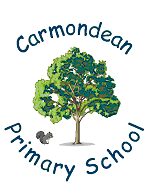
**Carmondean Primary School**



**PROGRESS REPORT FOR SESSION 2018/19**

**Standards & Quality Report**

**Knightsridge Road West**

**Livingston**

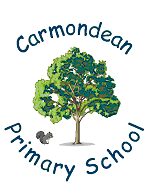
**West Lothian**

**EH54 8PX**

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**ABOUT OUR SCHOOL**

Carmondean Primary School is a non-denominational school serving the community of Carmondean, Livingston within the Deans Community High School Cluster. The current roll is 387 in the Primary School and 40/40 children in the Nursery. The school benefits from a mixed catchment area and has a Free Meal Entitlement of 16.4%. The Primary School has 15 classes and the Nursey has both morning and afternoon classes. Staffing consists of a Head Teacher, a Depute-Head Teacher, 3 Principal Teachers, 15 Class Teachers, 2 part-time Support for Learning Teachers and 7 Pupil Support Workers, The Nursery is led by a Principal Teacher and supported by a full time Early-Years Officer, two full-time and two part-time nursery nurses. In addition, the school has an Art Specialist for 2 days and a P. E. Specialist for 2 days. The school has a Breakfast Club and a number of After School Clubs that run throughout the year. Carmondean Primary School has been awarded ECO School Scotland status and International Schools Award (Foundation Level). The school also has a UK and a European quality label for the work the school has done in international education. The school is well-regarded in the community and by its partners. The school is also supported by a Parent Council and a Parent Staff Association.



**IMPROVEMENT PRIORITIES**

**Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we have made with these priorities in Session 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.**

**We have also shown which NIF drivers for improvement we used – you can find out more about the National Improvement Framework and drivers at** [**https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS\_NIF\_E-1.pdf**](https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf)**.**

**We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) and How Good is Our Early learning and Childcare? (HGIOELC?) which is a key aspect of the Scottish approach to self-evaluation and school improvement.**

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| **PRIORITY** | **HOW DID WE DO?** |
| **To raise attainment, especially in literacy and numeracy**.  Our measurable outcome for session 2018/19 was to improve Literacy across all stages, introduce Spanish as L3 in P5-7 and increase teacher confidence in teaching Number Talks.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Good progress.  What did we do?  Literacy: Staff were trained in the philosophy and practice of the Writing component of the North Lanarkshire Active Literacy programme. The programme’s arrangements for teacher-, peer- and self-assessment of core and genre targets were introduced to the children in incremental steps. So far, three different genres of writing have been covered.  Modern Languages: Two members of staff with degrees in Spanish trained all teaching staff over seven CLPL sessions in the basics of the language. Children in P5-7 are now taught Spanish as L3 in addition to French as the L2. Primaries 1-4 are taught French as L2 also.  Numeracy: SEAL numeracy has continued to be the mainstay of learning and teaching in early numeracy and, where appropriate, is continued into second level. Staff received refresher training and resources for incorporating Number Talks into their numeracy lessons. Every class now has time set aside for delivering Number talks four times weekly.  Evidence indicates the impact is:  Learners have begun to improve their skills with the majority (79.25%) being on track to achieve their respective national expectations in writing.  Learners in P5-7 are now receiving their entitlement to 1+2 Languages and, as staff and learner confidence grows, the stage is set for further improvement.  Learners have increased their attainment in numeracy since the introduction of Number Talks and the increased emphasis on the SEAL philosophy, with almost all children (92.45%) achieving in line with national expectations for their age and stage.  Our priority for next session will be:   * Continue to roll out the Active Literacy approach to encompass all genres of writing to raise attainment both in writing and in combined literacy. |
| **To close the attainment gap between the most and least disadvantaged children.**  Our measurable outcome for session 2018/19 was to reduce the attainment gap and barriers through regular, targeted Support,  Learning interventions, strategies and resources.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Good progress.  What did we do?  A Speech and Language Therapist has been working in school one half-day each week on various literacy initiatives. Initial assessment suggested that vocabulary acquisition could be improved for disadvantaged children but would, in fact, benefit all learners. Staff were trained in the ‘Word Boost’ vocabulary building programme, the required resources were purchased and time set aside to run the programme. Listening skills were also targeted in the early stages and each class received several sessions of direct instruction and demonstration. The third initiative was a ‘Lego Therapy’ approach to communication skills with small groups of older children.  Targeted children whose progress in reading is not as linear as their peers and who may be supported less well with home learning were involved in a Daily Reading programme where texts targeted specifically at the instructional level (90-95% accuracy) for them as individuals were used in 1-1 paired reading with Pupil Support Workers. Younger children with literacy difficulties, particularly with phonic knowledge, received targeted support from Pupil Support Workers using an intensive ‘small-step’ approach to phonological development.  Our most vulnerable children’s health and wellbeing was supported through a Nurture Initiative. Two nurture classes (P1-3 and P4-7) have been running from August, 2018 till April, 2019 with children identified as ‘at risk’ using the Boxall Profile assessments. Both groups met 4 x weekly supported by a teacher and committed Pupil Support Worker.  A Family Link Worker was employed for two-and-a-half days each week from August, 2018 to April, 2019 to support vulnerable children and their families. The FLW addressed several issues raised by families and supported children with behaviour support and life-skills training.  Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:  Pre- and Post-test data on Quintile 1 readers involved in the Daily Reading Programme show their reading ages have improved by at least 12 months.  The initial ‘at risk’ indications in pre-intervention Boxall Profile scores have improved for all but 2 targeted children. Children involved in this initiative have been reported to have increased confidence and more positive attitudes to their learning by their class teachers.    Evidence from our SALT work shows that the percentage of children who were assessed as being below average vocabulary ability reduced from 31% in September, 2018 to 17% in June, 2019, which is a significant increase. The Teaching Children to Listen initiative saw the numbers of targeted children with adequate listening difficulties increased from 22 to 25, and the number with severe listening difficulties reduced from 4 to 1. Evidence for the success of Lego Therapy is observational and a marked increase in almost all children’s communication skills was observed.  The Family Link Worker connected with families of disadvantaged children and provided a forum for difficulties to be raised. Several referrals were made for vulnerable children and families to partner agencies. Seven families were engaged in the ‘Families Connect’ initiative and this was warmly received by the parents who signed up, 100% of whom saw the initiative through to the end and commented in their evaluations of its positive impact on their parenting strategies.    Our priority for next session will be:   * Continue Daily Reading, SALT and Nurture interventions. * Introduce counselling service for vulnerable children and families to support mental health and wellbeing. |

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| **To improve children and young people’s health and wellbeing.**  Our measurable outcome for session 2018/19 was to increase children’s levels of resilience.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Good progress.  What did we do?  The Deans Cluster raised awareness and increased staff knowledge of Adverse Childhood Experiences. This knowledge provided staff with different ways to view children’s difficulties. The Cluster also shared best practice through highlighting work done in each school relevant to increasing resilience. These were ‘Jigsaw’, Emotion Works’, ‘Nurture’ and ‘Bounce Back.’  Carmondean introduced the Bounce Back programme of resilience training last session and rolled out further units this session. These units were linked to circle time and check-ins already operating in school.  At assemblies, the well-being indicators were reflected on in turn and in depth with the children and their own assessments of their personal wellbeing were recorded alongside their teachers’ assessments. Any discrepancies or ‘red flags’ were subsequently discussed.  Evidence indicates the impact is:  Staff have an increased awareness of ACEs and how these impact on children’s well-being.  Learners have increased their knowledge of what it means to be resilient and how to use taught strategies to overcome difficulties.  Learners have an accurate view of their own health and wellbeing and are more open to discussing issues and concerns.  Our priority for next session will be:   * Review the school’s positive behaviour policy. * Introduce the ‘Nurturing School’ approach across the school * Re-visit the well-being indicators regularly to allow children and staff to re-assess the children’s wellbeing. |
| **To improve employability skills, and sustained, positive school-leaver destinations for all young people**.  Our measurable outcome for session 2018/19 was to improve children’s understanding of skills required for the world of work.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Good progress.  What did we do?  The majority of class teachers have been linking the skills children are using across the curriculum to the skills required for education, life and work. Interdisciplinary Learning topic plans have been reviewed to take opportunities to highlight these skills overtly.  One member of staff has been an active member of the Developing the Young Workforce professional learning group and has kept the others informed of the work done by this group.  Some classes have benefited from input by parents/visitors with work expertise who have shared their knowledge and skills with the children.  Carmondean has an Enterprising culture and each class has been involved in at least one enterprising opportunity over the year. Some of these have been ‘Displays of Knowledge’ shared with parents at specially organised events.  Evidence indicates the impact is:  Learners are more able to link their learning to possible career opportunities.  Learners have increasingly adopted enterprise roles and experienced running a business opportunity, e.g., Christmas Fair.  Learners have gained information about the skills required for a variety of careers.  Our priority for next session will be:   * Work collaboratively with cluster colleagues on Developing the Young Workforce * Staff to become familiar with the Career Standard. * Develop skills for education, life and work across the curriculum. |

***Carmondean Primary School has good overall attendance rate (94.01% over this session) and a very low rate of exclusion.***

***The school benefits from a good level of parental engagement. The Parent forum, Parent Council and other stakeholders are regularly consulted about the work of the school, including improvement planning, school performance and Pupil Equity Fund expenditure. The views and recommendations of these groups are considered alongside views of management and staff of the school when initiatives are being evaluated and decisions are being made.***

**Our Wider Achievements this year have included:**

* School Sport Award - Gold
* ECO schools Scotland Green Flag Award.
* Scottish Concert Band Festival National Finals – Deans Cluster Brass Ensemble awarded Gold.
* Participation in the West Lothian Euroquiz.
* P3-7 Residential Programme.
* Nursey and P1 Nativity; P2-3 Nativity.
* P6-7 and P4-5 School Shows.
* Class/Parent Assemblies.
* Shared Starts/Finishes.
* Pupil Voice – ECO committee; Pupil Parliament; Pupil Council, House Captains; Sports Committee; Junior and Senior Challenge Groups; Junior Road Safety Officers; Playground Mentors.
* Cluster Sports Festivals.
* Families Connect.
* PEEP Groups

**Capacity for Continuous Improvement**

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators\* evidence that:

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| How good is our leadership and approach to improvement? | 1.3 Leadership of Change | Good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Very Good |
| 3.2 Raising attainment and achievement | Good |

How good is our Early Learning and Childcare? The quality indicators\* evidence that:

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| How good is our leadership and approach to improvement? | 1.3 Leadership of change | Good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Good |
| 3.2 Securing children’s progress | Very Good |

\*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015 and

How Good is Our Early Learning and Childcare? 2016)