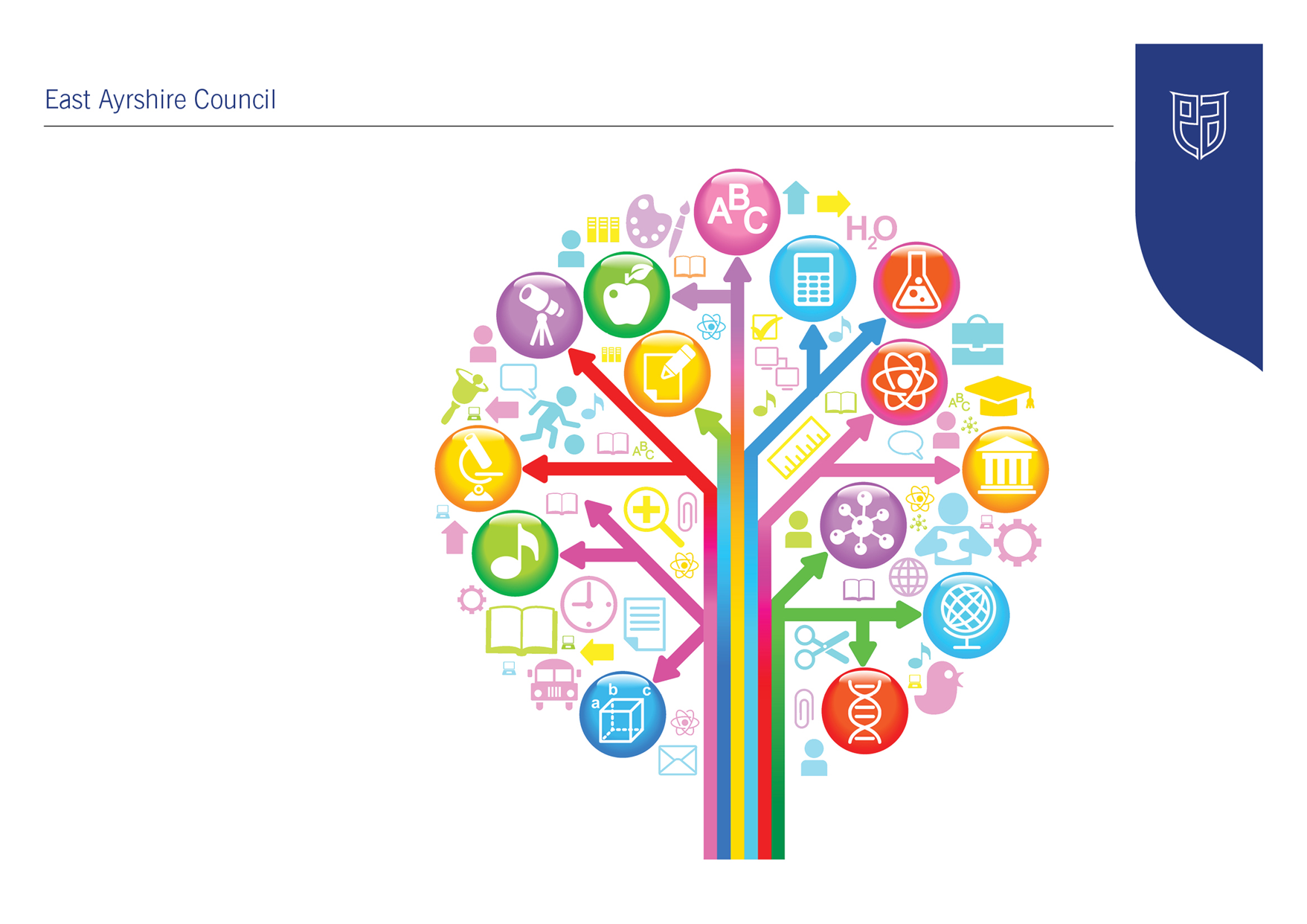
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Standards and Quality Report

2017-18

Galston Primary & Galston Early Childhood Centre

**Standards and Quality Report 2017-18**

The Standards and Quality Report – Key Purposes:

* to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities
* to provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation
* to highlight strengths and identify priorities for next year

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| **Context of the School/Centre:** |
| At Galston Primary and Galston Early Childhood Centre we aim to provide a safe, secure and nurturing environment where children are motivated and inspired to achieve their full potential, supported by the school, Early Childhood Centre and wider community.  Our core values are: **Respect, Responsibility, Fun, Inclusion & Honesty**  We will develop our aim and values by:   * Providing a high-quality education that takes account of the child, the context in which the learning takes place, and the knowledge and understanding which the child develops and learns. * Working to encourage a climate of positive behaviour both within and out with our centres. * Protecting those in our care by respecting diversity and privacy and through following a strict code of confidentiality. * Promoting an ethos which communicates to each child the message that he/she is of value, is worthy and capable. * Ensuring that all cultures and believes are respected and that each child attains and achieves to the best of their ability. * Working as a positive, highly motivated team which promotes an ethos of pride and self-esteem, in partnerships with parents, children and the wider community. * Strengthening existing links with associated primary and early years centres, secondary school and other agencies.   Galston Primary and Galston Early Childhood Centre are part of the Loudoun Education Group. With our associated secondary school being Loudoun Academy and associated primary schools and early childhood centres of Newmilns Primary and Early Childhood Centre, Hurlford Primary and Early Childhood Centre, Fenwick Primary, Darvel Primary, Darvel Early Childhood Centre and Fenwick Pre 5s.  Our school has not been part of the Scottish Attainment Challenge to date, although we have linked with the SAC Numeracy team through our PEF funding.  The primary and early childhood centre have a joint improvement plan, as per the guidance from the local authority and this report is based on the joint evaluation of that plan.  Improvement priorities for session 2017/2018 were:   * To improve attainment with a focus on numeracy by developing an improved consistent approach to assessment - NIF driver: Assessment of Children’s Progress. * To improve attainment with a focus on literacy and numeracy by improving confidence and engagement of children in numeracy and science at all stages from ECC to P7 and by improving confidence of children using communication and literacy skills at early level in the ECC – NIF driver: School Improvement * To close the attainment gap between to most and least disadvantaged children by increasing parental understanding of children’s progress in numeracy, science and literacy and confidence in being able to support children in achieving next steps – NIF driver: Parental Engagement   Progress has been made in all of these areas, but priority 2 and 3 are planned to continue next session as set out in this report and the 2018/2019 Improvement Plan. Priority 1 will link to our whole school maintenance plan.  This session staffing in the primary was generally positive, with staff returning on a reduced basis from maternity leave, a retiral at Christmas and some general periods of staff absence. This resulted in continuity for the majority of children. There continued to be an element of the DHT and HT covering classes for absence and to allow staff to attend training.  In the early childhood centre there were a large number of absences and temporary staff were appointed to cover long term absences, but the senior practitioner had a large commitment covering absence which impacted on management time. The Senior ELCP was also appointed to a Depute Manager post in another centre at Easter. The Depute Manager from Hillbank Early Childhood Centre supported from Easter to June. A new Senior ELCP was appointed and took up post at the end of June. |

**Review of Progress 2017-18**

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| **Establishment priority 1:** | Improved consistent approach to assessing achievement of a level in numeracy from Pre-school to P7 showing raised attainment for children at each stage. |
| * **Derived from NIF priority:** * **NIF Driver:** * **Self –evaluation supported by HGIOS 4/ HGIOELC QIs:** | Improvement in attainment, particularly in literacy and numeracy  Assessment of children’s progress  **1.1, 1.2, 2.3, 2.6, 2.7, 3.2,** |
| **Progress and Impact:** | * Whole school and education group moderation plan in place, giving the staff the opportunity to plan for assessing key skills, carry out the assessment tasks and discuss with colleagues the assessment information and teacher judgements. All staff have been trained in planning holistic tasks and have carried out numeracy and literacy tasks. * Standardised assessments were carried out at P1, P4 and P7 and initial analysis supported the class teacher’s judgements. These have highlighted areas where teachers and ELCPs need to look at how areas are taught to ensure depth of learning e.g. numeracy word problems, recall of tables, higher order reading skills etc. Data gathered from standardised tests has helped to show up some gaps in learning and supported the teacher’s judgements, but further discussions between management, new and previous class teachers would help to inform next steps for learners. * Learning walls for numeracy are in place in individual classes. These need to be expanded to show progression across a level in curricular areas. * The moderation process and the use of learning walls, has made staff more confident in their professional judgements and this supports the conversations they have with children and parents about progress and being able to transfer skills into different contexts. The process has also ensured a more consistent approach and expectation of achievement of each level. * Electronic learning journals have been piloted with one child per group in the ECC. Initial meetings with parents met with a very enthusiastic response, in recognition of the potential for good home-school links. There have been various issues, which are being resolved before rolling out to the whole centre. These are including more IT equipment to support, further staff training and timetables to support gathering evidence with the children in the playroom. A plan is in place to support this. * Early level tracking is in place between the ECC and P1 and allows teachers to ensure individuals more forward at transition and areas for development identified very early on. Staff in both ECC and P1 have a better knowledge of the steps before and after at each stage, allowing relevant next steps to be planned. The PEF ELCP has supported discussions on the tracking information with P1 staff. |
| **Next steps:** | * Continue with the development of planning for assessment through holistic tasks as part of class work, including opportunities to challenge more able children. * Roll out My Learning Journals to support home school communication on progress in the playroom and celebrating and recording wider achievement in the ECC. * Further update Early Level tracking in line with the new authority programmes and embed between ECC and P1and provide more opportunity for discussion between primary and ECC staff. * Develop the use of SNSA results and other data to inform children’s targets.   . |

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| **Establishment priority 2:** | Improved confidence and engagement of children in numeracy and science at all stages from ECC to P7 and improved confidence of children using communication and literacy skills at early level in the ECC. |
| * **Derived from NIF priority:** * **NIF Driver:** * **Self –evaluation supported by HGIOS 4/ HGIOELC QIs:** | Improvement in attainment, particularly in literacy and numeracy  School improvement  **1.1, 1,2, 2.2, 2.3, 2.4, 2.6, 2.7, 3.2, 3.3,** |
| **Progress and Impact:** | * Key staff in the primary at Early, First and Second level received training on numeracy skills and teaching approaches. Feedback has been very positive, with staff making changes to their own practice and sharing this with others. Teacher confidence has increased and this has had a positive impact on the pupils.InP1 a messy maths area has been created and both teachers have used Lynda Keith methodology to teach numeracy concepts. In their target time, teachers are seeing greater pupil confidence in numeracy concepts. * East Ayrshire pathways have been introduced across the school and ECC with links to existing resources and new resources have been bought to support learning. Creation of games and resources has had a positive impact on pupil’s learning and has enabled learners to access learning more successfully. * Number Talks have been introduced across the school and have had a positive impact on pupil understanding. * Peer observations supported by the PEF teacher, have been beneficial and staff are regularly engaging in professional dialogue, sharing good practice. * ICT is now being more widely used within lessons to further develop mathematical concepts, with some children also choosing to access these at home. * All classrooms now have a ‘maths area’ where pupil work, maths concepts, and useful tools are displayed and available to the pupils. * A number of Science based activities were introduced in school and the ECC with the valuable support of KESS (Kilmarnock Engineering and Science Society). This is a partnership we hope to continue and develop in the future. * KESS personnel supported with fundraising, curriculum-based activities, class talks and demonstrations, an upper Science Academy, an art group, a visit to Dumfries House and a very successful open day. * New science pathways are in place and all pupils complete at least one science-based topic each session, increasing knowledge and building on skills. This has led to increased pupil engagement and an increase in scientific enquiry within the school. * Children involved in KESS activities have raised self-esteem and confidence in areas of interest and have showcased their learning to the wider community. * The Science Academy was set up for a group of 12 children who showed a keen interest in Science. They met regularly throughout the session and carried out experiments, had lectures and discussions with KESS personnel who brought their experience into the class. Children were also very inspired with some talking about following science-based careers when they leave school. * A local artist, Jim Porter, supported by KESS worked with a group of 12 children who were interested in Art to develop skills and produce paintings illustrating the influence of science and industry on the local community. The work produced was of a very high standard and the children are proud to see their work displayed in the school. * The Science Open Day supported by KESS was very well supported and involved children from the Science Academy and Science Rich Task group show casing their learning and setting up experiments for other children and parents and carers to try. The day was attended by over 200 adults and children with very positive feedback on the day. Children involved showed an increased understanding of key science and technology-based concepts and children were really motived and enthusiastic to find out why/how things worked. * In the ECC the communication champion meets with targeted children weekly. This has had a positive impact on the pupils who are now more willing to talk within the playroom. Information and advice was shared with parents who were encouraged to follow up the activities at home. * The indoor and outdoor learning environments began to be developed with pupils and parents consulted, to promote early communication and language. The ‘book corner’ was developed with a wider range of reading materials included was being accessed by a wider range of children.An outdoor kitchen and new stage area in the courtyard encouraged pupils to share their ‘talents’ and provide opportunities to enrich language. * An ECC ‘rhyme of the week’ was set up as a home link where children were encouraged to learn and work with nursery rhymes. Early indications show some children having a wider bank of rhymes and showing a better understanding of rhyme. * All ECC staff have been attended training to support communication and language development e.g. Teacher Talk, Learning Language and Loving It and Book Bug. This has led to increased confidence and led to more opportunities for pupils to develop their language and communication skills. |
| **Next steps:** | * Further develop the use of Number Talks in the primary and introduce in the ECC as appropriate. * Build on existing links with KESS to promote skills for life and work. * In ECC further develop the learning environment and planning to support language and communication and numeracy using rich and natural opportunities and resources. |

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| **Establishment priority 3:** | Increased parental understanding of children’s progress in numeracy, science, literacy, and confidence in being able to support children in achieving next steps. |
| * **Derived from NIF priority:** * **NIF Driver:** * **Self –evaluation supported by HGIOS 4/ HGIOELC QIs:** | Closing the attainment gap between the most and least disadvantaged children  Parental engagement  **1.1, 1.2, 2.5, 2.7, 3.1, 3.2, 3.3** |
| **Progress and Impact:** | * Through the PEF teacher, homework clubs were offered on a weekly basis to targeted pupils in P4/5 and P6/7. Parents were contacted prior to the club starting and agreed that their child could attend and that they would support this by attending a parent’s session. Pupils were supported to complete homework tasks issued by the class teacher, they were then given opportunities to access further ICT numeracy resources to help support the work being covered. (Education City, Sheppard Software, Math Playground) Pupil attendance was not as expected with some pupils opting out. Parents were contacted regarding this through letter and telephone calls with mixed responses. * Pupils who attended regularly showed progress in their numeracy, some of these pupils were completing homework regularly when this had not previously been the case. Pupil confidence and homework results increased. * There has been mixed uptake of the available ICT homework across the stages, Education City has been used at all stages with positive feedback from those parents and pupils who used it. Parent feedback shows a need to have a further consultation on homework including, type, amount and purpose at each stage. This needs to be carried out next session. * The Science Club run during the day as the Science Academy,Targeted pupils gained an increased knowledge of key science skills and were confidently able to share their learning with their class. They also confidently showcased their learning during the Science Day as above. * The behaviour policy was updated after consultation with parents and was based on the RRS (Rights Respecting Schools). This has been uploaded onto the school website and is available for parents. * Pupils have fully engaged with the new policy and the sanctions and rewards that are available. Pupils have bought into the use of Dojo points and this has had a positive impact on behaviour within the school. * The school has developed a clear set of values and these have been shared with parents and our community partners and will be used as the basis of school assemblies next session. * The school community took part in fundraising for McMillan Cancer Care and Children in Need. Pupils took ownership of these events and developed their enterprising and leadership skills, this helped contribute to the positive learning ethos within the school. * In the ECC the communication champion shared with parents/carers hints and tips for home support. The board is in the cloakroom can be accessed by all and updates are displayed. Social media was also used to share information regarding the communication champion, e.g. rhyme of the week. * ECC Book bug sessions were held with parents and pupils involved. This gave parents the opportunity to share in the child’s learning. * ECC Learning conversations are well planned, learning journals are used as a tool during these conversations.   A new format for the learner journals was introduced this session and these have been well received by staff and parents, but the electronic journal needs to be further developed to allow staff to make the best use of them to support the home-school link, especially in regard to wider achievements.   * ECC Stay and play days were introduced these went well and parents gave positive feedback. This could be developed to include siblings. |
| **Next steps:** | * Carry out consultation on homework including, type, amount and purpose at each stage. * Investigate how to support individuals with homework following outcome of consultation. * Further implement RRS plan towards Unicef award. * Further develop ECC learning journals. * Develop method of recording and celebrating wider achievement in the ECC and primary. * Further develop pupil and Parent Focus groups to support self-evaluation and improvement planning and share new initiatives with parents. Year plan to be set up for next session and shared at the beginning of the session. |

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| **Quality Indicator 1.3 Leadership of Change** |
| **How well are we doing?**  All staff in the primary and ECC are committed to work for the best outcomes for the children in our care. This session we consulted and reviewed our core values and ensure that at all stages children are listened to and respected.  We are proud of the nurturing ethos where all staff are aware of the individual needs of the children in their class/group and they work together with families and other agencies to ensure factors that will affect the children in their learning are taken into consideration when planning.  All staff have a breakdown of the SIMD, ASN and social factors which may affect the children in their care and take this into consideration when completing multi-agency reports.  All staff undertake professional review meetings on an annual basis and match their performance to recognised national standards. They look for opportunities to develop their own skills and work with other colleagues. All staff in the primary teachers are registered with GTCS and ECC staff with SSSC professional bodies. Staff review their progress on an annual basis and update electronic profiles of staff development.  We regularly work within our education group to drive forward key areas for development. Some staff have also worked with colleagues at authority and national level to share practice and develop skills. The Education Group Improvement plan is available to all staff and they work closely with colleagues to take priorities forward.  All staff are given opportunities to lead or work collaboratively to develop whole school and ECC priorities. They are encouraged to look for opportunities to develop practice within the establishments and share skills with staff. Children as a result, have been given opportunities to take part in innovative experiences and take part in authority wide events.  Regular tracking of children’s progress is in place where attainment is considered when new developments are being introduced. Further use of data to inform practice would be appropriate moving forward to next session.  The Senior staff and ECC staff have been trained in the Improvement Science Model. More use of this method could be used to evaluate the impact of changes to the children.  **How do we know? Evidence of Impact?**  PRD and Eager meetings take place annually and staff update their profiles in the GTC and SSSC websites.  Feedback is gathered where staff have moderated or discussed topics as an Education Group on in-service days.  Staff have attended national conferences and they are able to compare practice and share this on return.  All staff in the primary and ECC have worked together with colleagues to drive forward initiatives and priorities including Dyslexia Friendly Schools, Health and Well-being, STEM and Rights Respecting Schools and Numeracy.  The Communication Champion in the ECC has worked at authority level to develop key skills and introduce staff to strategies to improve the opportunities for the children.  The HT and Senior ELCP also attends regular meetings of the Irvine Valley Network Hub and review and share practice.  Class teachers have led groups such as ECO, DFS, Emotional Literacy, JRSO and IT skills. This has allowed them to support children in developing key skills for learning, life and work. The Senior ELCP, PTs and DHT have aspects of the school improvement plan on their remits and work with staff to implement these.  Children have taken part in the national events such as STEM Young Leader’s Award, Burns competitions and have won prizes for their efforts. We have also taken part in authority competitions and events such as the KNEX challenge, football games and various sporting activities run by Active Schools.  **Next steps:**  Develop involvement of parents/carers and community partners in evaluating performance and planning for improvement.  Further develop the role of the communication champion in the ECC  Ensure Bookbug groups are set up on a regular basis in the ECC and open to P1 parents.  Further develop the use of the Improvement Science model in the school and ECC  Develop the use of data to assess the impact of change with all staff.  **Establishment self-evaluation (using 1-6 scale): 4** |

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| **Quality Indicator 2.3 Learning, Teaching and Assessment** |
| **How well are we doing?**  There is a supportive and nurturing culture within the primary and ECC and children’s views are regularly sought regularly through rich task groups and informally in class.  The behaviour policy has been updated following consultation with staff, parents/carers and children to reflect children’s rights. Class Dojo is used consistently throughout the primary to support our positive behaviour approach. Restorative conversations are used to solve disputes and bullying behaviours are taken very seriously throughout the ECC and primary.  Children at all stages are consulted and involved in planning the learning and events within the establishment. Children are enthusiastic and confident when talking about their experiences and their learning. This was commented on during the authority quality improvement visit, where children spoke confidently about their experiences.  There are regular opportunities to share across stages and with parents/carers. This is done through meetings, questionnaires, class assemblies/ workshops, open days and using social media and the website.  The individual needs of all children are taken into consideration when planning experiences at all levels and plans are in place for children who require additional needs.  Digital technologies are used throughout all stages to support, challenge and engage children in their learning.  Our children are encouraged to take part in local events and authority events and go on a wide range of educational excursions.  There are pathways in place for literacy, numeracy, health & well-being and science which ensure progression from early through to second level. Teachers plan lessons matched to the needs of the children and regularly track and monitor progress through meetings and discussions with the management team.  AiFL and higher order literacy and thinking skills are used at all stages to ensure high quality learning and teaching at all stages. The ECC will be developing this further next session. Feedback is given to children in a variety of ways depending on the activity, stage and interest of the children to allow them to understand where they are in their learning.  We use a variety of assessment approaches including formal assessments, ongoing class work and online assessments. We have worked together to moderate numeracy and literacy and shared these expectations and standards in literacy within our education group.  **How do we know? Evidence of Impact?**  All staff in the ECC and key staff in the primary have undergone nurture training and this approach is used throughout the school and ECC. Further use of the evaluation tool is planned to be used next session to review where we are now.  Floor books and KWL notes are used to gather the children’s views at the start of topics. During rich tasks the children are given the opportunity to lead their learning through various groups, and on taking on the role of captains, vice captains, monitors etc.  Children have taken part in concerts, galas, showcases and visited a wide variety of places to support learning such as Dumfries House, the Glasgow Science Centre, Glasgow Transport Museum, local farms, Tesco stores, Westpark Care Home, Lockerbie Manor outdoor residential centre and a number of locations within Galston  Individual plans are in place for children with additional support needs and are regularly reviewed. Setting has taken place in subjects such as spelling and numeracy to ensure appropriate pace and challenge.  Each class has a class charter and learning walls to support children in accessing materials to aid them in their learning and reviewing their progress. A communication wall is also in place in the ECC.  Classroom/Playroom observations and pace and challenge minutes record the progress of the children and discussions about the quality of experiences. Learning walks are also used to evaluate aspects of the primary and ECC.  Data is tracked for each class on a whole school spreadsheet and Seemis is used to report attainment data to the authority. Staff record progress of children in reports and shared this with parents May in the primary and November and May in the ECC. Oral reports are also provided for parents/carers twice yearly in the primary and ECC. Feedback has also been gathered following these.  SNSA tests, ELLAT, Quest, Writing Baselines, Spelling Baselines and numeracy toolkits are carried out in accordance with the school programme and online assessments have also been used to support the achievement of a level judgements.  The authority moderation procedures are folloed and an Education Group Plan is in place. Feedback is gathered after each event and moderated materials have also been shared at authority and national levels.  **Next steps:**   * Continue to develop digital literacy to support learning in the primary and ECC. * Further literacy and numeracy at the early stages, including making changes to the learning environment. * Develop further opportunities for children to be consulted and take responsibility for their learning. * To develop a learning environment which promotes innovation, creativity and ambition, including making better use of the outdoor environment. * Continue to embed assessment approaches using standardised assessments and holistic assessments. * Further develop links to support the development of skills for life and work and record and celebrate wider achievements. * Evaluate nurture approaches in the primary and ECC to ensure good practice is maintained.   **Establishment self-evaluation (using 1-6 scale):5** |

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| **Quality Indicator 3.1 Ensuring wellbeing, equity and inclusion** |
| **How well are we doing?**  We work to ensure all of our children and their families are supported in developing healthy, safe and rewarding lifestyles. All staff in the primary and ECC show a genuine interest and care towards the wellbeing of all children and work with families and outside agencies to improve outcomes for all. SHANARRI indicators are used to evaluate risks and supports needed for particular children.  Almost all of our children and their parents feel they are welcomed into the school and feedback is almost always positive in both the ECC and primary. We need to develop this further and encourage more parents/carers and partners to come into the school to support the children.  We ensure that time is spent listening to the concerns of children and their parents and there is an open-door policy in both the ECC and primary.  There are positive relationships between staff and children and parents are regularly encouraged to seek advice or clarification on any issues concerning them. Social media is also used to communicate information and many parents use this as a platform for contacting the school.  We work hard to promote positive relationships within the local community by working with other establishments, community groups and agencies. The ECC began an intergenerational link with West Park Care Home and this is to be continued next session.  Each class has a set of agreed standards of behaviour and expectations for the whole school and ECC are also set out and regularly reinforced during assemblies and school events.  We are developing children’s understanding of their own needs, risks and rights and ensure they are able to contribute to discussions which affect their lives.  We follow authority and national guidelines to ensure our children are safe and their needs are met. Implementing GIRFEC and the Children’s Act procedures as set out by the authority.  All children are supported to achieve positive outcomes within the class and school. Opportunities are given to all children in a fair and even manner. Every child is treated fairly and equally no matter their individual needs, background or family circumstances.  Staff work closely with children and parents to build positive relations with families and allow them to build a picture of the “whole” child.  **How do we know? Evidence of Impact?**  All staff are trained in child protection procedures on an annual basis.  All staff and regular visitors/helpers in the school as part of the PVG scheme.  Risk assessments are completed for excursions and activities with the ECC and primary. These are reviewed on an annual basis or more regularly if necessary.  Procedures are followed in the school and ECC to ensure the correct administration of first aid, medicines and diets.  Medical care plans are also in place in both the ECC and primary for all children with significant needs. These are shared with appropriate staff.  Each child in the ECC has a personal care plan which is shared regularly with parents and carers.  All teachers and keyworkers participate in ASN meetings with parents/carers and the management team to review and plan work to support individual children.  All staff have undertaken training in relation to child protection, , administration of an Epi pen. Relevant staff have also undertaken training to support children with autism, diabetes, asthma, foetal alcohol syndrome and Pathological Demand Avoidance Syndrome, Dyslexia, Sensory Processing Disorder, bereavement support and others as required to support individuals in the school.  Heart Start training has also been carried out with children in the primary. On road cycle training, swimming lessons, internet safety and other safety programmes are in place on an annual basis throughout the school and ECC.  The HT and DHT have also undergone training to support the implementation of GIRFEC, the Named Person legislation, managing risk, health and safety and nonviolent crisis intervention.  Our children have attended various events with children in the other education group primaries and Loudoun Academy. They have also developed linked with St Sophia’s Primary and Loudoun Academy. Children have visited West Park Care Home, the local church, the Hogg Hall, Tesco’s store and entertained groups in the school hall. Which has helped to build positive relationships within the local community.  The Rights Respecting School Programme is in place within the primary and ECC and are working toward stage one. Children and parents will be working with staff to develop children’s rights and developing children’s understanding of their place in the wider world.  The school and ECC have also worked together to achieve our second Green Flag and have also maintained our Dyslexia Friendly Schools Gold Award. All staff, children and parents work together to ensure we are a fully inclusive school.  **Next steps:**   * Continue to work through the 3 year plan to achieve level 1 of Rights Respecting Schools. * Further develop staff training to support staff in ensuring the needs of all children in their class are met. * Develop procedures to track progress in health and well-being possibly using ICT to support children in engaging with “Have Your Say” and wellbeing indicators. * Seek out further opportunities to make positive relationships within the local community.   **Establishment self-evaluation (using 1-6 scale):5** |

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| **Quality Indicator 3.2 Raising attainment and achievement / Securing Children’s Progress** |
| **How well are we doing?**  Some learners are making very good progress in literacy and numeracy with a group of children in P7 working on Third level going into secondary.  Procedures are in place to pass information of attainment at transitions, so that staff can build on prior learning and continue progress. This includes consistent tracking of attainment across literacy and numeracy. Information gathered form the basis of a discussion between the class teacher and management team to review pace and challenge of learning.  Specific interventions have been introduced to support children where progress has not been as expected for age and stage.  Staff work together to moderate standards of work in literacy and numeracy. Children complete personal learning plans in both the ECC and primary with key targets to be developed. Children are beginning to take more responsibility for their own learning.  We have begun to look at data in relation to attainment of children and their wider circumstances.  Wider achievements are regularly celebrated and we have tried to promote the development of skills for learning, life and work. An achievement wall is in place in the ECC and primary and is updated throughout the session.  We have begun to record and monitor the wider achievements of children in the ECC and primary using personal electronic profiles and will continue to develop this.  **How do we know? Evidence of Impact?**  Robust transition tracking sheets in place to ensure progress at the Early level and across stages in the primary.  Children are supported to work on their personal learning plans.  All staff are aware and are beginning to use data to access the achievement of children and some are using it to assess the impact of interventions on learning. Every teacher has access to data for their children showing attainment, SIMD, free schools meals, ASN and this is used as a basis for discussion on progress and supports needed.  Parents/carers continue to be keen to be involved with their children’s learning, although attendance at some information sharing events or availability as helpers is not consistent.  The authority reporting format is in place in the primary and ECC to share progress with parents and carers.  Open Afternoons and Parents Drop ins in the ECC are in place and used to gather views and try to involve parents in their child’s learning. Stay and Play days and class assemblies are also used to provide opportunities for parents/carers to be involved.  School staff work closely with the Parent Council and the ECC parents group to share information and concerns to ensure the best outcomes for all children.  **Next steps:**   * Further raise attainment in numeracy and early literacy by focussing key interventions and reviewing progress in with the support of clear data. * Develop use of PLPs to record and track wider achievements in the primary and ECC. * Develop the use of data to measure attainment and track progress over time in relation to specific children. * Develop opportunities to involve parents in supporting their children with their learning and raise attendance and attainment levels.   **Establishment self-evaluation (using 1-6 scale):4** |

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| **Pupil Equity Funding:**  **Level of PEF funding: £70 800**  **How has this been allocated this session?**   * From Aug 2017 – Aug 2018 - additional permanent member of teaching staff – Approx cost - £44 000   This allowed for additional groups to be taken, staff to attend training on numeracy and other relevant courses. An after-school homework club was also able to be provided for targeted children from 3 to 4pm, 2 afternoons per week.   * Aug 2017- Aug 2018 – 0.5 Early Learning and Childcare Practitioner - Approx cost - £14 400   The ELCP supported the development of active learning through play at Early level in P1 and to some extent P2. Targeted children received in class support and resources were made to support learning and teaching. Experience between staff members was also shared and used to enhance learning.   * Oct 2017 – June 2018 – 0.5 Learning Assistant – £6000   Deployed throughout the school to support children, with a focus in developing numeracy skills.   * Resources to support PEF focus groups - £3200   Used to purchase resources including:  -subscriptions to Education City including homework, Cogmed and Nessie Learning, also to be used throughout PEF 2.  -IT resources including iPads for IT numeracy group  -Early Level play resources, roleplay corners etc   * Support Costs - East Ayrshire set amount - £3200   **Evidence of impact so far:**  PEF funds have been used to support the work of the priorities listed above. Evidence of impact has been shown throughout the evaluations above.   * PEF teacher worked with pupils from P4 to P7 on numeracy as part of an ICT group. ICT group has raised attainment with targeted children from p4-7. Pupils were introduced to a wide range of websites and were encouraged to access these in class and at home. Evidence has shown basic number skills have improved in almost all of these pupils. Pupils are also more engaged and enthusiastic during sessions. * At the Early level individual children also had one to one support to develop key skills in literacy and numeracy through play. This had saw an increase in their confidence and ability in literacy and numeracy, but attainment could still be better developed. Some children progressed well, where others still require a good deal of individual support. More links need to be developed to reinforce skills at home. This will be a focus for next session. |

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| **ECCs Care Inspectorate**  **Date of inspection: Date of inspection: 2nd March 2017**  **Quality Themes and Grade**   * **Quality of care and support – 4 Good** * **Quality of the environment – 4 Good** * **Quality of staffing – not assessed** * **Quality of management and leadership – not assessed**   **Requirements: - None**  **Action Taken: n/a**  **Recommendations:**   1. The service should undertake a review of the play space to ensure they make best use of the space and resources. To achieve this they need to develop the play space that reflects and is responsive to the needs and interests of the children. The play space should promote good opportunities for children to explore, investigate and be creative meeting children's natural curiosity to find out how things work.   National Care Standards for Early Education and Childcare up to the age of 16  standard 4 - Engaging with Children  standard 5 - quality of experience  standard 6 - support and development   1. The service should further review the daily routine and pace of the nursery sessions. To ensure children have high quality experiences the service needs to reduce the number of transitions and waiting times for children throughout a session.   National Care Standards for Early Education and Childcare up to the age of 16  standard 4 - Engaging with Children  standard 5 - quality of experience  standard 6 - support and development  **Developments in progress:**  After consultation changes were made to the daily routines within the ECC to minimise transitions and to reintroduce a 15-minute Group Time where staff could focus on key skills with their group.  Staff worked together on evaluating areas within the playroom and outdoor to assess who was visiting the areas and how they were being used. Staff also visited other establishments to gain an insight on how the area could be further developed.  The playroom was reorganised following the visits. Further new large equipment was ordered and will be in place from August 2018. This includes roleplay furniture, rooms-cape dividers and sand and water trays. New resources have also been bought to widen the choices available and spark children’s curiosity.  Further work to develop the outdoor area continues, including the introduction of a mud kitchen and new sand and barked areas in the courtyard. The Parent’s Room was also revamped to provide a calming space for children who needed more sensory experiences and a time away from the busy playroom. This was used effectively to support children with particular needs.  Staff undertook training in early communication through Teacher Talk, Learning Language and Loving it and Bookbug. A communication champion is also in place to promote key skills, work with parents and individual children.  Floorbooks are in place to record and plan children’s experiences and these are regularly reviewed by staff. New tracking was also introduced to allow staff to track progress in literacy and numeracy more effectively and use this information to plan individual targets.  A new Senior Early Learning and Childcare Practitioner is also in place with a focus on monitoring practice and developing communication at all levels.  Further work is planned from August 2018 to review all planning, including new Group Time planning to develop opportunities for children to learn through play. New individual care plans have also been introduced which are based around the SHANARRI indicators, their use will be developed over the coming session to ensure all children’s needs are met. Literacy and numeracy continues to be the focus for indoor and outdoor learning. |