

Carmondean Primary School and Early Learning and Childcare Setting



PROGRESS REPORT FOR SESSION 2024/2025

Standards & Quality Report

Knightsridge Road West

Livingston

West Lothian

EH54 8PX



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 312 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 17%. The Primary School has 13 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, 13 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 1 full time Early-Years Officer. There are also 4 full-time ELC practitioners, 3 part-time ELC practitioners and 2 Pupil Support Workers. In addition, the school has provision for teaching digital skills 4 morning a week 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 Reading Schools Gold Level. This session the school received Digital Schools Award Scotland in recognition of the school's achievement in integrating digital technology into learning and teaching. The school is also supported by a Parent Council and a Parent Staff Association, the Carmondean Committee.



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 2024/25, what the impact has been and what our next steps will be to continue to address these priorities in session 2025/26.

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?
1.	We have made very good progress.

Improvement in all children and young people's Health and Wellbeing. Our measurable outcome for session 2024/2025 was: Maintain a strong focus on children's health and wellbeing, working in partnership with families and our community. NF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	What did we do? • Staff engaged in Zones of Regulation refresher training led by the Inclusion and Support Team. All classes have a Zones of Regulation display and engage in daily emotional check ins. • All staff feel confident in using the Zones of Regulation within their classroom. • All families were invited into individual classes to take part in a teacher led lesson around Health and Wellbeing with a Zones of Regulation focus. Assemblies regularly refer to feelings and how to manage feelings in line with our school values. • Zones of Regulation are regularly referred to within Child Planning Meetings and Assessment of Wellbeing meetings. • Our Cosy Corner (nurture resource) engages in the Zones of Regulation in greater depth with individual targets for all children. • Our school worked closely with the Inclusion and Support Service and the Equity Team throughout the session. • Our Health and Wellbeing leads worked with children to decide on 3 definitions on bullying. Children, staff, and families then voted on which one they felt was the most appropriate. • Our Positive Relationships Policy was reviewed and refreshed. • RAIN reward time was introduced to encourage children to use our values throughout their school day. All staff commented that they have a good awareness of our school values. • Staff have engaged in the 'Ethos and Environment' strand of the Circle document. Almost all staff feel confident in using the Circle document to support the needs within their class. Most staff feel confident in teaching and using the Relationship, Sexual Health and Parenthood Programme (RSHP). • Our Health and Wellbeing (HWB) trackers have been adapted to include Trusted Adults and termly pupil and staff wellbeing indicator self-evaluation. All staff feel confident in using the updated trackers. • A Tree of Trust was launched to encourage children to speak to their Trusted Adult when required. Trusted Adult conversation templates have been updated to support consistency of discussion structure for all staff and children. • Our values are fully embedded and used within all aspects of school life. Evidence indicates the impact is: • All staff feel confident in using Zones of Regulation within their classroom. • Almost all staff felt confident using the Circle document to support the Ethos and Environment within their classroom. • Most staff feel confident using the RSHP programme within their classroom. • All staff feel confident using the HWB trackers. • Our Tree of Trust has been successful, particularly from P4-P7, and has been used 74 times between January-April 2025. • All staff have a good awareness of our school values and use these in practice.
ELC	We have made good progress. What did we do?

Maintain a strong focus on children's health and wellbeing, working in partnership with families and our community	• Our Wellbeing Buddies were embedded and a 'value of the month' shared on our monthly newsletter. • A video was created and shared with families, detailing what a day at Carmondean ELC looks like. • Opportunities for parental engagement were increased and our family learning sessions for preschoolers were relaunched. • We overhauled our midday collection procedures in line with family feedback and created a video to share these changes. • Tracker data was used to support the creation of 'Super Skills' sessions. • HWB trackers were completed at three key points of the year. • Our curriculum rationale, vision, values and aims were refreshed with input from staff, learners and families. These were relaunched in November 2024. Evidence indicates that: • All staff agree the Wellbeing Buddies are now embedded within our setting. • Staff feel our values are relevant to our current context. • All staff feel there has been an increase in the quality of Super Skills sessions. • Our HWB data shows a significant improvement across all trackers from the beginning of N4 to the end of N5.
2. Raising attainment for all, particularly in literacy and numeracy(universal): Raising attainment in Literacy and Numeracy through consistent Learning, Teaching and Assessment. NIF Driver(s): ☐School and ELC Improvement. ☒School and ELC Leadership ☒Teacher and Practitioner Professionalism ☒Parental Engagement ☒Curriculum and Assessment	We have made very good progress. What did we do? • Staff received further training on PM Writing from cluster colleagues. • Additional writing support was provided for P5 pupils. • The Equity Team supported writing in P3, working alongside the Class Teacher to reinforce core targets and engage in moderation. • Writing jotters were moderated and an expectation checklist was developed to ensure consistency across our school. • P1 and P2 adapted their approach to teaching writing using Greg Botrill approaches alongside PM Writing. • Early Literacy Focus (ELF) approaches were adapted, and additional support time was allocated to each stage. • All teaching staff engaged in cluster CLPL sessions focusing on developing the quality and depth of teaching within numeracy. • Quality assurance classroom observations focussed on rich tasks. • All classrooms now have a Numeracy working wall which is updated regularly. Evidence indicates the impact is: • Attainment levels in writing have increased across the school for all year groups. • Staff have a good awareness of the PM Writing resource and are using it as a foundation to teach writing within their classes, adapting resources to suit individual needs. • Combined Literacy attainment levels have increased across P1-P3. • Teacher feedback shared that Rich tasks and mental calculations within numeracy have increased learner confidence.

☒ Performance Information	- Across our school the teaching of Rich tasks was graded as 'very good' in a QI day inspection. - All staff now have a Numeracy working wall within their classroom and noted that this was updated regularly.
ELC Raised attainment in Literacy and Numeracy, ensuring correct challenge for all.	We have made good progress. What did we do? - Our Word Boost programme has been embedded and enhanced to include Primary 6 pupils and form part of our ELC-P1 transition. - Activities to support Word Boost are being shared with parents and carers on Seesaw. - WL Tracker data is used to identify focus for 'Super Skills' and discussed at weekly team meetings. 'Super Skills' sessions are planned by a teacher and link closely to the Early Level benchmarks. 4 Family Learning sessions shared Literacy and Numeracy ideas to support home learning. - Our Big Bedtime Read was relaunched. - Staff engaged closely with the Education Endowment Funds research around quality interactions. Evidence indicates that: - Our Care Inspectorate noted that children experience 'warm and nurturing care'. - Our Care Inspectorate report graded the setting as 'good' in all assessed aspects. - All children showed an increase between their baseline and end of preschool score on the Renfrew Word Finding Assessment. - WL Tracker data shows a healthy increase in Literacy and Numeracy attainment from N4 to N5. 9 families attended our Literacy and Numeracy based Family Learning sessions. - Our relaunched Big Bedtime Read data shows that 13 families have used the initiative. - Staff feedback shows that training around quality interactions, looking specifically at work from the Education Endowment Fund, has had a positive impact on practice.

3 Tackling the attainment gap between the most and least advantaged children (targeted): Make effective use of additional PEF resources.	We have made very good progress. What did we do? - The school was awarded £72, 275 of Pupil Equity Funding (PEF). - The PEF planning tool was used effectively to identify gaps for learners impacted by poverty, to plan and design interventions to support them and to gather evidence of the impact on their learning. 11 priorities were planned and 82% of these priorities were fully achieved with 18% making good or better progress. - Our Daily Reading initiative included Quintile 1 learners who were not achieving national expectations. Evidence indicates that almost all children improved their reading age across session 2024/2025 - Pupils were also supported with Daily Reading throughout the session.
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NIF Driver(s): ☐ School and ELC Improvement. ☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	• 18 Q1 children attended Nurture Provision to support development of individual skills. • Participatory Budget was allocated to subsidising school trips for all classes. Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners: • All Q1 children with a deficit in spelling and off track in writing improved and increased the number of common words they are able to read independently. • All identified Q1 children who were not on track to achieve expected levels in reading improved or sustained reading scores and reading ages. • Almost all Q1 children who attended Nurture improved their scores on the Stirling Children's Wellbeing Scale. All children responded positively to Nurture Provision rating the experience 5 out of 5.
ELC To support all Quintile 1 learners to achieve their fullest potential	We have made good progress. What did we do? • Our Carmondean Pantry and Closet is promoted through our monthly newsletter. • Quintile 1 pupil data is available on the Central File Management Trackers. • Our Nurture Nook has been developed for our learners and plans to enhance this are underway. • Our Word Boost offering was enhanced to include P6 pupils to support individual children. Evidence indicates that: • Our Care Inspectorate report shared that our Nurture Nook provided a 'calm space for children to relax and self-regulate'. • Our Care Inspectorate report indicated that 'learners with additional support needs had individualised plans in place that detailed appropriate strategies to support their wellbeing'. • All children have increased their Renfrew Word Finding Assessment score.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people: Increased opportunities for children to lead their own learning across the curriculum. NIF Driver(s): ☐ School and ELC Improvement.	We have made very good progress. What did we do? • All learners are now set up with profiles and staff have begun to engage in training around updating these. • Staff feedback was gathered on how to progress profiling into next session. • Meta-Skills Masterclasses ran for 4 week blocks each term. • Masterclasses were adapted each term after staff feedback. • All staff used the Consultative Planning formats to plan Masterclasses in line with learner's interests. Evidence indicates the impact is: • Staff feedback shows a need for more training around profiling so that this can be extended out with ICT lessons.

☒ School and ELC Leadership ☒ Teacher and Practitioner Professionalism ☒ Parental Engagement ☒ Curriculum and Assessment ☒ Performance Information	• Most staff agree that Meta-Skills Masterclasses have been a valuable addition to our curriculum. • Learners enjoyed working alongside peers from other stages of the school.
ELC Increase the achievements and skill development of all learners within and beyond the ELC.	We have made good progress. What did we do? • Our 'Garden Gang' was set up and supported clearing our garden. • Area planners were relaunched to promote continual improvement and development in the garden. • Our school partnership has increased through daily visits to the infant department and teacher visits to the ELC. • Our allotment area has been enhanced and nets added to protect crops. • Our poly tunnel has been utilised to support crop growth. • Community links with the library and Morrisons have continued. Evidence indicates that: • Staff feel further focus on our garden and allotment areas would increase the quality of experiences for our learners. • All staff feel the 'Garden Gang' was a helpful addition and this should develop further. • Our transition programme ensured all children were well supported on their move to Primary 1. • Staff feel our community links could further improve once staffing levels stabilise.

Carmondean Primary School has good overall attendance rate (94% over this session) and 1 child was excluded.

The school benefits from a good level of parental engagement. The Parent Forum, Parent Council, Parent Staff Association (Carmondean Committee) 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 Senior Leadership Team and staff of the school when initiatives are being evaluated, and decisions are being made.

Our Wider Achievements this year have been:

- Being awarded Digital Schools Award in recognition of the school's achievement in integrating digital technology into learning and teaching.
- Being awarded Gold 2024-26 School Sport Award.
- Participating in the West Lothian Euroquiz.

- Attendance initiatives have increased attendance for Quintile 1 and Free School Meal pupils.
- Engaged with WLC's Equity Team throughout 2024-2025.
- Awarded first place in Deans Gala Day fancy dress parade in June 2024.
- Participating in Active Schools sporting activities and festivals.
- Continued to establish our Carmondean Pantry (foodbank) and Carmondean Closet (clothing bank).
- Pupil Voice – ECO committee; Pupil Council; House and Vice House Captains; Sports Council; Playground Mentor; Book Gang, Digital Leaders; Language Ambassadors; HWB mini champs; Numeracy mini champs

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

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

+Delete if not relevant

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