

# 1. Mid Calder Primary School and Early Learning and Childcare Setting



# PROGRESS REPORT FOR SESSION 2023/24

(Standards & Quality Report)

Mid Calder Primary School

Mid Calder

EH53 0RR



## ABOUT OUR SCHOOL

Mid Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the village of Mid Calder. Currently our Free School Meal entitlement is less than 7%. Our school values with the acronym SOAR: Successful, Optimistic, Adventurous and Respectful, underpin everything we do. Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our cluster schools within the West Calder High School cluster, our community and external agencies to ensure we fully meet the needs of all of our learners. In session 2023-2024, the school had a role of 179 pupils with 8 classes consisting of 2 composite classes; P5/6 and a P6/7. The senior management team consist of 1 Principal Teacher, and an acting Head Teacher. The school benefits from a learning support specialist. We also have a focus on developing our approaches to outdoor learning, health and wellbeing and digital learning, with staff delivering experiences in these areas for learners. Tuition in Brass is provided for children from P5 to P7 by the Instrumental Music Service.

Our Nursery is housed in a newer building within the school campus. The Nursery Class is staffed by an Early Years Officer, 3 full time Early Years Practitioners, 2 part-time Early Years Practitioners and 3 Pupil Support Workers. It is built to accommodate 40 children in the morning and up to 40 children in the afternoon, this ratio includes 16 full day spaces. Children are allocated either a morning, an afternoon or 2 full day/one short session placements. There is now provision for five 2 year old places.

We have a fully supportive Parent Council and Fundraising Group, who are very active in school, especially in the areas of fundraising, communication and liaison.

The school has an excellent relationship with the Cluster Schools and the local Kirk of Calder.

### **Our school Vision & Values:**

**The Latin on our school badge ‘Spero Meliora’... *to hope for better things* creates a very positive vision within our school; all members of our learning community support and lead each other and themselves to be Successful, Optimistic and Adventurous with their learning while being Respectful to themselves, their environment and their Community.**

### **‘Together we SOAR’**

**Successful – Optimistic – Adventurous – Respectful**

## 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 2023/24, what the impact has been and what our next steps will be to continue to address these priorities in session 2024/25.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

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> <ul style="list-style-type: none"> <li>• The Development of Numeracy framework for Mid Calder.</li> <li>• Numeracy working walls embedded across all classes.</li> <li>• All staff to develop an understanding of the teaching of reading through a systematic synthetic phonics approach.</li> </ul> <p><b>Our measurable outcome for session 2023/24 was to ...</b></p> <p>1% increase in Numeracy (P1-P7)  1% increase in early level reading and writing data.</p> <p><b>NIF Driver(s):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> School and ELC Improvement.</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<p>Staff participated in both school and cluster level moderation, sessions which impacted positively on confidence and accuracy of teacher professional judgement. Rigorous assessment was carried out to identify gaps in learning, with learners benefitting from targeted interventions planned and implemented for identified groups/individuals in literacy and numeracy.</p> <p>Almost all teaching staff engaged in professional learning in numeracy and literacy with a focus on effective pedagogy to support delivery of quality experiences for pupils.</p> <p>Selected teaching and PSW staff completed professional learning in delivering Numicon Intervention which has impacted on targeted learner’s confidence and improvements in Numeracy.</p> <p>Staff implemented a creative look and review of learning environments and pedagogical approaches to allow for a more dynamic approach to learner engagement, mixed groupings and creative learning and teaching, with a focus on pupils maximise working walls as a toolkit for learning, using resources creatively. Almost all classrooms now have working walls which reflect school and cluster numeracy development. Learners report positively on how these have helped with their numeracy strategies.</p> <p>Significant changes made to the P1 and P2 learning environment to facilitate play opportunities. Staff have reported that the impact of this has been significant to planning for high quality play opportunities and experiences incorporating learner voice.</p> <p>Evidence of good practice was shared across the school and wider with Cluster work – rich tasks, engaging learning</p> <p>Most children reporting on using the class Numeracy working walls to support their learning.</p> <p>Numeracy activities were developed in P1 and P2 across areas (tuff trays/play areas/breakout rooms) this has increased engagement in numeracy activities and interest.</p> <p>Mixed groupings being used in some stages. Learners report that this helps them with their confidence in their numeracy and maths work. This will require further development and support.</p> <p>There were focussed QA visits of Numeracy lessons (SMT obs and Peer obs) as well as lesson observations from the WL Numeracy officer. Learner focus groups were discussions and review of working walls throughout the year. Most staff engaged in a Numeracy action enquiry (trialled in class) as a result of Numeracy Officer CLPL cluster focus.</p> <p>A focus should now be on improving the quality of the learning and teaching supporting all learning with the ability to understand what they are learning and</p>

	<p>why, linking to skills and career pathways. Develop a consistency across the school with the format of Literacy and Numeracy lessons or series of lessons. Staff expressed a request for supporting assessment strategies in Numeracy/Maths. This is something that can be explored next session.</p> <p>The University of Edinburgh gave a ½ day training session to staff Teaching Data Literacy. This was also opened up to our cluster school to join us. This work tied in with our Internet of Things (IoT) project from the previous year building upon what data means and how we can interpret and use it effectively. The majority of staff then ran data project within their own classes. A successful project was the Data weaving of travelling to school. This was a visual data chart woven outside the school gate to visually represent how our learners travelled to school.</p> <p>Through cluster network sessions and CLPL our Cluster has developed a framework from Numerical and Mathematical Learning. This will support staff with the effective teaching of Numeracy and Maths.</p> <p>Majority of staff trained with Systematic Synthetic Phonics and most are using related resources to support learners. Phonics International now being used in all stages. Staff supporting each other with delivery and planning. This programme is still in its early stages of development and will need consolidation. Staff reported that the resources we difficult to find at times on the website but this was down to lack of familiarisation with the new supports. This phonics approach has been used across the school and already has had positive impacts on spelling.</p> <p>There were 3 Writing moderation sessions with the development spread across sessions focussing on Description/Procedure/Exposition moderation. Moderation feedback was positive with staff reporting that they feel more confident with writing genres and developed a deeper understanding of writing across levels. Pupils were able to talk about the different genres they had completed.</p> <p>Learners display increased motivation and confidence in Writing and Numeracy through participation in small group setting sessions. This is evidenced in learner conversations and classroom quality assurance visits.</p> <p>Attainment percentage increases over time  P7 Data: <ul style="list-style-type: none"> <li>• 3% rise in Writing attainment</li> <li>• 3% raise in Mathematics attainment</li> </ul> P4 Data: <ul style="list-style-type: none"> <li>• 6% rise in Numeracy and Mathematics attainment</li> </ul> P1 Data: Current data <ul style="list-style-type: none"> <li>• 95% attainment in Numeracy</li> <li>• 86% attainment in Writing</li> </ul> <p>Comparing previous year P1 data (Reading and Writing)  2022/23 Reading - 77.78%  2023/24 Reading - 86.36%</p> <p>2022/23 Writing - 74.07%  2023/24 Writing - 86.36%</p> </p>
ELC	<ul style="list-style-type: none"> <li>• Weekly staff planning sessions: focus on use of evaluative language</li> <li>• Increased staff understanding of shared pedagogy approach</li> </ul>

<p>All learners will experience rich learning tasks in Literacy and Numeracy, informed by Early Level Es and Os and tracker statements.</p>	<ul style="list-style-type: none"> <li>• Tracker monitoring: consistent format of observations on Seesaw</li> <li>• *above track learners identified through observations: pupil voice</li> <li>• Staff FORMs to gather confidence bands in planning process &amp; further familiarisation of Early Level Pathways.</li> <li>• Planning wall developed – reflects current learning and impact of high quality planning</li> <li>• WL ELC Team support visit to enhance planning further – procedures amended and streamlined to reflect current WLC expectations/standards.</li> <li>• Increased high quality dialogue from team regarding planning</li> <li>• Minutes of meetings – updated and shared to ensure all messages are communicated through all staff. All staff have reported confidence and increased in understanding of current ELC developments.</li> <li>• Further confidence in utilising national documents to support planning =- RtA, schemas now being planned for.</li> <li>• Floorbooks now updated more regularly with quality reflections of learning opportunities. Consistent standard and expectation for floor book understood by all staff.</li> <li>• More effective systems in place to support learning walls and updates from learners (Utilising digital supports i.e. One Drive etc)</li> <li>• Network and cluster meeting attendance</li> <li>• Next steps books introduced to ensure link between learning, next steps and future planned learning are followed through</li> </ul>
<p>2.</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p><b>Our measurable outcome for session 2023/24 was to ....</b></p> <ul style="list-style-type: none"> <li>• Increase Parental, Staff and pupil engagement with Cost of the school day reductions and strategies to support families.</li> </ul> <p><b>NIF Driver(s):</b></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>We are committed to continuously developing our approach to ensure equity and tackle the poverty related attainment gap. Engagement with Parent Council and Parent, Staff Association to look at ways of reducing CoSD. These are some of our successful implementations; Pay it forward scheme for parents, food bank collections, PSA trip contributions, continued school uniform clothing swap shop, book swap, and Halloween costume swap.</p> <p>82% of Parents reported that they feel the school is helping to reduce day to day school costs.</p> <p>89% of learners reported that the Costs associated with the school day do not prevent them participating in wider school activities.</p> <p>Some of our Pupil Committee groups have found creative ways to reduce costs for learners and how to make things more equitable for all. Book bug – book swap. Eco group – encouraging less plastic. Learners have voiced that they would like to continue to find ways reduce costs as well as becoming more eco friendly.</p> <p>Cost of the School day has been an agenda item on all staff meetings as well as PSA and Parent Council meetings.</p> <p>All after school clubs were made free to all children this session.</p> <p>This has increased the number of children applying for clubs after school clubs compared to previous paid for sessions.</p> <p>Our Pupil Equity Fund is £16,200</p> <p>The new 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.</p> <p>7 interventions priorities were planned with 100% making moderate or good progress.</p>

<p>☒Performance Information</p>	<p>PEF was used effectively to recruit a Pupil Support Worker to help drive and deliver some of the equity priorities across the school. Training was targeted for staff in literacy approaches – systematic synthetic phonics and numeracy interventions (Numicon).</p> <p>Interventions this year have focused on increasing addressing gaps in literacy, numeracy and supporting life skills. Examples include the introduction of Numicon Training and Systematic Synthetic Phonics training, breakfast dance, lunch choir clubs, literacy interventions in P1-P3.All after school clubs free to all learners. Introduction of the Book Bug ‘Book Swap’ facility.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> <li>• Identified pupils increased their reading attainment, increased spelling confidence and knowledge of phonetic sounds</li> <li>• Attendance of identified pupils has increased by at least 5%.</li> <li>• Numicon interventions has supported individuals with increasing their confidence with Numeracy and developing a better knowledge and understanding of number.</li> <li>• 100% of Targeted pupils using the Book swap to take books home</li> </ul> <p>Staff have demonstrated a strong commitment across the school to minimise barriers to learners through tracking and monitoring meetings and classroom quality assurance visits.</p> <p>There have been effective working with partnership agencies; Inclusion Support Services, Education Support, Educational Psychologist, Speech and Language, Sight Scotland, West Lothian Child Protection officer, NHS and Social Work to positively impact learners through identification and assessment of learner needs.</p>
<p>ELC All staff will increase in confidence in developing tracking and monitoring approaches using robust evidence base and data analysis for attainment &amp; achievement</p>	<ul style="list-style-type: none"> <li>• Quality of next steps focus as part of tracking procedures-are next steps linked and addressed in planning? Qualitative data evidence.</li> <li>• Tracker monitoring: consistent format of observations on Seesaw</li> <li>• All learning profiles reflect individual progress (90% and above): monitoring &amp; QA procedures</li> <li>• Increased dialogue with learners about learning and next steps: almost all learners confident in talking about their learning- evidence in Seesaw observations</li> <li>• Almost all staff confident in using evaluative language (90%)</li> <li>• Almost all staff: increased confidence band in assessing learners using professional judgement – floor-books, observations, tracker statements</li> </ul> <ul style="list-style-type: none"> <li>• Staff engaging with quantitative evaluative language during planning/evaluation processes</li> <li>• Standards and expectations of planning and observations developed across team - reflected in meeting minutes</li> <li>• Seesaw continues to be developed – MCELC pro-forma of observation contents devised and further emphasis on reflection of individuals progress now emerging.</li> <li>• Increased staff awareness of WL expected number of observations.</li> </ul>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 2023/24 was to ....</b></p> <ul style="list-style-type: none"> <li>Learners and School community understand the UNCRC and can describe how it impacts on their lives and the lives of children across the world.</li> <li>All Learners feel safe and protected and know what to do if they need wellbeing support.</li> </ul> <p><b>NIF Driver(s):</b></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>RRS Action plan was created with pupils and parent focus group. Utilised to achieve silver award. School wide focus on rights- displays in classrooms/areas/and within lessons. Silver RRS award SWAY created.</p> <p>Rights Committee groups formed. Right display developed. Rights incorporated into class charters.</p> <p>All learners have been part of learning conversations and activities to support understanding about UNCRC rights.</p> <p>Rights Respecting School Silver Award Achieved.</p> <p>85% of learners said they had opportunities to learn about their rights and these were promoted and protected at school. All learners experience a consistent whole school approach to UNCRC rights and learning linked to these. As a result, there is a clearer shared understanding of the rights of the child.</p> <p>94% felt that their child had opportunities to learn about their rights and that they were promoted and protected at school.</p> <p>School will now continue to embed Child Rights across all aspects of school life and work toward our Gold award.</p> <p>95% of our learners reported that they feel safe at school.</p> <p>91% of our Parents/Carers reported that they feel their child is safe at school.</p> <p>All learners have identified and access to One Trusted Adult in school</p> <p>Check-ins consistent across all stages/breakout, play areas.</p> <p>Check-ins in every class.</p> <p>Breakout spaces adapted to cater for learning/emotional needs.</p> <p>Emotion Works - Not used consistently, not as embedded as previously.</p> <p>Need to train new staff on this and revisit in classes.</p> <p>Emotion works cogs used in some classes but not all.</p> <p>SOAR Values - Weekly assemblies and children receive SOAR certificates and <i>Magical Moments</i> referred to and embedded throughout. All assemblies focus on SOAR and children motivated by <i>Magical Moments</i>.</p> <p>READY- READY- SAFE, 5 step model posters displayed in all classes</p> <p>Next steps – develop tracking of wider achievements.</p> <p>House meetings led by P7 House Captains and Vice Captains used to focus on RRS. Pupil led collaborative to discuss how their work links in to UNCRC. Collated examples shared on TEAMS. Have referred to rights, not always explicitly – further embed next year? Water/Mental health etc. House captains collaborate with Head Teacher prior to house meetings to discuss themes. Next session to focus on Global Goals/Sustainability and links to Child's Rights.</p> <p>RRS supported by Digital formats to collate information over TEAMS Forms – data gathered from pupils, parents and staff.</p> <p>RSHP focused programme throughout school – friendship topic thread. Gathered data from children and parents.</p> <p>P7 mediators were not setup this year. Priority next year as this could support positive relationships.</p> <p><i>Hope</i> Production – Anti bullying drama was given to all P4-P7 pupils. "Hope" is the story of a beautiful and successful pop star returning to the town where she grew up for the first time in years. A chance encounter between her and an old school</p>
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	<p>acquaintance brings back painful memories of her childhood and the systematic abuse and bullying she suffered at the hands of a classmate. It is a story of courage, self-empowerment and redemption. Promotes self-empowerment and examines strategies to combat bullying.</p> <p>Almost all learners agreed or strongly agreed that the production helped them think about how to deal with bullying.</p> <p>Learners invited to join a range of Committee groups: STEM, Amazing Authors, Digital Leaders, Eco, Book bugs and Rights Respecting groups. Action plans were developed with learners to focus on their interests and ideas. Almost all learners surveyed said that they would like to continue with the different Committee groups.</p> <p>Over the course of the year there were various opportunities for Parents and Carers to come into school – Meet the Teacher, Parents Nights, Class Assemblies, Nativity, PSA events, Parent Pop-Ins (2 evening sessions and one afternoon session.) These are hands on sessions for Parents to engage with their child’s learning.</p> <p>Our surveys and feedback from Parents and Carers of these has been extremely positive. 100% of Parents and Cares agreed in our most recent survey that they had enough opportunities across the year to come into school.</p> <p>Staff Curriculum working group has refreshed the curriculum planning documents encompassing RRS agenda so children’s rights interwoven into the planning of learning. This refreshed curriculum planning document and progression pathway is still in draft format and is planned for Aug 2024.</p> <p>Almost all learners have benefited from timely intervention based teaching approaches to support wellbeing and address barriers to learning.</p> <p>All learners have opportunities for learner participation and most have opportunities to develop leadership skills through a range of pupil leadership groups and classroom practices. Examples include Committee groups, Buddying, Wellbeing Warriors and Foody Friends, responsive planning, digital leaders, global citizens, pupil parliament, P7 Lessons leaders as well as class responsibilities and roles.</p> <p>With new staff starting next session nurture based approaches and emotional regulation programmes are to be refreshed to ensure consistency across stages.</p>
<p><b>ELC</b> Almost all learners will use strategies to communicate feelings and emotions.</p> <p>Almost all in our nursery community will feel supported in their emotional, social and physical wellbeing.</p>	<ul style="list-style-type: none"> <li>• Almost all learners able to use emotion-based language –group time sessions: evaluation &amp; planning shared staff sessions</li> <li>• Measured by monitoring trackers RAG and wellbeing indicators</li> <li>• Increased confidence from parents using FORMS to evidence emotion language use &amp; engagement with Colour Monster approach-links with home</li> <li>• Qualitative staff feedback: confidence and quality of HWB approaches in all areas of nursery</li> <li>• Tracking of observations: pupil voice</li> <li>• Increased confidence from staff &amp; parents in strategies and approaches to support all learners- Personal Plans evidence: feedback from staff</li> <li>• Professional dialogue sessions with staff based around leadership of learning &amp; CLPL – ARD/PRD</li> </ul> <ul style="list-style-type: none"> <li>• Emotions check-ins happening at group time.</li> <li>• Books and stories with HWB theme utilised</li> </ul>



	<ul style="list-style-type: none"> <li>• Positive support visits from WL ELC Team – increases staff knowledge and understanding of Personal Planning.</li> <li>• New procedures introduced to enhance and develop strategies to reflect current needs of children.</li> <li>• Updated more regularly and true reflection of current strategies</li> <li>• ASN needs reflected in staff CLPL (i.e. SALT training for selective mutism) – CLPL developed during the year to reflect the emerging needs of our children.</li> <li>• Meeting minutes reflect current ASN discussion points – practitioners discuss at every meeting effective strategies and updates of CPMs.</li> <li>• Staffing changes have meant good practise visits have not been scheduled.</li> <li>• ELC pupils pre-school experiences high quality, supportive and well planned transition activities to P1. Regular supports and visits to school have ensured transition to school</li> </ul>
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p><b>Our measurable outcome for session 2023/24 was to ....</b></p> <ul style="list-style-type: none"> <li>• Develop IDL planning across stages taking the Mid Calder context/Community and pupil voice into consideration</li> <li>• Explore approaches to pupil profiling to share attainment, achievement and skills within 4 contexts for learning (P4-P7) for parents and carers.</li> </ul> <p><b>NIF Driver(s):</b></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>Learners reported to the West Lothian Moving Forward in Learning IDL group about IDL in their context. All classes use consultative planning throughout IDL developments. Learners did report positively that they had opportunity to help shape their IDL. Learners did express that they would like more opportunities for more personal pathways in IDL.</p> <p>Through House meeting learners were consulted on what they would like to learn about Mid Calder to help shape our Curriculum developments for our own unique Mid Calder context. Working group using this data to shape curriculum development. This is ongoing.</p> <p>Most classes engaged with our skills builder- the skills were also added to planning documents to support planning for our skills as well as subject knowledge and understanding. The Skills are explicitly taught in the majority of classes. Further links need to be developed to highlighting career pathways that use similar skills. Benchmarking and tracking of skills needs investigated.</p> <p>The majority of staff took ownership of outdoor learning and planning to promote outdoor learning experiences.</p> <p>All staff engaged with Social Enterprise Academy training to support development of Community links and DYW and team teaching opportunities. This will be developed further in to next session linked to Sustainability developments</p> <p>The changes to the P1 and P2 environment has allowed facilitation of free flow play. Block play training scheduled for P1 practitioners was cancelled. P1 teacher attended network meetings and play based CLPL</p> <p>Early Years Development Officer supported school with early years play and class room setup</p> <p>Staff Working Group on Play based learning – focussing predominately in P1 and P2. Need to focus on other stages not just P1 and P2.</p> <p>SLT/Staff engaged in CLPL National/WL/RIC for play based Initiatives The Staff working group on profiling for P4-7 collected samples from other schools and engaged with the National working group to evaluate good practice. It was</p>

	<p>highlighted that Skills development Scotland have been working on a Profiling tool. This will be further developed next session.</p> <p>Staff try to ensure learning and teaching is relevant and purposeful for the learners with regular opportunity for learners to lead their own learning. Consultative approaches are used incorporating pupil voice and where possible real life context, The Skills are explicitly taught in the majority of classes. Further links need to be developed to highlighting career pathways that use similar skills. Benchmarking and tracking of skills needs investigated.</p> <p>The majority of learners are increasingly confident in using skills terminology to describe their learning in a range of contexts.</p>
<p><b>ELC</b> Almost all learners will experience a skills based ethos &amp; pedagogy in ELC, underpinning DYW and our unique Mid Calder context for learning.</p>	<ul style="list-style-type: none"> <li>• Environmental audit QA procedures- evidence of icons &amp; reference to icon meaning during observations</li> <li>• Environmental audit refresh: visible updating of spaces</li> <li>• FORMS feedback gathering views on partnership and collaboration opportunities with stakeholders and ELC</li> <li>• QR code – parent feedback</li> <li>• Termly QA and tracking of observations: thread of digital and skills based learning evidenced</li> <li>• Increased confidence in current N4 learners utilising school environments: pupil voice</li> <li>• Shared understanding of ELC school links across all staff team</li>   <li>• Icons displayed prominently around ELC environments</li> <li>• Staff CLPL from Skills Builder completed in November 2023.</li> <li>• Number of stay and play sessions has increased this year, however these could link to skills and DYW focus as an area of development.</li> <li>• ELC pupils pre-school experiences high quality, supportive and well planned transition activities to P1.</li> </ul>

Attendance data 2023/24 – 94.66%

No exclusions

Continued progress on School Improvement priorities reported at all Parent Council Meetings through Head teacher updates.

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

**ELC:**

- ELC Stay and Play sessions
- Effective and supportive transition programme for pre-school children
- Outdoor learning provision – Wild Connections
- Local community walks – presence in the community
- NYCOS CLPL sessions for staff

**School:**

- NYCOS sessions for ELC learners
- Wide variety of trips offered to all stages
- Canoeing and Team building for P6
- Money Advice Scotland sessions for all classes
- Dog trust workshops
- Bowling sessions P5
- Netball Tournaments
- P7 camp
- Bikes2school day
- Rugby sessions
- Martial Art sessions
- Magical Moments linked to skills
- Living our Values certificates
- Variety of after school clubs - All free.
- NYCO workshops
- PSA events – Discos, Bingo night, Christmas Fair, Spring Fair
- Resilient Rhythms – drumming workshops
- Hope – anti bullying drama
- Development of School mosaic through mosaic club
- Leadership roles across classes
- Partnership feedback
- Young engineer
- First Aid training
- Parent Pop in sessions
- 2 teams in Jak Trueman Football Tournament
- Parental Playground clear up

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	Very 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	Good
3.2 Securing children's progress	Satisfactory

+Delete if not relevant

\*(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)