

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



PROGRESS REPORT FOR SESSION 2024/25

(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 294. The catchment area serves Howden, Craigshill, Ladywell and Livingston Village. For session 2025-2026, 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 and Depute Head. We also have a dedicated Support for Learning Team of Teachers supporting learners across the school. The Early Years Team consists of an Early Years Officer, 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. 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 Group 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 2024/25, 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 2024/25 was to ensure that all learners receive equitable learning experiences which meet their individual needs and promote pupil leadership of learning.</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?</p> <ul style="list-style-type: none"> • 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 resulted in staff having a greater knowledge of their individual learners and how best to plan for their learning • P7 teachers were supported by the Equity team to deliver a bespoke writing project to increase engagement of learners in writing through the use of digital technology • P1 teachers and children were supported by the Equity team to deliver a bespoke intervention to support early phonological awareness and numeracy skills increasing their engagement and readiness to learn • All teachers have engaged with in school CLPL, supporting them to ensure greater differentiation, pace and challenge for learners. This was achieved through the development of questioning techniques, the introduction of Steps to Success to support and challenge learners as well as the use of planned questions to support assessment and feedback to learners • As part of a cluster approach, all staff across the school engaged with further learning around the Building Thinking Classrooms approach. Through team teaching, the lead learner has supported staff with the development of this pedagogy across the school, increasing their confidence in delivering this approach, giving them more insight into children’s thinking processes. They have supported children to engage in rich, creative tasks to support collaboration and problem solving leading to increased engagement in learning. • All staff have continued to develop their approaches to outdoor learning to support and consolidate learning in Literacy and Numeracy as part of our agile approaches to learning <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • At almost all stages attainment in Literacy and Numeracy and Maths has improved over this session, with almost all children making progress • At key stages P1, P4 and P7 the majority of children are attaining expected levels in Literacy • At key stages P1, P4 and P7 most of the children are attaining expected levels in Maths & Numeracy • Engagement levels across Literacy and Numeracy and Maths remain high with most pupils across all stages displaying high levels of engagement.
<p>ELC</p>	<ul style="list-style-type: none"> • Staff were involved in data literacy sessions. They were able to analyse data and look to target interventions based on this knowledge and begin to measure progress • All staff engaged in training relating to literacy provision and teaching of skills progression. Staff building on training to have clear literacy progression across early level. • Practitioners have continued to develop and enrich the indoor and outdoor environments ensuring open-ended resources linked to

	<p>children's interests and ideas support independence and self-directed play.</p> <ul style="list-style-type: none"> • 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 2024/25 was to ensure that through targeted interventions and experiences, almost all Quintile 1/PEF learners would make progress which positively contributed to their overall attainment in learning</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? The school was awarded £84000 of Pupil Equity Funding (PEF) 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.</p> <p>PEF was used effectively to support Mr. McNaughton in his role of Acting DHT, overseeing 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. The participatory budget was utilised to support our racial literacy developments and support attainment in Numeracy & Maths through digital platforms.</p> <p>19 priorities were planned and 89% of these priorities were fully achieved (5% moderate progress).</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"> • Almost all quintile 1 children at P7 are attaining expected levels across all aspects of literacy and most are attaining expected levels in Numeracy and Maths. • At P1 most quintile 1 children are attaining expected levels in literacy whilst the majority of Q1 children at P4 are attaining in literacy • At P1 and P4 the majority of quintile 1 children are achieving in Numeracy and Maths. • Targeted work on attendance with children and families has resulted in an increase to 92% overall attendance compared to 89% the previous year • There has been an increase in pupils reporting that their voice is heard. Demonstrated in an increase from 69% last year to 80% this year in ethos survey • Identified learners have experienced additional play opportunities to support their progress in learning. These experiences are recorded and allow the children increased opportunities to play across at least 2 areas of the curriculum. • Through regular play opportunities, modelling and extending language and story and rhyme time the identified group of P1 and P2 children have shown increased knowledge of vocabulary.

	<ul style="list-style-type: none"> • Most children in targeted P7 group have shown increased engagement in Numeracy through Thinking Classrooms approach by at least 1 point on the Leuven scale. • Pupils have increased participation by 10% on gardening/cooking experiences from September 2024 to May 2025.
ELC	<ul style="list-style-type: none"> • All staff involved in Raising Attainment professional judgement dialogue sessions to support robust process of assessment and meeting needs of learners. All staff have developed understanding of securing 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. • 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 our environment and spaces. • Continued use of Seesaw to capture and record children's progress has increased parental confidence and engagement with children's learning journeys. • All staff have been involved in developing a mark-making into writing approach that has been designed to support disengaged children, particularly boys. Evidence has shown a 30% increase in N5 boys attainment between beginning of and end of N5 year. Overall increase of 25% for all children in the same time period.

<p>3.</p> <p>To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2024/25 was to ensure that learners acquired a robust and practical understanding of the wellbeing indicators relating to safety, respect and responsibility.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership</p>	<p>We have made good progress. What did we do?</p> <ul style="list-style-type: none"> • As a school, we focus on teaching specific Wellbeing Indicators across the session which allows continuity of approach across Health and Wellbeing teaching and learning. These have specifically focused around safety, respect and responsibility • Engagement with Education Scotland's Building Racial Literacy programme is supporting the development of skills, confidence and resilience in engagement with racial dialogue • Our Positive relationships policy was updated and shared with all stakeholders to support our nurturing and inclusive ethos • A development post holder was appointed to raise the profile of our anti-bullying approaches, supporting children to feel a greater sense of safety and awareness that bullying is not accepted and will be dealt with appropriately by all staff • Led by our Rights Respecting School champions and RRS Pupil Power Group, we have submitted our application to achieve our Silver Award, continuing our journey to becoming Rights Aware, putting children's rights at the center of everything we do at HSA <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all (95%) P5-7 children report feeling safe in school
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<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	<ul style="list-style-type: none"> • Self-reporting analysis indicates that most children from stages P1-7 feel safe at school • Evidence from our wellbeing check-ins show that, on average, most children are reporting green across all wellbeing indicators. • 87% of children state that they have opportunities to learn about rights and these are protected and promoted at school. 90% of families agree. • 90% of children in P5-7 state that they are treated with respect in school. 97% of families agree.
<p style="text-align: center;">ELC</p>	<ul style="list-style-type: none"> • Nursery children and staff have been involved in Whole School and Nursery collegiate progress towards RRS Silver Award. Children are able to talk about their Rights and can evidence how they are experienced. Children and staff contribute to Pupil Power sessions around RRS • 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.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2024/25 was for learners to develop skills to become effective contributors and responsible citizens through increased opportunities to engage in stage appropriate play-based learning and project-based learning</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?</p> <ul style="list-style-type: none"> • As a school, we embedded the use of our HSA Learning Experiences Passport which supports learners to experience and make links between skills for life, learning and work. The passport provides a basis to plan a wide variety of experiences for our learners, and provides opportunities for learners to reflect on these experiences through Feedback Friday sessions • All staff continued to engage in professional learning around Project Based Learning. This led to a more consistent approach to be adopted across the school, supporting children's leadership of learning • 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. <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 during Feedback Friday confirms that project-based learning/agile learning experiences have increased pupil leadership of learning and pupil voice. • Most children across P5-7 agree that they can take responsibility for their own learning in class. • Children feel their ideas and opinions matter through engagement in Pupil Power groups. Children have developed their leadership and confidence in these groups. Pupils have practised teamwork, negotiation and problem solving.

ELC	<ul style="list-style-type: none"> • Staff have led children in opportunities to develop skills in a broad range of contexts such as gardening. Almost all children have had the opportunity to develop skills in gardening, using a range of techniques and tools in real-life contexts and play based experiences. • 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 and Almond Valley Care Home support children to a greater awareness of their local community

Improving Whole School Attendance

As a school, we continue to work on improving our overall school attendance. Through targeted approaches and interventions as well as adapting curricular approaches to learning we have improved our attendance to 92% during session 2024-25 compared to 89% in previous years. There have been 0 school exclusions this session.

Developing in Faith: Promoting Gospel Values

By fostering an environment rooted in faith, we aim to nurture the spiritual, moral, and social development of our children through:

- Incorporating daily prayers, regular Mass attendance, and religious education into the curriculum, through This is Our Faith, using diocesan planners, God’s Loving Plan and the Pope Francis Faith Award. Students actively participate in liturgical celebrations and demonstrate a strong understanding of Gospel teachings.
- Children participate in fundraising activities, supporting our local community. We engage with local community organisations, such as Braid House and Craigshill Community Garden Project to develop children’s understanding of compassion and service
- Our school promotes a culture of respect and dignity through anti-bullying programs and our anti-bullying ambassadors, inclusive practices, and a strong emphasis on treating others with kindness. Kindness is one of our core school values. Children are encouraged to respect the dignity of every individual and celebrate our uniqueness.
- A focus on our school vision and values, rooted in the gospel values, supports children to have high standards for themselves, build resilience and improve learning progress. Almost all children make progress over the session.
- Promoting positive relationships and a holistic approach to the development of the whole child supports our positive and nurturing ethos and helps children to feel safe, valued and included.

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 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
- 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 launch.
- Supporting parents to complete ethos surveys at Parents evenings led to high participation with 43% of parents completing the survey
- Parent volunteers support regular outings for pupils, including church visits, trips to the cinema and a weekly Art Club for pupils

Our Wider Achievements this year have been:

- 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
- Our P7s organised a successful Spring fair 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.
- P6 teams participated in the EuroQuiz
- Family engagement across the School and ELC was well supported by families who were invited to Build Up Catch Up events, coffee mornings, a Christmas sing-a-long, St. Andrew's day festivities and stay and play sessions
- P4 and P5 participated in a STEM based event called the Curiosity Cube, hosted by Toronto Primary.
- Primary 1 created links with our local care home, Braid House, participating in weekly visits
- Our Primary 1s successfully and confidently performed the Christmas Nativity for their families and wider school community
- Every class participated in a Learning Showcase, confidently sharing their learning with their families
- The school choir performed at a number of community events, including Braid House and Morrisons
- Children from P5-7 put on a highly entertaining performance of 'A Hint of Snow white' showcasing their wonderful talents, in singing and acting
- Children participated in various trips this year to enhance their learning, including visits to The Botanic Gardens, The Forth Bridges and the Museum of Scotland
- P4 and P5 competed in a Highland games event organised and hosted by students from West Lothian Council
- Links developed with Toronto Primary to work collaboratively to improve attendance across both schools

- P6 and P7 School Football team participated in Inveralmond Cluster Football Network Events
- P6 and P7 Pupils were involved in the Almond Cup Sporting Events as part of St Margaret's Transition, finishing in 2nd place across the 2 events.
- There was a very successful P4-7 School Pantomime put on to showcase the fantastic talent on show at HSA
- ELC held successful Fayres to engage with families and fundraise for ELC events
- ELC created a new Community Link with Almond Valley Care Home, visiting across the session

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	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)