

Establishment Context

Bellsbank Primary School & Early Childhood Centre is located in the Bellsbank area which lies next to the village of Dalmellington, located in the Doon Valley. Dalmellington is a small rural village with a history of weaving and mining. Bellsbank has an identity all of its own and the school is the focal point for amenities in the area, with few other amenities within the local area. There is a community facility within the school building which is accessed by all ages of the community from the creche which is located within our ECC to a range of activities for adults. Our roll for session 2023-24 was 111 pupils – 57 boys and 43 girls. 99% of pupils in SIMD 1&2 and 1% in SIMD 3&4. 39% of pupils were in receipt of free school meals and 70% of pupils were recorded on our ASN log. There are 2 looked after children. Staffing within the school was allocated to have 2 adults within each room. An ELCP and a CA were employed through PEF to support P1-3. A Family and Wellbeing Practitioner was employed to support children and their families.

Our Early Childhood Centre provided 1400 hours childcare for 3- & 4-year-olds, with a working capacity of 25. 23 children were registered in session 2022-2023. There is provision for 2-3 year olds and 0-2 year olds. There are 2 Depute Heads, 2, SLELCP, 1 Excellence and Equity Lead, 3 ELCPS in the 0-2 room, 2 ELCPS in the 2-3 room and 4 ELCPS in the 3-5 room.

The school was last inspected in November 2019

The outcome was

- 1.3 Leadership of change – satisfactory
- 2.3 Learning, teaching and assessment – satisfactory
- 3.1 Ensuring wellbeing, equality and inclusion – satisfactory
- 3.2 Raising attainment and achievement - satisfactory

In May 2022, the ECC was inspected by the Care Inspectorate.

The outcome was:

- Care and support – 5
- Environment – 5
- Staffing – 4
- Management and Leadership – 4

A local authority audit took place in September 2023

In February 2024, the school received an authority learning visit. Strengths identified were :

- The relationships throughout the school are strong, respectful and caring.
- Whole school nurture is fully embedded and evident throughout the school.
- The Senior Leadership Team know the school and are clear on its progression. It was also acknowledged that they are a strong support for the whole school community.
- The Depute Head Teacher has developed ASN procedures which give a comprehensive view of the progress and supports each child is or has received. This approach should be shared with colleagues beyond the school.
- The Quality Assurance procedures are rigorous, clear and impact on the quality of learning and teaching.

Required actions were:

- The school has made significant steps in policy development and the next step should be to reflect this work in an up to date Curriculum Rationale.
- Given the recent history of Bellsbank Primary this is now an opportune time to revisit the schools vision and values.
- The Head Teacher and Depute Head Teacher will further develop leadership roles and responsibilities for staff consistently across the school to maximise improvement.
- There needs to be a development of pupil voice within the overall school and opportunities to shape and lead their own learning.

- The ASN procedures are a strength within the school but require a clear rationale for the school's approach needs to be established, a clear plan to ensure its sustainability and staff need to be kept up to date with current protocols and procedures.

Every class has had the opportunity to share the learning with parents invited in. Children participated in a Scottish Celebration and Bellsbank's Got Talent. In the ECC, a parent council is established and they meet regularly. Our School Parent Council has established itself to represent the parent forum as well as to fundraise and organise events for the pupils.

Our improvement priorities demonstrate our commitment to raise attainment and ensure every child reaches their potential, regardless of social circumstances or additional needs.

Priorities for Session 2024-2025

- All children's voices will be listened to and acted on to develop their full participation in school life.
- All learners will develop their knowledge and skills through a creative and innovative curriculum which develops children's understanding of local and global issues.
- All learners will participate in high quality learning experiences across the totality of the curriculum.
- We will improve parent confidence, knowledge and understanding in supporting their child's learning
- 80% of children will attend at least 90% of the time
- All children feel safe and motivated at school with a passion for learning and a drive to succeed
- We will support parent confidence, knowledge and understanding in supporting their child's learning
- All children's attainment in literacy and numeracy in P1, P4 and P7 2024/2025 will increase by at least one pupil for each measure of Literacy and Numeracy for each stage P1/P4/P7.
- Improve children's attainment in writing at P4 from 64% to 79% by June 2025 (2 additional children who are not on track will be on track)

Establishment Vision, Values and Aims

We are in the process of engaging with stakeholders to refresh our school vision, values and aims. We aim to launch this by October 2024.

Our vision and values:

‘To be a centre of excellence for learning which is a driving force for positive change across the community’.

Our core values of honesty, respect, responsibility, equality, inclusion, fairness and compassion are at the heart of everything we do.

In Bellsbank Primary School and ECC we aim to:

- Provide challenging and inspiring opportunities that enable our children to maximise their potential in life
- Provide a safe, secure and nurturing learning environment
- Provide high quality learning experiences that engage children fully in their learning
- Provide a well-planned progressive curriculum that meets all children’s needs
- Value and develop strong trusting relationships with parents from an early stage
- Develop a sense of pride which is a positive impact on our community

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>We will raise attainment in both Literacy and Numeracy by at least 5% on each measure through:-</p> <ul style="list-style-type: none"> • Learning and teaching using effective pedagogy • Shared understanding and consistent implementation of pedagogical approaches as detailed below 	<p>Rationale for improvement priority based on evidence</p> <p>Our self-evaluation reflects what the data tells us, namely poor pupil retention of prior learning is having a significant impact on pace of learning and as a result attainment. This applies to both literacy and numeracy.</p> <p>Literacy data tells us: Reading – P1: 36%, P4: 75%, P7: 57% Writing – P1: 36%, P4: 69%, P7: 57% L&T – P1: 64%, P4: 88%, P7: 57%</p> <p>Numeracy data tells us: P1: 55%, P4: 71%, P7: 60%</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Performance information</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>
<p>Progress and Impact</p>	<p>P1 Literacy attainment 2023 –2024: Reading 81%; Writing 75%; Listening and Talking 88% P1 Numeracy attainment 2023-2024: 75%</p> <p>P4 Literacy attainment 2023 –2024: Reading 86%; Writing 64%; Listening and Talking 92% P4 Numeracy attainment 2023 – 2024: 86%</p> <p>P7 Literacy attainment 2023 – 2024: Reading 78%; Writing 78%; Listening and Talking 72% P7 Numeracy attainment 2023 –2024: 67%</p> <p>Attainment has been raised in all measures except for P4 Writing which has decreased by 5%</p> <p><u>In Literacy we have:-</u></p> <p>Updated SAC OCTOPUS P1-3 & 4-7 was implemented to ensure consistency of pedagogy and resources in teaching of phonics and spelling across the school. This has been implemented in all classes.</p> <p>SAC self-evaluation and audit tools for writing, reading and L&T have been completed by all staff.</p>	

Listening and Talking

Areas of strength identified were links to other aspects of literacy and next steps are to provide different types of opportunities.

Reading

Areas of strength are the lending library; children's motivation and SAC resources; next steps are to ensure a greater range of non-fiction texts and opportunities to moderate reading activities.

Writing

Areas of strength are access to SAC resources; feedback policy and daily writing opportunities; next steps are to have whole school celebration of success, opportunities to be led by pupils.

P1 Strings project has been carried out throughout the session. All children have participated in 15 minutes per day playing violin. This is part of a research project led by Julie Carrie inspired by research carried out by Hutchins (2018) to examine the impact of early music tuition on the development of early literacy. This will be a long term project which will follow the progress of children through the school. This project has been started with P1/2 and will continue with them in P2/3. SNSA data will be used to track their literacy progress through the school. There are 6 children in P2 who are part of this cohort. At the start of the session, before the project began only 1 out of the 6 was projected to be on track at the end of the session. ACEL data in June 2024 shows that 5 out of the 6 are now on track in reading.

The Lending Library was initially set up for the infant classes. Parents' workshops took place for primary 1/2 first and 12 families attended. The parent workshops for primary 2/3 are currently running and 7 families have attended so far.

In Numeracy we have:-

- A coherent strategy has been developed across all stages to support children's conceptual understanding of mathematical processes, P4 to P7 initiative which focuses on recall and understanding of multiplication and relationship to other number processes.
- New 1st and 2nd level maths programmes of study and assessment tools developed last session in-house by numeracy lead have been implemented across all stages to better support planning for learning. We have started to develop Early Level programme of study.
- We have piloted 3 year maths planners (1st & 2nd level) to ensure all aspects of maths covered over this period ensuring no gaps in learning and teaching. Develop Early Level planner.
- The Maths Policy has been updated.
- Maths scheme resources have been updated, new updated resources have been purchased along with appropriate assessment materials.

	<ul style="list-style-type: none"> • Multiplication Masters are being used across P4-7. There is a display in school to recognise children's achievements. <p><u>In both literacy and Numeracy we have:-</u></p> <ul style="list-style-type: none"> • Read the 'Power up your pedagogy' (Bruce Robertson) as a TLC style book study involving all class based staff involved in planning, assessment and delivery of learning and teaching. Our focus has been on retrieval practice and learning intentions and success criteria. All teachers use a morning starter activity which is focused on previous learning in literacy, numeracy and across the curriculum. The use of learning intentions and success criteria was the focus of teacher peer observations. All teachers reflected on their use of learning intentions and success criteria. During a collaborative collegiate session, teachers from Bellsbank shared their practice with staff from Dalmellington Primary School. Retrieval practice through morning starters is now being used at Dalmellington Primary School. Most children stated they had learning intentions and success criteria in all lessons. Most said that they also have a chance to review learning they have done previously. • Leaders of Learning – 2 teachers attended Leaders of Learning sessions. They led sessions in school around differentiation, assessment and data. As part of our evaluation of our Improvement Plan priorities, we undertook data driven dialogue as a staff. Most children said they felt their learning was at the right level for them.
<p>Next Steps</p>	<ul style="list-style-type: none"> • We will continue the Power Up your pedagogy Book study with a focus on differentiation and feedback. This will be the starting point for a Critical Collaborative Professional Enquiry. • SWEIC Numeracy Programme to be undertaken by Numeracy lead, working alongside colleagues from Doon Education Group to start engaging with development in the Numeracy and Mathematics Curriculum • National Improvement Writing Programme will be undertaken with P4 cohort. • Opportunities to moderate reading and listening and talking alongside writing • Develop Number Ninjas for younger classes • Continue to develop Numeracy and Maths Assessments and a Numeracy and Maths Assessment strategy.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	We will improve Health and Wellbeing of all pupils through:- <ul style="list-style-type: none"> Targeting support where it is most needed Enhancing wellbeing programmes across the school Developing outdoor spaces to better meet pupil wellbeing needs. 	Rationale for improvement priority based on evidence There has been a notable and worrying reduction in pupil wellbeing over the past session, possibly as a result of covid and cost of living pressures on families. There is also a need to ensure nurture is embedded across the school and delivered in an inclusive way that does not involve extraction from class for prolonged periods of time. Wellbeing and safety underpin learning and teaching and this will remain a high priority within Bellsbank PS.
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School Leadership	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 2.3, 2.4, 3.1, 3.2.
Progress and Impact	<ul style="list-style-type: none"> We had planned to use The Glasgow Motivational and Well-Being Profile (GMWP) to track pupil's own wellbeing and monitor impact of interventions for identified children who receive additional wellbeing support. This tool didn't work for us so we have used the Wellbeing Web in a focused way to measure the wellbeing of children receiving additional support. The Resilience Toolkit assessment has been used for individual children as required. There is a need for a universal wellbeing support to be developed. There is a plan for a bespoke wellbeing assessed to the developed and used early in the new session. The BOUNCEBACK programme has been used across the school with pupils but has not been further developed to include parents yet. The language of BOUNCEBACK is used by all adults during interactions with children. We have evolved our nurture provision to ensure it is delivered across the school as set out in our H&W Policy. This has allowed for a relationships focus in interactions with pupils. The majority of staff have indicated that they feel there is still a place for more bespoke nurture opportunities. Needs analysis has been completed and wellbeing groups identified for focused wellbeing work in session 2024/2025. We have developed a 'Family Engagement and Wellbeing Practitioner' role with a clear focus on supporting mental health and wellbeing with both pupils and parents, providing targeted support identified through assessment tools. This role has been successful in working with families particularly in light of not having home link support in term 4. Engage with parents to develop knowledge and strategies to support pupils' social and emotional wellbeing at home through information sharing and parent/carer workshops. We need to improve communication with parents. Pupils have had the opportunity to attend a range of after school activities: football, netball, chess, library, and dance. Children have participated in tournaments for football and netball held within Doon Academy. The Dance after school club led to a performance at Dancefest in May. 48 children have attended at least one after school activity this session. These experiences were mainly for P5-7 with a football club for P1-2. There were no after school clubs for P3s and P4s. The school worked closely with Facilities and Property Management to redesign outdoor play spaces and create masterplan to develop all outdoor spaces within and beyond the playground area. This has led to an all-weather surface in our school playground and a trim trail and climbing wall for the children to play on. An astro turf football pitch has been developed so that children have 	

	<p>access to a purpose-built pitch for playtime/after school activities. All children have the opportunity to be active in a range of experiences during playtime and lunchtime.</p> <ul style="list-style-type: none"> • Staff monitored which pupils are regularly not eating a nutritious meal and working closely with parents introduce interventions. This has informed discussions in children's plans as staff were aware of children who were struggling with eating for a variety of reasons. Through monitoring, we highlighted 14 children who weren't eating much of their lunch. We monitored these children closely. Out of this 14, 5 children continued to give cause for concern and phone calls were made home by our Family Engagement and Wellbeing Practitioner. 2 of these resulted in referrals to the school nurse, who worked with families to put supports and strategies in place to support.
Next Steps	<ul style="list-style-type: none"> • Universal Wellbeing assessment • Social and emotional programme • UNCRC – silver accreditation • Needs analysis findings to be implemented • Home link worker – parental engagement • Develop a balance of experience for after school clubs so all children have an opportunity to access.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	We will focus on closing the poverty related attainment gap by ensuring we maximise our PEF funding to provide (universal in the context of Bellsbank) targeted pupil support identified through effective pupil assessment to raise attainment.	Rationale for improvement priority based on evidence Bellsbank PS has 100% of pupils in the SIMD 1-3 with 98% falling within the top end of SIMD1. Our attainment data continues to be behind national expected levels, 95% of our PEF is therefore utilised to target support through enhanced staffing.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2
Progress and Impact	<p>We will focus on closing the poverty related attainment gap by ensuring we maximise our PEF funding to provide (universal in the context of Bellsbank) targeted pupil support identified through effective pupil assessment to raise attainment.</p> <ul style="list-style-type: none"> • PEF staff in P1-3 to work closely with class teachers to plan, assess and deliver high quality learning and teaching. • PEF staff to work closely with class teachers to deliver a 'team teach' approach to delivery of learning and teaching with class teacher retaining overall responsibility for planning and assessment. <p>Attainment P1 Literacy attainment 2023 –2024: Reading 81%; Writing 75%; Listening and Talking 88% P1 Numeracy attainment 2023-2024: 75%</p> <p>P2 Literacy attainment 2023 – 2024: Reading 64%; Writing 82%; Listening and Talking 82%; P2 Numeracy attainment 2023-2024: 73% This cohort in P1 P1 Literacy attainment 2022-2023: Reading 36%; Writing 36%; Listening and Talking 64% P1 Numeracy attainment 2022-2023: 55% Difference: Reading (+36%); Writing (+46%); Listening and Talking (+18%); Numeracy (+18%)</p> <p>P3 Literacy attainment 2023-2024: Reading 79%; Writing 63%; Listening and Talking 95% P3 Numeracy attainment 2023 – 2024: 68%</p>	

	<p>This cohort in P2 P2 Literacy attainment 2022-2023: Reading 69%; Writing 54%; Listening and Talking 92% P2 Numeracy attainment 2022-2023: 47% Difference: Reading (+10%); Writing (+9%); Listening and Talking (+3%); Numeracy (+21%)</p> <p>The impact of the PEF staff in P1-3 have shown increased attainment in every measure in literacy and numeracy.</p> <p>CA staff have been trained in literacy and numeracy interventions as well as motor skills interventions. They have accessed specific CLPL around supporting children with ASD including Comic Strip Conversations and Lego therapy. PEF staff participate in all collegiate sessions including the Power Up Your Pedagogy Book Study. All PEF and CA staff have participated in data driven dialogue conversations around school improvement.</p> <p>Monitoring and tracking conversations have taken place prior to attainment data being recorded in the monitoring and tracking tool. Children's progress with ASN also reviewed during these conversations to identify any further supports which may be required.</p>
<p>Next Steps</p>	<ul style="list-style-type: none"> • Regular monitoring and tracking conversations with a focus on identifying children in need of early intervention • Ongoing review of formative and summative assessments. • Develop Communication Friendly Environments and Teaching Approaches further

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p>	<p>We will support development of the young workforce through:-</p> <ul style="list-style-type: none"> Renewed focus on digital learning supporting learners to develop skills for life and work. Developing teacher confidence in the use of technology 	<p>Rationale for improvement priority based on evidence</p> <p>Pupils across the school from the earliest stage are engaging well in digital learning, we will harness this engagement in technology to improve learning and teaching and support learners to develop skills for life</p>
<p>NIF Priorities</p> <p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School Leadership</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>
<p>Progress and Impact</p>	<ul style="list-style-type: none"> We have a school digital policy established which is followed. All children have access to a device to support their learning Acquired a new set of MicroBits to add to our current set. The Digital Champion has led class based activities to develop the use of MicroBits. Researched the Microsoft incubator programme with intentions of leading this as a new initiative in session 2024/2025; Maintained aspects of the school blog as the main provider of information for parents. All information shared on the app is also shared on the blog. 	
<p>Next Steps</p>	<ul style="list-style-type: none"> Develop approaches to my World of Work linking into the Ayrshire Growth deal Microsoft Incubator programme will be developed as part of staff's PRD/FACE time reviews Digital sessions with parents – drop in sessions 	

Pupil Equity Fund: Evaluation		
<i>Approach/Intervention</i>	<i>Impact Report on how you have improved outcomes for learners impacted by poverty</i>	What evidence do you have of positive impact? Outline the data that supports your findings.
PEF funded staff in P1-3 will be involved in planning for learning led by the class teachers and will support delivery of focussed learning on a daily basis.	P1 into P2 impact on attainment - Difference: Reading (+36%); Writing (+46%); Listening and Talking (+18%); Numeracy (+18%) P2 into P3 impact on attainment - Difference: Reading (+10%); Writing (9%); Listening and Talking (+3%); Numeracy (+21%)	Monitoring and tracking tool
Wellbeing practitioner funded through PEF (LC) will take a lead role in many of the wellbeing initiatives	Through monitoring of school lunches, we highlighted 14 children who weren't eating much of their lunch. We monitored these children closely. Out of this 14, 5 children continued to give cause for concern and phone calls were made home by our Family Engagement and Wellbeing Practitioner. 2 of these resulted in referrals to the school nurse, who worked with families to put supports and strategies in place to support.	RAG record of school lunch left. Pastoral notes School nurse referrals

IDENTIFIED PRIORITIES	WHAT ACTIONS ARE REQUIRED TO REACH THE DESIRED OUTCOME?
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TO IMPROVE OUTCOMES IN LITERACY AND MATHS SKILL FOR ALL CHILDREN WITHIN THE CENTRE.

(Evidence of impact:

- Learning Journals progression pathway
- Monitoring of Environmental Audit and experience offered.
- Parents feedback shows increase in confidence to support children's development

- Ensure that the environment in each playroom and outdoors areas are set up using Environmental Audit
- Each room team will moderate children's baselines.
- Target support for identified children
- Depute led termly meeting to discuss children's progression with individual key workers.
- Sharing children's learning with parents on Learning Journals
- Parental participation children's development : Home links, Stay & Plays etc.

WHERE ARE WE NOW?

DATE: 16.10.23

- Almost all of staff have seen Maths training sessions from Education Scotland this generated much discussion between staff members about their practices.
- A couple of sessions for literacy were offered with most of the staff participated again with worthwhile discussions.
- Environmental Audit was used within each room to: Inventors changed the set-up of the room to support heuristic learning environment where Maths and Literacy can be seen across all aspects of play.
- Heuristic approach can be seen in other rooms, staff have a better understanding of their practice
- EEL shared Sway with parents advising how new Learning Journals would look and how they could add comments from home allowing them to work together with the key worker.

What next?

- Use audit to prepare a Rapid Action plan for each room led by Deputes in discussion with Practitioners.
- Practitioners will reflect on their learning and support understanding of colleagues within their Champion Roles
- EEL, Senior and Communication Champion will support children in small groups and 1:1.

IMPACT FOR CHILDREN AND FAMILIES

- Baselines completed as a team means the room teams have a better understanding of where children are in terms of their development and are able to identify gaps in learning offering support through planned experiences.
- All staff have been able to complete the maths and numeracy training, increasing their confidence, adapting their practice by making small changes within the playrooms to increase children's development in maths concepts and implement practical ideas to support understanding of amounts.
- EEL LJ sway to support parents engage with Learning Journals, along with the new monthly narratives have increased opportunities for parents to be involved in their child's learning, more regular target setting on Learning Journals allows parents an increased possibility to engage with the key worker about their child's development and are encouraged to share their learning from home, which a number of parents have participated in, building up their confidence and skills.
- Opportunities for parents to be involved in the life of the centre through a variety of events such as Transition Peep, Book Bug etc. offering opportunities for parents and key workers to share understanding of children's development and allows practitioners to share skills.
- Environmental Audit support the incorporation of literacy and maths within each room allowing children within all stages to be more exposed to these areas of development throughout their sessions shown in children's increase

Date: 04.01.24

- Book bug sessions took place over Nursery Rhyme week. Alison offered 5 sessions between the Explorers and Discoverers Rooms with 16 families attending these groups. Marcia offered one session to the children in the Inventors Room.
- Explorers and Discoverers Practitioners have met with Depute to discuss children's progress and any support needed.
- EEL and Depute have participated in QI training linked with Speech, Language and Communication. They have been linking their learning to track the impact of the Communication Support on identified children.
- Get Doon Tae Chat relaunched on the 17.11.23 with 3 ECC represented along with Health Visitor rep and Community Practitioners led by T. Potter. ECC shared their progress in using strategies to support children and families.
- Supper with Santa offered opportunities for parents to visit the Centre and engage with their child's Key worker. Almost all parents attend with their children engaging in learning activities within the playrooms before having a social supper in the gym hall, sitting together at table to eat with other families. The feedback was that all families enjoyed the experiences and were thankful of the opportunity to participate.
- Explorers and Discoverers have taken the opportunity over the quiet period at the start of the New Year Term to update children's baselines, ready to start the new term with current targets for children within these rooms.
- Outreach to the Communication Unit for support for 4 year old to ensure that proper support and advice for P1 placement.

What Next?

- Carry on with 1:1 and group support for identified children.
- Stay and Play sessions to be organised for the play rooms.
- Revisit playroom audits for the new term

Date: 28.05.24

- EAL support for child with EAL transitioning to P1.
- Breakfast with Parents, parents invited to participate in Outdoor Learning day.
- World book day celebrations.
- Communication Friendly Environment Accreditation
- Parent workshop with EEL to support understanding of what School readiness should look like.
- Collect data on parental engagement with the LJ.

engagement in their learning. Audit showed scores between 3&5 high lighting good practice and areas for improvement

- Target children are supported by Communication Champion or EEL and Senior, these children are tracked using ICAN assessment showing improvements in outcomes in their Communication skills. Through QI training that Depute and EEL complete support being offered to children has been tracked and used to offer support to those children most in need.
- Communication Champion shares knowledge and skills with other staff members and parents of children to support the strategies used to help children's development.
- Accreditation Journey increased all practitioners' skills in supporting children's development, high-lightening the nurturing ethos within the Centre with staff tailoring strategies to individual child's needs. The panel noted how great the relationships and interactions are with all the children, and valued all the work put in and the wonderful, encouraging environment created for the children.
- Parents joined the establishment in celebrating the Communication Accreditation, offering practitioners the opportunity to share strategies used during the journey to support children's skills.
- Parents have had a variety of opportunities to join in the life of the Centre through Bookbug sessions, Supper with Santa etc., offering the chance to build stronger relationship between families and practitioners whereby they can support each other to support child development.
- From Depute and keyworker progress meetings about individual children, child with support needs were identified and referral to specialist agencies made for children where appropriate e.g. Early Language Unit.

IDENTIFIED PRIORITIES	WHAT ACTIONS ARE REQUIRED TO REACH THE DESIRED OUTCOME?
<p>TO IMPROVE PRACTITIONERS UNDERSTANDING OF CHILDREN'S DEVELOPMENTAL STAGES ENABLING THEM TO SUPPORT CHILDREN'S PROGRESSION</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Self-evaluation feedback from staff show an increase in confidence in supporting children's learning. • Monitoring of individual staff: 1:1 feedback. 	<ul style="list-style-type: none"> • Staff to participate in new planning sessions at the start of new school year, to be reviewed and implemented as appropriate. • Monitoring calendar to observe playground practice around pace and challenge, Learning Journal's evaluations, Planning etc. • Develop practitioners' observation and recording skills. • All staff to participate in "Play is the Way" book study specifically chapters on Literacy, Maths, Child development before the early level. • Support staff's curricular and developmental knowledge and understanding enhancing practitioners' ability to scaffold and challenge children's learning. • Regular Champion meeting to discuss and implement new skills and knowledge with a focus on Creativity. • Depute to continue with Frobel's slow pedagogy training.
WHERE ARE WE NOW?	IMPACT FOR CHILDREN AND FAMILIES
<p>Date: 16.10.23</p> <ul style="list-style-type: none"> - Management team looked over new planning and tracking documents agreeing that examples would be helpful to support practitioners understanding. - All staff participated in training for new planning, monitoring and tracking, staff were anxious about what this would look like in practice. - Practitioners were offered support to complete a full cycle of planning, monitoring and tracking. - Staff participate in professional discussions with EEL around the HV statistics, offering up views on what it means for children in Bellsbank area and the support we need to offer. <p>What Next?</p> <ul style="list-style-type: none"> • Feedback from staff to be gathered of positive and negative elements of new planning and tracking. Questions to be taken to TEAMS meeting. • Child development chapter from "Play is the Way" book to be discussed at Oct In-service day. • Plan how to support parents to be more involved with child's development on Learning Journals. 	<ul style="list-style-type: none"> • Child friendly narrative and sharing next steps more regularly makes it easier for parents to understand their child's learning. Parents have the opportunity to be involved in their child's next steps allowing them to have their voice heard. • Staff feel they have an increased awareness of how to write observations and narratives, along with a better understanding of how to support children throughout each developmental stage, which in turn supports parents understanding of their child's progress. • More in-depth observations have proven useful for creating child's next steps in learning. • Children's interests and planning is more in-depth and continues as long as required or interest is held, creating more opportunities for real life experiences. • Small changes to mathematical practices have increased children's engagement through stories, songs and actions. • From discussions from "Play is the Way" chapter staff feel increased ability to support children's to regulate and understanding of their behaviours. • Whilst reviewing the new planning and tracking with practitioner to inform the feedback from the Bellsbank ECC, practitioners showed good understanding of child development and were able to express their views about their concerns leading to comprehensive changes for the following year. Which will allow
<p>Date: 04.01.24</p> <ul style="list-style-type: none"> - Child development chapter from "Play is the Way" book to be discussed at Oct In-service day. Good professional discussions from staff about the impact of 	

<p>early nursery placement on children, and how as practitioners we fit into the wider picture.</p> <ul style="list-style-type: none"> - Feedback has been gathered to take to working party in January for 3-5 Learning Journals and tracking. Under 3's have been discussing where they feel the gaps are in the progression pathway, Management have collected thoughts together. - Maths Champions have been attending training on "Playful Mathematic". - SMT continue to monitor LJ offering feedback to staff when and where needed. - Practitioners working at the start of the New Year term offered opportunities to watch NES H&S workshops, good discussions on how this learning supported staff to understand and support children attending the Centre. <p>What Next?</p> <ul style="list-style-type: none"> • Send in feedback for the under 3's progression pathway. • Feedback offered on Early level progression. • Deputes to meet with Central team to offer feedback on changes make to planning and tracking this year. 	<p>practitioners to track those small steps in development that they felt have been missing this year.</p> <ul style="list-style-type: none"> • SMT have fed back to Central Management team around under 3's progression pathway which has led to changes for the coming year adding important missed stages of child development. Also feedback on Early Level has add to support to removal of assessment/ achievement of a level. Highlighted the need to embed the important early skills. • Feedback on the Tracking which at present does not show accurate where children are in their development. Learning Journals will look are going to look in to this, if changes can be developed in this.
<p>Date: 28.05.24</p> <ul style="list-style-type: none"> • Monitor pace and challenge within the playrooms. • Plan in-service day training around scaffolding and challenging children's learning. Look at the use of Play is the Way chapters. • Look at champion meeting. More focused approach to Thursday meetings. 	

IDENTIFIED PRIORITIES	WHAT ACTIONS ARE REQUIRED TO REACH THE DESIRED OUTCOME?
<p>TO IMPROVE CHILDREN'S HEALTH AND WELLBEING THROUGH ACCESS TO THE OUTDOOR AREA AND LOCAL ENVIRONMENT.</p> <ul style="list-style-type: none"> - Parent evaluations show an increase in parents confidence in supporting their children's wellbeing - PEEP feedback - LJ's Progression Pathways will show development of Movement and Coordination and Health & Wellbeing 	<ul style="list-style-type: none"> - PEEP groups to support transition into nursery for children starting in the new term. - PEEP groups to run throughout the year with a focus on children's health and accessing the local environment. - Early engagement with local families through Parents groups, to support families from the earliest stages. - Training for Wellbeing Champions by Educational Physiologist to look the 6 key strengths of children (B Perry) - Engage children in all stages of development in physical activity daily to support all round development.

	<ul style="list-style-type: none"> - Focus throughout the Centre on healthy eating and children's understanding of making healthy choices.
WHERE ARE WE NOW?	IMPACT FOR CHILDREN AND FAMILIES
<p><u>Date: 16.10.23</u></p> <ul style="list-style-type: none"> - Linda (EEL) ran PEEP groups to support transition into nursery over the summer holidays. - Almost all the children in the Inventors Room attended two or more sessions, returner sessions was well attended with 12 families. - Discoverers Room, three of the new families attended one sessions. - Returner's session was cancelled due to staff absences. - In Discoverers Room parents were able to ask about the change of room, offering reassurance to them about their child's transition. Children were able to share their new room with their parents. - Stay and Play sessions <p><u>What Next?</u></p> <ul style="list-style-type: none"> • From Parental feedback Linda (EEL) will plan PEEP sessions with a focus on children's health and wellbeing. 	<ul style="list-style-type: none"> - For the parents who attended they gained a deeper understanding of what to expect from the centre. This has enabled staff to build up an early relationship with parents. Staff work closely with parents to build plans to support children at home using different strategies. All new families that attended expressed the benefit they felt from attending, families were able to share information during an informal meeting with key workers about their children. These sessions supported children's transition in starting within the Centre, all had a successful start to the new term. - Building good relationship with key worker with their children and their families. - Staff feel more confident supporting children's health and wellbeing and are able to offer consistent approach to behavioural concerns. Children feel safe and nurtured within the Centre. - Parent Council organised an Easter Parade around the local community raising funds to support the Centre. They have offered funds to provide experiences for children and their families that they otherwise wouldn't be able to access. - The inventors Room (3-5 year olds) participated in Mental Health Week with Active Schools supporting children to learn football skills. There was a focus on what the children liked about each other and parents were asked to share what they loved about their children. These gave children a positive view of themselves boosting their self-esteem and confidence. Children have also been learning Yoga using their listening and attention skills to follow the instructions and have found the breathing techniques useful for calming down during sessions when they become overwhelmed. - All room have been encouraging children to try new taste, focusing on healthy eating through cooking and baking activities such as making soup and pizza. Children were more open to trying the healthier foods after making it themselves and were able to talk about their likes with the Inventor Room charting using maths skills to show their favourite foods. - Although only a few parents/ carers attended Peep in the Woods the feedback was positive, they felt an increased confidence in visiting their local environment with their children and sharing the skills and knowledge with other parents and carers.
<p><u>Date: 04.01.24</u></p> <ul style="list-style-type: none"> - Educational Physiologist support staff development on Oct In-service day, looking at how nurture approaches supports UNCRC. - Play @ Home group started 08.11.23 numbers are lower than last year but a good number attend each week. Running for 6 weeks with regular attendees. - First PEEP group ran with... second session was cancelled due to icy weather. 5 parents attended & 6 children, feedback families support each other on the walk and children were keen to share their learning with their parents. All were keen to participate in the next session. - Started Anti-natal PEEP, however due to lack of local engagement this only run for one week. - Outdoor classroom day 02.11.23 each room planned their own activities for children to participated in during the morning session. Parents invited along for afternoon sessions from the Inventors Rooms, 50 % of parents attended for play sessions outside followed by sharing hot food and drink in the Eco Garden <p><u>What Next?</u></p> <ul style="list-style-type: none"> - PEEP group planned for January. - Outdoor stay and play session for the Discoverers Room to be planned with Linda. 	

<ul style="list-style-type: none"> - Link with Parents Council to organise trips. - Wee Wednesday groups with EEL and Community Practitioners. 	<ul style="list-style-type: none"> - We have two Outdoor classroom days with parents invited to participate in a variety of activities such as visiting the play parks outside, outdoor games and cooking outside, supporting families to realise the benefits to children's all round development through outdoor activities. - Outreach to the local community with two groups for children under 3. Between Sept and Dec the Play @ Home group operated to families with around 12 families participating through Book bug session, arts and crafts activities with two practitioners sharing ideas and knowledge with parents. During May and June Wee Wednesday group has been organised by our EEL and link Community Practitioner again targeting families with under 3's support weaning, toilet training, with sensory play and nursery rhymes etc.
<p><u>Date: 28.05.24</u></p> <ul style="list-style-type: none"> - Peep in the park - Transition activities - Sports Day - Summer holiday activities - EEL is looking at funding from Cycle Scotland for Cycle Pool for families to access with the local community. 	

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3
Quality Indicator 2.3 Learning, Teaching and Assessment	4
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	4
Quality Indicator 3.2 Raising Attainment and Achievement	3

Establishment Capacity for Improvement
<p>GTCS/SSSC Standards</p> <p>Teachers and Early Learning and Childcare Practitioners have focused on evaluating themselves against the GTCS/SSSC standards. This self-evaluation has been used to create a staff training plan (in the ECC) and personal development plans in the school and ECC. Reflection on the GTCS/SSSC standards is part of monthly professional discussions and progress in the development plan is discussed and reviewed. As part of monthly professional discussions, actions are identified for continued improvement in the classroom and the playroom.</p> <p>PRD/ FACE Time reviews</p> <p>Annual staff reviews take place through PRD/FACE time. Targets are discussed and actions are identified. During monthly professional discussions, staff are asked to reflect on PRD/FACE time progress and further actions identified. This session staff have shared an element of their professional learning throughout our collegiate calendar. Staff will be encouraged to identify what they would like to share with their colleagues during the initial PRD meeting and ongoing reviews.</p> <p>Teacher Leadership</p> <p>All teachers have an area of responsibility within the Improvement Plan. Leadership time is timetabled to allow teachers to take forward these improvements e.g. numeracy, literacy, modern languages, communication friendly schools, digital schools.</p> <p>Data Driven Dialogue</p> <p>Data Driven Dialogue was introduced this session. The process used our Improvement Plan priorities to focus the interaction with the school, demographic, performance and perception data. We used this to create actions for our Improvement Plan. We used Simon Brakespear's Clarifying Canvas tool to examine these actions in more detail. This has allowed us to modify our priorities, develop our rationale for these priorities and develop our actions</p> <p>Assembly Circles</p> <p>Pupil views and opinions are gathered in line with UNCRC Article 12 at Pupil Voice Assemblies. P7 children lead discussion groups with pupils from the rest of the school to plan and evaluate improvements.</p> <p>Quality Assurance</p> <p>There is a quality assurance calendar to monitor our progress on a regular basis. Teachers meet termly with SLT to discuss pupils' progress and to ensure appropriate pace and challenge. Regular feedback is given to teaching staff and ELCPs during these discussions. This is used in connection with self-evaluation (HGIOS4, HGIOSELC, HGIOURS and the Care Inspectorate Quality Improvement Framework). A separate Quality Assurance calendar has been created for the ECC. In the school, we received an authority learning visit in February 2024. This has given us some actions to develop. In the ECC, we had an authority audit in December 2022.</p>

Supervision Spaces

Staff have started to have peer supervision sessions once a month. There are reflection questions to help start the sessions but these are protected sessions for staff to discuss issues and concerns in their class.

Educational Psychologist

We have carried out a needs analysis of our ASN log to decide on future interventions which allows us to meet the needs of children while maximising our resources.

Book Study

Staff have been undertaking a book study "Power Up Your Pedagogy". This mode of professional learning will continue to be developed but expanded in professional enquiry.

Moderation

This session all staff have engaged in 2 cycles of numeracy moderation with the Education Group. This has involved having an initial planning session for reading into writing then bringing evidence of learning to a follow up meeting during the in-service day. Prior to gathering teacher judgements, teachers met to look at evidence of writing to moderate evidence. Next session, the Education Group will plan a moderation calendar and the school calendar will be slotted into this.