



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



**PROGRESS
REPORT FOR
SESSION 2023/24**

(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 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 and have been fully embedded across the school. 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 2023/2024, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

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 data-bbox="124 208 252 237">SCHOOL</p> <p data-bbox="124 282 421 387">To raise attainment, especially in literacy and numeracy</p> <p data-bbox="124 427 453 495">Our measurable outcome for session 2022/23 was to</p> <p data-bbox="124 535 395 786">bring our Parkhead curriculum alive! To develop an innovative, relevant and engaging curriculum to meet the unique needs of our Parkhead learners.</p> <p data-bbox="124 860 284 893">NIF Driver(s):</p> <p data-bbox="124 938 320 1001"><input type="checkbox"/> School and ELC Improvement.</p> <p data-bbox="124 1005 443 1039"><input checked="" type="checkbox"/> School and ELC Leadership</p> <p data-bbox="124 1043 416 1106"><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p data-bbox="124 1111 379 1144"><input checked="" type="checkbox"/> Parental Engagement</p> <p data-bbox="124 1149 448 1182"><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p data-bbox="124 1187 416 1220"><input checked="" type="checkbox"/> Performance Information</p>	<p data-bbox="486 208 1023 241"><u>We have made good progress in LITERACY</u></p> <p data-bbox="486 241 699 275"><u>What did we do?</u></p> <ul data-bbox="486 309 1501 2042" style="list-style-type: none"> • Most classes are using core and genre targets in writing lessons. All learners are being exposed to the targets and beginning to familiarise themselves with the targets when talking about their learning journey. • All classes are using PM writing and following scope and sequence plan to ensure progression. All staff are becoming more confident when using PM resources. Most learners can talk about the features of different genres. • Lessons planned 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 conjunction with and to supplement grammar lessons taught in line with the PM writing programme, alongside other resources. This is ensuring consistency. • P1 –P7 are using Letter Join to teach handwriting. There has been an improvement in handwriting in the majority of classes, particularly up to Primary 5 level. • 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. We revamped our class libraries as part of Scottish Book Week. We celebrated SBW by engaging the wider school community in a reading restaurant event, as well as providing Read Write Count bags for P1-3. Reading ambassadors have been elected by each class to represent them in our journey towards a Reading Schools Award. • All classes are teaching reading Fry’s common words. All children have increased their common word reading scores from previous levels. • Excellence & Equity meetings discuss how we support learners who are not on track / need challenge. The tighter focus on curricular areas has helped identify particular barriers and allow appropriate planning and interventions put in place. • SfL teacher/PSWs have carried out a wide range of assessments to identify learners who require support. This allowed them to plan and implement appropriate resources. All Primary 1s have completed the language link assessments and interventions have been put in place • PSWs have provided targeted support (phonics) to identified children. All children targeted have made improvements in reading and spelling. • POLAAR and SWST assessments have identified existing knowledge and identified next steps. Interventions were planned to meet the needs of these learners. • Dandelion Readers have been used in conjunction with ORT. Learners are getting a more balanced approach to reading. • Staff contribute to the cultivation of a reading culture in school by including ‘what I’m reading’ in email signatures. Some staff share their class novel. • 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. Gaps in writing skills were identified and used to design a series of lessons which were team taught by literacy lead and class teachers to target these specific gaps in knowledge. • Some 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. Some staff feel that

children are more confident in reading skills following Reciprocal Reading input, evidenced by SNSA results.

- Support for learning assessments identified gaps in comprehension and groups in P4 – P6 have been set up to improve this through Think-a-loud strategies.
- All PSWs report an increase in confidence in addressing barriers to learning as a result of training
- Word shark is being used as a targeted intervention for P4-6 and is having a positive impact.
- Sfl have formally identified children who have dyslexia. A support group has been set up to focus on increasing their ICT skills, using speech-to-text and text-to-speech technology

Evidence indicates the impact is:

- P1, P3, P5 & P7 met our target for literacy attainment
- In reading, Writing most learners in P1 – P7 achieved expected levels of achievement
- In Listening and Talking most learners in P1 - P4 and P6 and almost all learners in P5 and P6 achieved expected levels of achievement
- PSWs responded positively to surveys assessing their confidence in implementing support strategies to targeted groups. Little support is required from Literacy Lead from PSWs to maintain interventions.
- Children are more confident when discussing different genres of writing/reading and identifying the varied features – evidenced by weekly learner conversations

We have made good progress in NUMERACY

What did we do?

To continue to develop 'The Parkhead Way' – Our strategy for raising Attainment in Numeracy

- Sandwell assessments and SNSA results identified the P2-7 pupils who required universal and targeted interventions to develop their numeracy skills. PSW's delivered targeted interventions in small groups throughout the year, using a wide range of tools. This has led to raised attainment
- Numicon Intervention assessment took place for P1. Appropriate interventions planned
- All classes continue to use working walls. These have supported pupil's learning.
- Numeracy lead has further developed a numeracy and mathematics toolkit. This will ensure that there is consistent practices and approaches to teaching numeracy and mathematics.
- Numeracy lead has provided targeted support for P2-7 classes. Team teaching has improved staff confidence and consistency
- P3-P7 have had targeted support by the numeracy lead. This has developed collaboration, communication and problem solving through rich tasks.
- Majority of staff attended CLPL numeracy and mathematics CLPL. This has further developed their pedagogy
- All staff took part in the data literacy, choral counting and counting collections courses as part of our Cluster. This has improved practice across the school.
- All members of staff have had time to familiarise themselves with the WL Steps to Successful strategy in numeracy and mathematics. This will lead to a more consistent approach

Further develop an understanding of assessment in numeracy

- Majority of the upper school staff are using White Rose as an assessment tool. This has supported planning.
- Some teachers are using the numeracy and mathematics individual tracker to assess individual learner's progress. This supported staff to prepare for E&E meetings.

- P1 assessment identified which pupils were off track. This allowed for appropriate interventions to be planned
- We use a wide variety of different assessment techniques such as SNSA, exit tickets, Plickers, White Rose, my maths thinking wall, true/false statements and sometimes/always/never cards, Sumdog assessments, high level questioning, number talks strategy discussions
- Some teachers have created high quality assessments (holistic questions) to assess learning on different numeracy outcomes. There has been a central place created on the Numeracy Team's Page for these to be accessed.

Embed profiling of learning with pupil voice at the centre

- P1-3 use Seesaw to profile the children's work.
- Parental engagement lead creates a weekly snapshot of the children's learning from each class. This informs parents weekly on learning in school.
- Monthly Chit Chat sessions allow children to talk about their learning with their parents.
- One parental session had a specific focus on numeracy and mathematics, where the children taught their parents about CPA approach, exploding dots and rich tasks.

To further embed approaches to digital learning

- Almost all classes use Sumdog as either an assessment tool, to support learning and to engage learners.
- Apps on the I-Pad such as Hit the Button support learners becoming more fluent with their number bonds and x tables.
- Most classes use online sites for manipulatives so that learners can access them either on the Prometheum panels or on the iPads.
- QR codes are evident on learning walls to ensure access to games.

Ensure our outdoor spaces are used effectively to strengthen our ethos and culture of inclusion, participation and positive relationships

- Majority of teachers are beginning to use outdoor spaces to teach a variety of innovative and engaging lessons.

Our approach to play based pedagogy supports the development of creativity skills

- Children are encouraged to explore number through play with various materials ie Cuisenaire rods, numicon, dice, money, natural materials, toys, blocks and cubes.
- Counting collections have been used to get the children to work out totals in different ways.
- Maths through stories encourages play.
- Tuff trays used to further explore number concepts and develop rich conversations.
- Shops used in classrooms to encourage discussions around money.
- All classrooms have boast boards/brag boards to celebrate children's achievements outside of school.

Evidence indicates the impact is:

- P2, 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, P3 – P7 achieved expected levels of progress and almost all in P2 achieved expected levels of progress
- P4 and P7 SNSA results showed significant improvements in attainment
- Less children are requiring extra support generally within the school (especially P1-3).

	<ul style="list-style-type: none"> • Some children more confident at talking about strategies that they have used and using the correct vocabulary
<p>ELC</p> <p>All children will have access to regular, well-planned high quality learning experiences indoors and outdoors with a focus on Literacy and Numeracy skills through the provision of literacy and numeracy rich environments.</p> <p>Increased staff confidence in the process of moderation and achievement of Literacy and Numeracy skills ensuring consistency of professional judgement across the setting</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. • Visuals (photos and labels) to promote Literacy skills updated throughout the nursery environment. • Signalong is used with the children responsively throughout nursery day and promoted with parents/carers through nursery website. • Big Bedtime Read relaunched successfully through a Stay and Play with a focus on supporting children to develop Literacy skills through sharing/reading books. Book packs categorised to target different interests and needs (e.g. emotions) and are being accessed by parents/carers regularly. • Effective partnership with SALT has continued with ELC staff attending SALT input/sessions with individual children to build staff capacity in supporting language and communication needs. • ELC Practitioners have attended WLC Early Years Networks focussed on Literacy. • All ELC Practitioners participate in Excellent and Equity meetings with PT to evaluate children's progress on ELC Tracker and identify strategies to support next steps in learning in Literacy. • 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. Almost all ELC practitioners have developed confidence at contributing to these meetings and can plan learning experiences linked to Literacy skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Most N5 learners are on track (tracking green) across 70% of Literacy tracker statements. • Over 80% of N5 learners are on track (tracking green) for Literacy skills such as using a range of vocabulary, asking/responding to questions and introducing storyline into play. • All N4 learners are on track for Literacy. • 60% of N5 learners scored their equivalent age or above their actual age in the Renfrew Word Finding Vocabulary Test. • 100% of completed Big Bedtime Read surveys stated children were read to almost or most nights. <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 ELC Practitioner who hold Numeracy Distributive Leadership role. • Numeracy visuals including number lines/squares updated both indoors and outdoors. • Parking bays and number plates added to outdoor bikes/vehicles.

	<ul style="list-style-type: none"> • ELC Practitioners worked alongside Numeracy Lead from school to deliver activities to preschool children to identify progress in learning and next steps in learning. • Numeracy Lead in ELC worked with Numeracy Lead from school to develop knowledge of using resources such as Numicon to support development of skills. • ELC Practitioners have attended WLC Early Years Networks focussed on Numeracy. • 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. Almost all ELC practitioners have developed confidence at contributing to these meetings and can plan learning experiences linked to Numeracy skills. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Over 70% of N5 learners are on track for Numeracy skills such as touch counting, using positional language, matching and sorting and using the language of measurement. • All N4 learners are on track for Numeracy.
<p>SCHOOL</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>Work with the Equity Team to further develop our approaches to an equitable classroom</p> <p>To ensure every classroom in Parkhead is an inclusive classroom</p> <p>Meeting the needs of all pupils – develop approaches to adaptive teaching – focus on content</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>We have made good progress.</p> <p>What did we do?</p> <p>Numeracy and Literacy (General)</p> <ul style="list-style-type: none"> • Literacy and Numeracy Development staff have continued to undertake a wide range of CLPL. They are now confident to support teaching staff with the implementation of appropriate strategies. PSWs are now also much more confident at carrying out the targeted interventions • PSWs continue to benefit from liaising with the Literacy and Numeracy leads who provide continuing guidance, support, training and materials. • All teaching staff and relevant PSWs 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 • 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. <p>Literacy Interventions</p> <ul style="list-style-type: none"> • Literacy Development teacher have led whole class lessons, team teaching and supporting colleagues with planning and resources. This has developed staff confidence in both areas. • PSWs have had training from Language Outreach to deliver the Colourful Consonant and Vowel House intervention. • PSW have a range of assessment and interventions that they are now very familiar with and use regularly in their work with children. • Wordshark was purchase through PEF funding and this is being used to target spelling in P4 to P6. • Clicker subscription has been renewed for another three years. This resource is available on any device in school so is readily available to any pupil who requires it. • SfL and Literacy 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.

☒ Performance Information

- 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.
- Sfl staff have set up a Dyslexia Support Group for P6 children to introduce and extend their knowledge of ICT programme/apps which will aid their literacy e.g. text speech and speech to text technology.
- Resources purchased to support PEF interventions throughout the school, specifically Listening and Talking resources.

Numeracy Interventions

- Using the trackers, Sandwell assessments and SNSA results. P2-7 pupils were identified who required targeted interventions to develop their numeracy skills.
- PSW's delivered targeted interventions in small groups using a wide range of tools. All year groups have had some intervention through trained PSWs
- Assessment carried out on all P1's, using questions from the Numicon intervention programme helped to identify specific areas to target. Number formation was something that was highlighted.
- Numeracy lead has provided targeted support for P2-7 classes. This has been based on the specific needs of each class.
- P3-P7 have had targeted support through team teaching with CTs and the numeracy lead to develop the pupil's collaboration, communication and problem solving skills through rich tasks.
- The Numeracy Lead has worked within the ELC to complete the Assessment of Early Indicators of Performance in Mathematics (Number) with all pre-school children. Results show strengths and gaps which will be useful for P1 transition.
- Numeracy PSW attended specific training in the Numicon Intervention Programme. This has developed her confidence
- New guidance about an inclusive learning environment created ready to be shared with staff next session. This will ensure consistency of approaches

Evidence indicates the impact is:

- The confidence of almost all learners involved in literacy and numeracy 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 and numeracy, using a wide of strategies taught. The SNSA results also indicate an increase in attainment in reading and numeracy. There were fewer children in lowest attaining band in both these subjects.
- 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 also used the Benchmarking tools to identify specific targets for individuals. Staff report that this was a more useful way to identify children and meet their needs.
- Individual programmes targeting mainly our learners on IEP have continued to result 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.
- 78% of parents feel the school has helped to reduce the day to day school costs

	Evidence indicates the impact is:																									
	<table border="1"> <thead> <tr> <th>Stage</th> <th>No of Q1 Learners</th> <th>Quintile 1 learners on track</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>1</td> <td>Literacy - 100% Numeracy - 100%</td> </tr> <tr> <td>P2</td> <td>0</td> <td>Literacy – N/A Numeracy – N/A</td> </tr> <tr> <td>P3</td> <td>2</td> <td>Literacy - 100% Numeracy - 100%</td> </tr> <tr> <td>P4</td> <td>2</td> <td>Literacy – 100% Numeracy – 100%</td> </tr> <tr> <td>P5</td> <td>0</td> <td>Literacy – N/A Numeracy – N/A</td> </tr> <tr> <td>P6</td> <td>1</td> <td>Literacy - 100% Numeracy - 100%</td> </tr> <tr> <td>P7</td> <td>2</td> <td>Literacy - 100% Numeracy - 100%</td> </tr> </tbody> </table>	Stage	No of Q1 Learners	Quintile 1 learners on track	P1	1	Literacy - 100% Numeracy - 100%	P2	0	Literacy – N/A Numeracy – N/A	P3	2	Literacy - 100% Numeracy - 100%	P4	2	Literacy – 100% Numeracy – 100%	P5	0	Literacy – N/A Numeracy – N/A	P6	1	Literacy - 100% Numeracy - 100%	P7	2	Literacy - 100% Numeracy - 100%	
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<p>ELC</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2023/24 was to</p> <p>Through observation and effective analysis of assessment data children’s needs are identified early and appropriate, proportionate and timely support and strategies are put in place to close the attainment gap.</p> <p>Effective partnerships will have a positive impact on children’s progress in key areas of learning in literacy, numeracy and health and wellbeing.</p>	<p>What did we do?</p> <ul style="list-style-type: none"> All ELC Practitioners have participated in 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 the child’s needs. PEEP Learning Together programme successfully ran in Autumn 2024 for a group of children and families. EYO has developed strong links with partners including Health Visitors, Community Nursery Nurse, SALT and Education Support Services Development Officer for ELC to support meeting the individual needs of all children. Identified N5 learners have been supporting in their transition to Primary 1 by the CAST process with appropriate targeted interventions identified to support their needs including the use of TACPAC resources, sensory circuits and intensive interactions activities. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Tracker data along with personal plan targets and CPM minutes and CAST transition documents show that the majority of learners have made progress across literacy, numeracy and health and wellbeing. Participants in PEEP survey reported they enjoyed the sessions and found them valuable. A survey of our partners showed that 100% of respondents agreed that Parkhead ELC had built effective partnerships with them that supported children’s learning and development. When asked about any positives that they wished to highlight they spoke of “good communication”, the team being “welcoming”, that “staff show genuine care and kindness towards both pupils and external staff”, “The staff are fantastic and they create a very positive learning environment” and “staff are keen to learn, take on advice and act on it - to support learners with ASN”. A parental survey showed that 96% of respondents agreed that our partnerships in the local community have a positive impact on their child’s learning.
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SCHOOL

To improve children and young people's health & wellbeing

Our measurable outcome for session 2022/23 was to

To continue to support children to develop skills to self-regulate to ensure they are ready to learn – further develop Zones of Regulation

To develop parent friendly resources to support self-regulation at home

Introduce peer mediation

To provide opportunities for learner participation at all levels developing leadership skills through a range of groups and classroom practices

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?

- Calm Kits and designated area/ calm space for each class to allow children opportunities to self-regulate
- Yoga balls/ Bean bags/ Flexible seating in some classes to allow learners an appropriate space to learn
- Removal of bells to support a calm, quiet environment
- Quiet play time and lunch. This has allowed learners a quiet space to self-regulate as and when required
- Daily check in linked to zones of regulation. This allows staff to check in with children who require it.
- Launch assembly for zones of regulation and mindfulness to ensure a consistent approach across the school
- Most classes are beginning to embed daily mindfulness to contribute to the calm ethos and environment
- HWB mini champions have been elected and support the HWB staff champion, family champion also identified. This ensures consistent messages across the school community.
- Peer mediation has been introduced and P6 pupils have been trained. This will allow additional support in the playground to deal with conflict and has developed leadership skills of P6 learners,
- Ambassadors introduced for – Reading, Cost of the school day, Peer mediation, P1/P7 buddies, Reading buddies, Prefects, House Captains, Cloakroom monitors, HWB mini champions. Further developing leadership skills
- Pupil council has been set up and is focussing on developing our anti-bullying policy
- Continued use of the RSHP resource throughout the school to deliver the RSHP area of the HWB curriculum – this ensures consistency and progression across the stages
- Outdoor learning staff group has been established and a policy has been created and shared with staff. Children have been consulted on how they would like their outdoor spaces to be utilised
- Play based learning staff work stream created to develop play based approaches to learning across the school
- Implementation of whole school rewards such as – line of the week, cloakroom of the week, tokens – encourages and motivates children to take leadership and ownership.
- Classroom jobs promote leadership in the classroom.
- PSW identified to provide targeted interventions to support pupil wellbeing based on needs (SEBN) identified by class teachers eg. Drawing and Talking therapy, Finding your Superpowers. This has had a positive impact on all learners involved.
- Ready, Respectful and Safe is embedded in all classrooms, the learners and teaching staff use this language throughout the school.
- INSPIRE values are embedded and celebrated across the school.
- Bronze RRS award has been achieved, teaching staff and pupils are able to use language associated with rights.
- One trusted adult approach currently in place across the school. Children feel supported and know who they can speak to if they are worried. All children have a termly opportunity to identify/ update their trusted adult and are aware of the role of this person.
- Relunched Healthy Snack policy. This is encouraging children and families to make healthy choices.

	<ul style="list-style-type: none"> Continual conversations with class teachers about children's HWB during E&E meetings, termly self-reporting using the wellbeing indicators and daily check ins with pupils using ZOR. This gives baseline information and allows staff to plan appropriately to meet the needs of all learners. Draft Positive Relationship Policy has been created ready to be shared with families next session. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Most children can discuss the zones of regulation and link their emotions to the correct zone. 98% of our parents feel their child feels safe at school 90% of children feel safe at school Majority of learners report as green for all wellbeing indicators Pupil questionnaires completed before and after participation shows that the interventions have had a positive impact. Ready, Respectful, Safe – all children can explain what it means and how to show this INSPIRE – all children can explain what it means and are aware of how to demonstrate these. 90% of children feel they have a trusted adult in school
<p>ELC</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2023/24 was</p> <p>Our vision, values, aims and curriculum framework will ensure the health and wellbeing of our children, families and staff is well supported.</p> <p><i>The UNCRC will underpin practice in the setting.</i></p>	<p>What did we do?</p> <ul style="list-style-type: none"> Vision, values and aims shared with families during induction process and nursery handbook. Pictorial representation of new Curriculum Rationale created in nursery cloakroom area and digital representation created for correspondence, documentation, etc. ELC Practitioners continue to promote vision, values and aims in daily practice in setting. Supportive induction process in place for new children where individualised personal plans are created and effective relationships with families established. 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. ELC staff continue to support learners in their understanding of the wellbeing indicators through a story based approach and use of characters, making links to indicators through play. SHANARRI characters are referred to in daily interactions with the children and most learners are able to name some of the indicators. Zones of Regulation check in area used regularly with children. Emotions area has started to be developed in Sensory Room. Families are consulted regularly through surveys with questions focussed on wellbeing. All ELC staff are offered the opportunity to participate in wellbeing check in's with EYO. PT and ELCASM also provide supports for staff wellbeing where required. UNCRC photos are used around the room with pictorial guidance to support the children's understanding of their rights. Rights are referred to in daily interactions with the children. Children's wellbeing is also discussed at Excellence and Equity meetings to ensure support strategies are in place where required including Positive Response Plans and targeted supports. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> 94% of parent/carer respondents agreed that our vision statement 'Growing, Caring, Learning, Together' was reflected in the ethos of the setting.

	<ul style="list-style-type: none"> • A consultation with our partners showed that 100% of respondents agreed that our vision statement 'Growing, Caring, Learning, Together' was reflected in the ethos of the setting. 100% of respondents also agreed that our values of nurture, respect, achieving and inclusion were reflected in the daily practice of the setting. • Most N5 learners are on track (green) across all areas of Health and Wellbeing with almost all learners tracking green for skills such as persevering to complete tasks, staying engaged in play activities and displaying a range of gross motor skills. • Almost all N4 learners are on track across all areas of Health and Wellbeing with 76% or above of N4 learners already tracking as amber or green across all areas of Health and Wellbeing. • Learners were able to contribute their opinions when consulted for our self-evaluation floorbook and could identify numerous ways that they can stay safe and healthy in nursery. • 94% of parent/carer respondents agreed that the setting use information that parents/carers share about their child's wellbeing effectively to support their care, learning and development in nursery. • 100% of parent/carer respondents felt welcomed and included in the nursery.
<p>SCHOOL</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 to ...</p> <p>Introduce peer mediation</p> <p>To provide opportunities for learner participation at all levels developing leadership skills through a range of groups and classroom practices</p> <p>Develop Outdoor Learning Policy</p> <p>To further embed approaches to digital learning</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 good progress.</p> <ul style="list-style-type: none"> • Learner conversations through Huddle Assemblies, Pupil Council and Talk Time Thursday (introduced after ethos survey results published) using questions from HGIOURs. Learners are becoming more confident in talking about how to improve our school. • In most classrooms, learning is linked to skills and capabilities for the World of Work. Learners continued to develop an understanding of skills for life, learning and work through our whole school careers week • Leadership roles evident across the school including class responsibilities, P7 buddy and prefects. Our learners are developing 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 and P7 bring their own device to school. Learners are becoming more confident in using a range of technology • Peer mediation training took place. This will allow learners to support with conflict in the playground next session • Outdoor Learning Policy created – this will lead to increased opportunities to learn outdoors next session • Use of digital technologies has increased across all stages <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • 80% of P5-P7 learners feel the school helps them take responsibility for their own learning • 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. • The school achieved The Digital Schools Award in June 2024 • 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. • Digital School Award achieved – June 2024

ELC

To improve employability skills, and sustained, positive school-leaver destinations for all young people

Our measurable outcome for session 2023/24 was

Learning is enriched and supported by effective use of digital technologies.

We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors.

Strong partnerships with families and the wider community will continue to support learners to develop transferable skills for life, learning and work.

Children are empowered to contribute and make decisions in their own learning.

What did we do?

- 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.
- Learners have developed confidence at using digital technologies resources to enhance their learning including the use of iPads, Promethean Panel, laptops and cameras.
- Our 'Big Boogie' sponsored dance fundraiser was highly attended by families and successfully raised money to allow the purchase of 4 new iPads for the setting.
- Digital Schools Award Scotland achieved in June 2024 which included visits to the ELC to speak with staff and children.
- ELC Practitioners worked alongside 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 two ELC Practitioners who holds Outdoor Learning Distributive Leadership role.
- Regular use is made of local community for outdoor learning including West Calder Community Gardens (The Stickman Trail), skate park and local community parks and walks.
- The outdoor area continues to be developing including an update of visuals/signage, creation of a Bug Hotel and establishment of a Growing Garden.
- Creativity Action Plan created by ELC Practitioner who holds Creativity Distributive Leadership role. Daily music and movement opportunities have been established in the setting along with partnerships with Bookbug and NYCOS established to deliver sessions with the children. Role play opportunities have increased in the home corner area with a range of areas created lead by children's interests including the Dandelion Café and the Mermaid Shop.
- Community Links Action Plan created by ELC Practitioner and PSW who share Community Links Distributive Leadership role. Regular visits to Dixon Court Sheltered Housing Complex have continued. Partnership established with School Chaplain and termly visits organised. Partnerships made with range of local businesses to support the development of various areas in nursery including donations of sand from Levensat Sand Quarry.
- Sharing Shelf established in nursery cloakroom area through partnership with Morrisons supermarket who provide weekly groceries and supplies to support families.
- PEEP Learning Together programme successfully ran in Autumn 2024 for a group of children and families.
- EYO has continued to lead setting in developing strong partnerships with families through effective communication and parental engagement opportunities such as Together Time, Stay and Plays and seasonal celebration events such as Christmas parties and Preschool Leaver's Celebration.
- Seesaw has been successfully introduced to all parents/carers to communicate about children's learning and celebrate achievements.
- Learners are now regularly contributing to self-evaluation of the setting and consultative planning process through the use of floorbooks.

Evidence indicates the impact is:

- Learners were able to contribute their opinions when consulted for our self-evaluation floorbook and could identify numerous ways that they like to learn in nursery, the areas they like to access, the different people that visit their nursery and where they visit in the local community.

	<ul style="list-style-type: none"> • 100% of parent/carer respondents agreed that we offer a range of learning environments and areas that support their child's play and learning. • 96% of parent/carer respondents agreed that our partnerships in the local community have a positive impact on their child's learning. • Most parent/carers are now contributing to or engaging with their child's Seesaw profile.
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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	2023/24
School	94%	94%	94%	95%	92%	93%	92%
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	2023/24
Learners Excluded	2	3	4	0	0	0	1	1

Engagement with parents/ carers

Parents are sent termly class newsletters populated by learners during learning conversations, as well as receiving weekly snapshot and Fantastic Friday updates. CTs continue to communicate with families in a variety of ways. Parental engagement lead has organised a range of events to include and involve the wider school community in learning activities. Events such as a DYW week were organised in which families and relatives of learners shared their experiences of the working world.

During our recent ethos survey, 71% of our parents/carers felt that the school keeps them well informed about their child's progress, 87% of our parents / carers felt that staff are approachable and welcoming and 87% felt that the school responds well to ensuring the views of parents/carers are sought when making changes. 83% of our parents / carers rated their overall satisfaction of the school positively.

Our Wider Achievements this year have been:

- Very good engagement from families with Seesaw in P1-P3
- Successful DYW week
- Children's Mental Health week involving the local community
- PPA Easter Fayre – raised over £3000
- Outstanding P6 & 7 Show – The Wizard of Oz
- P4 Teams Event
- Fabulous P1-P3 Nativity
- Regular INSPIRE values certificates to recognise learners who continue to demonstrate our school values.
- Successful Netball tournament – 1st place in West Lothian

- Gymnastics Showcase for staff and parents, followed by competing in a local competition
- New after school clubs – Warhammer club, darts club, choir
- Choir performances at West Kirk of Calder for WL council officials
- Brass band performances
- West Lothian College forest school visits for P1-3
- P6 trip to Bridge8
- P7 residential camp at Lockerbie Manor
- P5 & P6 skiing at Hillend
- P4 music input from NYCOS and Ocarina specialist
- West Lothian Food bank support
- Class assemblies from all classes
- P4 Victorian Day
- Class Trips for all classes
- Cross Country achievements
- P7 v Staff football match
- Successful implementation of token system, finer diners etc.
- Achieving Digital Technologies Award

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)