

Howden St. Andrew's Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Kingsport Avenue

Livingston

EH54 6BA

ABOUT OUR SCHOOL

Howden St. Andrew's Primary is a denominational school which was established in February 1970. It has an Early Learning Centre and stages P1-P7 with a current roll of 346. The catchment area serves Howden, Craigshill, Ladywell and Livingston Village. For session 2024-2025, we will again continue forward with 11 classes, incorporating 4 composite classes. The school is led by an enthusiastic and forward-thinking Senior Leadership team consisting of the Head Teacher, Depute Head and Acting Depute Head. We also have a dedicated Support for Learning Team of Teachers supporting learners across the school. The Early Years Team consists of 2 Early Years Officers, 4 Early Years Practitioners and 2 Pupil Support Workers. We have 7 Pupil Support Workers, including a visiting Polish Pupil Support Worker and an Early Years Practitioner supporting the Primary 1 children. Our Early Years team is also supported by A Brass Specialist attends the school weekly. We also have a PE specialist 2 days a week.

The shared vision, values and aims ensure that a relationship-based approach and well-being is the priority for learners, families and staff. Howden St. Andrew's is currently situated in SIMD 2 therefore the catchment includes some areas of high deprivation. Howden St. Andrew's strives to build up the whole school community providing measures for excellence and equity. It also has a very diverse school community incorporating 28 different worldwide languages.

Howden St. Andrew's is part of the local community both educationally and socially. There are active and effective Parish-Community links through St. Andrew's Parish Church in Craigshill. There are also strong links with St. Margaret's Academy and the cluster primary schools. Howden St. Andrew's has a supportive Parent Forum and works closely with partner agencies to meet the needs of the whole school community.

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 2023/24 was to ensure that All learners receive consistently well-planned learning and teaching experiences providing appropriate challenge, differentiation and pace in literacy and numeracy.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • As a school we relaunched out refreshed our Vision, Values and Aims. Though this, all staff are supporting children to understand and see the links to daily life in HSA. • All teaching staff engaged with the Local Authority Equity Team to deepen understanding of data around their individual classes through data dialogue and CLPL. This has supported confidence and a clearer understanding of differentiation through content, process, product and learning environment. • Updated planning formats in Numeracy and Literacy planning documentation have increased the focus on differentiation and learning choice through more creative approaches. • We have adapted our teaching of reading and phonics across P1-P4 to more effectively plan for groups and individuals within these stages. • All teaching staff have taken part in visualisation training to support structured writing approaches that maintain children’s motivation and engagement in daily and extended writing. This has led to improved writing experiences for almost all learners. • Teachers have implemented small tests of change for targeted groups in Literacy and Numeracy including a focus on writing, reading enjoyment and Building Thinking Classrooms on math • All teachers engaged with cluster reading moderation activities with a focus on comprehension and metacognition skills. staff confidence has supported improved planning of reading comprehension strategies. • Feedback Fridays throughout the school provide additional opportunities for learners to talk about their learning in Literacy, Numeracy and Health and Wellbeing. • Staff have engaged with a programme of outdoor learning experiences at Howden Park. Additionally, the development of our outdoor classroom learning environment and use of this space has augmented the learning experiences of our children. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • At key stages, in P1, P4 and P7 most learners achieved expected levels of attainment in literacy • Attainment over time in Literacy in P1, P4 and P7 has increased between 2023 and 2024 by at least 12% • Attainment over time in Numeracy has increased in P4 and P7 between 2023 and 2024 by at least 1% • Attainment over time in reading and writing at P1 has improved from 79% to 82% and 69% to 78% respectively between 2023 and 2024. • Attainment over time in reading and writing at P4 has improved from 73% to 85% and 57% to 82% respectively between 2023 and 2024 • Attainment over time in reading and writing at P7 has improved from 87% to 88% and 73% to 78% respectively between 2023 and 2024 • Attainment in Numeracy increased between track 1 and track 4 in session 2023/2024 across the majority of stages.

<p>ELC</p>	<ul style="list-style-type: none"> • Staff are committed to Nurture Principles underpinning and within pedagogical approaches as core elements of day to day practice. • ELC staff engaged with the Local Authority Equity Team to deepen understanding of data around their individual children through data dialogue. • Practitioners have continued to develop and enrich the indoor and outdoor environments ensuring open-ended resources linked to children's interests and ideas support independence and self-directed play. • All practitioners have participated in professional learning on quality interactions and observations, leading to more confidence in children's engagement, providing appropriate and stimulating provocations to all ensuring children make progress in learning. • Staff engaged fully in professional reflection on practice, e.g., professional learning/Cluster networks, peer observation, moderation, professional reading, impact and dialogue.
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children.</p> <p>Our measurable outcome for session 2023/24 was: through targeted interventions most quintile 1 children will achieve expected levels in Literacy and Numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <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>	<p>We have made good progress. What did we do? <i>The school was awarded £84,525 of Pupil Equity Funding (PEF)</i> The 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. 15 priorities were planned and 93% of these priorities were fully achieved with 100% making good or better progress.</p> <p>PEF was used effectively to support Mr McNaughton in his role as Acting DHT, overseeing all equity priorities across the school. An Early Years Practitioner was funded across P1 to support play interventions and specific support for learners through small group nurturing approaches. Support for Learning inputs were put in place to provide targeted interventions across the school augmenting teaching and learning in literacy and numeracy. Outdoor Learning training was provided across the session for teaching staff.</p> <p>Interventions this year have focused on increasing attendance and addressing gaps in literacy and overall attainment. Examples include the continuation of targeted intervention groups to support literacy attainment, ongoing positive interaction with parents and pupils around supporting attendance.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Increase in whole school attendance rate of over 1% between May 2023 and May 2024. • An increase in outdoor learning opportunities provided for learners due to teachers increase in confidence and knowledge in pedagogies around outdoor learning. • Re-organisation of Literacy learning and teaching approaches to ensure increased levels of support for learners. • Writing attainment has increased by up to 18% in targeted stages. Through observation and dialogue, it is noted that pupil confidence in writing has also increased.

	<ul style="list-style-type: none"> • 100% of targeted learners have achieved at least 2 first level core writing targets. All children also reported an increased confidence in Writing. • In key stage of P7, 100% of Q1 learners were on track for literacy and 90% for numeracy attainment. • In key stage of P4, 100% of Q1 learners were on track for literacy and 100% for numeracy attainment. • In key stage of P1, 75% of Q1 learners were on track for literacy and 83% for numeracy attainment.
ELC	<ul style="list-style-type: none"> • Individual strategies informed by data dialogue discussions are recorded in Personal Plans and shared across all practitioners to ensure appropriate support is given, ensuring positive outcomes. • Evidence including changes to pedagogy, use of Floorbooks, Personal Plan support strategies and a focus on quality observations shows that children are developing a good awareness of early language, communication, number and mathematical concepts through the provocations in the our environment and spaces. • Through meetings and professional dialogue, practitioners have an increased understanding of progression and attainment for children which has supported planning, implementation and delivery of targeted supports, leading to positive outcomes for children in Literacy, Numeracy and Health and Wellbeing. • Continued use of Seesaw to capture and record children's progress has increased parental confidence and engagement with children's learning journeys.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2022/23 was for most children to feel safe and respected in school.</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 very good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • Zones of Regulation is used daily across the whole school as a tool to support learners' ability to recognise and regulate their own emotions. • We focus on teaching specific Wellbeing Indicators as a school across the session which allows continuity of approach across Health and Wellbeing teaching and learning. • Engagement with Education Scotland's Building Racial Literacy programme is supporting the development of skills, confidence and resilience in engagement with racial dialogue. • We continued to embed the use of our Inclusive Classrooms toolkit, to ensure that our learning environments, structures and routines and development of skills support all children within our diverse school community and increase the engagement of our learners. • Having attained our Rights Respecting Schools Bronze Award, we have made progress towards Silver Award through our RRS Pupil Power Group, continuing our journey to becoming Rights Aware. <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The ethos surveys for P5-7 learners show that over 87% of children feel safe at school and know they can talk to a trusted adult when they are upset or worried about something. • Over 90% of families feel their child is safe at school.
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	<ul style="list-style-type: none"> • Almost 86% of children feel that they are treated fairly and with respect, with almost 97% of parents/carers stating that their child is treated fairly at school. • Almost 75% of children state that they have opportunities to learn about rights and these are protected and promoted at school. Almost 85% of parents state the same. • Evidence from our wellbeing check-ins show that, on average, most children are reporting green across all wellbeing indicators.
<p>ELC</p>	<ul style="list-style-type: none"> • Practitioners have undertaken training in Trauma Informed Practice. Along with our commitment to UNCRC (Rights of the Child), these core elements of our daily practice support children to feel safe, and be creative, independent and content. • Our physical environment and resources have been reorganised to enhance the flow of play in the indoor environment. This promotes children’s leadership of their learning and curiosity. • Practitioners have continued to develop and enrich the outdoor environment. As a result, children are more often engaging in play and learning experiences outside. • Environmental audit supported a review of our sensory space; almost all children can independently access this area to support their self-regulation. • Effective partnership working between practitioners and external agencies ensures the needs of children are met.
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2023/24 was for children to develop skills to become effective contributors and responsible citizens.</p> <p>NIF Driver(s):</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> • As a school and in collaboration with stakeholders, we developed and launched our HSA Learning Experiences Passport which supports learners to experience and make links between skills for life, learning and work. • Teaching staff engaged in preliminary professional learning around project based learning. This resulted in some classes experiencing increased learning experiences in this area. • Our progressive skills framework has been embedded which has enabled children to more confidently discuss their learning and the development of their skills. • All children contributes to our 50th showcase: Matilda The Musical. Through this a variety of skills including creativity, organisation, leadership, resilience and teamwork as well as performance related skills were experienced by learners. • P5/6 children worked with Author Maisie Chan. This resulted in increased knowledge about writing as a career choice as well as an increase in confidence and attainment in their writing skills. • The majority of pupils across the school engaged in Pupil Power groups to support whole school improvement and develop pupil leadership skills. The groups included the Pupil Build Up Council, Racial Literacy, Digi, Eco and Rights Respecting Schools. • P7 pupils engaged with a variety of professionals including paramedic, professional footballer....around skills for learning, life and work through Careers talks. <p>Evidence indicates the impact is:</p>

	<ul style="list-style-type: none"> • An increasing number of children across the school are able to name the skills they were developing through their learning experiences and understand how they can use them in their everyday lives • Learning conversations and dialogue with children confirms that project based learning/agile learning experiences have increased pupil leadership of learning and pupil voice. • All stakeholders confirm that Matilda has increased confidence, and been an incredibly positive experience for all children, allowing showcasing of a plethora of skills, knowledge and talent. This has impacted positively in engagement in curriculum and school life. • Professional dialogue around writing attainment in P5/6 records an increase in writing confidence and progress in writing skill. • Most children across P5-7 agree that they can take responsibility for their own learning in class.
ELC	<ul style="list-style-type: none"> • Through adult-led activities in STEAM (Science, Technology, Engineering, Art, Maths), children's curricular experiences have been extended, with particular cognisance given to ensuring gender and racial stereotypes are not used. • Staff have been developing approaches to racial literacy to ensure the rich, diverse backgrounds of our children are discussed and celebrated, and we have a good insight to our children's home and family life. • Intergenerational visits to Braid House support children to a greater awareness of their local community

School Attendance:

Improving attendance has been part of the school improvement work this session. We engaged with the Regional Collaborative self-evaluation tool to create audit our processes around attendance.

Based on evidence we focused on 12 targeted learners across the school. There is a robust plan in place to tackle attendance next session and its impact on attainment and achievement.

The overall attendance figure for the school is 90.80%, which is an increase on 89.66% in session 2022/23.

In session 2023/24 there were 0 exclusions.

Parental and Wider Agencies Engagement in School Improvement Planning

- Howden St. Andrew's has a Parent Council, with whom the Senior Leadership Team have met throughout the year. They are a link between the school and wider parent body, communicating with them work on improvement priorities and school performance.
- Our Parent Council and wider parent body led and our Christmas Fayre.
- The Parent Council and wider parent body are keen to fundraise to support the school and enhance experiences for all children. Any decisions about what to spend the money on is shared with the parent Council and families, taking their opinions into consideration.
- Fundraising for our 50th Anniversary year this session was developed and implemented in partnership with our parent body.
- Development of our HSA Passport of Experiences was completed in consultation and conjunction with our parent body and Pupil Build Up Council, via MS Office Forms and through face to face dialogue to gather views and opinions.
- Children continue to share their SeeSaw with families to engage them in the learning process and keep up to date with their child's progress.
- Our weekly Learning Highlights Sway is sent to parents who report positively around seeing all that is happening in school.

- High engagement at Parental events, including Build Up Catch Ups, coffee mornings, learning showcases, assemblies and curriculum launches.
- Supporting parents to complete ethos surveys at Parents evenings led to high participation with 46% of parents completing the survey (above the West Lothian average) compared to 36% the previous year.
- Parent volunteers support regular outings for pupils, including weekly library visits and a weekly Art Club for pupils.

The Catholic School: Developing in Faith Theme

Our focus for reflection and dialogue in Session 2022/23 was **Developing as a Community of Faith and Learning**. We have made **good** progress.

- As a school, we continue to promote and enact the Catholic Charter for Education. This is also reflected in our Vision of Building Up Each Other In Love, Learning and Faith, and in our Values and Aims, ensuring the mission of the Catholic School is embedded in our ethos and culture.
- We celebrate our Faith through song and hymn in individual classes and at assemblies.
- Our daily practice is underpinned by Gospel Values and we celebrate mass throughout the school year in classes as well as at key points in the Liturgical Calendar and to mark key occasions and celebrations within the school such as our 50th Anniversary Mass and our annual Leavers' Mass
- Wellbeing is at the heart of all we do in school through our learning programmes, policies and in the daily life of the school. Our community has a shared understanding of GIRFEC and dignity of every individual. We are a health promoting school and promote healthy bodies, minds and souls. Relationships are founded on our Catholic values and are supportive and positive. We encourage mutual respect within our faith community and have high expectations as to how everyone should be treated.
- We know that every member of our school community is unique. We celebrate the achievement, attainment and progress of all. We care for the most vulnerable within our school community and ensure that we have effective practices in place to help all improve attainment and achievement
- We continue to take part in the Pope Francis Faith Award with our P6s and P7s
- Our staff are committed to Catholic Social Teaching, providing inclusive learning that minimises any barriers to learning being faced by pupils.
- We have five leadership groups across the school and our HSA skills framework, which highlights the importance of the skill of leadership.
- We plan transition effectively to ensure that they reflect the shared vision and Catholic values of our school and that the needs of all pupils and families are met. This includes transition to P1 and Secondary school but also class to class and if required managing transitions throughout the day for targeted children.
- As a school, we have a close relationship with our local parish and plan out a yearly calendar which involves celebrating Mass and observing other liturgical celebrations such as advent, Lent and May celebrations.
- We give experiences of prayer during mindfulness and observe communal prayer, for example saying the rosary during May and October. We also say together our own school prayer 'A Prayer For One Who Learns' - a prayer to St. Andrew at our Assemblies, led by our pupil leadership team. All classes have a liturgical space that highlight liturgical seasons and events as well as having communal spaces which

reflect months of devotion and also highlight the cultural uniqueness and diversity of our school community

Our Wider Achievements this year have been:

- Our school community produced Matilda The Musical, performing in front of 2 sold out Howden Park Centre theatre audiences.
- P6 children participated in the Cross-Country event.
- A P7 pupil qualified and participated successfully in WL Primary School Track and Field Championships.
- P6 teams participated in the EuroQuiz.
- The school choir sang at the Commonwealth celebrations held in the West Lothian Council Chambers.
- P3 children celebrated the Sacrament of Reconciliation.
- P4 and P7 children celebrated the Sacrament of Holy Communion and Confirmation with the whole school and parish community
- The school football team played in and won the Inveralmond Cluster Football League for the second year in a row.
- Our P5/6s became authors, working with children’s author Maisie Chan through the Scottish Book Trust’s Author In Residence.
- Our P7s organised a successful Easter fundraiser for the whole school to enjoy, to support their Leavers’ activities at the end of the session.
- A group of P7s successfully completed the pope Francis Faith Award, strengthening their relationship with their faith and the importance of living their faith through everyday interactions.
- Family engagement across the School and ELC was well supported by families who were invited to coffee mornings, a Christmas sing-a-long, St. Andrew’s day festivities and stay and play sessions

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

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

+Delete if not relevant

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)