

Summarised inspection findings

Eastertoun Primary School

West Lothian Council

18 June 2024

Key contextual information

Eastertoun Primary School is a non-denominational primary school situated in the town of Armadale, West Lothian Council. At the time of inspection, there were 261 children on the school roll across 11 classes. As a result of ongoing building work in the school, three classes had been decanted to nearby Armadale Academy. Around 7% of children live in Scottish Index of Multiple Deprivation (SIMD) deciles one and two. Around 27% of children have additional support needs or require more help to make progress in their learning. In 2022/23, attendance figures were in line with the national average. There were no exclusions.

The school's senior leadership team comprises the headteacher, an acting depute headteacher and an acting principal teacher. The headteacher was appointed in January 2020. The acting depute headteacher took up post in August 2023, having previously been principal teacher. The acting principal teacher was appointed in January 2024.

1.3 Leadership of change	very good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- The headteacher provides strong leadership to the school, underpinned by her aspirational vision and supportive approach. She is highly respected by staff, children, parents and partners across the school community. The headteacher's leadership is providing much needed stability and direction following recent periods of significant change. This includes ensuring that children decanted to Armadale Academy, because of building work, feel fully included as active members of Eastertoun Primary School. The 'Eastertoun at Armadale' approach is effective in achieving this. This includes regular opportunities for children to participate in 'All Together at Eastertoun' assemblies, buddying opportunities with younger children and consistency in classroom learning environments. The headteacher has recently appointed an acting depute headteacher and acting principal teacher. They have established together, a highly effective senior leadership team. As a result, they are delivering consistency and continuity for children, families, and staff through a time of significant change.
- The vision and values of Eastertoun Primary School were most recently reviewed and agreed in August 2023. Consultation took place with parents, children and staff. The school's vision is 'Everyone Together at Eastertoun.' The school values of kindness, teamwork, focus and resilience are exemplified through the use of 'value bears'. These bears were created in consultation with the school's learning community and designed by the children. Children receive certificates at weekly assemblies linked to the school values. Staff have organised a 'value of the month' system. This allows children to focus in on each value and helps them understand better what their values mean in practice. Staff place the school values at the heart of their 'fostering positive relationships blueprint' and curriculum rationale. These approaches, along with the school song, 'Everyone Together at Eastertoun' consolidate children's understanding of the school values. This is helping children to know their values well and understand how to apply them to learning, life and work.

- Staff across the school are highly committed to continuous professional development to improve outcomes for children. Ongoing professional dialogue, curricular development, group meetings and strong teamwork creates a culture in which staff seek opportunities for change and improvement continually. Professional learning opportunities are matched appropriately to school improvement to better meet the needs of children. For example, all staff participated in training related to trauma informed practice. Staff now have a greater understanding of the challenges faced by some children and families. Staff use their learning well to support and care for children.
- School improvement plan (SIP) priorities are agreed through consultation with children, parents and staff, using a wide range of self-evaluation data to inform decision making. The current SIP sets out appropriate priorities which reflect local and national initiatives. Senior leaders recognise the need to have clearer impact statements where progress towards achieving success can be measured accurately. This will provide staff with helpful feedback on the effectiveness of interventions on outcomes for children.
- Senior leaders and staff have a thorough understanding of the social and economic context of the school. They know children and families well and have very positive relationships with them. Staff use this information effectively to ensure they are well informed about challenges that may impact on children's learning, attainment or wellbeing. Across the school, staff have high expectations of children. They ensure economic challenges do not present barriers to how well children engage and achieve.
- Promoted staff have created a culture of leadership across the school. All teaching staff lead on key priorities linked to school improvement. These areas of leadership are leading to improved outcomes for children. For example, teachers' recent work on writing has resulted in the development of a school writing overview. This helpful guidance ensures teachers plan, and children experience, a breadth of genre in writing. Pupil support workers (PSWs) take on leadership roles across the school community. For example, a few PSWs have leadership roles in providing targeted support for children and contributing to the assessment, planning, and tracking of children's progress. Others have leadership roles supporting learning across classrooms and ensuring that the playground is a safe and happy environment for children to play together. This culture of leadership results in highly motivated staff who understand that they have individual and team responsibility for improving outcomes.
- Almost all parents are extremely positive about the school. Parents value the work of the school and the support provided by senior leaders and staff. They identify how staff go above and beyond what is required to ensure all children feel valued and respected. Parents recognise the strong and visible leadership of the headteacher and senior leadership team. The views of parents contribute to driving change and improvement. For example, parents' views contributed to the development of the school's home learning approach and to the recent review of the anti-bullying policy. The senior leadership team are very responsive to parents' views. A few parents would like more information on how the school takes their views into account when making changes.
- There is a strong focus on children's leadership and participation. Staff provide children with regular opportunities to share their views and to be involved in decision making and school improvement. For example, the pupil council were involved in identifying and requesting new equipment to enhance their learning in physical education. Children participate very well in a wide range of improvement activities such as head learners, health and wellbeing mini champs, 'digi champs' and the rights respecting group. Children talk positively about the communication, critical thinking, and creativity skills they are developing through these rich leadership opportunities. Children discuss the impact of their work, such as helping to plan and deliver assemblies about antibullying and keeping safe when using the internet. These

leadership opportunities are helping children to realise their rights and understand that their views are important and valued across the school community. Staff, as planned, should continue to promote opportunities for all children to strengthen their leadership skills across the school community.

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Senior leaders and staff have created a calm, respectful and nurturing ethos. Positive relationships are evident across the school community. All staff have high expectations of children, both for behaviour and learning. Children are compassionate, kind and respectful in their interactions with others. These strong relationships are underpinned by the school vision of 'Everyone together at Eastertoun' and through the refreshed values of kindness, teamwork, focus and resilience. The passion and dedication of the senior leadership team and staff has ensured minimal disruption to learning, during a period of change. Children in P6 and P7 have demonstrated great resilience, and positive attitudes to learning, maintaining their leadership roles within the school while decanted to Armadale Academy.
- Children understand their rights and are working towards the next step of national accreditation. Class and school charters help children to have a strong sense of ownership and belonging, under the themes of safe, ready and respectful. Children feel safe and listened to and have trusted adults within the school, with whom they can share their concerns or worries.
- All teachers share the purpose of lessons very well with children, providing clear explanations and instructions. In all classes, the outcomes of what children will learn are shared and, in a few classes, co-created. This is helping children to understand the purpose of each lesson. Almost all teachers use questioning effectively to help children explore their learning and explain their understanding. In a minority of classes, teachers use questioning very effectively to help children develop higher-order thinking skills.
- Teachers have benefitted from training in setting children's work at the right level of difficulty this session and are reflecting regularly on their practice. All teachers are making good use of differentiation by product or outcome consistently. There is now scope for staff to reflect on how more consistent use can be made of differentiation to provide greater challenge for more able children.
- Almost all children are eager to learn, engaged and motivated. In all classes, children make choices about what they learn, for example in interdisciplinary contexts. Staff use floor books and 'big questions' very effectively to capture children's ideas. Children have regular opportunities to learn independently, in pairs and small groups.
- All teachers use skills developed from professional learning to improve children's learning experiences continually. Recent cluster training has increased teachers' confidence in using formative assessment strategies effectively to monitor learners' engagement and progress. Almost all children are confident using a range of self-assessment techniques. Almost all teachers respond appropriately making very good use of verbal feedback in lessons to guide children's thinking. In writing lessons, almost all teachers make very effective use of written

feedback, highlighting children's successes and next steps. This helps children to reflect meaningfully on their progress. As planned, staff should extend this practice effectively in other curricular areas.

- Children from P5 to P7 can become 'Eastertoun Experts'. leading learning in areas such as digital technology, expressive arts, literacy and numeracy. They share information at school assemblies and organise events for staff and parents. The 'digi champs' support children and staff to use digital technology effectively and safely across the school. Children are proud of their Digital Schools Award. They access digital devices successfully to enhance their learning. The use of digital technology to share children's learning experiences and successes with their parents is highly successful and welcomed by almost all families.
- Staff at P1 and P2 have developed a play-based approach to learning, building on children's nursery experiences very well. Collaborative working has ensured they plan the environment carefully to create purposeful learning activities. They plan an appropriate balance of direct teaching of groups, individualised learning and wider play opportunities well. All staff across the school should now develop further their understanding of play pedagogy in line with national practice guidance. This will support progressive play experiences at all levels across the school.
- All teachers set termly targets for literacy, numeracy and health and wellbeing along with children. This is working well to provide most children with opportunities to discuss their strengths and next steps during regular learning conversations. As a result, children are focused on what they need to do to improve their learning.
- Senior leaders have introduced an effective whole-school assessment strategy. This sets out for all staff the expectations for how formative and summative assessments should be planned, carried out and used to inform learning and teaching. Teachers use a range of end-of-unit, diagnostic and standardised assessments effectively to make judgements about children's progress in literacy and numeracy. Teachers use data gathered in National Standardised Assessments and other tests to identify gaps in children's learning. They use this data very effectively to plan appropriate learning experiences and interventions for groups and individual learners.
- Teachers engage in regular moderation activities in school, and with staff in nearby schools. Over the last few years, the type of moderation activities that staff undertake has widened to include sharing of planning and teaching approaches. Teachers now moderate more aspects of literacy and numeracy. More recently, as part of a local authority initiative, staff are working in collaboration with colleagues in other schools of similar size and context. These moderation approaches are helping staff to have increased confidence in their professional judgements of children's achievement of a Curriculum for Excellence level in literacy and numeracy. Staff should continue now to utilise this successful model to moderate learning in other curricular areas.
- Staff maintain detailed records of children's progress and attainment over time, gathering information from a range of sources. Senior leaders analyse the wide range of information about the progress of children in different cohorts. This includes information about children's attainment in relation to gender, children's levels of need and barriers that arise through disadvantage. This helps staff to ensure the specific needs of all children are met effectively. Senior leaders hold regular 'excellence and equity' meetings with each class teacher and PSW. Together, they review the individual progress of each child, identifying whether children are on track with their learning or need extra support. Senior leaders and staff use the wide range of data they collect very effectively to pinpoint inequity and any gaps in children's

learning. They use Pupil Equity Funding (PEF) very carefully to plan the interventions and targeted support necessary to successfully close these gaps.

2.2 Curriculum: Learning pathways

- Teachers use progression pathways to plan learning across all curriculum areas. Senior leaders have developed a thoughtful and comprehensive curriculum rationale that supports every aspect of a child's planned learning experiences. This rationale underpins learning across the school. All staff should continue to use and review this to further support the development of progressive learning experiences for children.
- Teachers have recently refreshed parts of the curriculum to ensure there is a renewed focus on relevance and coherence in children's learning. For example, approaches to learning that links different curriculum areas have recently been refreshed to allow better and more engaging coverage of all curricular areas.
- There is a very strong commitment across the curriculum to link learning to children's local context in their community. This includes learning about aspects of the local economy and children supporting and visiting residents of a local care home. Children also benefit from a wide range of activities within the curriculum because of very strong working relationships between cluster schools. For example, young people from the associated secondary school work with Eastertoun Primary School learners on sports projects. Teachers should consider now how children's global citizenship can be further developed by continuing to expand their learning about other and diverse cultures.
- Staff are beginning to identify skills for learning, life and work explicitly with children. Teachers have undertaken work to plan how these relate to the school's values. This is developing children's understanding of these important concepts. As planned, staff should continue this work so that children can further relate skills they are developing in one area, to other aspects of their learning.
- Children from P1 to P4 learn French and children for P5 to P7 learn French and Spanish. This is in line with the national 1+2 policy on modern language learning. Children also have further experiences to engage in learning of Mandarin. School staff are meeting the government guidelines for delivering two hours of quality physical education (PE) per week for all pupils. Children learn about different religions as part of their religious and moral education.
- All children experience high-quality outdoor learning. This includes meaningful opportunities across different curricular areas. Staff use a range of outdoor spaces well to facilitate these experiences. This includes art and design opportunities, a craft and design project and learning about nature and the environment. This is helping children to build their enjoyment and skills across these curricular areas.

2.7 Partnerships: Impact on learners – parental engagement

- Staff have developed effective partnerships with parents and carers. A useful calendar outlines family engagement opportunities across the year. This includes family learning events which provide helpful opportunities to develop parents' understanding of the school curriculum. Staff organise well-attended 'sharing the learning' sessions where children and parents can work alongside each other. A range of formal and informal opportunities are in place to involve parents and carers in their child's learning and in the wider life of the school. For example, parents join class assemblies and attend curriculum evenings. As a result, almost all parents feel they receive helpful, regular feedback about how their child is learning and developing.
- Senior leaders and staff have established highly effective partnerships with parents. They develop positive relationships with families, based on mutual respect and trust. Staff are fully committed to supporting all children and families. Parents appreciate that their children are known very well as individuals, and that this contributes to the welcoming, nurturing ethos within the school. Almost all parents report that they feel their child is safe. They recognise that the school offers a supportive learning environment for children.
- The Parent Council is an active and supportive body. School leaders consult with the Parent Council on improvement priorities and other important decisions, such as the refurbishment of the school building. Most parents feel that they are encouraged to be involved in the work of the Parent Council.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

very good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff and children have worked together effectively to develop a strong sense of community. As a result, children learn in a safe, nurturing and inclusive environment. Teachers have been successful in ensuring that children in P6 and P7 remain valued members of the school community in the school's current split campus. The school values are linked to the national wellbeing indicators. These links are made explicit regularly in lessons, assemblies and discussions. As a result, children have a sound understanding of their own wellbeing. There are supportive and positive relationships across the school, where children feel valued and are treated as individuals. Children develop a strong understanding of wellbeing through considering regularly what the wellbeing indicators mean. Approaches to this are embedded across the school in planned learning experiences and other work of the school community. This well-thought-out approach supports children to discuss the indicators regularly and evaluate their wellbeing in relation to their lives within and outwith the school.
- Staff are highly committed to the wellbeing of all learners. They are relentless in their determination to ensure that children receive the best support possible across the school community. Children are supported very well by teachers, PSWs and a wide range of partners that are engaged with the school.
- Senior leaders track children's wellbeing effectively and there are regular and structured opportunities to discuss wellbeing concerns with children and with teachers. This supports appropriate interventions being put in place when required. Staff should now explore further how learners can make more explicit connections between their wellbeing and their achievement.
- Children across the school benefit from a strong and focused emphasis on learning about their rights. Staff have woven this skilfully into learning and teaching as well other aspects of children's work in school. As a result, children express their opinions and articulate the importance of respecting other people's dignity. As planned, staff should continue to highlight children's rights across the curriculum to ensure all children understand how their rights impact upon their wellbeing.
- Staff regularly undertake a range of thoughtful approaches which help children to feel secure and supported. This means that almost all children feel safe in school and that their school helps them to keep safe. For example, senior leaders have introduced the 'Trusted Adult' policy, which allows all children to identify clearly up to two points of contact in the school with whom they can share their worries and concerns. Children learn about the different types of bullying which can occur and are confident that staff would take any instances of bullying very seriously. The strong culture of mutual respect and care for each other has helped to minimise

instances of bullying. Senior leaders have involved children in developing the school's anti-bullying strategy and should continue with this work, as planned.

- Staff ensure that children have daily opportunities to share their concerns and other worries. Children are confident that these are taken seriously. Children benefit from further interventions to identify and address their worries and concerns. For example, staff work with families to help identify children who may benefit from 'worry workshops' and other nurture-based interventions. These help children to identify sources of anxiety and work with teachers to develop supportive approaches to help them deal with this. Staff should continue to explore ways to support children's wellbeing further, such as continuing to put into place recent professional learning around trauma informed practice.
- Teachers have correctly identified the importance of developing and supporting effective skills in self-regulation among children. Staff embarked on small tests of change trying out different approaches as they developed this work. This has led to the introduction of a common framework across the school which children use to identify their emotional state. This has rapidly had a very positive impact on children as staff are able to act with bespoke and immediate supportive interventions.
- Staff have worked tirelessly to ensure the school environment is one of mutual respect. As a result, almost all children report that other children behave well. The successful introduction of a common emotional framework to support self-regulation supports this, as does a range of interventions such as structured and consistent 'brain breaks'. This reduces instances of dysregulated behaviour in children and any effects on their peers.
- Senior leaders meet regularly with staff to discuss children's progress and wellbeing as part of structured 'excellence and equity' meetings. This is effective in ensuring existing barriers to learning for children are regularly examined and potential strategies to overcome them are put in place. Staff highlight any potential need for specialist support or interventions for children. The introduction of this approach has allowed for greater consistency and confidence among staff and partners in making rapid and evidence-based interventions. Children, families and partners talk positively about the impact of these further supports.
- Teachers ensure that the health and wellbeing curriculum is relevant and planned in a cohesive, progressive manner. This includes learning how to be safe online and learning about dangerous substances. Children report that this learning is made more meaningful and more effective when it is delivered by peers, such as the 'digital mini champs'. Children benefit from two hours of physical education each week, which helps them to understand the importance of being healthy and active. Almost all children agree that their school teaches them how to lead a healthy lifestyle and that they have regular exercise at school.
- Staff fulfil their statutory duties linked to children well. Teachers are aware of their role in supporting all children and are proactive in this.
- Senior leaders have detailed plans and comprehensive supports in place for children who have additional needs. They should explore ways to ensure that children's own views are more explicitly considered and recorded in the planning of next steps. This approach could build on the successful use of children's voices in personalised wellbeing passports for the few learners who use them. This should help the wide range of staff who support children, benefiting from enhanced planning to structure support in a targeted and effective way.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition)

(Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. A few areas for improvement have been agreed with the school and the school-meals provider.

- Almost all children agree that staff at the school help them to understand and respect other people. There is a strong focus on diversity and inclusion. For example, children regularly learn about issues faced by people of different races, religions and the impact of disabilities. They do this through assemblies, the use of pupil voice groups and a range of planned learning experiences such as reading, and art and design work. Staff make effective connections in this work by linking it with learning about children's rights. As a result, children are able to talk articulately about the importance of diversity and inclusion in respecting others across society. Children would welcome increased opportunities to develop further their understanding of equality and diversity.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

- Overall, children's attainment in literacy and numeracy is very good. Across the school, most children are on track to achieve national expected levels of attainment, with a few children predicted to exceed national expectations. Children with additional support needs are making very good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, children's progress and attainment in literacy and English is very good. Children's competent use of digital technology is assisting a few to make better progress in literacy. They use the assistive functions in digital devices to help them to read and spell with more accuracy and write more briskly.

Listening and talking

- Almost all children are making very good progress in listening and talking. At early level, younger children enjoy listening to stories. Almost all listen well for instructions, for example in following the class routines. Most listen and chat to each other with interest as they play together. A few need support to learn not to talk over and interrupt each other when working in a group. Almost all children at first and second levels are articulate and can express their ideas and opinions confidently. Most take turns appropriately and listen very well during class discussions. By P7, all children describe the features required when presenting a prepared talk at child-led assemblies. They identify what makes a respectful audience. Older children enjoy taking part in class debates, making arguments for and against interesting issues.

Reading

- Across the school, most children have a very good understanding of core reading skills, and almost all can apply these successfully in new contexts. At early level, younger children are developing their knowledge of initial sounds well. Most read common words and their reading texts confidently. As they progress through the early stages, most children apply their knowledge of words very well to decode new and unfamiliar words. At the first and second levels, most children read aloud fluently, a few with great expression. They enjoy discussing the features of novels confidently in their 'guided reading' groups. Most older children can identify a range of techniques that writers use to engage readers, for example, simile, metaphor and alliteration.
- Children appreciate dedicated time in class when they can read for personal enjoyment. They choose from a variety of books in the school and class libraries. Children in P6 and P7 are benefiting from timetabled access to the school library at Armadale Academy. They enjoy learning from the school librarian and accessing a wider range of high-quality texts. Across the school, most children talk about their favourite authors with enthusiasm and explain why they like particular genres.

Writing

- Children's progress in writing is very good, overall. At the early level, almost all children are learning to form letters correctly. They have well-planned opportunities to write independently as they engage in imaginative play. Most younger children write simple sentences and enjoy writing and illustrating their own stories. Most children use adjectives and connectives very well in their independent writing. As children move through the stages of the school, they gain confidence in writing for different purposes, often linked to their topic work. At first level, almost all children identify features of imaginative, functional and personal writing very well. They benefit from opportunities to practise using features of writing, such as similes and metaphors, to make their writing more interesting. At second level, most older children write detailed extended texts. As a next step, they would benefit from learning to practise the skills of drafting, editing and redrafting their own work.

Numeracy and mathematics

- Overall, most children make very good progress in numeracy and mathematics. Children apply their skills very well in a range of relevant contexts.

Number, money and measure

- At early level, most children are confident counting beyond 20. They understand doubles, halves and sharing. Most add and subtract numbers within 10 with accuracy. At first level, most children round numbers to the nearest 100. They sequence and order numbers and understand the value of a given digit. Children would benefit from regular revision of multiplication and division processes to increase their speed of recall and application of skills. Most children working towards second level perform a range of calculations confidently using whole numbers and decimal fractions to two decimal places. They understand how to measure area and perimeter. Across the school, all children use effective strategies to support their mental calculations. At all stages, most children can identify the most appropriate instrument when measuring everyday objects.

Shape, position and movement

- At early level, most children identify simple two-dimensional shapes and three-dimensional objects accurately. Across first and second levels, most children name an increasing range of two-dimensional shapes and three-dimensional objects. They would benefit now from developing their knowledge and understanding of the appropriate vocabulary to describe the key features of shapes. At first level most children identify right angles correctly. At second level, most children describe acute and obtuse angles correctly.

Information handling

- At early level, most children gather information for a variety of purposes and can sort objects into categories and explain their reasoning. At first and second levels, most children are confident working with data and gather and present information in a variety of different ways. At second level, most children can analyse, interpret and draw conclusions from a variety of data.

Attainment over time

- Overall, children's attainment in recent years has remained strong. Teachers use national Benchmarks effectively, along with valid assessment data, to make judgements about children's progress and attainment. The work of the senior leadership team in providing staff with opportunities to engage in moderation has increased the accuracy of their professional judgements.
- Senior leaders monitor and track children's attainment in literacy and numeracy using a wide range of assessment information effectively. The senior leadership team work very well with teachers to discuss the progress and attainment of individuals, groups and cohorts and identify

specific gaps in children's learning during 'excellence and equity' meetings. The school uses PEF appropriately to fund interventions for children who are not yet on track. These interventions are resulting in improvements in children's reading and writing skills, particularly for children in SIMD 1 and 2.

Attendance

- Children's levels of attendance are in line with national averages. Senior leaders are vigilant in tracking the attendance of all children. They take action where individual children's attendance dips. Staff work closely with parents and partners to address the reasons for absence for a few children, following local authority guidance. The school's data shows that the bespoke arrangements that staff put in place are leading to success, and the attendance of individual children has improved.
- The Armadale Academy cluster has produced an engaging info-sheet for parents that highlights the importance of attendance and punctuality. It also describes the negative impact that non-attendance can have on children's attainment. Staff make effective use of this resource with families to encourage and celebrate strong attendance.

Overall quality of learners' achievements

- Children across the school enjoy sharing and celebrating their many achievements through assemblies, certificates, recognition displays and online platforms. Staff recognise children's success through the school values. Children and staff are enthusiastic about improving the lives of others and recently raised funds for a local charity which is important to them and their community.
- Almost all children develop important skills through engaging in a wide range of enriching experiences. For example, the P7s buddy the P1s and children have enhanced their digital technology skills in coding through opportunities to work collaboratively across the cluster. These activities are developing children's confidence while increasing their understanding of the difference their skills and talents can make to their learning and the wider school community. Senior leaders track each child's participation in activities, in and out of school, and use this information to ensure equity of opportunity for all. The school is supported strongly by partners and the Parent Council in achieving this.
- Across the school, there is a range of opportunities for children to develop their leadership skills and achieve personal success across the four capacities of Curriculum for Excellence. These include the pupil council, Eastertoun Experts, house captains, head learners, and child-led clubs. At P1 to P4 children develop responsibility and independence by having classroom roles. Across the stages, children are proud of their valuable contributions to the life of the school. Importantly, they discuss confidently the skills and attributes they develop in these roles.

Equity for all learners

- Senior leaders and staff have a very good understanding of the challenges faced by children and families. The headteacher has introduced helpful approaches to track and monitor the attainment and achievement of all children, including those who have barriers to learning or experience disadvantage. The headteacher ensures that parents and children are consulted on PEF spending and other participatory budgeting. She has prioritised the use of PEF appropriately to address any gaps in children's learning and school experiences, including through disadvantage or interrupted attendance. There are signs that these targeted interventions are having a positive impact on closing gaps in children's learning.

- All staff work hard to ensure that no-one misses out and that all children experience equity in their school experiences. They have taken positive steps to minimise the cost of the school day and signpost families to relevant community resources for support.
- The wider community is generous in providing resources, which benefit children at risk of missing out. This includes the 'zero waste' school uniform initiative, 'take what you need' baskets, the breakfast club and subsidising the cost of school trips and events. These approaches ensure that no child misses out on educational experiences.

Other relevant evidence

- The headteacher and senior leaders ensure that parents and children are consulted effectively on PEF spending through consultation and engagement in participatory budgeting. The headteacher has used these consultation and engagement processes well, to prioritise the use of PEF appropriately. Staff have used funding to address any gaps in children's learning and school experiences, including those as a result of disadvantage or interrupted attendance.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.