

# **Blackridge Primary School and Early Learning Centre**



# **PROGRESS REPORT FOR SESSION 2020/21**

**(Standards & Quality Report)**

**Main Street  
Blackridge  
EH48 3RJ**

## ABOUT OUR SCHOOL

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian and sits within the Armadale Cluster. The combined school and ELC roll is 200. The school building and adjoining community wing provides accommodation for 8 classes. The school has a purpose build Passivhaus Early Learning and Childcare (ELC) building. This has its own outdoor learning area and is set up and follows Froebel principles.

During 2020-2021 all staff, parents and learners contributed to drawing up the new Vision, Values and Aims. In response to school closure due to Covid 19 we returned with an aim of ensuring recovery leading to a re-explored curriculum through agile learning.

### VISION - LEARN TOGETHER, ACHIEVE TOGETHER, CELEBRATE TOGETHER

Our vision is to create an inclusive school community where learners fully participate, succeed and are proud of their achievements.

### BACK TOGETHER VALUES



### AIMS

We have re-exploring the four 'capacities' of the Curriculum for Excellence to define our Curriculum Aims. Blackridge Primary and ELC aim to support and challenge our learners to be or to become:

- **SUCCESSFUL LEARNERS** – Learners are supported and challenged to reach their maximum potential including wider achievements
- **CONFIDENT INDIVIDUALS** – Learners are supported to have self-respect, ambition and the courage to Dream Big.
- **RESPONSIBLE CITIZENS** – Learners are supported to treat others well and behave in ethical ways
- **EFFECTIVE CONTRIBUTORS** – Learners are supported to have enterprising attitudes, a positive approach to life and to play an effective part in the local, national and world around them



The school runs a successful Breakfast Club which is well attended by the children. We have a fully supportive Parent Council who play a crucial and vital role in school, especially in the areas of fundraising and general parental communication and liaison. The school has an excellent relationship with the Cluster Schools, Local Community, and the Local Church.

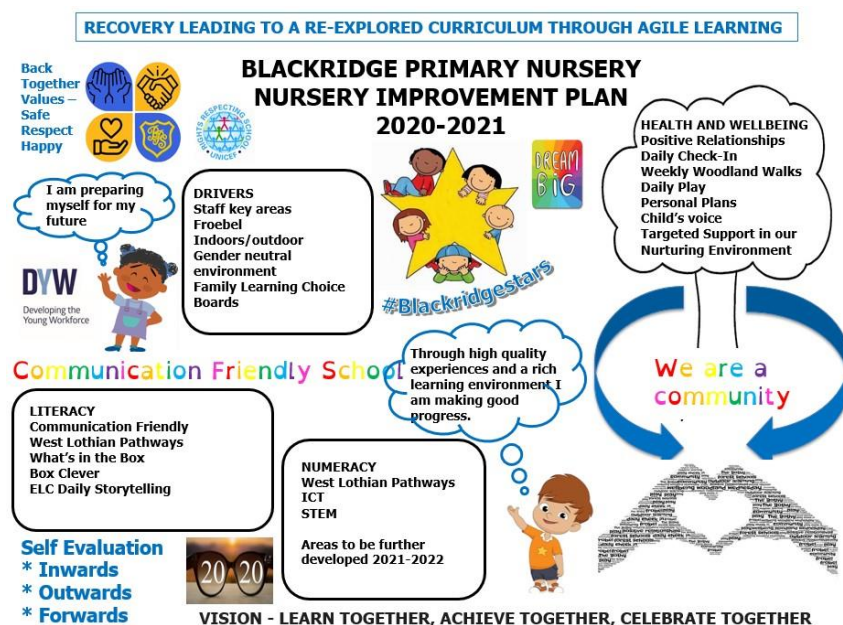
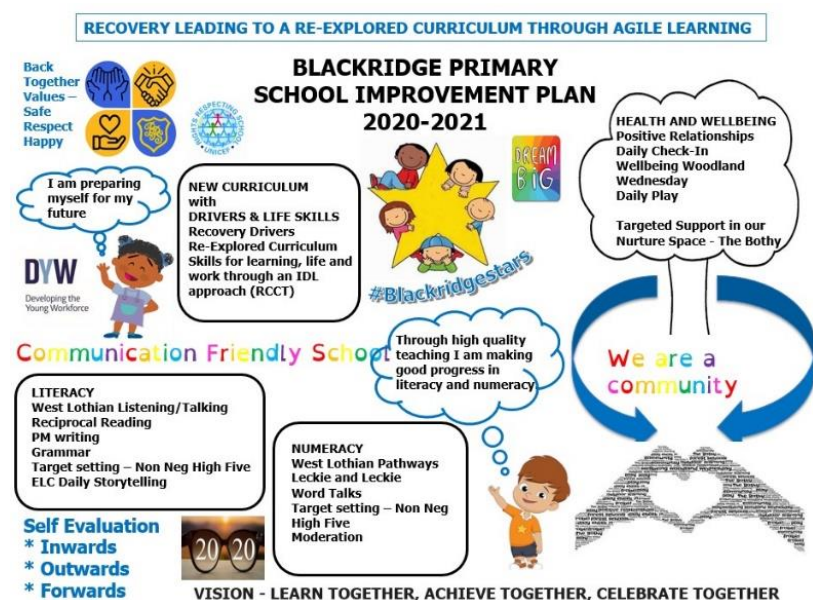
Our SIMD rank is 27 out of 67 WL schools with the majority of learners living in decile 2, 3 and 4. Free Meal Entitlement of 30% from ELC to P7. The Armadale Cluster has the joint 4th highest income deprived rate and joint 2nd highest employment deprived rate – being 1% and 2% above the respective West Lothian averages. Armadale's cluster has the 5th highest (mid-table) % share of West Lothian Universal Credit/JSA claimants, slightly below the average for the county. At 12.8%, the cluster has the 4th highest share of all West Lothian lone parents resident in its cluster. West Lothian Anti-Poverty Strategy Poverty profile identifies that 29% of children living in Armadale and Blackridge are living in poverty compared to 21% in West Lothian.

## 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 2020/21 and what the impact has been. Our report recognises that we entered a period of school closures in January 2021, and therefore our report takes account of this interruption to in school learning but will also reference any significant steps taken during the period of remote learning. Our future improvement priorities will be identified in our school's recovery improvement plan, which will respond the national and local advice on the reopening of schools.

We have shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at [https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\\_NIF\\_E-1.pdf](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf).

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



PRIORITY	HOW DID WE DO?
<p>1.</p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our measurable outcomes for 2020-2021:-</p> <p>SLT to have a clear baseline for L&amp;T/ Reading, Writing and Numeracy</p> <p>Individual/group gaps in learning to be identified, and included within the Blackridge Intervention Map</p> <p>All staff to have a clear understanding of progress within their class.</p> <p>Engagement levels during Remote Learning 85% Amber or Green</p> <p>The majority (70% or above) of learners to be on track with their learning in reading/writing/numeracy in all year groups.</p> <p>NIF Driver(s):</p> <p><input checked="" type="checkbox"/>School Improvement</p> <p><input checked="" type="checkbox"/>School Leadership</p> <p><input checked="" type="checkbox"/>Teacher Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Assess. of Children's Progress</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL - LITERACY</p> <ul style="list-style-type: none"> <li>• Implement Refreshed Three Year Cycle Curriculum with a Drivers for Literacy</li> <li>• Revised WLC progression pathways and used plans to ensure progression in learning for all learners. Staff all upskilled.</li> <li>• Staff made regular contact to support engagement during Remote Learning and focused on Literacy as a key learning activities.</li> <li>• Initiated Digital literacy during Remote Learning</li> <li>• Staff completed the Pedagogy Toolkit to identify gaps in literacy. The identified gaps are included in SIP 2021/2022.</li> <li>• Initiated the Scottish Book Trust; Developing a Reading Culture.</li> </ul> <p>TARGETED – LITERACY</p> <ul style="list-style-type: none"> <li>• Blackridge Intervention Map includes support for learners in L&amp;T, reading and writing.</li> <li>• Targeted literacy support continued throughout Remote Learning with SfL.</li> <li>• Children who had none engagement during Remote Learning had targeted support in literacy April – June 2021</li> </ul> <p>UNIVERSAL - NUMERACY</p> <ul style="list-style-type: none"> <li>• Refreshed and revised WLC progression pathways used to plan for progression in learning for all learners. Staff all upskilled.</li> <li>• Staff made regular contact to support engagement during Remote Learning and focused on Numeracy as a key learning activities.</li> <li>• Prioritised number and number processes on schools returning.</li> <li>• Introduce Leckie and Leckie Boards in all classes.</li> <li>• Began to upskill teachers in P2/3 in line with national dip at this stage.</li> <li>• Recapped on Number Talks with all teachers.</li> </ul> <p>TARGETED – NUMERACY</p> <ul style="list-style-type: none"> <li>• Set up the Blackridge Intervention Map which includes precision teaching and began training for the 5 minutes number box.</li> <li>• PSWs all attended Number Sense CPD and this was added to Intervention Map 2021-2022 to implement.</li> </ul> <p>Evidence indicates the impact is that:</p> <ul style="list-style-type: none"> <li>• Remote Learning Engagement ranged from 56%(P4) to 92% (P2) with an average of 70%</li> <li>• There is consistently good teaching across school (Lesson Observations and Remote Learning Review)</li> <li>• There is clear progression in literacy and maths book (Learning Book Review and Lesson Observation)</li> <li>• attainment has progressed in reading by 5% across the school, compared to 19-20, with most on track and above BIG schools. (Data)</li> <li>• attainment has progressed in writing by 6% across the school, compared to 19-20, with the majority on track and in line with BIG schools. (Data)</li> <li>• attainment has progressed in listening and talking by 6% across the school, compared to 19-20, with most on track and above BIG schools. (Data)</li> <li>• attainment has progressed in numeracy by 6% across the school, compared to 19-20, with the majority on track and in line with BIG schools. (Data)</li> <li>• current P7 working above expected level in all subjects and have made very progress across Second level. (Learning Book Review and Lesson Observation)</li> </ul>

<p><b>ELC</b></p> <p><b>To raise attainment, especially in literacy and numeracy</b></p> <p>Our measurable outcomes for 2020-2021:-</p> <p>Floor books/ Learners Journals and Reports to show good development across the year in response to CPD.</p> <p>ELC observations to show a wider range of rich experiences that focus on literacy and numeracy.</p> <p>ELC to reflect on the Third Teacher and constantly develop the learning space to meet the children's needs.</p> <p>SLT to draw up an ELC Intervention Map</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School Improvement</li> <li><input checked="" type="checkbox"/>School Leadership</li> <li><input checked="" type="checkbox"/>Teacher Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>ELC</p> <p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL</p> <ul style="list-style-type: none"> <li>• ELC Support Plan drawn up.</li> <li>• Implemented the Communication Friendly School Policy. Communication Friendly Environment Training for ELC staff with a focus on visuals, classroom environment, interacting strategies</li> <li>• Set up new ELC setting using Froebel Principles with free flow play and built on rich, first hand experiences with a focus on literacy and numeracy across all areas.</li> <li>• Set up a system for ELC staff to constantly review The Third Adult (environment) and the impact on learning with a focus on literacy/numeracy.</li> <li>• Empowered ELC staff so they were all fully involved in Consultative Planning.</li> <li>• Consultative planning includes a weekly WL assessment focus and is linked to literacy, numeracy and HWB key aspect of learning</li> <li>• Introduced the Every Day a Story Day Pledge included within new consultative planning and within its own learning environment.</li> <li>• ELC staff trained in colourful consonants.</li> </ul> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• PEF Speech and Language (SLT) action plan was implemented with a focus on literacy interventions; teaching learners to listen principles, Box Clever and Word Boost.</li> <li>• SLT reviewed Learner's Interventions and identified targeted support required. These were added to the ELC Intervention Map.</li> </ul> <p>Evidence indicates the impact is that:</p> <ul style="list-style-type: none"> <li>• the ELC Support Plan has shown rapid progress made with ELC ethos, team working, consultative planning, the learning environment and pedagogy. (Learning Observations, Third Adult Checklist)</li> <li>• the learning environment has only the children's own mark making. (Third Adult Checklist)</li> <li>• pupils are using visual cues to support their learning and routines (Learning Observation)</li> <li>• pupils are transferring skills learned in phonics and key word recognition into everyday literacy learning (Learning Observations and Learners Journals)</li> <li>• pupils have engaged in a wider range of literacy and maths rich experiences (Consultative Planning)</li> <li>• adults use a slow, relaxed pace when talking and give children plenty of time to respond (Learning Observations)</li> <li>• EYP staff have been upskilled in data procedures and all data inputted by child's key worker to trackers. Renfrew scores show all children progressed and are now within tracker. Gaps have been identified and an ELC Intervention Map draw up to close these. [(DATA)</li> </ul>
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2.

**To close the attainment gap between the most and least disadvantaged children**

Our measurable outcome for session 2020/21:-

SLT to set up a clear Continuum of Support system.

SLT to set up a Blackridge Intervention Map to ensure equity for all.

SLT to monitor WL HWB tracker data and targeted support put in place.

100% digital support to be given during Remote Learning.

Engagement levels to be measured from beginning of Remote Learning and contact made to support engagement

Check-In's to be established across the school when required.

PEF SALT Feedback to show progress with staff confidence and responses from targeted learners.

NIF Driver(s):

- ☒School Improvement
- ☒School Leadership
- ☒Teacher Professionalism
- ☒Parental Engagement
- ☒Assess. of Children's Progress
- ☒Performance Information

We have made **good** progress.

What did we do?

**TARGETED**

- Developed robust systems and processes for Continuum of Support
- Set up a Blackridge Intervention Map and began to train PSW's in strategies.
- Nurture Room set up and targeted support in place Aug – Dec 2020 with whole school.
- Nurture Room used by a small group during Covid closure Jan – March 2021
- Nurture Teacher gap filled in response to Covid 19 closure April 2021-June 2021
- 17% children in school regularly during Remote Learning Closure compared to the National average of 10%
- PSWs supported children in school during the Covid closure with remote learning and in the Nurture Room.
- Implemented PEF Speech and Language interventions with identified pupils from PEF funded Speech Therapist.
- Intervention Map drawn up and PSWs trained in a range of strategies from the Intervention Map and the Positive Relationship Policy.
- PSWs began to deliver intervention strategies at targeted pupils.

Evidence indicates the impact is that:

- Remote Learning Engagement was an average of 70%. 10% of the 17% of children in school were identified as vulnerable. This group had very good attendance and made good progress over the year. (data)
- P2 PEF Listening Skills programme

Class	Mean listening score (out of 16)		% of class with severe listening difficulties		% of class with moderate listening difficulties		% of class with adequate listening skills	
	Pre TCTL	Post TCTL	Pre TCTL	Post TCTL	Pre TCTL	Post TCTL	Pre TCTL	Post TCTL
P2	12.9	14.7	4.7%	0%	14.3%	6.3%	81%	93.7%

Feedback from the primary 2 class teacher "I have noticed a massive difference in listening skills in my class."

- the use of whole class visual timetables and individual first/then boards to support pupils with transition times. (Lesson Observation)
- 100% of staff members who completed an end of year questionnaire scored themselves as **6 of 6** for '*I have had ample opportunity to reflect with a Speech and Language Therapist on how to meet the communication and language needs of pupils in my class.*' (Staff Feedback)
- 100% of staff members who completed an end of year questionnaire scored themselves as **6 out of 6** for '*I use a range of strategies to meet the communication and language needs of pupils that I work with.*' (Staff Feedback)
- Term 1 to Term 4 Boxall Profiles show 5/6 made good progress (Data)

<p><b>ELC</b></p> <p><b>To close the attainment gap between the most and least disadvantaged children</b></p> <p>Our measurable outcome for session 2020/21:-</p> <p>Implement SLT Action Plan</p> <p>Implement ELC Intervention Map</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School Improvement</li> <li><input checked="" type="checkbox"/>School Leadership</li> <li><input checked="" type="checkbox"/>Teacher Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>ELC</p> <p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• Principle Teacher meets with each EYP to discuss pupils' progress and discuss interventions required.</li> <li>• Principle Teacher has drawn up an ELC Intervention Map.</li> <li>• PEF Speech and Language (SLT) action plan was implemented with a focus on literacy interventions; teaching learners to listen principles, Box Clever and Word Boost.</li> </ul> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners is that:</p> <ul style="list-style-type: none"> <li>• space is available for children to have downtime or engage in smaller group activities (Learning Observations and Learners Journals)</li> <li>• step by step timetables are available to help children understand how to complete certain tasks (Learning Observations and Learners Journals)</li> <li>• intensive Interaction is used to support self regulation (Learning Observations)</li> <li>• a clear ELC intervention map is in place with EYP's training needs identified. (Data)</li> </ul>
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<p>3.</p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p>Our measurable outcome for session 2020/21:-</p> <p>SLT to monitor WL HWB tracker data and targeted support put in place.</p> <p>SHANARRI Grids to be introduced by PSW's and all feedback responded to.</p> <p>Remote Learning Survey parents in Feb 2021 to show a good response</p> <p>Parent Questionnaire March 2021 to show a good response</p> <p>Boxall Profiles Aug to June to show an upward trend</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School Improvement</li> <li><input checked="" type="checkbox"/>School Leadership</li> <li><input checked="" type="checkbox"/>Teacher Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL</p> <ul style="list-style-type: none"> <li>• Classrooms to be set up to follow social distance guidelines maintained within a child friendly environment.</li> <li>• All staff involved in re-writing the Positive Relationship Policy and implementing this on return to school.</li> <li>• Within the Recovery Curriculum all classes had a daily class reward.</li> <li>• All staff involved in drawing up the Recovery Curriculum. This had a focus on HWB through WL Model/Emotion Works/Play/ Jigsaw.</li> <li>• Baseline assessments from HWB indicator through pupil self-reporting will support all staff in identifying learners who require targeted HWB support.</li> <li>• Wellbeing Check-In set up in all classes on the return to school.</li> </ul> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• Nurture Room re-instated for and targeted support in place Aug – Dec 2020 with whole school.</li> <li>• Nurture Room used by a small group during Covid closure Jan – March 2021</li> <li>• Nurture Teacher gap filled in response to Covid 19 closure April 2021-June 2021</li> <li>• 17% children in school regularly during Remote Learning Closure compared to the National average of 10%</li> <li>• PSWs supported children in school during the Covid closure with remote learning and in the Nurture Room.</li> <li>• SLT set up a clear Continuum of Support system. They use resources identified in HWB placement and refer to partner agencies as required.</li> <li>• Liaise with IWB Service and Wellbeing Scotland to support targeted children</li> <li>• Lego Therapy training from PEF SALT for nurture teacher implemented.</li> </ul> <p>Evidence indicates the impact is that:</p> <ul style="list-style-type: none"> <li>• SHANARRI Grid feedback shows pupils very positive about relationships with teachers (Pupil Voice)</li> <li>• Remote Learning Survey of parents in Feb 2021 showed Parent in line with all West Lothian responses for Advice and support for wellbeing and learning</li> <li>• Parent Questionnaire March 2021 showed 100% parents feel the school is friendly and welcoming</li> <li>• 94% feel their child likes being at this school/is safe at the school/ is treated fairly and with respect</li> <li>• 97% parents read the weekly newsletter</li> <li>• 92% wish to continue to receive the weekly assembly</li> <li>• The Parents Annual Ethos survey had a higher response rate than other WL schools and noted the school was good at ensuring the children were safe and. Increasing in confidence.</li> </ul>
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<p><b>ELC</b></p> <p><b>To improve children and young people's health &amp; wellbeing</b></p> <p>Our measurable outcome for session 2020/21:-</p> <p>ELC practitioners to be able to discuss what they are planning for the children and the rationale.</p> <p>Observations of ELC practitioner interactions show a depth of understanding regarding the development needs of children displayed through Personal Plans and Learning Journals.</p> <p>Parents to be surveyed on how they feel they are kept informed about their child's progress.</p> <p>All children to have a Personal Plan in place.</p> <p>Floor books/ Learners Journals and Reports to show development.</p> <p>All children to transition smoothly.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School Improvement</li> <li><input checked="" type="checkbox"/>School Leadership</li> <li><input checked="" type="checkbox"/>Teacher Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>ELC</p> <p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL</p> <ul style="list-style-type: none"> <li>• A full audit of Personal Plans by the ELCASM showed all plans were in place and EYP's have a very clear understanding of the needs of their children with high quality plans.</li> <li>• The needs of every child is met through empowering key adult attending their learners' CPM meeting and in keeping Learners Journals and Reports up to date.</li> <li>• There was a very smooth transition for learners into the new ELC buildings.</li> <li>• SHANARRI characters used as part of planning and within daily practice.</li> <li>• Parents and children contacted weekly during Remote Learning.</li> </ul> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• Personal Plans include targeted support for HWB</li> </ul> <p>Evidence indicates the impact is that:</p> <ul style="list-style-type: none"> <li>• The ELC practitioners work hard to create a nurturing, caring and welcoming environment. (Staff Questionnaire)</li> <li>• all ELC children transitioned very well into new building in Feb 2021 and showed a rapid level of engagement due to the learning environment. (Learning Journals)</li> <li>• the new ELC learning space has supported a very positive learning environment for children and adults. (Learning Journals and Learning Observations)</li> <li>• all ELC children can name Safe Sally, Respectful Rosie and Healthy Heather and are aware of the other SHANARRI characters. (Learning Observations)</li> <li>• Child's Plans are in place for targeted children and parent's and ELC Key Adults fully informed and involved. (Child's Plans)</li> <li>• ELC Key Adult have clear evidence for each child's HWB in their Learning Journals (Learning Journals)</li> <li>• play is a key focus at all times with no screen time within the provision (Planning)</li> <li>• play progression is tracked for each child and support put in place as required. (Data)</li> </ul>
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<p>4.</p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p>Our measurable outcome for session 2020/21:-</p> <p>Three Year Curriculum Plan to reflect the drivers and the uniqueness of Blackridge Primary.</p> <p>Planning to relate to the curriculum drivers and identifies relevant contexts for learning.</p> <p>Learners in learning conversations to talk about what they are learning, why it is relevant and how they have been involved in planning their learning.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/>School Improvement</li> <li><input checked="" type="checkbox"/>School Leadership</li> <li><input checked="" type="checkbox"/>Teacher Professionalism</li> <li><input checked="" type="checkbox"/>Parental Engagement</li> <li><input checked="" type="checkbox"/>Assess. of Children's Progress</li> <li><input checked="" type="checkbox"/>Performance Information</li> </ul>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL</p> <ul style="list-style-type: none"> <li>• Review and refresh Curriculum long term planning to align with refreshed rationale, and drivers.</li> <li>• Planning relates to the curriculum drivers and identifies relevant contexts for learning.</li> <li>• All staff involved in re-writing the Positive Relationship Policy and implementing this on return to school.</li> <li>• Key Focus for Assembly was the Back Together Values – Safe Respect Happy and the Refreshed Vision – Learn Together, Achieve Together, Celebrate Together</li> <li>• SIP included identified drivers; HWB, Literacy, Numeracy, Outdoor Learning, Skills for Learning and Life and Work through</li> </ul> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• Children in Nurture Room to be encouraged to reach their potential through ongoing positive praise.</li> </ul> <p>Evidence indicates the impact is that:-</p> <ul style="list-style-type: none"> <li>• the new Three Year Curriculum has supported the delivery of a wider range of rich experiences. (Staff Feedback)</li> <li>• The Parents Annual Ethos survey had a higher response rate than other WL schools and noted the school is good at keeping parents informed.</li> </ul>
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<p><b>ELC</b></p> <p><b>To improve employability skills, and sustained, positive school-leaver destinations for all young people</b></p> <p>Our measurable outcome for session 2020/21:-</p> <p>At least 70% of families to engage in Family learning Choice Boards</p> <p>ELC setting to reflect Froebel Key Principles with free flow play and building on rich, first hand experiences.</p> <p>ELC staff to constantly review the environment and the impact on learning.</p> <p>Review planning to ensure clarity and focus in assessments and linked to numeracy and mathematics key aspect of learning identified in the consultative plan.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <li>☑School Improvement</li> <li>☑School Leadership</li> <li>☑Teacher Professionalism</li> <li>☑Parental Engagement</li> <li>☑Assess. of Children's Progress</li> <li>☑Performance Information</li> </ul>	<p>ELC</p> <p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p>UNIVERSAL</p> <ul style="list-style-type: none"> <li>• ELC setting uses Froebel Principles with free flow play and built on rich, first hand experiences with a focus on literacy and numeracy across all areas.</li> <li>• ELC staff constantly review The Third Adult (environment) and the impact on learning with a focus on literacy/numeracy.</li> <li>• ELC staff fully involved in Consultative Planning.</li> <li>• Consultative planning includes a weekly WL assessment focus and is linked to literacy, numeracy and HWB key aspect of learning</li> </ul> <p>TARGETED</p> <ul style="list-style-type: none"> <li>• Family Learning Choice Boards introduced Jan 2021 and one EYP engaged with families during lock down to encourage participation.</li> </ul> <p>Evidence indicates the impact is that:</p> <ul style="list-style-type: none"> <li>• 75% families engaged with school through the Family Learning Choice Boards (Data)</li> <li>• learners in our ELC setting are benefiting from increased opportunity to apply their play in relevant contexts allowing for the development of early skills for learning, life and work. (Learners Journals)</li> </ul>
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- Almost all of our pupils have an attendance rate of 95% or above and our exclusion rate is 0.0% this session.
- The majority of parents/carers and all partner agencies have engaged with the school in evaluating our work and this information has been used to inform improvement planning and reporting on school performance.
- We held two Digital Parent Evening in October and April.

**Our Wider Achievements this year at the time of Remote Learning have included:**



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

1.3 Leadership of Change	<b>GOOD</b>
2.3 Learning, teaching and assessment	<b>GOOD</b>
3.1 Ensuring wellbeing, equality and inclusion	<b>GOOD</b>
3.2 Raising attainment and achievement	<b>GOOD</b>

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

1.3 Leadership of change	<b>GOOD</b>
2.3 Learning, teaching and assessment	<b>GOOD</b>
3.1 Ensuring wellbeing, equality and inclusion	<b>GOOD</b>
3.2 Securing children's progress	<b>GOOD</b>

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