to HWB. Examples include</p> <ul style="list-style-type: none"> • PSW employed through PEF to support HWB interventions, including positive relationships, building confidence and self-esteem and support for anxiety. Regular check-ins have been built in for those children who require them. Children's confidence has developed • Drawing and Talking interventions have been carried out with a small number of individuals to help support children with trauma and anxiety. Feedback through survey was positive from all learners involved • ASD learners were identified and parental consent sought to begin specific support for these children. The support groups have just begun and the intention is to equip the children with knowledge about ASD, its impact including personal strengths and challenges. It is also an opportunity for the children to talk openly about their experience of ASD and how it impacts them • The Circle document was used to evaluate classroom environments and to help identify changes that were required to support learners. P4 classes trialled flexible seating and initial feedback from learners and staff has been positive <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • The confidence of almost all learners involved in literacy interventions has increased and they are more willing to put forward their ideas, both verbally and/or in writing. • Staff report that children are much more confident with reading using a wide of strategies taught. The SNSA results also indicate an increase in attainment in reading. Staff feel more confident in the teaching of reading as evidenced by surveys • Pre and post questionnaires evidence was gathered, indicating increased confidence in PSW ability to support children in literacy and numeracy. • Confidence levels in the reading of Primary 4 learners has shown significant increase due to the implementation of reciprocal reading strategies. Their attitudes towards reading in
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general has shown improved, evidenced by an initial and follow-up questionnaire. Staff confidence in teaching of reading in Primary 4 has improved.

- 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. Staff report that this was a more useful way to identify children and meet their needs.
- Pre and post questionnaires were conducted by identified learners and the evidence shows that there was an overall positive impact upon children's mental wellbeing.
- Individual programmes targeting mainly our learners on IEP have resulted in a significant increase in the number of common words that learners can read and some improvement in those they can spell. Other improvements include reading through the use of our targeted phonic reading scheme. Each IEP target has a specific measurable intervention.
- Use of ICT and, in particular Dictate, has increased learner's confidence and independence in producing an extended piece of writing. This is true for even more reluctant writers as it removed some significant barriers, especially for those with Dyslexia. This has also allowed teachers to assess learner's independent writing more fairly. However, this approach has not suited all learners and we continue to support them in other ways
- Learners on the P7 Dyslexia programme feel more supported and confident in their move to high school. They are also more aware of ICT tools that they can use to support their learning
- Early indications from the children involved in the ASD groups are very positive. Children seem keen to attend and participate in the activities.
- More children are now able to access a range of resources to support them in their learning and wellbeing.
- Flexible seating has proven to be popular with the children but as yet, it is too early to assess the impact on their learning.
- The numeracy assessments highlighted common concepts that many of the children were having difficulty with, for instance number bonds within ten, reversal of digits, lack of knowledge of number structure.
Children reported that they were more confident in their abilities in numeracy at the end of the intervention. All pupils said they knew all the colours and values of the numicons.
- Due to the Numicon Intervention programme there was an increase in numeracy age ranging from 9 months to 4 years and 11 months. Their improvement has also been reflected in this year's SNSA results.

Evidence indicates the impact is:

Stage	No of Q1 Learners	Quintile 1 learners on track	No of Q2 Learners	Quintile 2 learners on track
P2	2	Literacy - 100% Numeracy - 100%	10	Literacy - 80% Numeracy - 80%
P3	2	Literacy - 100% Numeracy - 100%	16	Literacy - 88% Numeracy - 88%
P4	0	Literacy - NA Numeracy - NA	12	Literacy - 67% Numeracy - 67%
P5	2	Literacy - 50% Numeracy - 50%	15	Literacy - 93% Numeracy - 93%
P6	2	Literacy - 50% Numeracy - 50%	19	Literacy - 58% Numeracy - 58%
P7	3	Literacy - 0% Numeracy - 0%	13	Literacy - 62% Numeracy - 85%

	<p>Our target this session was to improve attainment of a level for our P2 – P7 Quintile 1 learners by 5% in Literacy and Numeracy. In Literacy, this was achieved in P2, P3 & P5. In numeracy this was achieved by P2 – P7.</p> <p>Our target this session was to improve attainment of a level for our P2 – P7 Quintile 2 learners by 5% in Literacy and Numeracy. In Literacy, this was achieved in P3, P4 & P5. In numeracy this was achieved in P4 & P5.</p>
<p>ELC</p> <p><i>Increased practitioner knowledge of pedagogical approaches will address barriers to learning and ensure all learners experience high quality learning and teaching and improve attainment.</i></p>	<p>What did we do?</p> <ul style="list-style-type: none"> • All ELC Practitioners participate in termly Excellent and Equity meetings with PT to evaluate children’s progress on ELC Tracker and identify strategies to support next steps in learning. • 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 every child’s needs. • PEEP Learning Together programme made available online for all parents/carers. • EYO has started to develop strong links with partners including Health Visitor, SALT, OT, Physio to allow a robust approach when meeting the needs of all children in the setting. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Tracker data shows that the majority of learners have made progress in all areas of literacy, numeracy and health and wellbeing. • A parental survey showed that 100% of respondents agreed that they had opportunities to be involved in their child’s nursery experience and ways to support their learning at home.

<p>3.</p> <p>To improve children and young people’s health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was</p> <p><i>Consistent approaches to health and wellbeing will ensure a shared understanding of expectations set across the cluster within one key HWB theme - UNCRC</i></p> <p><i>To promote and realise children’s rights and the values of respect, responsibility and kindness, celebrating diversity and inclusiveness, and to embed the UNCRC in all practices ensuring that learners are at the heart of decision making and that they have opportunities for learner participation</i></p>	<p>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Bronze Rights Respecting Schools Award has been achieved. Rights are discussed regularly with pupils and all teaching staff use vocabulary associated with children’s rights. Our whole school and nursery are ‘Rights Aware’ and children are able to speak confidently about their rights. We have achieved the Bronze level of the award Rights Respecting Schools award and will work towards our Silver award in 2023/2024. • All children have access to Calm Kits and designated Calm/Quiet Spaces throughout the school. Our children use the kits to support self-regulation. • All classes have introduced Zones of Regulation. Children are aware of and can use the language associated with the Zones of Regulation to describe how they are feeling and use strategies to regulate them. • PSW responsible for providing targeted interventions to support pupil wellbeing based on needs identified by class teachers. This has had a positive impact on all learners involved • Health and Wellbeing Mini Champions have been elected and support the Health and Wellbeing Staff champion. A family champion has also been identified. This ensure consistent messages across the school community • Continued use of the RSHP resource throughout the school to deliver the Relationships, Sexual Health and Parenthood area of the HWB curriculum. This ensures consistency and progression across the stages.
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<p><i>All learners are active participants in profiling their own learning and can talk about their next steps.</i></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • Our staff and children have a very good knowledge of our Ready, Respectful and Safe expectations and our INSPIRE values. The learners and staff use this language throughout the school. • One Trusted Adult approach currently in place throughout the school. Children feel supported by class teachers and know who they can speak to if they are worried. All children can name their Trusted Adult and are aware of the role of this person. • Continued to implement our Healthy Snack Policy throughout the school. Class teachers report a higher number of children bringing a healthy snack to school or accessing the healthier snacks in school. • Continual conversations with class teachers about the children’s health and wellbeing during termly Excellence & Equity meetings, termly self-reporting using the wellbeing indicators and daily check-ins with pupils using the Zones of Regulation. This gives baseline information and allow staff to plan appropriately to meet the needs of all learners <p><u>Evidence indicates the impact is:</u></p> <ul style="list-style-type: none"> • Most learners report they feel safe, healthy, achieving, nurtured, active, respected, responsible and included • Learners across the school develop their emotional literacy and resilience through One Trusted Adult conversations and targeted 1-1 check-ins where required. • 91% of our P5-P7 learners stated that they feel safe in school • 93% of our P5 – P7 learners feel staff treat them fairly and with respect • 77% of our P5 – P7 learners feel school helps them feel more confident • 77% of our learners feel staff support them to make healthy choices
<p>ELC</p> <p><i>To embed our vision, values and aims to support the safety and mental, emotional, social and physical wellbeing of all our learners.</i></p> <p><i>Learners and families will continue to develop their understanding of GIRFEC and wellbeing indicators.</i></p> <p><i>Realising the Ambition, National Play Framework and Health and Social Care Standards and UNCRC Rights of the Child will underpin practice in the setting.</i></p>	<p>What did we do?</p> <ul style="list-style-type: none"> • All ELC staff wear card on their lanyards that show our vision statement, values and aims. • Refreshed vision logo shared with all families through all correspondence, use of social media platforms and in handbook. • All stakeholders contributed to creation of pictorial representation of our Curriculum Rationale linked to local community gardens. • All ELC staff members have supported learners to develop their knowledge of the wellbeing indicators through a story based approach and use of characters, making links to indicators through play. Most learners are able to name some of the indicators. • Almost all ELC practitioners report on the wellbeing indicators in observations. Videos created to share the learning about each indicator shared with families e.g. Safe Sally; • ‘Together Time’ launched to allow parents/carers regular, informal times to visit and spend time with their children in their setting alongside regular ‘Stay and Play’ sessions and celebration events. • All children participate in daily check-in’s to report on their emotions and engage in conversations with staff on how they are feeling. • Families given opportunity to share their views in parental survey. • Bronze Rights Respecting Schools Award has been achieved. Our whole school and ELC are ‘Rights Aware’ and children are able to speak about their rights. We have achieved the Bronze level of the award Rights Respecting Schools award and will work towards our Silver award in 2023/2024. • All ELC staff participated in EY Network on UNCRC and contributed to a sharing best practice session to showcase work on children’s rights in the setting.

	<ul style="list-style-type: none"> • 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 every child's wellbeing. • Children's wellbeing is also discussed at termly Excellence and Equity meetings to ensure support strategies are in place where required including Positive Response Plans. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Over 75% of N5 learners are on track (green) for all areas of Health and Wellbeing including being able to confidently express their needs and cope with everyday and new situations. • 70% of N4 learners are already tracking as amber or green across all areas of Health and Wellbeing including being able to confidently express their needs and cope with everyday and new situations. • 95% of parent/carer respondents agreed that their child's mental, emotional, social and physical needs were being met by nursery provision. • 86% of parent/carer respondents felt that their family's wellbeing was being supported by the setting with the remaining 14% selecting 'not applicable'. • 100% of parent/carer respondents agreed that our vision statement 'Growing, Caring, Learning, Together' was reflected in the ethos of the setting.
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2022/23 was</p> <p><i>All children will have opportunities to develop transferable skills for life, learning and work through interdisciplinary experiences.</i></p> <p><i>Learners are engaged in a consistent, high quality approach to agile learning/IDL. Improved pedagogy consistently across the school with a focus on STEM to support agile learning approaches.</i></p> <p><i>All learners have their full entitlements met with consistent approaches to the provision of outdoor learning, digital literacy, play based learning, 1+2 and skills progression.</i></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>We have made satisfactory progress.</p> <ul style="list-style-type: none"> • Learner conversations continue through Ice Lolly Monday using questions from HGIORs. Learners are becoming more confident in talking about how to improve our school. • In the majority of classrooms, learning is linked to skills and capabilities for the World of Work. Learners continue to develop an understanding of skills for life, learning and work • Leadership roles evident across the school including class responsibilities, Junior Leadership Groups, P7 buddy and prefects. Our learners are beginning to develop leadership skills through opportunities offered • Learners are able to access information using QR codes and search engines. They can also take and upload pictures to Seesaw and Teams to share learning with parents. There has been an increase in digital technology skills in all classes. • Partnerships created with Polbeth Hub, CDT, WCHS • Learners have the opportunity to share learning from out with school and wider achievements and these are celebrated on our Fantastic Friday slide • Microsoft Teams has enabled every child in P4-7 to begin to develop a form of profiling • P6 successfully trialled bringing their own device to school. Learners are becoming more confident in using a range of technology <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 85% of P4-P7 learners feel the school helps them take responsibility for their own learning • 85% of P1 – P7 learners feel they achieve successfully in school • Learners across the school have access to a range of devices to support their learning with many choosing to bring their own device to school. Our learners are eager to develop their digital skills further.

<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 style="text-align: center;">ELC</p> <p><i>Our curriculum will be enriched by digital technology which will equip learners with vital digital skills and raise attainment.</i></p> <p><i>High quality learning opportunities indoors and out will ensure that learners achieve expected levels in numeracy, literacy and health and wellbeing.</i></p> <p><i>Strong partnerships will continue to be built with families and the wider community to support learners to develop transferable skills for life, learning and work through interdisciplinary experiences.</i></p>	<p>What did we do?</p> <ul style="list-style-type: none"> • ELC Practitioners worked alongside ELCASM and EYO to complete Digital Technologies Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning and digital technologies provision and identify next steps. • Digital Technologies Action Plan created to address areas for improvement and lead by ELC Practitioner who holds Digital Technologies Distributive Leadership role. • Most ELC staff attended Early Years Network on Digital Technologies. • ELC Practitioners worked alongside PT and EYO to complete Outdoor Learning Audit linked to HGIOELC 2.2 and 2.3 to evaluate learning environment and provision outdoors and identify next steps to ensure a high quality learning environment outdoors. • Outdoor Learning Action Plan created to address areas for improvement and lead by ELC Practitioner who holds Outdoor Learning Distributive Leadership role. • Outdoor provision is starting to mirror our indoor provision. • PEEP Learning Together programme made available online for all parents/carers. • ELC Practitioner that holds Community Links Distributive Leadership Role has started to re-establish links in the local community including Dixon Court Sheltered Housing Complex and regular visits to Polbeth and West Calder Community Gardens (The Stickman Trail). <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Responses to parental survey about ‘magic moments’ at nursery highlighted a range of learning experiences including ‘messy play’, ‘learning in the local community’ as well as the opportunities for parental engagement including Together Time, Sports Day and Stay and Play sessions. • Use of QR codes within the setting shared as best practice at Early Years Digital Technologies Network. • Learners in the setting engage well with the digital resources available including iPads and Promethean Panel.

School Attendance

Almost all learners at Parkhead Primary School have good attendance. The Depute Head Teacher works alongside our families and outside agencies to promote good attendance and support those families who require it. We try to ensure early intervention of support. Learners with attendance rates of under 90% are targeted as per West Lothian Attendance Policy.

Attendance	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
School	94%	94%	94%	95%	92%	93%
Authority				95%	92%	92%

School Exclusion

The school had one exclusion this session and over the past 3 years, our exclusion incidents had continued to drop. We feel this shows the impact of embedding our Positive Relationship Policy in line with our Restorative Practice training the staff have participated in. We continue to promote and ensure a positive and inclusive culture at Parkhead Primary School.

Exclusion	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Learners Excluded	2	3	4	0	0	0	1

Engagement with parents/ carers

Parents are regularly consulted with and communicated with in a variety of ways throughout the school year. We regularly use surveys to check in with parents/carers and this has allowed us to continue to build relationships with our families.

During our recent ethos survey, 82% of our parents/carers felt that the school keeps them well informed about their child's progress, 95% of our parents / carers felt that staff are approachable and welcoming and 84% felt that the school responds well to ensuring the views of parents/carers are sought when making changes. 92% of our parents / carers rated their overall satisfaction of the school positively.

Our Wider Achievements this year

- Excellent engagement with Seesaw in P1-P3
- Regular celebrating success and INSPIRE values assemblies
- Regular INSPIRE values certificates to recognise learners who continue to demonstrate our school values.
- Successful cluster collaboration and positive links created with WCHS.
- Participation in World Book Day and National Numeracy Day
- Successful transition for P7 – S1 and ELC to P1
- Successful fundraising events arranged by PPA
- Achieving Bronze Level of Rights Respecting Schools Award
- Successful participation in Cluster Sports activities such as Cross Country, football and basketball
- Skiing opportunities for P5 & P6
- School camp for P7
- Developing links to the local community – WCHS, West Calder Library, School Bank, 5 Sister Zoo, Arnold Clark, Woodland Trust, Bridge8 Hub, Polbeth Hub
- All classes presenting their learning at assembly and P1-P3 Nativity
- Generous donations by staff of food for WL Foodbank
- Whole school community Easter Fayre
- P5 winning a trip to The National Museum of Flight
- Participation in TerraCycleUk – recycling 23.3kg of pens

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

1.3 Leadership of Change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Very Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing learner'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)