

# Carmondean Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2021/22

**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 347 in the Primary School and capacity for 40/40 children in the Early Learning and Childcare setting (ELC). The school benefits from a mixed catchment area and has a Free Meal Entitlement of 15.4%. The Primary School has 14 classes, and the ELC has provision for morning, afternoon and two full day classes. Staffing consists of a Head Teacher, a Depute-Head Teacher, 1 Principal Teacher, 14 Class Teachers, 2 part-time Support for Learning Teachers and 7 Pupil Support Workers. The ELC is led by the Depute Head Teacher and supported by 2 full time Early-Years Officers. There are also 3 full-time ELC practitioners, 3 part-time ELC practitioners and 2 Pupil Support Workers. In addition, the school has provision for teaching Art and Music for 3 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 Gold Level 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 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

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.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) 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.

PRIORITY	HOW DID WE DO?
<p>1.</p> <p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/22 was</p> <p><b>To improve children’s comprehension in reading.</b></p> <p><b>To agree standards for children’s writing in a range of genres.</b></p> <p><b>To ensure appropriate progression in numeracy across the levels.</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p><b>To improve children’s comprehension in reading.</b> We introduced reciprocal reading strategies to all children. This structured approach to teaching strategies (questioning, clarifying, questioning and predicting) is used to improve reading comprehension. The Teacher’s Apprentice was introduced to a group of pupils in Primary 4. The four strategies were taught to the group. Using PM Connectors, the ‘Teacher’s Apprentice’, taught the class the lesson.</p> <p>Evidence indicates that most of P1 and P4 are achieving expected levels in reading. Almost all of P7 are achieving expected levels in reading. 95% of Class Teachers now incorporate reciprocal reading strategies in to their lessons.</p> <p><b>To agree standards for children’s writing in a range of genres.</b> We allocated a 0.5 Class Teacher to focus on teaching, assessing and moderating writing across the school. This focus allowed the Class Teacher to model the teaching approach, team-teach alongside Class Teachers and to ensure consistency throughout. This approach has led to a shared understanding of standards required across the school and cluster. We worked across the Cluster to moderate writing in a range of genres.</p> <p>Evidence indicates that in writing most children in P1, P4 and P7 are achieving expected levels. Learners have a solid understanding of core and genre targets in writing. A consistent approach to teaching writing has been established across all stages and staff have been upskilled in their ability to deliver high quality writing lessons. Staff are now more confident in their ability to teach writing.</p> <p><b>To ensure appropriate progression in numeracy across the levels.</b> We introduced West Lothian Numeracy and Mathematics Progressions this session. All Class Teachers use this resource and refer to it in their weekly planning. Forward plans are monitored to ensure appropriate progression.</p> <p>Evidence indicates that 100% of staff include West Lothian Numeracy and Mathematics Progressions within their Forward Plans and refer to it regularly to support weekly planning. In numeracy, most children are achieving expected levels at P1, P4 and P7.</p>
<p>ELC</p>	<p><b>Planning will ensure close links with curricular documents.</b> Our ELC planning has been streamlined into a daily planning template and a consultative planning template with identified practitioners leading on this. All practitioners now have an excellent understanding of the plan for the week ahead and almost all are now contributing to our floor book.</p> <p>Planning documents are linked to Curriculum for Excellence, Realising the Ambition, Benchmarks and ELC trackers. Practitioners have visited other settings to observe their planning and take aspects of best practice to further improve Carmondean ELC.</p> <p>Evidence indicates that our planning is now covering more aspects of the curriculum and learning is more in depth than it was previously.</p>

	<p><b>To improve rhyme, vocabulary, mark making and listening skills.</b>  This year we have introduced a range of universal interventions to promote rhyme, vocabulary, mark making and listening skills. We have reintroduced 'Altogether Time' at the end of the session as well as 'Rhyme Time' and 'Tally Tales'. Practitioners sing songs daily and plan key words to focus on with the children through stories. Parents/carers are involved through home learning activities and family learning groups.</p> <p>Evidence indicates that the majority of our pre-school children are now able to listen to and identify words that rhyme as well as including detail in their mark making. Most pre-school children are able to use an increasing vocabulary, listen and take turns when talking.</p> <p><b>To improve children's knowledge of number, particularly counting forwards and backwards.</b>  This year we have two practitioners leading on numeracy and mathematics within our ELC. They have led training sessions on the use of the SharePoint and phase planners and have led on the completion of audit tools and action plans. We set up a padlet which had a fortnightly numeracy or mathematics focus and parents/carers were encouraged to support the development of these concepts at home and record their findings.  The audit tool allowed practitioners to focus on our environment and ensure it promotes the development of numeracy and mathematics skills.</p> <p>Evidence indicates that most children can now confidently recite forwards and backwards number sequences within 10 compared to less than half of these children being able to do this at the start of the academic year.</p>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2021/22 was</p> <p><b>To continue to monitor the attainment gap between children in Quintile 1 and 5.</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.  <input checked="" type="checkbox"/> School and ELC Leadership  <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism  <input checked="" type="checkbox"/> Parental Engagement  <input checked="" type="checkbox"/> Curriculum and Assessment  <input checked="" type="checkbox"/> Performance Information</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p><b>To continue to monitor the attainment gap between children in Quintile 1 and 5.</b>  We continued with a number of interventions across the school to reduce the attainment gap between the most and least disadvantaged children. Our programme of Daily Reading continued this session and has been a great success. Children were initially assessed at the beginning of the year using PM Benchmark to determine their 'instructional' reading level. Targeted children then received daily reading sessions with Pupil Support Workers. The consistent and regular approach to reading at their own instructional level has been invaluable for the targeted children.</p> <p>Teacher Apprentice approach to developing skill in reading was introduced to a small group of P4 children. Children were initially assessed at the beginning of the programme to determine their 'instructional' level before starting the lessons.</p> <p>Nurture was re-branded as the Cosy Corner with children targeted for this support.</p> <p>At the start of the year we created class lists that identified quintiles for each child. This ensured that staff had an in-depth knowledge of the children in their class and could identify each child's quintile.</p>

	<p>We continued to closely monitor those children who were not achieving and provided targeted interventions to support their learning. These interventions included the 5-minute box for literacy and numeracy.</p> <p>In writing, children in quintile 1 across the school were the focus of targeted intervention. A Class Teacher was given this role and she supported these children and tracked their progress closely.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <p>Most quintile 1 learners in P1, P4 and P7 are now achieving expected levels in writing.</p> <p>Each individual child attending nurture has an individual profile with specified targets that are tracked and monitored throughout the session.</p> <p>Targeted learners are more confident in their reading abilities. Their ability to contribute during lessons has increased and they are engaging more during class reading sessions. The repetitive nature of the sessions has increased levels of fluency and comprehension and has helped children identify trickier words. Daily Reading has also helped children build on their knowledge of spelling patterns. Skills developed during reading sessions are applied across other areas of the curriculum. Evidence shows that almost all children taking part in this initiative have improved their reading age by at least 12 months.</p>
ELC	<p><b>Continue to monitor the attainment gap between children in Quintile 1 and Quintile 5.</b></p> <p>Our termly attainment meetings with individual practitioners continued. The Senior Leadership Team and practitioners discussed individual children and whether any targeted interventions or referrals were required.</p> <p>Practitioners raised their awareness of the use of GIRFEC (Getting It Right For Every Child) to record children's needs and set targets and became more aware of the range of agencies available to support children's individual needs.</p>

<p>3.</p> <p>To improve children and young people's health and wellbeing</p> <p>Our measurable outcome for session 2021/22 was</p> <p><b>To improve social and emotional wellbeing by implementing a structure, progressive programme of work.</b></p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p><b>To improve social and emotional wellbeing by implementing a structure, progressive programme of work.</b></p> <p>We introduced and implemented a SHANARRI Buddy Programme at P1 to P3 and the Compassionate and Connected Classroom Resource at P4 to P7, both programmes were designed to specifically build teacher confidence and support the emotional and mental wellbeing of children. Emotional check-ins are an integral part of the programme and operate in every classroom. Zones of Regulation is also used by staff across the school to help children consciously regulate their emotions.</p> <p>Children at P1 to P3 can talk about the buddy characters and know what each one represents. They use them to complete a self-assessment of their wellbeing. The buddies have been revisited by all Class Teachers throughout the course of the session. Daily check-ins are an integral part of each day for all classes.</p>
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<p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Children in P4 to P7 have good knowledge and understanding of the wellbeing indicators. They use a traffic light assessment system to help them evidence their feelings and emotions for each wellbeing indicator. In some classes, Compassionate and Connected Classroom resources are used to support scripted conversations when children are in the red/yellow zone. Class Teachers use a variety of methods to support anxious learners, for example, the worry monster, sunshine journals, emotion cards, friendship building workshops and establishing safe spaces. Weekly assemblies consolidate the children's learning throughout the year. The Compassionate and Connected Classroom Resource has also been used to teach the children about the rights of the child, about being compassionate, showing respect, building resilience and developing tolerance and empathy. The resource has also included a focus on diversity.</p> <p>Evidence indicates that P1 to P3 have a good knowledge and understanding of the wellbeing indicators, how they relate to themselves and how to self-assess. Having the characters as a physical resource has brought more meaning to the programme and children are able to discuss each aspect of their wellbeing with a deeper understanding, rather than wellbeing indicators being an abstract concept.</p> <p>Evidence indicates that, as a result of using taught language of the wellbeing indicators, learners have increased confidence in discussing their emotions in a meaningful way and that the children's self-evaluation of their wellbeing is more accurate.</p> <p>Evidence indicates that the Compassionate and Connected Classroom Resource has given more of a structured approach to teaching Health and Wellbeing and has allowed staff to incorporate the Zones of Regulation into the programme. Class discussions are richer and the children have a wider vocabulary when they discuss emotions.</p>
<p>ELC</p>	<p><b>To improve social and emotional wellbeing by engaging with the Wellbeing Indicators.</b></p> <p>We have a lead Health and Wellbeing practitioner who has driven the delivery of our SHANARRI buddies programme. Almost all children are aware of the SHANARRI buddies and most children can discuss the meaning of each of the wellbeing indicators.</p> <p>Children self-assess their feelings on arrival to ELC and practitioners ensure they ask about children's feelings throughout the day.</p> <p>Most children can now express their needs and ask for help when needed.</p>
<p>4.</p> <p>To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2021/22 was</p>	<p>We have made <b>good</b> progress.</p> <p>What did we do?</p> <p><b>To ensure progression in skills, knowledge and understanding in the sciences.</b></p> <p>We refreshed our science programme at all Curriculum for Excellence levels using examples of best practice. The work carried out ensured that the phases included already planned IDL topics. A document was written which bundled together the science experiences and outcomes and these were cross-referenced with phases, topics and progression pathways. New science materials and equipment was bought to ensure resource gaps were filled.</p>

<p><b>To ensure progression in skills, knowledge and understanding in the sciences.</b></p> <p><b>To enrich play experiences at the early years stage.</b></p> <p><b>To embed the moderation cycle on our approach to IDL.</b></p> <p>NIF Driver(s):</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<p>Nicola Connor, RAISE Primary Science Development Officer, delivered a series of STEM lessons to the staff focussing on the practical nature of a lesson. She was also involved in classroom observations of science lessons and provided feedback informing staff of their next steps.</p> <p>Evidence indicates the impact for staff is increased confidence in their delivery of STEM/science based lessons providing them with practical ideas. The majority of staff has accessed the STEM Sharepoint this session.</p> <p>Evidence indicates that learners have benefitted from a greater number of opportunities to engage with STEM activities. Tinkercad for making 3D models and Scratch for coding have been used this year.</p> <p><b>To enrich play experiences at the early years stage.</b></p> <p>We developed a play pedagogy improvement team to drive forward play within our early years. Staff engaged in professional reading, professional dialogue, CLPL courses and best practice visits to develop a vision for how play could benefit our P1 – P3 learners. The Leuven Scale provided a baseline level of engagement for our learners.</p> <p>A dedicated playroom was set up for P1 and a shared play area developed for P2 – P3. Staff used the How Good is our Play for Learning (HGIOPfL) toolkit to assess our current environment and create action points. We used hessian and natural colours to create calming environments in all P1 – P3 spaces.</p> <p>Staff within P1 piloted consultative planning and were trained on how to take quality observations and plan using child voice, ensuring links to the curriculum were made, tracked and monitored.</p> <p>Evidence shows that our children were highly engaged when learning through play. All staff feel their confidence to plan play opportunities has increased and their knowledge of the importance of play has also increased. Our data shows that most P1 children are achieving in combined literacy and numeracy with almost all children achieving in mathematics.</p> <p><b>To embed the moderation cycle on our approach to IDL.</b></p> <p>The ‘pop up’ IDL planners are included in staff Forward Plans and moderation continues to be embedded across all stages. Pupils continue to have their own choice of one topic to study over the course of the session. Consideration is being given to developing an electronic version of Forward Planning and evaluating learning. This will impact on the IDL ‘pop up’ planners currently in use and enhance transition information passed between stages.</p> <p>Our consultative planning approach has been hugely successful within P1 and we plan to take this approach forward within P2. This approach allowed children to lead their learning and made learning real and meaningful for our youngest learners.</p> <p>Class Teacher evaluations include evaluative statements and highlight strengths and next steps of individuals and groups and these inform future planning.</p> <p>Evidence shows that staff confidence in allowing children to lead their learning is improving. Almost all staff continue to begin new themes by encouraging the learners to identify prior learning and specify what they want to know about the given theme.</p>
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	<p>Evidence indicates the impact is:</p> <p>Learners within P1-P3 have benefitted from free flow and planned play opportunities and levels of engagement within play have increased within these stages.</p> <p>Staff are using the current IDL pop up planners to ensure themes are linked across several curricular areas.</p> <p>Staff confidence in encouraging children to lead their learning is increasing.</p>
ELC	<p><b>To drive forward a skills based approach, linking activities within the ELC to skills required for a wide range of careers.</b></p> <p>Our planting, growing and harvesting has continued to improve and children are learning how to use real tools when planting, growing and preparing foods.</p> <p>Our woodwork bench is fully operational and all practitioners took part in an online CLPL course about woodwork in the Early Years.</p> <p>Forest skills have been promoted and all children have taken part in regular campfires and outdoor play opportunities.</p> <p>All practitioners now feel equipped to discuss the skills that are being taught through play opportunities and are beginning to link these to career choices.</p>

Carmondean Primary School has good overall attendance rate (92.5% over this session) and zero exclusions.

The school benefits from a good level of parental engagement. The Parent Forum, Parent Council, Parent Staff Association 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 the leadership team and staff of the school when initiatives are being evaluated and decisions are being made.

#### **Our Wider Achievements this year have been:**

- Achieving Reading Accreditation at core level. This means that Carmondean is a Reading School.
- Being awarded our seventh ECO flag in October 2021.
- Introduced a reading culture with an emphasis on reading for pleasure.
- Consultative planning at P1.
- Participating in the West Lothian Euroquiz.
- Participating in Active Schools sporting activities.
- Pupil Voice – ECO committee, Pupil Council, House Captains, Sports Committee, Playground Mentors, Junior Road Safety Officers.
- P7 sponsored singalong to raise funds for UNCRRC.



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

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Good

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

1.3 Leadership of change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very Good
3.2 Securing children's progress	Good

\*(Indicators used in How good is our School? 4<sup>th</sup> Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)