

Standards & Quality Report 2023/24



Kindness

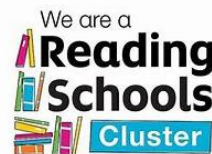
Pride

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



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 2023/24.

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 2023 - June 2024, and outlines priorities for session 2024/25.

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 11 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 47 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 Headteacher, Depute Headteacher and Principal Teacher.

Our school is a community where all children, staff and parents know they are valued and respected. We continue 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 2022.

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 2023-2024 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.

This year we opened our brand new library. Funding from PEF has been used to purchase new books for our library and a new library booking system. We recruited Library Leaders this session who have been responsible for ensuring our library is well looked after. Our new community library space will continue to 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. This session we were also successful in achieving our Reading Schools accreditation for both our school and within our Cluster.

We prioritised PEF funding for professional learning through the Talk 4 Writing programme. A core group of staff led the programme in the school alongside colleagues in another cluster school. Resources, including core texts were purchased to support the implementation of this.

PEF funding has also supported the development of the school environment including the development of our nurture room and flooring and resources in the ELC. Resources to support literacy and numeracy across the school and ELC have also been purchased.

Attainment for 2023/24 is shown by the Teacher Judgment survey below.

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

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

Our attainment shows we are closing the gap between our most and least deprived children in all areas of literacy and numeracy.

Raising attainment in literacy and numeracy will remain a priority next session.

Teacher Judgement Curriculum for Excellence 2023/2024 SIMD 1-10

	Reading	Writing	Talking & Listening	Numeracy
Early Level				
P1	63%	63%	84%	76%
First Level				
P4	69%	63%	84%	63%
Second Level				
P7	77%	58%	85%	60%

Teacher Judgement Curriculum for Excellence

	Reading	Writing	Talking & Listening	Numeracy
Whole School				
	69%	62%	87%	73%
Quintile 1				
	71%	59%	83%	67%

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 2024/2025 and beyond.

Section 2

Review of progress for 2023-2024

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 Learning, teaching & Assessment
<p>HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS 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 Themes 1, 2, 3, 4 and 5</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 literacy through effective learning, teaching and assessment strategies to improve skills in writing.

What we did?

- Improved our teaching of writing by embedding Talk for Writing across the whole school. PEF funding was used for Talk for Writing training and literacy resources.

How many

- All children now have a common understanding of the Talk for Writing approaches.
- All staff now have implemented at least 2 fiction cycles and are currently implementing a non-fiction cycle before the end of June 2024
- All staff have access to the Talk for Writing resources to support them with this implementation and can contact the core group for extra support when required.

How well

- Staff are now able to implement a range of Talk for Writing approaches that support the delivery of this new resource.

What's the impact?

- All children can talk about their learning in writing in a more concise way by referring to the 'washing line' displays in every classroom.

- Almost all children have improved in their story telling and creating skills.
- Almost all children have shown improvement in their writing. This is clear from the progression shown between 'Cold' and 'Hot' tasks in our book looks with our Talk for Writing Trainer.
- The majority of children are achieving expected levels in writing. Attainment at First and Second Level increased in session 23/24.
- All children know the expectations for writing lessons and how a lesson is structured.
- All staff are working collegiately to plan effectively for writing to support continuity across all stages. This has included planning collegiately with cluster colleagues, leading to more effective moderation and judgement of writing attainment.

What did we do?

- Trialled a new marking and feedback approach towards writing and displayed clear expectations about what has to be included in a sentence.

How many

- All staff are consistently using a shared marking key (Green/Pink) to highlight positive aspects in children's writing and to highlight areas to improve. This is providing effective feedback to all children across all stages.
- Almost all children have a shared understanding of the marking key and have used this effectively when engaging in peer and self-assessment of writing.
- All classrooms display an 'Always Toolkit' displayed that visually shows the minimum requirements for writing a sentence.

How well

- Staff have reported that this method of marking is providing effective feedback to all children across all stages.
- The method of marking is supporting all children to use the feedback given to improve their writing.
- The majority of children in P4-P7 can use the 'Always Toolkit' and worked examples on the washing lines to help them self-assess and check what they need to do to improve.

What's the impact?

- All children have some green and pink highlighting in their writing jotters. This was evident in jotter moderations with Yvonne Daubney.
- The majority of children can independently reference the 'Always Toolkit' and other writing supports on the washing line.
- The majority of children have reported that having the washing line available, with modelled examples of good work, has helped them with their writing and given them ideas when they have parts of their work highlighted pink.

Next Steps:

- At all stages, children need to continue to develop skills in extended writing. They need opportunities 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 will continue to support with improvement in this area next session.
- Review of our writing curriculum will include consideration of the experiences children will have. Consideration of the balance of non-fiction and fiction writing will be given to ensure all children have the best possible chance to showcase their writing skills. This in turn will support more effective teacher judgement of achievement of a level.

Review of progress for 2023-2024	
School Priority 2: Numeracy	
<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 Learning, teaching & Assessment
<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 Themes: 1, 2, 3, 4, 5</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)</p> <p>Yes</p>
Progress and impact	
<p>Priority: Raise attainment and achievement in numeracy through effective learning, teaching and assessment strategies to improve skills in numeracy and maths.</p> <p>What We Did:</p> <ul style="list-style-type: none"> Implemented and embedded numeracy framework and structure of a lesson across all stages. Embedded conceptual numeracy strands and Number Talks in numeracy and maths lessons Purchased additional concrete materials, funded through PEF, to support with CPA and with assessment. <p>How Many?</p> <ul style="list-style-type: none"> All staff plan effectively in stages to ensure coverage of numeracy and maths E's and O's and progression across all stages. Almost all staff use conceptual numeracy approaches effectively and Number Talks strategies. All staff follow a numeracy framework and structure of a lesson. All classes from P1-7 access White Rose Maths resources and lesson plans, including digital and interactive tools. <p>How Well?</p> <ul style="list-style-type: none"> Learning walks and departmental planning are demonstrating increased consistency in the pace and structure of numeracy lessons. Feedback from Microsoft Form showed staff were confident in teaching the CPA approach. All staff have engaged with White Rose Maths resources 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. A yearly planner, linking the White Rose Maths with Curriculum for Excellence, was created to ensure consistency and progression across all stages. 	

- Staff use the National Benchmarks to support their judgements of children's progress to achieving Curriculum for Excellence levels.
- SEAL numeracy resources were purchased through PEF. Staff received training on how to use the concrete materials and are beginning to use this to support with assessing children's progress in numeracy.

What's the impact?

- Variety of resources to support CPA pedagogical approach are accessible by all children and supporting them to develop their understanding of number and maths. Most children are highly engaged in maths learning uses these new resources.
- Children interact in activities which are appropriately challenging and well matched to their needs and interests.
- Children in P7 had opportunities to apply their learning through engagement with partners such as Virgin Money 'Make £5 grow'. The children gained a deeper understanding of financial education and were able to apply this across other areas of the curriculum, including leading their own enterprise, successfully making a profit.

Evidence:

- Numeracy across the whole school has increased by 3%.
- Attainment in numeracy at Second Level increased by 11%. The majority of children are achieving expected levels in numeracy.
- Most children in Early and First Level are achieving expected levels in numeracy.

Next Steps:

Evidence from family learning workshop held in May noted that almost all children who attended enjoy maths; less than half have confidence in maths; and a few felt somewhat confident in their maths ability.

Planning for numeracy across the 4 contexts.

Focus on application of learning, problem solving, multi-step problems and skills base learning – Virgin Money, RBS Smart money

Ensure all learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve their knowledge and understanding in maths and numeracy.

All stages to use SEAL interventions to support assessment of children's learning.

Celebrate achievement in numeracy and maths through maths certificates and whole school maths challenges.

Continue to engage with Cluster to support moderation and engage in Cluster maths event.

Review of progress for 2023 - 24

School Priority 3: Wellbeing

NIF Priority
Improvement in children and young people's health and wellbeing
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
- Inclusion & Equality

HGIOS?4/HGIOELC? QIs (if appropriate)
HGIOURS 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
Themes: 1, 2, 3, 4, 5

Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text)
Yes

Progress and impact

Priority: Improve and increase attendance to ensure sustained high levels of attendance across all stages.

What we did:

Continued to:

- Provide regular communication to parents/carers about attendance performance across the school and about their individual child:
 - Attendance rationale video and document
 - Monthly Newsletter
 - Attendance posters
 - Attendance video from RIC shared
- Raising attendance and Family Inclusion worker recruited through PEF to:
 - 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
 - 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
- Incentives to motivate children to be in school every day.
 - 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

How many?

- Universal intervention with targeted support for identified groups of learners and those within SIMD 1 and 2 with attendance less than 90%.

How well?

- 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 decreased by 1% in comparison to session 22/23.
- Overall attendance across the school is in line with authority average.
- Almost all 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.
- The number of pupils with less than 90% has increased slightly this session compared to last session with 8% less pupils attending more than 90% in comparison with this time last session.
- 49% of whole school have attendance of 95% or more. This is an increase of 2% compared to last session.
- 75% of whole school have attendance of 90% or more.
- The majority of children in Quintile 1 have attendance of 90% or more.

• Early Level	• 79%
• First Level	• 73%
• Second Level	• 68%

- Data highlights that there is a link between high attendance and 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. Make effective use of Power BI programme to support with this.
- 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 Cluster Inclusion Officer
 - Support children, young people and families within Cluster to improve attendance and reduce the associated adverse effect on attainment.
- A commitment to interventions spending for targeted support work with families.

- Whole school approach to well-being to support positive mental health interventions across our whole school community. PEF funding to be prioritised for Do Be Mindful programme.

Review of progress for 2023-2024

ELC Priority 1: Early Language

NIF Priority: Improvement in achievement, particularly in literacy and numeracy.

NIF Driver

- School and ELC improvement
- Assessment

FC Service and School Improvement Priority

- Assessment is used effectively and proportionately to identify what children and young people have achieved and informs next steps.

HGIOELC? QIs (if appropriate)
HGIOURS 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

Themes: 1, 2, 3, 4, 5

Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text)

NO

Progress and impact

Priority: Oral language and phonological awareness - Almost all children will make progress in oral language and phonological awareness as evidenced in the tracking scale.

What did we do?

- Improved assessment to quickly identify children who require language intervention.

How many?

- All children have had a key word assessment carried out.
- An additional 4 staff can confidently carry out key word assessments.
- All staff have used the assessment and progression frame work to track children's progress in oral language.

How well?

- Staff are now able to effectively support all children with oral language at the correct level of their understanding.
- Staff are more confident in targeting the correct children for specific language strategies.
- Key word assessments are improving accuracy of judgements on children's progress.

What's the impact?

- Children are less frustrated when communicating their needs
- Children display more confidence when communicating with staff and children.
- Staff more confident sharing children's learning with parents because of evidence gathered.

What we did:

- Improved oral language through a variety of communication tools.

How many?

- Majority of children have an awareness of other communication tools within nursery.
- Majority of children can use board maker and Makaton to communicate.
- All staff aware of and can use the 10 core Makaton signs confidently.

How well?

- Practitioners are more confident in using Makaton and introducing new Makaton signs.
- Majority of children using Makaton signs in everyday communication to convey feelings or next steps.

What's the impact?

- Children are more aware and using Makaton signs daily in an organic way.
- Non-verbal or reluctant talkers are to communicate in a way they feel comfortable.

What we did:

- Altered the environment to support role play.

How many?

- Most children engage in role play at various times both inside and outside throughout the nursery week.

How well?

- The whole environment has been reviewed and amended to support role play.
- Additional resources are added based on children's interests.
- New resources to support role play were purchased.

What's the impact?

- Staff are seeing children re-enact familiar stories through their role play.
- Children are re-enacting real life experiences through role play.
- Some children are confident communicating while engaging in intense, sustained role play.

What we did:

- Focused on phonological awareness through community time.

How many?

- Most children are participating in community time at some point each day.

How well?

- Majority of staff are confident in delivering high quality phonological awareness interventions
- All staff agree that more gatherings should be planned to upskill all practitioners of a range of strategies to support phonological awareness.

What's the impact?

- More children observed retelling of traditional tales, and familiar stories throughout play experiences both indoors and outdoors observed.
- Almost all children demonstrating progression in oral language as evidenced by the tracking scale.
- Almost all children are being tracked at stage 3 or above on the tracking scale for phonological awareness.

Next Steps:

- Full time Early Learning Pedagogue joining the ELC team in August 2024 with a focus on early language.
- Resources and activities will be prioritised to support the development of early language including songs, poems and helicopter stories. Planned gathering will support with the delivery of this.
- Development of children's phonological awareness including early identification who require a language intervention.
- Increase confidence and consistency in tracking and monitoring of children's progress.

Review of progress for 2023-2024

ELC Priority 2: Early Mathematics

NIF Priority Improvement in attainment, particularly in literacy and numeracy
NIF Driver

- Assessment of children's progress

FC Service and School Improvement Priority

- 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

Priority: Pattern, shape and measure - Almost all children will make progress in pattern and shape and measure and this will be evidenced in their skills progression.

What we did:

- We provided professional reading for all EYO's based around pattern and shape.
- We took part in natural numeracy presentation paying particular attention to pattern and shape
- EYO's modelling new mathematical vocabulary related to shape and patterns.
- We held a natural numeracy event in the 'LTA' festival to support authority practitioners in developing numeracy in the environment.
- Used the early numeracy behaviours to support judgments

How many?

- All practitioners engaged in professional reading and dialogue around pattern and shape.

How well?

- Majority of practitioners are more confident providing relevant shape and pattern related experiences leading to an increase in pattern and shape observations.
- Majority of children respond well to provided resources and provocation.
- Shape and pattern resources were present in the environment at all times.

What we did:

- Provided a shape related book as part of our core book provision.
- Provided some shape and pattern related book throughout the ELC.

How many?

- All children had access to those resources
- All staff member ensure that those books are available daily
- All staff are responsible to rotate math trough stories books

How well?

- Almost all children without ASN can identify, name and create basic shapes.
- Few children can identify more complex shapes and are aware of their properties.

What is the impact?

- Majority of children access mathematical related books and can retell stories as evidenced in spontaneous and focus child observations

What we did:

- Introduced shape resources and created a shape display so children can explore, investigate and create their own patterns and shape and learn about their properties.

How many?

- All children have the opportunity to access those resources daily.

How well?

- Majority children had shown progress in their shape and patterns skills (See tracking).
- Providing resources has increased children imagination, teamwork and problem solving skills

What we did:

- We supported children with baking, sewing and wood work activities

How many?

- Most children has weekly access to those experience.

How well?

- Almost all children are very keen to participate in those experiences. They ask daily to open woodwork and sawing area.
- The children demonstrate high level of engagement and they build upon the problem-solving skills.

What is the impact?

- Spontaneous observations, focus child observations and planning noted that the majority of children made progress in pattern and shape as evidenced in the tracking scale.
- Staff are planning more effectively for pattern shape experiences fortnightly.
- More quality observations on pattern and shape observed in learning journals.

Next Steps:

- More research and professional discussion required around unpicking the components of pattern and shape. Staff will plan a wider range of pattern and shape experiences and ensure breadth and depth eg, junk modelling, more advanced stages in woodwork and sewing.
- The deployment of staff must support practitioners to offer more challenging activities which require higher ratios of adults to children.

- Aim: Most children making progress in pattern and shape from one tracking period to the next. Increased opportunities for creativity, depth and breadth using pattern and shape provocations.

Review of progress for 2023-2024

ELC Priority 3: Self, social and emotional wellbeing

<ul style="list-style-type: none"> • NIF Priority: <p>Improvement in children and young people's health and wellbeing</p> <p>NIF Driver</p> <p>Parent/carer engagement and family learning</p>	<p>FC Service and School Improvement Priority</p> <ul style="list-style-type: none"> • Inclusion and Equality
<p>HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5)</p> <p>2.5 Family Learning</p>	<p>Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text) NO</p>

Progress and impact

Priority: Self, social and emotional wellbeing - Almost all targeted pre-school families will engage in at least one family learning event.

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 engaged with the employment training unit to ascertain what learning would be available to our parents and we used this to send out a questionnaire to ask parents what they would be interested in learning about.
- We analysed the feedback and identified that there was a keen interest in food hygiene and also first aid.
- We created a space and engaged Barnardo's to deliver learning sessions to parents within the setting.

How many?

- All parents were given the opportunity, 7 parents began the course and 5 completed the course to the end.

How well?

- All parents who completed the block of learning achieved their food certificate and their first aid certificate. They have all signed up for the Falkirk NHS Thrive to keep well programme as a result. They have also signed up to ETU.
- Increased parental engagement.

What's the impact?

- Parents now have employability skills for their CV which they can use to support them into work which could be beneficial for their children. All parents who achieved this have increased self-esteem and confidence. They have made friendships and sought further

support to help their mental health. Over time this support will help them to become more confident adults which will positively impact on their children.

- The same group of parents are going to help lead the cooking and baking next session in the family learning sessions for parents and children.
- One parent is now delivering our child smile tooth brushing within the ELC.

What we did:

- Staff were trained in PEEP to be able to support parents to learn with their children.
- Parents were asked what they would be interested in learning and what times would be best for their family. Toileting and routines were the support that the community were most interested in so we began sessions to support children and families with this.

How Many?

- We analysed the data and many parents (20 out of 56) wanted to attend.
- 7 parents attended the peep sessions with one attending on a 1:1 basis.

How well?

- Parental feedback was extremely positive, parents said they felt supported and reassured that other parents were experiencing the same challenges. Parents shared strategies of their own and learned new strategies from the ELC trainers. Some parents were sign posted to other services to support.

What's the impact?

- As a result 3 of the 7 children are now toilet trained one parent has a plan in place for the summer and the other parents have the tools and confidence to begin helping their child when they recognise the signs which show that they are ready.

What we did:

- We engaged parents in a specialised parenting course for children with ASN.

How many?

- One family

How well?

- This has just been completed and parents attended all sessions. The feedback from the educational psychologist is that the engagement was highly positive but qualitative data has yet to be collected.

What's the impact?

- To be evaluated.

Next Steps:

- Continue with targeted specialist family learning now that staff have been trained.
- Focus on re-instating universal family learning supported by parents who are upskilled from the target support.
- Focus on supporting parents with positive behaviour plans and additional support needs. Consider sessions with parents on the arousal cycle.
- Offer a range of opportunities for families to understand how their children learn in ELC.

Section 3

Key priorities for School Improvement Planning 2024- 2025

- 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 in literacy and numeracy.
- Review curriculum ensuring it is inclusive for all learners and provides opportunities for children to apply their learning in different contexts and improves their skills.
- 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?

HMIE Inspection November 2022:

- 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	1.3 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	Good	3.1 Quality assurance and improvements are well led	Very Good
		4.3 Staff Deployment	Good