

**Carnegie Primary School**

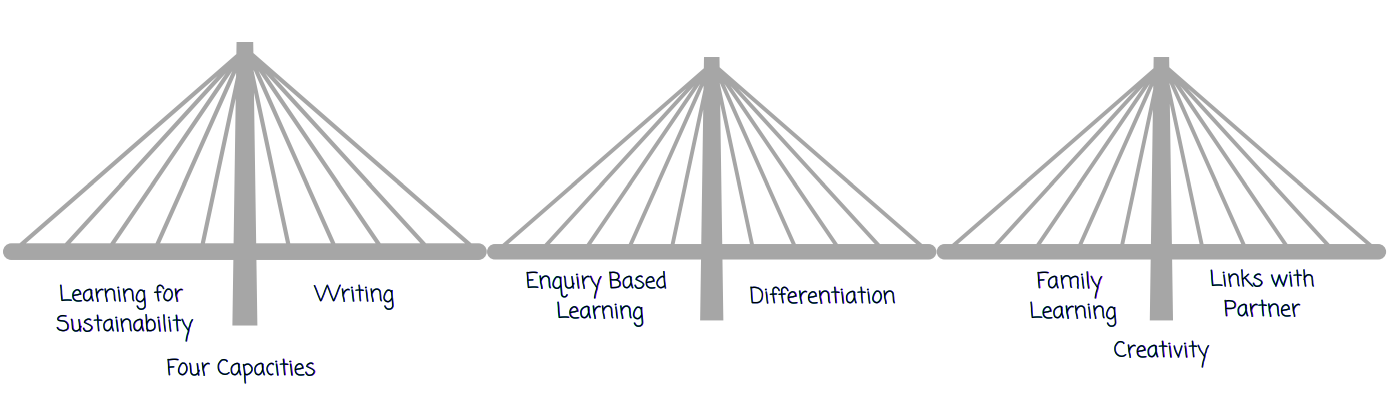


**Standards and Quality Report**

**Session 2024/25**







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| **Carnegie Primary School**  **Context of the School** | | | | |
| **Growing Together, Soaring to Success**  **Respect, Kindness and Ambition**  **The overarching aims of Carnegie are that everyone is:**  **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included**  Carnegie Primary School was established in August 2009 and the school community moved into the new building in August 2011. It is a non-denominational school serving part of the Eastern expansion of Dunfermline and the more established area of Halbeath. Our school caters for the mainstream education of Primary and Nursery children. The school was subsequently extended in 2017 to accommodate a continued increase in roll.  The combined school and nursery roll is 732 The school currently caters for 652 pupils organised across 22 classes. The Nursery accommodates 80 children aged 3 – 5. The children come from a range of social-economic backgrounds with 11.6% in SIMD 1 & 2 and 48% in SIMD 9 & 10. The school F.M.E. is 17.8%.  We have a very supportive parent body and feedback indicates that they value the care and support their children receive from school staff. The school benefits from the involvement of a range of partners such as the Active Schools Coordinator, Educational Psychologist, Social Work, Community Police Officer and NHS Partners.  The school sits within a large playground and playing field which allows for extensive outdoor experiences and is also located within the city of Dunfermline allowing access to a wide variety of learning opportunities.  The school employs 64 staff which includes a senior leadership made up of a Headteacher who is also the headteacher at Halbeath Nursery, 3 Deputes, 29 teaching staff, 3 clerical staff, 2 janitors, 14 EYOs and 16 PSAs.  Each Depute has responsibility for a department within the school in addition to a whole school strategic remit. These roles and responsibilities are reviewed annually to reflect the skills and expertise of the leadership team.  A range of extra-curricular clubs are offered during lunchtime and before/after school. This includes athletics, football, basketball and dance organised by Active Schools; crocheting, Writing Club, choir, lego and netball, led by school staff and parents.  Strong links with Active Schools and the PARS Foundation have provided the opportunity for P3-P7 pupils to take part in authority wide sporting festivals and Active Schools also deliver a programme that targets support at children who are less active.  All P5 pupils attend a day of canoeing and mountain biking at Lochore Meadows as part of their Natural Connections Award and all P6 and P7 have the opportunity to take part in residential excursions to Fordell Firs and Ardroy, respectively as part of their John Muir Award.  A Breakfast Club and Out of School Club operates before and after school and during the school holidays. This is accessed by families from Carnegie Primary.  The Parent Council is small relative to the size of the school but plays an active role in school improvement. More widely, parents enjoy being involved in the life of the school through shared learning, assemblies and parent workshops. Work continues to identify increased opportunities for family involvement in school and their child’s learning.  Carnegie Primary School is part of the Woodmill High School cluster group. Close transition links are also fostered with the early learning and childcare establishments from where our children transfer. Most children transfer to Carnegie Primary from Carnegie and Halbeath Nurseries. | | | | |
| **Attendance** | **Authorised** | **5.33%** | **Unauthorised** | **4.33%** |
| **Exclusions** | 3 x 3 days | | | |
| **Summary of consultation with stakeholders** | Surveys: Distributed to parents, staff, and pupils (e.g., Microsoft Forms, parent Night Surveys)  Focus Groups: Held with pupils (e.g., Pupil Voice groups, Leadership teams, Our Voice Matters sessions)  Workshops/Meetings: Parent forums, staff meetings, community partner sessions  Informal Feedback: Collected during school events, drop-ins, or through suggestion boxes | | | |
| **Attainment Scotland Fund Allocation (PEF)** | **£** 110,250 | | | |
| **Cost of the School Day statement** | **Link to statement:** [**Cost of the school day poster**](https://blogs.glowscotland.org.uk/fi/public/carnegieps/uploads/sites/12471/2025/06/04193550/Cost-of-the-School-Day-poster.pdf) | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 1:  **National Improvement Framework Priority:**  Placing the human rights and needs of every child and young person at the centre of education.  **Focused Priority:** Culture   * Develop a culture of sustainability across our school and community. * Use our Digital Roadmap to develop a digital cultures programme understood and supported by our school community and partners. * Carnegie Nursery will embed a culture of wellbeing, rights and respect across the nursery community, built on the Wellbeing Indicators and UN Rights of the Child. * In Nursery, there will be a strong culture of autonomy and achievement with children leading their own learning. | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: Leadership of Learning(1.2)  Leadership of Change (1.3) | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session | X |
| **Progress:**  **Sustainability**  There has been a noticeable improvement in our collective understanding of sustainability across the school, the nursery and into the community. We are actively raising the profile, encouraging open dialogue and awareness among staff, pupils, and families. Teachers and Early Years Practitioners are beginning to explore how Learning for Sustainability (LfS) can be meaningfully embedded within planning and teaching and learning experiences, with links to curricular contexts and outdoor education. Opportunities for collaboration are increasing, particularly through joint planning with stage partners, fostering a more cohesive approach. This will continue to be an area for development next session.  Pupil voice is growing through the establishment of a leadership group - eco committee, empowering pupils to take ownership of sustainability initiatives.  Staff working parties are the driving force, providing direction for whole-school engagement through the themes campus, curriculum and community. Efforts are also being made to extend this understanding beyond the classroom, with initiatives to inform and involve families, helping healthier habits at home. This will be another area for development next session. Additionally, we are building valuable partnerships within the wider community, including collaborations with B&Q, Amazon, and the Dunfermline Men’s Shed, these connections have enriched our sustainability efforts.  **Digital Technology**  The Digi Leaders, supported by the school’s Digital Ambassadors, have continued to raise the profile of technologies across the school. Older Pupils from the group have led learning workshops and family learning sessions to support the implementation of coding activities. The introduction of a lunchtime coding club for senior pupils has been successful in developing skills and promoting creativity. Staff used the digital road map and plans from last session to begin gathering evidence for the Digital School Award. The Digital Learning team supported staff development by leading several CLPL events linked to digital literacy, coding and cyber resilience. Partnership working with STEM ambassadors and Community police have led to workshops across our P5-P7 classes.  **Nursery**  All staff have actively engaged with the UN Rights of the Child and promoted this with the children, using simplified language; focusing on the right to play and the right to be safe from harm. This common language is used with both children and families and on its way to being fully embedded.  The staff worked with children and families to further develop our nursery values, culture and identity. In conjunction with all stakeholders, a new value of ‘Curiosity’ was introduced to sit alongside the previous values of ‘Kindness’ and ‘Respect’. Families, children and staff were consulted when choosing a logo for nursery  Children are actively encouraged to lead their own learning in nursery. Staff engage in daily responsive planning and plan provocations tailored to children’s interests. Children’s successes and achievements are celebrated on the ‘Star Moments’ display, which is refreshed regularly, as well as being shared widely on Seesaw with families.  Activity boards were trialled and introduced this session. Various focused activities such as Kitbag, litter-picking, library visits, fine motor skills and music are offered regularly throughout the week to the children and they have the choice as to whether or not they attend. | | | | | | |
| **Impact**:  Staff CLPL and family learning opportunities have helped develop confidence within the school community in using and teaching digital skills. Feedback gathered has been positive.  Profile of technologies has been raised amongst pupils and development of skills is becoming more consistent across classes.  There is a shared understanding of Sustainability which is beginning to be implemented within learning and teaching experiences. Both pupils and staff are becoming more informed and actively promoting sustainability principles across the school and within the wider community.  The language of the UN Rights of the Child is now understood by almost all nursery children and well embedded. Staff feel more confident in promoting the use of the language and this is beginning to be reflected in discussions that children are having at home with their parents. The children have a greater understanding of our nursery values and are using this language more commonly.  Children have enjoyed sharing their successes within their PLJs with one another, taking pride in their achievements. Children and families have responded very positively to seeing their achievements displayed in nursery. | | | | | | |
| **Next Steps**:   * To submit application for Digital School Award (by Dec 2025) * To further work done to promote cyber resilience amongst pupils (with particular focus on social media). * To provide targeted PL that develops staff knowledge and skills, building confidence in effectively implementing LfS. * To develop planning of LfS through IDL and project-based learning, enabling pupils to make meaningful connections across curriculum areas. * To inform and involve our families in sustainable initiatives, developing their understanding and encouraging active participation both at home and within the community. * In nursery, develop a shared visual representation of the Rights of the Child to be displayed, further promoting our culture of respect with children and families. * Continue to embed the language of the Rights of the Child and our nursery aims/values, when communicating via Seesaw with parents. * Children’s voice to be further embedded when evaluating learning walls in nursery. * Activity boards to continue in nursery, with a focus on developing a robust process for tracking successes and achievement within each offered activity. | | | | | | |

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| School Improvement Priority 2:  **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing.  **Focused Priority:** Relationships   * Develop our school playground to support pupil wellbeing and diversity through the 5 Ways to Wellbeing and 4 capacities. * In nursery, build strong and sustainable family engagement that promotes family learning. * Develop links with community partners and businesses to support and enhance learning opportunities for children. * Identify suitable partnerships that can then be forged into partnerships to develop opportunities for intergenerational working experiences. | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: Improving Wellbeing, Equity and Inclusion (3.1)  Leadership of Change (1.3) | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved |  | Continued into next session | x |
| **Progress:**  Long term plan co-created with families (through parent council) and pupils to develop the school playground. Whole school fundraising at key events and a visible target journey (display board) has helped raise the profile and provide ownership to all within the community.  As well as supporting younger pupils within the playground, P7 Playground pals completed their Junior Leader Training through Active School. An increase in lunchtime groups/clubs has helped to provide a safe and supportive environment for identified pupils. Embedding a shared language of wellbeing, linked to the 5 Ways and the 4 capacities, has allowed staff and pupils to recognise and articulate wellbeing in everyday interactions.  Profile has been raised across the school through huddles, Your Voice Matters sessions, celebrating success certificates, postcards home and pupil leadership applications. Almost all teachers are making links to skills regularly within learning.  **Nursery**  In nursery, there has been a strong focus on family engagement. We have continued to offer and promote groups such as PEEP, Toddler and BookBug, which have run consistently each week, led by our EYOs. Nursery parents are invited in regularly to ‘stay and play’ with their children and have been invited to attend two evening Bedtime Story sessions, as well several sing-alongs for Burns, Christmas and Summer.  Community Links have been developed with local businesses such as the Pars Foundation and Baby Ballers Basketball, who delivered practical sessions for the children. A link was established within the local community when developing our nursery garden, to help refurbish the mud kitchen and create garden planters. Several grandparents attended Bookbug and were encouraged to become actively involved.  A link was also developed with our local Asda supermarket, where food tasting was offered to the children. | | | | | | |
| **Impact**:  Whole school awareness of playground priorities and action plan. There is an increased understanding of 5 ways to wellbeing and 4 capacities. More pupils are able to make links between learning and skills for life, articulating their own wellbeing, strengths and next steps.  Toddlers and Bookbug have been well promoted, attended and very positively received by parents.  Parents understand the approach to ‘stay and play’ and this has created an environment where children and families feel relaxed and happy when coming into nursery.  Nursery Bedtime Stories had a very high turnout for both sessions and feedback from children and parents was extremely positive. | | | | | | |
| **Next Steps**:  Raise funds to support playground plan and implement changes. More pupil/family involvement in target setting. Maintain partnership work with families/PC.  Develop a targeted approach for delivering PEEP within nursery next session.  Further develop intergenerational links within nursery by creating a relationship with local care home.  Reestablish Gardening Club to build intergenerational links and further promote sustainability. | | | | | | |

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| **Summary of Progress and Impact from last session’s Improvement Plan and Next Steps** | | | | | | |
| School Improvement Priority 3:  **National Improvement Framework Priority:**   * Improvement in attainment, particularly in literacy and numeracy. * Closing the attainment gap between the most and least disadvantaged children.   **Focused Priority:** Learning   * Raise attainment in Writing through engagement in the ‘Writing Explicitly’ approach. * Review approaches to teaching handwriting and spelling. Develop and implement new progression pathways. * Roll out Digital roadmap across the school & engage with families through our family learning programme. * Develop learning for sustainability (pulling together RRSA/DYW/OL/Financial Education). * Embed learning for sustainability in nursery throughout outdoor education. * Create numeracy-rich experiences for all children to develop early numeracy and mathematics skills in nursery. * Enhance the high-quality play, interactions and spaces within the playroom by ensuring consistency of approach | | | | | | |
| HGIOS 4/HGIOELC Quality Indicators: Learning, Teaching and Assessment (2.3)  Raising Attainment and Achievement (3.2)  Increasing Creativity and Employability (3.3) | | | | | | |
| Has this priority been:  (please highlight) | Fully achieved |  | Partially achieved | X | Continued into next session |  |
| **Progress:**  Successful roll out of the Digital School plan across the school. P5-P7 pupils using OneNote to profile learning and track skills journey. Family learning sessions in Term 4 linked to digital skills helped promote learning being done in classrooms with families.  Successful trial across 3 year groups of spelling progression. Shared practice at departmental meetings to discuss successes and areas for improvement.  Engaging PL and training sessions have been offered to all teaching staff as part of our commitment to ongoing school improvement in pedagogy and teaching approaches in writing.  Self-evaluation activities as well as engaging with the Ed Scot sketchnote has allowed staff to gain a better understanding of LfS, identifying areas of strength and areas for further development. Strong links have been recognised with key priorities including Rights Respecting Schools, digital learning, outdoor learning, and financial education. Professional learning, presentation from Amazon, has supported the development of a shared understanding of sustainability across all staff.    Teaching staff across Primaries 1 and 2 have reviewed and adapted their approaches to the teaching of Handwriting. They have moved away from teaching this alongside weekly phonics, instead grouping similarly formed letters together (such as c, o, a) and teaching the formation in a more progressive and coherent way. There has been a big focus on consolidation of letter and number formation, which has been built into daily learning experiences. Both upper and lowercase letters, as well as number formation have been taught more explicitly and consolidated frequently, which has led to a significant improvement in overall pencil control and letter and number formation across the early years. The Nursery Teacher has been heavily involved in intervention work to support pre-writing and early fine motor skills, as well as provide a level of challenge for those children who are ready to begin formal letter formation. Families have been encouraged to become involved and videos have been shared to Seesaw. The majority of N5 beginning Primary 1 in August are able to hold their pencil correctly, with many able to correctly form the letters in their name.  **Nursery**  Children in nursery are beginning to show basic understanding of sustainability, particularly in the outdoors. With adult encouragement, they are now showing initiative in reusing and recycling water from the water tray, going into the water butt, which they then use to water plants. Children have shown a keen interest in litter picking and using all materials when modelling or creating pieces in the art area. Children are beginning to understand the concept of food waste in nursery and are actively invited to help with recycling in all areas.  Numeracy is promoted in all areas of nursery, both indoor and outdoor. Almost all staff attended Conceptual Numeracy within ELC training in August 2024. | | | | | | |
| **Impact**:  Pupils developing digital literacy skills- increased confidence and knowledge of skills progression.  Improved pupil confidence within spelling and progress tracked through assessment.  Targeted PL and training sessions have developed teachers’ knowledge and skills in effectively delivering explicit writing approaches. As a result, pupils across key stages are engaging in high-quality learning experiences, with a strong emphasis on success criteria across a range of writing genres.  Teachers are exploring ways to embed Learning for Sustainability (LfS) within teaching and learning, making clear connections to curricular contexts and outdoor education. Collaborative opportunities through joint planning with stage partners are fostering a more integrated and cohesive learning experience. This remains a key area for ongoing development next session.  Pupils developing positive habits and increased confidence in letter and number formation that will be carried through into their learning journey.  **Nursery**  Children’s understanding of sustainability within the outdoors, is leading to less wastage and promoting a sense of responsibility. They are beginning to show a keen interest in the climate and measures they can take to help themselves (e.g. the importance of wearing sunscreen) and also their environment.  Staff are more confident in planning for numeracy, developing areas of the nursery to promote numeracy and are able to better make connections as to how and where learning in numeracy can be progressed.  Nursery staff have worked alongside the children to develop the garden space, taking into consideration children’s needs, sustainable approaches and children’s interests. All staff have engaged with the Up, Up and Away Framework for inclusive practices this session, which has enabled a general understanding of how the physical environment can impact children’s experiences, particularly those children where there are additional support needs. | | | | | | |
| **Next Steps**:  Further develop school progression within coding to ensure progression of skills and technologies.  Staff training and implementation of Carnegie Confident Spelling Strategy next session.  To ensure consistent delivery of explicit writing approaches across all stages by building capacity through ongoing PL and collaborative moderation, ensuring continuity and progression in literacy skills development for all pupils. To extend this focus to incorporate other key aspects of literacy, including reading, spelling and grammar, to provide a comprehensive and balanced literacy curriculum.  The adapted approach to Handwriting in the early years to be fully embedded, with a view to developing a shared language in the rhymes and songs that are used to support children’s understanding. This will be shared across nursery and with our families.  Developing teachers’ capacity to meaningfully embed Learning for Sustainability (LfS) across teaching and learning remains a priority. This will include strengthening connections with Rights Respecting Schools principles, outdoor learning, and financial education, to provide a meaningful and relevant curriculum.  Further embed the principles of learning for sustainability in nursery, promoting more widely with parents. Celebrate national events with more focus (i.e. Earth Day).  Nursery staff to be trained in and engage fully with all areas of the Circle Framework (Up, Up and Away) to further enhance play spaces, interactions and supportive practice. | | | | | | |

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| **Improving Outcomes** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | |  | **Actual** | **Actual** | **Actual** | **Actual** | | **P1** | 93% | 88% | 88% | 90% | | **P4** | 97% | 92% | 89% | 90% | | **P7** | 82% | 82% | 80% | 80% |   **Attainment**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Overall Attainment for 2024 - 2025** | | | | | |  | **Literacy** | | **Numeracy** | | |  | **Stretch** | **Actual** | **Stretch** | **Actual** | | **P1** | 85.1% | 88% | 92.5% | 90% | | **P4** | 76.2% | 92.7% | 83.2% | 90% | | **P7** | 77.1% | 83.7% | 82.3% | 84% |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Primary 1 BASE Data** | | | | | | | | | | | End of Year  Assessment | Literacy | | | Numeracy | | | Overall | | | | 22/23 | 23/24 | 24/25 | 22/23 | 23/24 | 24/25 | 22/23 | 23/24 | 24/25 | | 130+ | 6% | 2% | 16% | 11% | 7% | 32% | 4% | 4% | 17% | | 115 | 11% | 9% | 5% | 24% | 14% | 32% | 20% | 14% | 27% | | 85-115 | 76% | 87% | 71% | 62% | 73% | 30% | 69% | 81% | 51% | | -85 | 7% | 2% | 8% | 3% | 6% | 6% | 7% | 1% | 5% |   Pupils at Carnegie are assessed using both formative and summative assessment methods. Across Fife Council all P1 pupils take part in BASE assessments in Literacy, Numeracy and a Personal, Social and Emotional Development assessment both at the start and the end of their first year at Primary School. Our Primary 4 and 7 pupils take part in Scottish National Standardised Assessments in Reading, Writing and Numeracy and Mathematics. Curriculum for Excellence attainment levels are based on teacher judgement.  In Primary 1, there has been an increase in the percentage of children who are performing above or well above average expectations in literacy and numeracy, with percentages in numeracy sitting significantly higher than pervious years for children working above average.  There is however an increase in the percentage of children working below average in literacy.  To compare our CfE data in Primary 1, the percentage of children identified as off-track in literacy is 12% and in numeracy this percentage is 10%. Whilst this data does not correlate exactly with the Base data, this is due to the fact that four children with significant additional support needs did not carry out the Base assessment this session. All four children are off-track in their learning and had they taken part in the assessment, the data would have correlated more closely. We do have a large percentage of children identified as ahead of expected levels within CfE that identified in Base assessment results. Those children identified as ahead of track will be targeted for further challenge as they move into Primary 2.  Identified next steps for session 2025-26 focus on continued differentiation within learning and teaching to ensure we are targeting all abilities and supporting and challenging children appropriately, with a specific focus on targeted interventions within reading and writing.  In Primary 4, the data tells us that there has been improved attainment levels for all areas in P4. This indicates that learners are achieving expected or higher levels than expected, surpassing the stretch targets set for the year in Literacy and Numeracy. There is an increase in the percentage of children who are performing within average expectations in Reading and Writing and a decrease in the percentage of children performing off track, when compared to last year’s P4 cohort. 47% are identified as performing ahead of track in Reading and 38% of children are performing ahead in Writing. In Numeracy, there is an upwards trend over the last two years with 90% of children performing on track and ahead of track, an increase of 5% over the last two years.  NSA results and CfE have a similar outlook suggesting accurate teacher projection. Due to NSA assessments being carried out February 2025, analysis of the results provided us with the opportunity to plan and implement appropriate support interventions to reduce the number of children off track and also challenge our more able learners. These interventions were reviewed to ensure that those children had appropriate and planned support in place, supported by PSA and the class teacher.  The P7 data shows us that attainment levels have been maintained across reading and writing. This is consistent to the attainment in 2023-2024. The NSA data tells us that 85% of learners are performing as expected or surpassing expected stretch targets for this year. This suggests that teachers are not projecting high enough for more able learners in writing. This dip in teacher confidence when assessing and declaring levels could be due to a change in the approaches used across the school. While the implementation of the Writing Explicitly approach has brought a consistency to how writing is taught across the school, a shift in the pedagogy could have resulted in lower confidence levels for teachers.  There has been a small decrease in the percentages of children performing as expected in numeracy or surpassing expected targets in numeracy. NSA results and CfE have a similar outlook within numeracy attainment, suggesting accurate teacher projection.  **Progress with Pupil Equity Funding:**  The activities and interventions funded by the Pupil Equity Fund and from Scottish Attainment Challenge were additional to core activity in enhancing teaching and learning opportunities. This has proven for most to be effective at raising attainment for children affected by poverty working towards closing the poverty related attainment gap. In particular, the funding has been used to help Carnegie support children who experience barriers to learning or not receiving the same chances in their education because their family is experiencing poverty or other financial difficulties.  The funding focused on activities and interventions with planned outcomes to improve Literacy, Numeracy, and Health and Wellbeing. Interventions were considered within the context of school priorities and align closely with School Improvement Plans. Impact has been considered in terms of the desired outcomes for pupils. Evidence has been gathered and analysed to measure impact and to report whether the intervention is one that has had a positive impact on our learners.  Evidence shows that interventions in Literacy, Numeracy and emotional wellbeing have had a largely positive effect on our learners with almost all targeted learners now with a percentage increase when a comparison is made between pre and post scoring. Almost all reported that they benefited from the sessions with most able to articulate how this made them feel and why. Almost all children involved were able to state what they would take away from the sessions, for example, it has helped them transfer skills back into the classroom. During the process of gathering information for children involved in the Neurodevelopmental Pathway, some parents have reported that they have seen an improvement in their child’s ability to regulate at home.  PSA staff, who supports interventions, such as Seasons for Growth, reported a positive impact on the children involved, particularly relating to emotional literacy which was a direct result of the positive relationships between children and staff. Children who have previously experienced emotional and social difficulties are becoming more able to share and express their feelings and talk about coping or regulation strategies that help. Pupil feedback clearly indicates an increase in confidence and they are happier in class. The aim is that children will be able to use skills learned to encourage further engagement in learning. |
| **Successes and Achievements:** There have been many wider successes and achievement at Carnegie this session. Please open the link below for further information.  [Carnegie Successes and Achievements 2024-25.pdf](file:///\\prwestnas\CarnegiePS\All%20Staff\Quality%20Improvement\SQIP%20and%20SQR\SSE%20and%20SQR%202024-25\Carnegie%20Successes%20and%20Achievements%202024-25.pdf) |

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| **Evaluations (School)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change | Very Good | Very Good | Very Good | Very Good |
| 2.3 Learning, teaching and assessment | Good | Very Good | Very Good | Very Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good | Very Good | Very Good |
| 3.2 Raising attainment and achievement | Good | Very Good | Very Good | Very Good |
| **Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** | **Inspection Evaluations** |
| 1.3 Leadership of Change | Good | Very Good | Very Good | Very Good |
| 2.3 Learning, teaching and assessment | Good | Very Good | Very Good | Very Good |
| 3.1 Ensuring wellbeing, equity and inclusion | Very Good | Very Good | Very Good | Very Good |
| 3.2 Securing children’s progress | Good | Very Good | Very Good | Very Good |
| **Care Inspectorate Evaluations (ELC)** | | | | |
|  | **2022-23** | **2023-24** | **2024-25** |  |
| How good is our care, play and learning? | Very good | Very good | N/A |  |
| How good is our setting? | Very good | Very good | N/A |  |
| How good is our leadership? | Very good | Very good | N/A |  |
| How good is our staff team? | Very good | Very good | N/A |  |
| Statement about feedback from Education Scotland/Care Inspectorate if inspected this session. | We were last inspected by Education Scotland in May 2024. | | | |