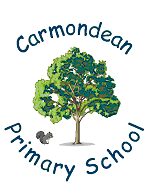
**Carmondean Early Learning & Childcare Centre**



**PROGRESS REPORT FOR SESSION 2018/19**

**Standards & Quality Report**

**Knightsridge Road West**

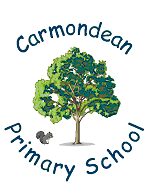
**Livingston**

**West Lothian**

**EH54 8PX**

**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, Rights Respecting Schools Level 2 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 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 driver 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 for all.**  Our measurable outcome for session 2018/19 was to improve consistency across the Early Level, involve children in evaluating their learning and working with parents/carers to support family learning.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Very Good progress.  What did we do?   * Acting PT with remit for ELC and P1 to ensure coherence between the stages. * Play based pedagogy introduced into P1 to ensure a smoother transition into school. * PEEP for 2, 3 and 4 year olds to support parents/carers in developing their child’s learning at home. * Few parents contribute photos and comments to the Learning Journals showing learning being taken forward at home. * Child voice included in the majority of observations. * Community links have been strengthened and weekly visits to Pentland View Retirement housing have been commented on positively. * Reviewed and refreshed vision, values and aims in consultation with parents/carers and practitioners.   Evidence indicates the impact is:   * Almost all learners have settled into Nursery quickly after attending PEEP. * Most learners are able to discuss their learning experiences.   Our priority for next session will be:   * To relaunch the Learning Journals and promote parental contributions and involvement in next steps. |
| **To improve Literacy for all.**  Our measurable outcome for session 2018/19 was to improve children’s vocabulary and oral language skills.  NIF Driver(s):  School Improvement  School Leadership  Teacher Professionalism  Parental Engagement  Assess. of Chdn’s Progress  Performance Information | We have made Very Good progress.  What did we do?   * A practitioner completed a 6 week CLPL course on oral literacy and has begun to feedback learning to the team. * Continuation of Big Bedtime Read with P6 buddies reading stories to individuals on a weekly basis. * All staff attended a CLPL course on creating a Literacy Rich Environment which has increased practitioner knowledge. * All children assessed through Renfrew Vocabulary Scales and results analysed and tracked. * A practitioner is leading on Literacy. ELC has been audited and new resources bought and implemented. * Daily story and singing sessions in small groups show an improvement in vocabulary. * Story boxes developed to enable children to explore a given story independently. * Bookbug launch day. * Focused PEEP group on early reading, writing, listening and talking.   Evidence indicates the impact is:   * Majority of learners scored above their actual age in Renfrew Vocabulary Assessment. * ELC literacy environment audit ticked almost all categories. * Almost all parents/carers are engaging in the Big Bedtime Read and comment on weekly books.   Our priority for next session will be:   * To improve children’s knowledge of syllables, rhymes and patterns in words. |

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| **To improve numeracy for all.**  Our measurable outcome for session 2018/19 was to increase learner’s early numeracy skills.  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?   * Numeracy audit has been carried out. Results were positive indoors – work is required outdoors. * Numbers and dot patterns are included in several areas of the Nursery environment. * Regular opportunities for finger pattern songs and counting forwards/backwards. * Focused PEEP group on early counting and number.   Evidence indicates the impact is:   * Majority of learners achieving amber/green on numeracy and mathematics early level trackers.   Our priority for next session will be:   * Introduce a range of numeracy and mathematics resources into the back garden and audit current provision. |
| **To improve learner’s Health & Wellbeing.**  Our measurable outcome for session 2018/19 was to develop a restorative ethos within ELC.  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?   * Children are encouraged to make amends when issues arise. * Emotion stones are used to support children to engage with their feelings.   Evidence indicates the impact is:   * Majority of learners are able to discuss their feelings and give an appropriate reason as to why they are feeling a certain way. * Majority of children are able to make amends.   Our priority for next session will be:   * Outdoor learning/forest skills. |
| **To improve learner’s employability skills and introduce children into the world of work.**  Our measurable outcome for session 2018/19 was to increase curiosity, creativity and enquiry within our learners.  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?   * Community visits to Morrisons to visit the bakery, butcher and till operators. * Visit from fire service, dental nurse and nurse. * Role play areas developed in line with interests. * Links set up with Pentland View Retirement Housing and weekly visits are in place.   Evidence indicates the impact is:   * Learners were able to discuss some of the roles they could carry out in their local environment.   Our priority for next session will be:   * Continue to encourage parents/carers to visit to share their careers/skills. |

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

* PEEP groups for 2, 3 and 4 year olds.
* Care Inspectorate report with a grading of ‘Good’ for care and support and ‘Very Good’ for environment.
* Grandparent’s Day.
* Stay and Play sessions.
* Regular community walks.
* Links with Morrison’s, Library and Pentland View.
* Eco group established.
* Nativity.
* End of term pre-school assembly.
* Parent consultations.
* Book bug launch event.
* Sports Day.
* Open afternoon.
* Home visits for new children.

**Capacity for Continuous Improvement**

Our ELC 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 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)