

# Parkhead Primary School and Early Learning and Childcare Setting



## PROGRESS REPORT FOR SESSION 2024/25

(Standards & Quality Report)



Harburn Road

West Calder

EH55 8AH



## ABOUT OUR SCHOOL

Parkhead Primary school is a non-denominational setting serving the communities of West Calder, Polbeth, and the surrounding rural areas. As part of the West Calder High School Cluster, we maintain strong collaborative relationships with our cluster schools.

In the 2024-25 academic year, the school comprised 15 classes from P1 to P7, along with an Early Learning and Childcare (ELC) setting. Our school community included 475 pupils, with 70 children enrolled in the ELC across various sessions. The Senior Leadership Team consists of a Head Teacher (appointed in October 2024), a Depute Head Teacher, a part-time Principal Teacher and part time acting Principal Teacher. One of our Principal Teachers oversees the ELC, working alongside our Early Years Officer and ELCASM, with support from the Head Teacher.

Our teaching staff team is made up of 20 teachers, including a PE specialist, an Art specialist, a part-time Health & Wellbeing teacher, and two part-time Support for Learning teachers.

Our administrative team comprises of an Admin Assistant and a Clerical Assistant, while our wider school and ELC community is supported by a dedicated team of Early Years Practitioners, Pupil Support Workers, and a Supervisory Assistant. Together, we strive to foster a safe, nurturing, inclusive, and supportive learning environment for all our pupils.

The school enjoys strong connections within the West Calder community, particularly with the West Kirk, and benefits from the engagement of an active fundraising parent group (PPA).

This past year has been successful, with the school making significant efforts to improve and enhance our curriculum offer to provide a broad and experiential curriculum that meets the diverse needs of our learners. Our approach reflects their rights and enhances their skills for learning, life, and work.

At Parkhead Primary School, our Values **INSPIRE** us to

**Dream it**

**Believe it**

**Achieve it**

Our Values were co-created with our learners, staff, parents and partners and have been fully embedded across the school. Our Values drive our curriculum and are embedded in everything we do.



**INSPIRE NURTURE SELF BELIEF PERSEVERANCE INDIVIDUALITY RESPECT EMPATHY**

**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: [Achieving Excellence and Equity: 2025 National Improvement Framework: Improvement Plan](#)

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><b>Our measurable outcome for session 2024/25 was ...</b></p> <p>Improve our curriculum offer to meet the needs of our Parkhead Learners and strengthen the 4 capacities.</p> <p>Children know what their learning targets are and are supported to meet their targets.</p> <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>We have made good progress.</p> <p>What did we do?</p> <p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• We provided opportunities for children and parents to share their views about curriculum and what is important to them.</li> <li>• Staff used the data gathered from pupils to ensure their views were taken into consideration when planning new learning experiences.</li> <li>• Staff conducted a catchment review to explore the areas our children live in and the challenges and opportunities the various different local areas create for our children and families. E.g. remote areas, opportunities for play in green spaces, distance to travel to get to school or peers out with school, access to public transport, shops and recreational facilities.</li> <li>• Staff have identified a wide range of local businesses, landmarks, and organisations which could be used to enrich the curriculum and provide meaningful, place-based learning experiences.</li> <li>• A short life Outdoor Learning working group has developed a series of lessons for each level to increase opportunities for outdoor learning incorporating literacy, numeracy and meta skills.</li> <li>• Collaborative work with our PPA has ensured the provision of high-quality outdoor learning materials to enhance experiences for all learners.</li> <li>• Innovative approaches to numeracy and mathematics have been trialled in one of our upper school classes, with a focus on developing thinking skills, confidence, and the ability to take risks and share strategies.</li> </ul> <p><b>Learning, Teaching &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• A consistent whole-school approach to lesson structure has been established through the introduction of a four-part lesson model now embedded across all classes.</li> <li>• Excellence and Equity meetings have been adapted to provide an in-depth discussion about barriers to learning and how to effectively support and challenge pupils to increase attainment and achievement.</li> <li>• Targeted support plans have been introduced to increase progress and increase attainment for pupils identified as being off track or at risk of not meeting national expectations, with a particular focus on literacy and numeracy.</li> <li>• Digital pupil profiles have been established for all learners. Classes are beginning to record and share literacy targets using <i>Seesaw</i> (P1–P3) and <i>My World of Work</i> (P4–P7), encouraging reflection and promoting awareness of and use of metaskills.</li> <li>• All class teachers are now using a detailed yearly overview for literacy, which ensures continuity and progression across all areas of the literacy curriculum and across all stages.</li> <li>• NGRT assessments (P3–P7) have been introduced to continue to build a profile of identified learning gaps, support teacher professional judgement, and determine next steps in reading development.</li> <li>• Teachers and support staff have carried out robust assessments to identify learners requiring additional support, and regularly review data to plan and implement appropriate interventions and resources.</li> <li>• All classes are using West Lothian core and genre targets in writing lessons. All learners are being exposed to the targets.</li> <li>• Grammar lessons are taught in line with the PM writing programme, alongside other resources. This ensures that grammar skills being taught are relevant to the genre and are taught in context.</li> </ul>

	<ul style="list-style-type: none"> <li>• From P1 to P7, Letter Join is being used as a consistent approach to handwriting. Improvements have been observed across most classes, with additional strategies used to promote high standards of presentation in all written work.</li> <li>• We held a parent drop-in session to share how we teach reading strategies in P4-7 took place to enable parents to support at home.</li> <li>• Class teachers took part in a collegiate session to analyse and moderate assessment data in reading to support and improve confidence in teacher professional judgement.</li> <li>• Reciprocal Reading strategies such as predicting, clarifying, questioning, and summarising are increasingly being implemented across the school, strengthening comprehension and critical thinking.</li> </ul> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> <li>• Learner conversations have shown that learners in most classes are becoming more confident talking about their learning targets when discussing their learning journey.</li> <li>• In Writing, most learners are achieving in line with or above national expectations. At our 'Achievement of a Level' stages, (P1, P4 and P7) overall writing attainment has increased by an average of almost 5% from the beginning of the year.</li> <li>• Almost all stages have increased Reading attainment. In all stages (P1-P7) most learners are achieving in line with national expectations or beyond in Reading.</li> <li>• Listening and Talking attainment in all stages across the school has increased with almost all learners achieving in line with national expectations or beyond.</li> <li>• Numeracy attainment has increased by 3% on average across P1-P7. Most children are achieving in line with national expectations with a few pupils achieving beyond national expectations.</li> <li>• We now have identified opportunities to work with and in our local community and with various other partners to enhance our curriculum offer.</li> <li>• Improvements in handwriting have been observed across most classes, with additional strategies used to improve presentation in all written work.</li> </ul>
ELC	<ul style="list-style-type: none"> <li>• We continued to embed the Big Bedtime Read within the ELC to encourage the development of literacy and reading at home.</li> <li>• Almost all families engaged with Big Bedtime read and feedback demonstrated that all families that took part enjoyed using the packs with their children. Feedback showed that the information session provided by staff helped them to understand the initiative. Almost all state they will continue to engage in reading and reading activities with their children at home.</li> <li>• Skills sessions have been developed this session for all learners. Practitioner led sessions developing skills like storytelling, use of props to retell stories, rhyme and sequencing have benefited all participants in terms of an increase in confidence and ability in these areas. For some of our learners this has transferred into their play.</li> <li>• This session, the impact of skills sessions, literacy network sessions providing confidence to practitioners and our focused rhyme and syllable work has resulted in an increase of 34% of on-track pre-school children across those areas.</li> <li>• The majority of our pre-school children are meeting or exceeding national expectations for literacy and numeracy.</li> <li>• Distributive Leadership Roles in Literacy and Numeracy encouraged practitioners to use the ELC Audit tools for those curricular areas to improve and enhance our ELC provision within our indoor and outdoor spaces. Development of resources, environment and provocations have resulted in an increase in engagement for almost all children in our setting.</li> </ul>
2.	<p>We have made good progress.</p> <p>What did we do?</p>

To close the attainment gap between the most and least disadvantaged children

Our measurable outcome for session 2024/25 was to ...

To improve attainment in literacy and numeracy for our most disadvantaged learners.

Meeting the needs of all pupils – develop approaches to adaptive teaching

To improve knowledge and understanding of what anxiety is. To provide anxiety management techniques to help manage anxiety. To increase staff confidence when dealing with pupils' anxieties.

Improve the playground experience will be for pupils, and behavioural incidents will have lessened. Pupils will report a more positive experience in the playground.

NIF Driver(s):

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- We've made good progress in addressing the attainment gap. We were awarded £84,525 in Pupil Equity Funding (PEF).

Our key actions include:

- We conducted termly Excellence and Equity meetings to monitor pupil attainment in Literacy, Numeracy, and Health and Wellbeing.
- We used the new PEF planning tool to identify gaps, plan interventions, and gather evidence of impact.
- 17 priorities were planned, with 41% fully achieved and 88% showing good or better progress.
- PEF provided pedagogical support in Literacy and Numeracy to oversee equity priorities.
- Two additional Pupil Support Workers (PSWs) were recruited to support identified learners
- Two teaching staff took on development roles to increase attendance, support health and wellbeing, and introduce anxiety interventions.
- We introduced a walking bus to support attendance.
- We implemented Numicon interventions and SEAL strategies in P2-P4 to raise numeracy attainment.
- We introduced common word reading and spelling interventions in P4-P7 to raise literacy attainment.
- We purchased and implemented the Word Shark programme to support spelling.
- We developed outdoor programmes and activities to improve health and wellbeing in the playground.
- We introduced sound bath therapy, music interventions, and increased sporting opportunities for identified pupils as part of a bespoke curriculum offer.
- We provided a pantomime production experience to foster creativity and enjoyment.
- We brought in specialist educators for Music, Judo and Rugby tuition.

Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:

- Robust targeted support plans are in place, ensuring pupil progress is monitored and barriers to learning are identified and addressed.
- PSWs consistently implemented Literacy and Numeracy interventions (Common Word Spelling and Reading, Numicon, SEAL).
- Identified pupils showed increased reading age, spelling age, knowledge of sounds and blends, and the number of common words they could read and write.
- 100% of children reassessed in Numicon Intervention Programme and SEAL strategies (taken by PSWs in small groups) showed an improvement of 8 months or more.
- 66% of P6 children improved numeracy skills by 2 months or more during the course of the intervention
- Pupils continue to progress in Common Word Spelling (CWS).
- Overall CWS accuracy increased by 18.5% (from 63% to 81.5%).
- P4b CWS average accuracy increased from 52% to 73%.
- Attendance of identified pupils increased by at least 6%.
- One pupil on the walking bus increased attendance by 18%; another by 10%.
- 92% of pupils reported feeling less anxious after HWB interventions.
- 100% of pupils reported learning new anxiety management strategies.
- Participation in the school show was 100%.
- Pupils participating in Judo and Rugby sessions showed improved self-regulation and emotional regulation.
- Sound bath therapy provided an alternative method of self-regulation, resulting in increased prosocial behaviour for participating pupils.

	<ul style="list-style-type: none"> <li>• Music tutoring provided additional challenge and improved attendance on music session days for identified pupils.</li> <li>• All pupils had the opportunity to experience a pantomime, which received very positive engagement and feedback.</li> </ul>
ELC	<ul style="list-style-type: none"> <li>• Termly E&amp;E meetings have provided the platform to identify barriers to learning and HWB needs for our learners and help find ways to support them. Themes identified from our Tracker statement analysis during these meetings has allowed us to target specific assessment and skills session focus which has led to improved attainment across the setting.</li> <li>• Professional dialogue amongst practitioners and partners such a Speech and Language, ASN specialists and Health Visitors has allowed us to identify strategies for our learners and arrange best practice visits. The impact of this is that we are now meeting the learning and HWB needs of most of our children through targeted supports.</li> </ul>

<p>3.</p> <p>To improve children and young people's health &amp; wellbeing</p> <p><b>Our measurable outcome for session 2024/25 was to ....</b></p> <p>Develop strategies, resources and environments to support regulation.</p> <p>An increased number of children will report that staff support them and encourage them to do the best they can.</p> <p>By the end of June, pupils will be able to explain how bullying is dealt with through our anti-bullying strategy.</p> <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>We have made good progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> <li>• We introduced quiet breaks during break and lunch times for identified pupils who find the larger playground overwhelming.</li> <li>• Our Pupil Council developed and launched an Anti-Bullying Strategy with the whole school.</li> <li>• We introduced "Fix It" folders for restorative conversations in P1-3</li> <li>• Staff collaborated with Learning Through Landscapes to improve our outdoor spaces and further develop outdoor learning.</li> <li>• We introduced playground challenges and zones to offer a wider variety of activities, promoting inclusion and wellbeing.</li> <li>• We implemented a new structure to ensure outdoor learning is taught by all stages each term, supported by our garden development.</li> <li>• We developed decision-making groups to give pupils a voice and leadership roles within the school.</li> <li>• The HWB Decision-Making Group (DMG) is promoting a refresh of the Healthy Snack policy and will arrange a healthy tasting session to gather pupil input.</li> <li>• The Rights Respecting Schools (RRS) DMG is promoting a whole-school understanding of the importance of children's rights.</li> <li>• The Cost of the School Day (COSD) DMG is promoting a better understanding of poverty and how to reduce associated costs.</li> <li>• The Cluster COSD group is raising awareness and gathering information on how to reduce daily costs for our most deprived families.</li> <li>• Sensory circuits have been introduced for identified pupils and are having a positive impact on regulation.</li> <li>• Provided pupils with opportunities to report on their wellbeing through TEAMS check-ins in P6-7</li> <li>• We implemented a P1 nurture group.</li> <li>• We introduced HWB genre reading books to facilitate discussions on particular issues.</li> <li>• The Inclusion Support Service team led a staff development session to support the implementation of Zones of Regulation, Positive Response Plans, and understanding pupil behaviour.</li> <li>• "My World of Work" goals functionality provides an opportunity for children to celebrate their achievements.</li> <li>• Quiet breaks at break and lunch times have successfully created a safer space for children who may feel overwhelmed by the larger playground.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Peer mediators are consistently in the playground providing support, and pupils report feeling listened to when disputes arise.</li> <li>• Improved outdoor spaces have been achieved with additional support from Learning Through Landscapes, resulting in a new playground stage and basketball zones to appeal to a wider variety of pupil interests.</li> <li>• Having games available at both break and lunch times has had a positive impact on pupil behaviour.</li> <li>• Calm kits in the classroom enable pupils to self-regulate their behaviour when needed.</li> <li>• Zones of Regulation are well embedded, with children confidently using the language to describe their feelings.</li> <li>• Morning check-ins are effective in helping children arrive in classrooms ready to learn.</li> <li>• Sensory circuits have led to increased regulated behaviour and more positive engagements with adults.</li> <li>• Pupils regularly access The Hive for regulation purposes, utilising sensory toys and circuits as needed.</li> <li>• Children are much more aware of where our food comes from and how to care for garden plants due to classes collaborating to improve the garden area (planting fruits, vegetables, and flowers).</li> <li>• The cluster Cost of the School Day (COSD) group has provided free zoo passes to identified families, directly supporting efforts to reduce costs for deprived families.</li> <li>• George Andersons provided a fruit tasting session for pupils, supporting the healthy snack policy refresh and promoting pupil voice on snack options</li> </ul>
ELC	<ul style="list-style-type: none"> <li>• Most of our pre-school children are meeting or exceeding National expectations across Health and Wellbeing.</li> <li>• Our vision, values and aims and curriculum rationale relaunch received positive feedback by all parents who attended the themed stay and play.</li> <li>• The introduction of a new wellbeing check in board has been received very positively by all children. The children understand the emotions based on the Colour Monster story and almost all can complete their daily HWB check-in without support. The children can also explain the emotions and why they are selecting the one they choose.</li> <li>• Feedback from parents so far on Transition 2025 has been very positive. Many are enjoying the increase in opportunities to visit the school and classroom and the opportunities to meet their buddies and teachers. These additional opportunities such as the lunch stay and play have allowed the children and families to feel more comfortable about the start of Primary 1. All children attended 2 or more transition sessions, and all children provided positive feedback on the sessions (in particular the buddy session).</li> <li>• Home to nursery transition continues to be a relaxing and child led experience. Parents have been very complementary about the support received by practitioners and the flexibility to meet their child's needs.</li> <li>• The sensory room and the nursery space as a whole, has been redesigned with a focus on soft lighting and more calming spaces and walls. There are now more spaces for children to go when they need a quieter space.</li> </ul>
<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 2024/25 was to ....</p>	<p>We have made good progress. What did we do?</p> <p><b>Curriculum Development</b></p> <ul style="list-style-type: none"> <li>• The school has introduced meta-skills challenges to help pupils become familiar with core transferable skills. This initiative supports learners in recognising and articulating how these skills are applied across learning, life, and the world of work.</li> </ul>

To develop our curriculum to incorporate the development of meta-skills in their learning.

To develop programmes of learning to ensure more opportunities for children to experience high quality learning outdoors.

**NIF Driver(s):**

- School and ELC Improvement.
- School and ELC Leadership
- Teacher and Practitioner Professionalism
- Parental Engagement
- Curriculum and Assessment
- Performance Information

- As part of the P7–S1 transition process, staff from the WCHS Languages Department visited the school to deliver targeted lessons, providing continuity and progression in our commitment to delivering 1+2 Languages.
- The Bikeability programme was delivered to selected pupils, providing access to essential cycling skills that support personal independence and contribute to the development of lifelong learning.
- In P1–3, the use of the Seesaw platform has been further developed, alongside the introduction of the My World of Work e-profiling tool. These platforms support pupils in profiling their learning, setting personal targets, and celebrating achievements.
- A diverse range of pupil leadership roles has been established, including Playground Leaders, Prefects, and House Captains. In addition, all pupils contribute actively through membership in a Decision-Making Group.
- As part of Careers Week, representatives from local businesses and the wider school community engaged with pupils, offering insights into their professions. Pupils had the opportunity to explore the meta-skills required for various careers through dialogue and inquiry.
- A Digital Leaders Lunch Club was launched in November to promote digital literacy, with pupils leading sessions and supporting other classes in the use of tools such as Adobe Express.
- The Meta-Skills Masterclass initiative supports the explicit development of core skills, with a consistent approach adopted through the school-wide use of the Skills Development Scotland framework.

**Pupil Voice**

- Pupils have been introduced to the How Good is OUR School framework through their involvement in Decision Making Groups and the Pupil Council. They are beginning to engage with themes from HGIOURS and can talk about their ideas to initiate change.
- Leadership opportunities for P7 pupils include roles such as Buddies and Prefects, while P6 pupils support younger peers through Reading Buddy partnerships with P2.
- Initiatives such as Fantastic Friday provide regular opportunities for pupils to share and celebrate their learning achievements.

Evidence indicates the impact is:

- All teaching staff actively use meta-skills terminology within their practice, with nearly all classrooms featuring dedicated meta-skills displays to reinforce learning.
- Through learner conversations, children in all classes are now incorporating meta-skills language into their reflections and discussions, indicating a deepening understanding of these concepts.
- Through learning observations, there is clear evidence of increased pupil confidence in talking about, referring to and applying transferable skills as a result of the explicit teaching of meta-skills across the curriculum.
- Through approaches to Profiling, pupils are beginning to show more confidence in identifying and articulating their individual targets and next steps in learning.
- Pupils have demonstrated increased confidence in developing and applying digital technologies throughout the school.
- Learning experiences are providing opportunities to develop curiosity, independent thinking, and greater engagement. Pupils are increasingly taking ownership of their learning and connecting it to real life contexts.
- Learners are becoming more aware of the skills they are developing during lessons, allowing them to demonstrate a greater balance of acquiring knowledge and understanding the application of learning in problem-solving contexts.

ELC	<ul style="list-style-type: none"> <li>• The introduction of the Parkhead Pandas this session has improved family learning opportunities and engagement. The SIMOA safety campaign has been a huge focus along with Safe Sally. The Parkhead Pandas have helped all of our learners try to stay safe at home and in the community. Some of our families posted photos on seesaw of their child and Parkhead Panda demonstrating “safe” in their environment.</li> <li>• Children can enthusiastically describe how to stay safe inside and outside of nursery with their peers and with adults. This was evident on the many community visits undertaken this year. Parkhead Panda and SIMOA accompany us to help us to stay safe.</li> <li>• Our children continue to be interested in digital technologies and digital skills. Almost all can evidence their learning by taking photos on an iPad. Our next step is to have the children upload these to their seesaw profiles.</li> <li>• Our Digital lead (Distributive Leadership role) continues to support staff to develop their digital skills so that they can support the children effectively in their digital journey.</li> <li>• Outdoor Leads (Distributive Leadership roles) have developed a planting and growing schedule working with the children to identify what plants need and when to plant and harvest certain seeds/produce. They also successfully used the numeracy and literacy audits to enhance the outdoor environment and ensure that our children were able to experience the same opportunities indoors as outdoors.</li> </ul>
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### **Engagement with parents/ carers**

Parents are sent termly class newsletters populated by learners during learning conversations, as well as receiving weekly snapshot and Fantastic Friday updates. CTs continue to communicate with families in a variety of ways. Parental engagement lead has organised a range of events to include and involve the wider school community in learning activities. Events such as a DYW week were organised in which families and relatives of learners shared their experiences of the working world.

During our recent ethos survey, most of our parents/carers felt that the school keeps them well informed about their child’s progress, 86% of our parents / carers felt that staff are approachable and welcoming. Almost 90% of our parents / carers rated their overall satisfaction of the school positively.

The Senior Leadership Team works alongside our families and outside agencies to promote good attendance and support those families who require it. We try to ensure early intervention of support. Learners with attendance rates of under 90% are targeted as per West Lothian Attendance Policy.

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

We celebrated Scottish Book Week by engaging the wider school community in a reading event, as well as providing Read Write Count bags for P1-3.

- P6 & P7 school show
- P1-3 Nativity
- Developing the Young Workforce Week
- PPA Easter Fayre
- Regular INSPIRE values certificates to recognise learners who continue to demonstrate our school values
- Successful Basketball & Netball tournaments
- Winners in the Track and Field event
- Brass band and choir performances
- P7 residential camp to Dalguise
- P5 & P6 skiing sessions at Hillend
- Class assemblies for all classes

- Introduction of masterclasses and associated awards
- P7a vs P7b Football tournament
- Judo Sessions
- Dance taster sessions
- Rugby sessions with newly developed partnership with Livingston Rugby Club coach
- Introduction of Outdoor Learning Awards

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	Good
3.2 Securing children's progress	Good

+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)