

Standards & Quality Report 2022/23



Kindness

Pride

Ambition

Our Vision

Our team of caring, reflective and enquiring professionals aim to:

- provide high quality learning and teaching to achieve excellence and equity for all
 - ensure a nurturing, healthy and safe environment where children can enjoy learning; work to their potential
- and make a positive contribution to our community



DIGITAL SCHOOLS
AWARDS SCOTLAND

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2022/23.

Staff at all levels continue to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, all our children and young people.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2022 - June 2023, and outlines priorities for session 2023/24.

Section 1

Context of the School/ELC Setting

Bowhouse Primary School and ELC is a non-denominational primary school situated in the town of Grangemouth, which is approximately 4 miles from Falkirk. Bowhouse is a two-storey building built in the late 1960s and includes a purpose built ELC with outdoor area. The school and ELC has a combined roll of 325 children, comprising 56 children in Early Learning & Childcare (ELC) and 269 children across 12 classes in Primary 1 to Primary 7.

The majority of children reside in deciles 1 and 2, with most of the remaining children residing in deciles 3 and 4. The number of children eligible for free school meals is higher than the local and national averages. Most children are registered for free school meals and most access this. More than a third of the children on the school roll have additional support needs, which is well above both local and national averages. A significant number of children from 22 families, have a main home language which is not English.

Bowhouse is committed to removing barriers to learning through targeted support for children with additional support needs, EAL and children impacted by poverty.

Bowhouse is part of the Grangemouth Cluster working closely with two other primary schools, two high schools and two Early Learning and Childcare Centres.

Bowhouse is supported by a Senior Leadership Team consisting of Mrs Laura Swan, Headteacher, Mrs Charlotte McManus, Depute Headteacher and Mr McNairney, Principal Teacher. This year saw a reduction in the structure of the Leadership Team from four members to three. Mrs Kayleigh Kennedy provided additional support as Literacy Principal Teacher, funded through PEF, until November 2022 when her contract ended.

Our school is a community where all children, staff and parents know they are valued and respected. This year we continued to embed our agreed core values: Kindness, Pride and Ambition. These, along with our school vision, create the backdrop for the ethos of the school as we try to create a warm, caring and inclusive learning environment thereby increasing each child's learning potential, self-awareness and giving them confidence and high self-esteem. This was an area of particular strength highlighted by the team of inspectors during our inspection in November.

Our vision:

Our team of caring, reflective and enquiring professionals aim to:

- provide high quality learning and teaching to achieve excellence and equity for all
- ensure a nurturing, healthy and safe environment where children can enjoy learning; work to their potential and make a positive contribution to our community.

Our values:

Kindness: Kind to ourselves; kind to our community; kind to our environment

Pride: Pride in ourselves; pride in our achievements; pride in our environment

Ambition: Ambitious to be the best we can be

In Bowhouse Primary School and ELC it is our aim to continually build on our partnership with parents/carers and families and we actively encourage engagement in the education of their children, including the wider life of the school.

Friends of Bowhouse is a small group of parents who form the Parent Council and fundraising group. Parents are welcomed to be:

- Involved with their child's education and learning
- Be active participants in the life of the school
- Express their views on school education generally and work with the school.

This year our Parent Council became fully established with a committee group, hosting meetings throughout the school session to discuss school and ELC business.

The 2022-2023 Pupil Equity Fund (PEF) allocation was £85,750.

This funding has been used for targeted interventions to raise attainment in Literacy and Numeracy and raise attendance across the school. Our children and families are supported by our Raising Attendance and Family Inclusion Worker who is also funded through PEF.

The costs to create a new library accounted for 40% of our total PEF spend for this school session. The children played an active role in designing our new library space which is due to be completed by October 2023. Our new community library space will support the promotion of our positive reading culture and we look forward to inviting the children and families in our community to access this resource.

In November 2022 a team of inspectors from Education Scotland visited the school and ELC. They evaluated the ELC to be very good across all quality indicators and the school to be good and very good across all quality indicators. The team were confident that the school has the capacity to continue to improve and have no requirement to make any further visits in connection with this inspection. We will continue to build on the many strengths identified within the report and take forward plans to improve further on the quality of learning and teaching and raising attainment, particularly in writing.

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Ensuring wellbeing, equality and inclusion	very good
Securing children's progress	very good

Attainment for 2022/23 is shown by the Teacher Judgment survey below.

Attainment in literacy and numeracy has increased this session across the whole school.

The majority of all children are achieving expected levels in literacy and most children are achieving expected levels in numeracy.

Raising attainment in literacy and numeracy will remain a priority next session with particular focus in raising attainment in literacy and numeracy at Second Level and in raising attainment in writing across all levels.

Teacher Judgement Curriculum for Excellence 2022/23				
	Reading	Writing	Talking/ Listening	Numeracy
Early Level				
Primary 1	83%	79%	93%	88%
First Level				
Primary 4	90%	61%	88%	73%
Second Level				
Primary 7	64%	50%	94%	61%

Thank you to all the staff, pupils, parents/carers and partners for their contributions towards our school and ELC self-evaluation for this school session and for taking part in activities to support us with this.

We are grateful to everyone in our school community for their support this session and we look forward to continuing and extending our partnerships in session 2023/2024 and beyond.

Section 2

Review of progress for 2022 - 23	
School Priority 1: Literacy	
<p>NIF Priority Raise attainment and achievement in literacy NIF Driver</p> <ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none"> Meeting the needs of all learners Quality provision Leadership and workforce development
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes</p>
Progress and impact	
<p>Priority: Raise attainment and achievement in literacy through effective learning, teaching and assessment strategies to improve skills in reading and writing</p> <p>What We Did: Engage parents in creating a reading culture. <ul style="list-style-type: none"> Held successful Harry Potter Reading for Enjoyment evening. Book Week Scotland Events How Many? <ul style="list-style-type: none"> All P4-P7 pupil and families were invited. Whole School How Well? <ul style="list-style-type: none"> 87% of P4-7 pupils and families attended. Almost all children reported that they enjoyed book week Scotland What's the impact? <ul style="list-style-type: none"> The event increased parental engagement along with the engagement of pupils in specific author books. Excitement and engagement around reading increased for staff, parents and pupils. Evidence <ul style="list-style-type: none"> Pupil/parent views & observations - almost all parents & pupils gave positive oral feedback which demonstrated that such whole school reading events increased engagement in reading for enjoyment. Information from teacher judgement survey shows that reading attainment has increased to 80% across P1-P4 & P7. </p>	
<p>What We Did: Increased staff confidence when planning, teaching and assessing literacy.</p> <p>Provided staff with CPD sessions on how to deliver high quality phonics, spelling and reading lessons.</p>	

Created and share a Literacy Framework to support consistency when teaching all aspects of literacy using North Lanarkshire Active Literacy

- Whole school CPD provided in reading and spelling strategies which ensured a consistent approach across almost all classes.
- Created a bank of initial flashcards and resources to support the implementation of Active Literacy
- Created a whole school literacy framework using effective research-based pedagogies and the North Lanarkshire Active Literacy framework

How Many?

- Almost all teachers using a consistent approach to delivering high-quality phonics, spelling and reading lessons.
- All classes given appropriate resources to support delivery of daily practice in phonics and spelling.
- Almost all teachers using the literacy framework to support high quality reading lessons.

How Well?

- Learning walks and departmental planning are demonstrating consistent approaches to delivering reading across the school.
- Learning environments show that most classes are using resources to support learning and teaching.

What's the impact?

- Most classes had improved reading attainment across the year.
- Each class has the appropriate resources to implement daily practice.
- At early level, most children identify familiar sounds and a few blend these to make words. Most answer questions well about books. At first level, children talk confidently about texts, using contextual clues to predict what might happen next. When reading aloud, most children use strategies well to read unfamiliar text. At second level, children have clear preferences for books they read for pleasure and summarise these well.

Evidence:

- Daily class work evidences these strategies being used and pupil understanding increasing. Improved attainment in reading in 75% classes.
- Most teacher data shows that pupils are able to read and spell their words and transfer skills more readily.
- Most of our pupils are on track for Literacy.
- Improvement in Listening & talking with almost all children in P1, P4, P7 achieving expected levels.

What We Did:

Continued to embed and foster reading for enjoyment culture throughout the school by:

Applying for Reading Schools Accreditation

Continue to Embed Accelerated Reader across P4-P7 (PEF)

Re-launch the Story book bags across P1-P3

Secure Library Funding (PEF)

How Many?

- Across the school, all children read for pleasure.
- All P4-P7 classes given access to AR to support reading fluency, comprehension and enjoyment.
- All P1-P3 children to have access to book bags.
- All children

How Well?

- They access a range of quality books within class libraries or when using digital technology.
- Solutions have been identified to overcome barriers to effectively implementing accelerated reader. Evidence from monitoring identified that many children were not covering enough text quickly enough to benefit from the comprehension activities. Quizzes take 6 weeks to be uploaded.
- P1-P3 books have not been consistently sent home.

What's the Impact

- Children continue to enjoy reading for pleasure.
- 75% of classes have improved reading attainment.

Evidence

- Application is still ongoing, and evidence is being gathered to support the application next year.
- Number of AR quizzes completed is low.

Secure library funding

- Library funding was unsuccessful. Funding from PEF has secured plans to create a new library for next academic year. The library will have integrated AR searching available through OLLIE online system.

Interventions for Target Groups:

- SALT delivered teaching children to listen and Primary Narrative to support children with language acquisition.
- Staff found that this intervention could be managed by class teacher through the new Talk 4 Writing programme.
- POLAAR observations and assessments had shown that identified learners would benefit from phonological awareness interventions instead. Children in SIMD 1 & 2 have been identified this session and this intervention will continue as they move into P2.
- There is a significant gap in the attainment of the 51% of children who reside in SIMD deciles 1 and 2 in comparison with those in SIMD deciles 3-10. Children, receiving support through PEF, make progress and the gap is reducing through effective interventions to remove barriers for learners and increase support for families.
- At early and first levels, the gap has closed and attainment has improved across most areas of literacy for identified children.

Next Steps:

- At all stages, children need to develop skills in extended writing. They also need to apply writing skills well across different curricular areas. Across the school, children need to continue to improve their progress in writing. Talk 4 Writing CLPL this session is currently supporting with improvement in this area and will continue next session.
- Performance information shows that less than half of children in SIMD 1 and SIMD 2 are meeting expected levels in reading and writing. Priority targeted support for children in SIMD 1 and SIMD 2, including PEF funded interventions, will be planned for.
- Review current assessment framework to be used consistently across the school and agree whole school approaches to improve further the consistency and quality of feedback on children's literacy learning.
- Review and update framework to take account of CLPL from Talk for Writing which encompasses the teaching of reading.

Reading for Enjoyment

- Apply for reading accreditation.

- Oliver reading system to support AR levels and quizzes.
- A 3-year cycle of reading events should be created to provide opportunities for children and families to engage in Reading for Enjoyment events.

Reading into Writing:

- Create a whole school overview of Talk 4 Writing to ensure quality texts are chosen at every level to support reading into writing.
- Improve teacher confidence in delivering Talk 4 Writing to effectively plan for T4W whilst incorporating all phonics, common words and reading strategies / novel studies.

Review of progress for 2022 - 23

School Priority 2: Numeracy

<p>NIF Priority Raise attainment and achievement in numeracy NIF Driver</p> <ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none"> • Meeting the needs of all learners • Quality provision • Leadership and workforce development
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes</p>

Progress and impact

Priority: Raise attainment and achievement in numeracy through effective learning, teaching and assessment strategies to improve skills in numeracy and maths

What We Did:

- Developed and introduced to all staff a numeracy framework and structure of a lesson.
- Introduced more effective ways to organise and teach numeracy and maths – Broad banding P5-P7, purchase of resources (White Rose)

How Many?

- All staff plan effectively in stages to ensure coverage of numeracy and maths E's and O's.
- Almost all staff use conceptual numeracy approaches effectively and Number Talks strategies. All staff in the numeracy RACI created a numeracy framework and structure of a lesson which the majority of staff use.
- All classes from P1-7 have access to White Rose Maths resources and lesson plans.
- All P5-7 pupils participated in broad-banding numeracy lessons four times per week following the numeracy structure of a lesson format.

How Well?

- Learning walks and departmental planning are demonstrating increased consistency in the pace and structure of numeracy lessons.

- The majority of staff have engaged with White Rose Maths resources purchased this session to support numeracy and maths lessons, taking time to link this resource to Falkirk Progression Pathways. The resource has supported an increase in pace and challenge across the school, most effectively within Second Level.
- Staff use the National Benchmarks to support their judgements of children's progress to achieving Curriculum for Excellence levels.
- All staff are clear broad-banding has increased time with individuals, improved the pace of lessons and allowed a greater focus on differentiation within a level.

What's the impact?

- Broad banding throughout P5-P7 has increased maths attainment and most pupils report getting more time with teachers, pupils consistently mentioned this during learning walks. All staff report that they get to provide targeted support and challenge and are more effectively meeting the needs of all learners.
- Majority of children at all levels are achieving expected levels in numeracy.
- Attainment in numeracy has increased across all levels.

Evidence:

- Numeracy across the whole school has increased by 8%.
- Numeracy across P1, P4, P7 increased by 13%, exceeding the local authority target by 8%.
- Attainment in numeracy of children across P5-P7 increased by 16% between October 2022 (broad-banding intervention introduced) and June 2023

Next Steps:

- Review our learning pathways to ensure there is appropriate challenge and that they meet the varying needs of all the children.
- Purchase additional conceptual numeracy resources to support CPA pedagogical approach and to ensure appropriate practical resources are accessible by all children to develop their understanding of number and maths.
- A focus on application of learning, problem solving, multi-step problems and skills base learning. Through seeking opportunities out with the school: Virgin Money, RBS Smart Money, etc. Making links with INEOS and developing the young workforce/skills for life.
- Planned experiences to develop children's understanding of mathematical concepts: fractions, estimating and measuring area, angles and information handling.
- Family Learning Curriculum Workshop on Numeracy Day or in Maths Week to support shared understanding of maths/numeracy at Bowhouse.
- Work collegiately with other schools to moderate across numeracy and improve use of National Benchmarks and standards when assessing children's progress.

- Review current assessment framework to be used consistently across the school and agree whole school approaches to improve further the consistency and quality of feedback on children's numeracy learning.
- Implement the use of White Rose Maths in line with Falkirk Council Progression Pathways. Appropriate pace and challenge during numeracy lessons/topics to be planned for consistently across all levels.
- Performance information shows that less than half of children in SIMD 1 and SIMD 2 are meeting expected levels in numeracy. Priority targeted support for children in SIMD 1 and SIMD 2, including PEF funded interventions, will be planned for.

Review of progress for 2022 - 23

School Priority 3: Learning Pedagogy

<p>NIF Priority Raise attainment and achievement in literacy and numeracy NIF Driver</p> <ul style="list-style-type: none"> • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information 	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none"> • Meeting the needs of all learners • Quality provision • Leadership and workforce development
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)</p> <p>1.1, 1.2, 1.3, 1.4, 1.5</p> <p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>3.1, 3.2, 3.3</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) Yes</p>

Progress and impact

Priority: Develop staff understanding of skills based learning and ensure this pedagogy impacts positively on children's experiences across the school

What we did:

CPD session about play pedagogy

Engagement with learning, teaching and assessment cycle

Opportunities to share good practice including review and audit of school environment

How many?

- All staff accessed professional learning and engaged in activities to audit our school environment.

How well?

- Most of the areas within this priority will continue next session.
- Focus on engagement with the learning, teaching and assessment cycle became a priority and supported with the implementation of our planning processes this session.

What's the impact?

- All staff demonstrate an increased understanding and share expectations around how we plan for and assess children's learning.
- The knowledge and understanding gained this session will support us to finalise our assessment framework to ensure a consistent approach across the school.
- Assessment of children's progress has been more robust and we have increased our range of our assessment evidence to inform teacher's judgement of achievement of a level.
- We are aware of the areas of development to prioritise next session.

Evidence:

- Discussions and observations through learning walks, planning meetings, and collegiate activities provided appropriate evaluation of areas of strength and areas for development.
- Feedback from HMiE - most children are enthusiastic and engage well in lessons.

Next Steps:

- Review curriculum and develop curriculum rationale in collaboration with staff, pupils, parents/carers and partners.
- Planned learning experiences for all children linked to skills for learning, life and work and provide opportunities to apply new skills in new and unfamiliar situations.
- Provide experiences for children to learn outdoors across different aspects of their work.
- Further develop pedagogy in other curricular areas.
- Increase children's responsibility in their own learning.
- Reflect on the quality of the environment and outcomes for children's learning and ensure adults' interactions with children support progression through appropriate pace and challenge, matched closely to their needs.
- Funding from PEF to support interventions to develop skills-based learning and to support with opportunities to learn outdoors, in the local community and beyond.

Review of progress for 2022 - 23

School Priority 4: Wellbeing

NIF Priority

Raise attainment and achievement in literacy and numeracy

NIF Driver

- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

FC Service and School Improvement Priority

- Meeting the needs of all learners
- Quality provision
- Leadership and workforce development

HGIOS?4/HGIOELC? QIs (if appropriate HGI OURS themes 1- 5) 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) Yes
Progress and impact	
<p>Improve and increase attendance to ensure sustained high levels of attendance across all stages.</p> <p>What we did:</p> <ul style="list-style-type: none"> • Provided regular communication to parents/carers about attendance performance across the school and about their individual child: <ul style="list-style-type: none"> ○ Attendance rationale video and document created and shared. ○ Monthly Newsletter ○ Attendance posters ○ Attendance video from RIC shared at parents evening. • Raising attendance and Family Inclusion worker recruited through PEF to: <ul style="list-style-type: none"> ○ Monitor and track attendance for each child across the school. ○ Communicate monthly attendance for each child across the school through red, amber, green letters sent home. ○ Engage and offer additional support to families of children with low attendance and for identified groups of learners. • Tracking and monitoring of attendance <ul style="list-style-type: none"> ○ Recorded on Falkirk Council tracker each term. ○ Recorded on PEF tracker for identified groups of learners. ○ Analysis of monthly attendance data received from Falkirk Council ○ Whole school attendance recorded on overview each month. • Incentives to motivate children to be in school every day. <ul style="list-style-type: none"> ○ Attendance logo – shared in assembly/House meetings and displayed around the school. ○ Class reward for most improved attendance each week ○ Morning football sessions each Monday/Friday for targeted groups • HT engagement in Neighbourhood Group with focus on attendance <p>How many?</p> <ul style="list-style-type: none"> • Universal intervention with targeted support for identified groups of learners and those within SIMD 1 and 2 with attendance less than 90%. <p>How well?</p> <ul style="list-style-type: none"> • Shared understanding between staff, pupils and parents/carers about expectations for children to be in school every day. • The messages about the importance of high attendance have been shared frequently throughout the year with parents/carers - individual attendance letters, TAC meetings etc • Attendance discussed at tracking meetings with interventions and actions agreed for identified pupils. • Raising Attendance and Family Inclusion Worker has helped with any concerns families have had about their child's attendance and offered support. • Tracking of children's attendance is more robust and reviewed monthly. 	

What's the impact?

- Overall attendance across the school has increased in session 22/23 in comparison with session 21/22.
- Overall attendance across the school is now in line with authority average.
- Almost all children have attended school 80% of the time with most children across the school attending at least 90% of the time and nearly half of all children attending at 95% of the time.
- Most parents have a shared understanding about our expectations around attendance.
- The school's focus on health and wellbeing is helping to improve children's attendance, ensuring they receive nurture when needed.
- Significant increase in attendance in upper stages of the school with most children attending 90% in comparison to less than half this time last session.
- Majority of children in SIMD 1 and SIMD 2 have attendance of 90% or more.

Evidence

- Pupil absence data from Falkirk Council shows an increase in overall attendance from 89.7% to 92.8%. This is an improvement of 3.2% in comparison with this time last year and exceeds our target to increase attendance by 2.5% this session.
- Total number of children across all SIMD with more than 10% absence has decreased by 17% compared to this time last year.
- The number of children in the most deprived 20% with less than 90% attendance has decreased by 43%.
- 82% of all children have attendance of 90% or more.
- 78% of children at Second Level have attendance of 90% or more. Attendance at this stage has increased by 32% this session.
- Questionnaires from HMiE inspection in November 2022 reports that 84% of children in P4-P7 enjoy learning at school and 92% of the parents/carers who responded to the questionnaire agreed.
- Data highlights that improved attendance is raising attainment.

Next Steps:

- Use information gathered on particular cohorts of children to take action to address and overcome challenges and remove the barriers caused by poor attendance.

- Continue to engage and build on partnerships with other agencies to support identified children and families to attend school on a more regular basis.
- Review systems in place to monitor and track attendance to ensure early intervention to support with raising attendance.
- School based Raising Attendance and Family Inclusion Worker funded through PEF to continue to support families with any concerns they have about their child's attendance.
- Recruitment of 2 Education Welfare Officers (Attendance and Attainment data Coordinators) centrally funded through PEF and through collective funding by all Neighbourhood Group 7 schools for session 23-24 to:
 - Support children, young people and families within Neighbourhood Group 7 to improve attendance and reduce the associated adverse effect on attainment.
- A commitment to interventions spending for targeted support work with families.

Review of progress for 2022 - 23

ELC Priority 1: Early Language

NIF Priority: Improvement in attainment, particularly in literacy and numeracy NIF Driver: Assessment of children's progress	Falkirk Council; Early Years Improvement Priority ELC practitioners are well informed and skilled in the core quality aspects of high quality provision
HGIOELC? QIs1.1, 2.3, 3.2 Care Standards 1.3, 4.1, 3.1	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) NO

Progress and impact

What We Did:

Roleplay provocations available throughout the setting

How Many?

- All children had access to the role play provocations.

How Well?

- Practitioners are more confident in resourcing the setting appropriately with role play provocations. All practitioners are using their observations of children's role play to support them in their judgements about children's progress in oral language.

What's the impact?

- The majority of children can retell stories through role play in different areas of the ELC.
- 85% of pre-school children have been assessed as showing inventiveness and engaging with increasing depth in oral language or engages deeply with confidence & competence. Most pre-school children have progressed to the next level on the tracking scale.

What We Did:

CLPL to Increase staff knowledge and understanding of phonological awareness.

How Many?

- All staff have an increased knowledge and understanding of phonological awareness.

How Well?

- All staff now understand early phonological awareness behaviours and how to support and assess a child's progress within this. We know this because during tracking conversations 100% staff are able to make judgements about their key groups phonological awareness and can give appropriate evidence from their observations.

What's the impact?

- Most pre-school children have made progress in phonological awareness as evidenced in the tracking scale.

What We Did:

Improved the quality of interactions and communication environment through high quality CLPL and effective partnership working.

How Many?

- Almost all EYO's have been trained in ACI and have developed their communication skills to encourage vocabulary and communication. Targeted groups of children have had speech and language interventions in the form of Early or Nursery narrative. 100% of staff know and use the 10 core Makaton signs.

How Well?

- The ELC received a gold award for their communication rich environment. ACI room observations evidenced effective use of quality interactions. Partners such as the educational psychologist validated the communication rich skills staff used to support pupils with ASN.

What's the impact?

- All staff are skilled in supporting Early Language and communication. 83% of children who received a narrative intervention, moved to the next level on the tracking scale. Observations tell us that almost all children can communicate their wants and needs.

What We Did:

Re-introduced a lending library to children and families.

How Many?

- All children were encouraged to take a book home. Almost all children borrowed books regularly.

How Well?

- Observations showed that all children engaged in book borrowing and families enjoyed the lending library. A significant number of books weren't returned.

What's the impact?

- The majority of children's concept of print improved.

Next Steps:

- Resources for phonological awareness will be purchased and interventions planned for together time.
- Renfrewshire word finding assessment to be explored.
- Role play boxes to be resourced in the new financial year.
- Role play

Review of progress for 2022 - 23**ELC Priority 2: Early Mathematics**

NIF Priority: Improvement in attainment, particularly in literacy and numeracy NIF Driver: Assessment of children's progress	FC Early Years Service and School Improvement Priority <ul style="list-style-type: none"> • ELC practitioners are well informed and skilled in the core quality aspects of high-quality provision
HGIOELC? QIs 1.1, 2.3, 3.2 Care Standards 1.3, 4.1, 3.1	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) NO

Progress and impact**What We Did:**

Introduced maths through stories after engaging in CLPL.

How Many?

- All children had the opportunity to be engaged in mathematical concepts through story books. 1 staff member had full training and this should be rolled out to every member of the ELC 2023/2024.

How Well?

- Each keyworker has increased the number of observations using maths through stories from the year previous. Staff are effectively validating their judgements about children's progress through their observations from Maths through stories. This has particularly supported children's understanding of shape.

What's the impact?

- Books can be used to plan intentionally for children's numeracy learning without impacting play-based pedagogy as staff are becoming more skilled at using books of children's choice to support mathematical concepts. The majority of pre-school children have made progress in their understanding of pattern and shape.

What We Did:

Engaged in whole staff Natural Numeracy CLPL to increase confidence in delivering numeracy rich experience throughout the ELC environment.

How Many?

- Almost all staff are confident in promoting numeracy through rich provocations throughout the ELC.
- All staff understand early maths behaviours and use their understanding to make confident judgements about children's progress and next steps.

How Well?

- Numeracy experiences are included in all spaces in the ELC and are visible. Audits from outside agencies have asked for support from ELC after our spaces and experiences were identified as illustrating best practice.

What's the impact?

- All children have the opportunity to engage in enriching numeracy experiences regardless of which play space they prefer. Most pre-school children 83% are demonstrating inventiveness & engages with increasing depth or engaging deeply with confidence & competence within number and counting.
- There is evidence of sorting and categorising in almost all children's learning journals and counting collections are visible in most spaces.

Next Steps:

- Continue to promote natural numeracy within all areas of the ELC to embed best practice.
- Engage in whole staff CLPL around measurement, pattern and shape to increase progress in this area.
- Ensure that quality learning in woodwork, cooking and sewing experiences are available to all targeted groups of children on a daily basis to delivery pattern, shape and measurement through real life contexts.

Review of progress for 2022 - 23

ELC Priority 3: Self, social and emotional wellbeing

NIF Priority: Improvement in children and young peoples health and well-being NIF Driver: Practitioner professionalism	FC Service and School Improvement Priority Family learning, parenting support & parental engagement
HGIOELC? QIs 2.7, 2.6, 3.1 Care Standards 1.1, 2.1, 1.3	Has this work been supported by PEF? yes/no (If yes , make sure this is explicit in your text) NO

Progress and impact

What We Did:

- Created a two-year plan to engage families in the life of ELC to allow quality, meaningful family learning to targeted groups.
- We invited families in to ELC for sharing the learning, breakfasts, lunches and Book bug sessions to build relationships so that groups could be identified for family learning.
- Effective platforms for family engagement were discussed as a full team which enabled leadership across the setting. Consultation with parents took place via an online platform to collate their views. This ensured that all parents and families were included in this decision-making process and had a platform to express their views.
- Consultation with practitioners identified a barrier and misconception to the families understanding of our role. Therefore, various family engagement

experiences were offered to enable all families to develop a better understanding of our profession.

How Many?

- All families were invited into events with their children.
- **Bookbug**
 - To provide an inclusive approach to these sessions, each term the date chosen was consulted with parents and practitioners provided a flexible approach to capturing all who wished to attend.
 - Majority of families actively joined in with the sessions and developed their own confidence to successfully interact with their child.
- **Mealtimes**
 - Majority of families engaged with the mealtime experiences on offer.
- **Family Learning**
 - Less than half of families engaged with the family learning afternoons. Online platforms were used to offer families a choice of activities and a choice of dates. However, this intervention was one that gathered the least engagement.
 - Almost all families who attended the first session then returned to each session that followed.

How Well?

- **BookBug** - provided the highest engagement from families and partners with the majority of families attending.
- **Family Learning** - Almost all families commented on their enjoyment at the sessions and left a review for our planning wall.
- **Mealtimes** - Practitioners were able to showcase our slow pedagogy for mealtimes and allow children to demonstrate their independence and skills for learning and life with their family. The experiences offered families an opportunity to explore their child's learning environment and give the child the responsibility to lead their family members experience whilst they were there.

What's the impact?

- **BookBug** - Developed families understanding of the importance of rhyme and story. These sessions also provided a platform for children and younger siblings to attend, enabling families and partners to share these rich language experiences with the children.
- **Mealtimes** - Almost all families who engaged with these experiences commented on the new knowledge and understanding they gained and the skills their child was demonstrating. These experiences have supported children and families with transitions and allows families to understand the benefits of a relaxed mealtime experience. We have used seesaw as a vehicle for building capacity for the voice of children and families by encouraging them to have an active part in our menu planning. This ensured all stakeholders views were heard and practitioners were actively listening.
- **Family Learning Afternoons** - These sessions led families to learn new skills for life that their child was partaking in as part of a continuous provision in ELC. The relaxed and informal environment provided a platform to remove barriers and build positive relationships.

Next Steps:

- Engage and build positive relationships with new parents to ensure using the most successful strategies from the year previous.

- Further develop our capacity to engage parents in learning afternoons through engaging parents in the vision and values and supporting them to understand the role of the ELC practitioners.
- Deliver family learning which is meaningful based on our investigations and qualitative evidence from the 2022/23 session.
- Whole staff training in Peep, Toilet training and Sleep Scotland.

Section 3

Key priorities for School Improvement Planning 2023- 2024

The inspection team identified the following improvements:

- Take forward plans to improve further the quality of learning and teaching at the primary stages, including outdoor spaces.
- Continue to raise children's attainment at the primary stages, particularly in writing.

Priorities for 23/24:

- Raise attainment and achievement in literacy through effective learning, teaching and assessment strategies to improve skills in writing.

What is our capacity for continuous improvement?

The inspection team found the following strengths in the school's work:

- Polite children who are respectful of staff, practitioners, visitors and each other. Children are proud of their school and achievements, including those shared on attractive displays.
- Children's progress in their learning and development in the ELC and practitioners who ensure that children have the best possible start in their education. This respects their parents' role.
- Children's skills in digital technology which they use in different areas of their learning at the primary stages.
- The ELC and school's focus and arrangements for supporting and promoting wellbeing is having a positive impact on outcomes for staff, practitioners, children and their families.
- The headteacher is a strong and positive role model, with a clear vision for school improvement. Together, the headteacher, depute headteacher, principal teachers and senior early years officer provide high quality guidance and support to practitioners, support staff, teachers, children and families. This is having a positive impact on improving outcomes for the life and work of the school.

Summary of Self-Evaluation

Primary / Secondary Self-Evaluation of the Core HGIOS?4

	Self-Evaluation Grading
1.3 Leadership of change	Very Good
2.3 Learning, Teaching & Assessment	Good
3.1 Ensuring Equality, Inclusion & Wellbeing	Very Good
3.2 Raising Attainment & Achievement	Good

ELC Classes / ELC Centres Self-Evaluation of the Core HGIOELC? / Quality Themes

	Self-Evaluation Grading		Self-Evaluation Grading
1.3 Leadership of change	Very Good	1.1 Nurturing Care and Support	Very Good
2.3 Learning, Teaching & Assessment	Very Good	1.2 Play and Learning	Very Good
3.1 Ensuring Wellbeing, Equality & Inclusion	Very Good	2.2 Children experience high quality facilities	Very Good
3.2 Securing Children's Progress	Very Good	3.1 Quality assurance and improvements are well led	Very Good
		4.3 Staff Deployment	Very Good