Introduction

The West Lothian Context

West Lothian Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transitions points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

The Corporate Plan sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

Priority 1: Delivering positive outcomes and early interventions for early years
Priority 2: Improving the employment position in West Lothian
Priority 3: Improving attainment and positive destinations for school children
Priority 4: Improving the quality of life for older people
Priority 5: Minimising poverty, the cycle of deprivation and promoting equality
Priority 6: Reducing crime and improving community safety
Priority 7: Delivering positive outcomes on health
Priority 8: Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

Education Services Management Plan

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:
- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. In moving forward together we have been asking ourselves - staff, pupils, parents/carers and stakeholders - key questions which are contained within this Standards and Quality Report. Our self-evaluation is in the pages that follow, along with our key areas for development for session 2015-16. This report is set within the context of CfE and GIRFEC and measured against the quality indicators within Child at the Centre, How good is Our School 3? and CfE National expectations: Self-evaluation resource.

The progress of the areas we developed in our 2014-2015 School Improvement Plan (SIP) is outlined in Appendix 1.
the six month secondment of the Headteacher. Children, parents and staff are now benefitting from the continuity of stable staffing arrangements.

In addition to the Early Learning and Childcare (ELCC) provision the centre offers a Social Policy playroom utilised by the Whitdale Family Centre and SURESTART whose staff provide a wide variety of support groups and programmes for families. This bright, stimulating room is also used by Social Policy to facilitate access visits for very young “Looked After Children”, (LAC) and their families from the local area. This session due to the introduction of increased ELCC hours Wraparound provision is now located in the Social Policy Playroom during the afternoon ELCC session. Additional meeting rooms provide space to facilitate parenting assessments; Child Protection meetings; group work and a base for visiting health professionals. The core health visiting services continue to support the centre. Building on the success of existing multi agency work children and families will continue to benefit from additional group work next session.

**How well do children and young people learn and achieve? (1.1;2.1)**

Children in Bathgate Early Years Centre are making good progress in all aspects of their development and learning. They feel successful and confident and understand the positive contribution they make to the life of the centre.

**Strengths**

Children benefit from the broad and stimulating range of learning experiences which are carefully planned by staff to meet the individual learning needs and styles of all children, indoors and out. Staff are aware of the needs of children who are not developmentally ready for CfE and evidence in Learner’s Journeys and Planning documentation demonstrates that they are differentiating provision appropriately, following advice given in Pre Birth to Three Guidance and more recently, Building the Ambition (BtA). The needs of vulnerable children and families are addressed promptly and appropriately. This session staff have continued to build on good practice and are now more confidently utilising the well-being indicators when planning specific supports for children requiring specialist interventions and Children’s Plans. Our work with parents on Literacy, Numeracy and challenging behaviour is impacting positively on parents supporting children’s learning and development at home. Learner’s Journey documents continue to provide a positive tool for assessment and recording individual children’s progress. Almost all parents have supported their child’s learning by contributing to this ongoing record of learning and wider achievements. At the point of transition this document is passed onto the associated school and provides relevant information which supports staff to continue to ensure they are building on individual children’s stage of learning and development. This session children have adopted more responsibility for planning and evaluating their own learning though staff’s enhanced use of Talking and Thinking Floorbooks. Learners can confidently identify, discuss and review current knowledge and identify what they are going to learn next.

This session all children have increased their understanding of the personal relevance of the health and wellbeing indicators (SHANARRI). They have engaged in quality discussion with their key workers and peers and have worked together to create a class display which is regularly revisited and discussed at group time. This has also been shared with parents/ carers at Stay, Play and Learn sessions.

**Areas for Development**

- Continue to raise parental awareness and understanding of Curriculum for Excellence (CfE) and how they can support their children’s progress and development at home.
- Continue to build on existing practice to fully implement Getting it right for every child (GIRFEC) to support all children and families from the earliest stages.
- Continue to work collaboratively to review and develop planning for progression in learning taking account of Pre-Birth to Three; Building the Ambition (BtA); West Lothian Early Years Practice Framework; GIRFEC and West Lothian Curriculum Progression Pathways.

**How well is the school helping children and young people to develop and learn? (5.1; 5.3)**

Children’s progress in learning is good. Meeting learner’s needs within the centre is good.

**Strengths**

Children benefit from our curriculum which is broad and well balanced and staff interaction with children is very skilful. Children and families benefit from the carefully planned programme for transition into nursery which enables staff to build very positive relationships with children and families from the beginning. Staff use Pre-Birth to Three guidance and more recently BtA to plan early experiences for children who are new to nursery. Parents of children who attend Parents as Early Educators in Partnership (PEEP) prior to nursery tell us that it has a very positive impact on transition from nursery to home. Many children and parents who have English as an Additional Language (EAL) have benefitted from our very successful and well attended Parents and Children Learning English group (PACE). This is also building the confidence of children and parents with EAL to access PEEP and in the longer term ease the transition to nursery. All children are able to develop independence through a wide range of activities, including ICT across CfE. Children are more engaged in planning their own learning through the Floorbook approach and staff take cognisance of children’s needs and interests when planning high quality learning experiences. The effective key worker system enables staff to monitor individual children’s learning and development and collect relevant information to facilitate assessment. Staff work well with children and parents to discuss approaches to learning and teaching within the Early Level of CfE and to develop a record of each child’s progress and achievement through the Learner’s Journey. This information is used effectively to plan individual next steps for learning. Parents feel much more involved in their children’s learning since the introduction of the Learner’s Journey and this is consistently reflected in parental comments and feedback. Summary pre school reports provide quality information for parents at the end of each child’s time at nursery. This information forms part of the transitional information for every child and is passed to primary colleagues to facilitate effective planning to ensure continuity and smooth transition in learning to Primary One.

**Areas for Development**

- To continue to improve transition from home to ELCC at BEYC and from ELCC to P1 through:
  - Effective partnership working, building on the success of PEEP, Incredible Years (I.Y.) and PACE to introduce additional targeted support which will improve outcomes for children and families.
- Continue to work collaboratively to review and develop planning for progression in learning taking account of Pre Birth to Three; Building the Ambition (BtA); West Lothian Early Years Practice Framework; GIRFEC and West Lothian Curriculum Progression Pathways.
How well is the school improving the quality of its work? (5.9)

Overall, self-evaluation in the centre is good.

Strengths

Staff are reflective and continuously review and evaluate their own work particularly in professional dialogue sessions. There are effective systems in place to gather the views of children, parents and staff to audit the quality of work of the centre. Staff use this information to make adaptations where appropriate to meet the needs and interests of children and families. Parents tell us that their children are motivated and challenged by the learning experiences on offer.

Although a significant level of changes to the staff team took place throughout the year including the secondment of the Headteacher, staff continued to provide support to colleagues across West Lothian in Early Years through sharing practice onsite relating to:

- Engaging with parents and partners to support children and families
- Meeting learners needs.
- Quality of the curriculum.
- Taking learning outdoors.
- Effectively using the Talking and Thinking Floor book approach to involve children in planning their learning

This session staff have continued to develop knowledge and skills expertise through collaboration with cluster colleagues with particular focus on ensuring high quality seamless provision for all children. Staff continuously reflect on the model of provision offered at Bathgate Early Years Centre and have worked together to adapt and improve it throughout this session in response to their own evaluations and comments from children and parents.

Children’s experiences are enhanced by staff commitment and willingness to take on leadership roles and undertake opportunities for continuing professional learning and development. Within the new staff model an Early Years Officer was appointed to the centre this session. The staff team has benefitted greatly from her commitment and dedication within her new role and remit within the centre.

The Headteacher continues to engage in activities which benefit the centre. She has participated in the Early Years Workstream which drafted the new W.L.C. framework for implementing BtA and continues to work on Quality Improvement policy and proformas linked to current guidance for use in Early Learning and Childcare (ELCC), settings in West Lothian. She supports colleagues in V.S.E. and also support visits to Partner Providers. The Headteacher also contributes to delivery of staff Continuing Professional Learning and Development, (CPLD), across WLC for a range of EY issues and some aspects of Child Protection.

Areas for Development.

- Headteacher to continue to work with the whole staff team to further develop consistent and systematic procedures for self-evaluation, involving all stakeholders taking account of Pre Birth to Three; Building the Ambition, (BtA) and West Lothian Early Years Practice Framework, ensuring improvement for all stakeholders.
• Headteacher and all staff to continue to review curriculum policies in line with local and national advice.

**How well is the school working with partners? (8.1)**

Partnership working within the centre is very good.

**Strengths**

Partnership working is a key strength of the centre. Staff are very committed to effective partnership working and children and families are well supported from the earliest stages. This session nursery parents have strengthened behaviour management strategies through early and ongoing inputs from staff regarding using Incredible Years (IY) approach to manage behaviours. Some parents have attended the whole IY Triple P course with our Children and Young People Team partners (CYPT). Children in nursery have also benefitted from whole staff commitment to management of children’s behaviour using IY strategies.

Children and families benefit from the very strong links with other agencies which continue to have a positive impact on their learning and attainment throughout their time at nursery and at key points of transition.

Staff are skilled at identifying children and families who require additional support at the very earliest stages. This session all staff have continued to embrace GIRFEC and work with partners to ensure an appropriate support plan is in place to meet the needs of the child and their family. There is very good communication with our partner agencies. Chronologies and plans are reviewed regularly by the professionals involved. This in turn impacts positively on children’s experiences at home, in their ELCC setting and in their wider community.

Children and families who require support are offered holiday places in Wraparound Care. The families who attend speak very positively of the service and tell us that this provision offers family support and high quality childcare and continuity in a familiar, safe environment.

**Areas for Development**

• Continue to work with partners to develop the centre as an effective learning community (PEEP; IY; Young Mums; Whidate Family Centre Reception Group) to meet the needs of all learners and their families.
• Continue to develop new staff expertise in relation to GIRFEC and Health and Wellbeing indicators

**How does the school ensure equality and inclusion and promote diversity across the school?**

All children and families are welcomed in the centre. Bathgate E.Y.C. operates on an integrated, child centre basis. All staff are very aware of the range of barriers to learning and work with partners effectively to ensure that all families are fully included in the life of the school regardless of age, culture and language, disability, gender, race, religion, sexual orientation and additional support needs.

This session, using GIRFEC and the Health and Wellbeing Indicators the Headteacher has worked with all staff to meet the needs of all children. Our partners in Health and Social Work tell us that our very vulnerable children and families benefit from the very high level of support
and close partnership working.

Staff provide positive role models for all children and families and demonstrate a culture of respect for all in their daily practice. Almost all stakeholders comment on the very positive ethos of the centre.

**Improvement Priority 2015 -2016: Raising Attainment**

Our key areas for development to take this priority forward are:

**Area for development 1:**
**Raising Attainment**
Continue to work collaboratively to review and develop planning for progression in learning taking account of Pre Birth to Three; Building the Ambition (BtA); West Lothian Early Years Practice Framework; GIRFEC and West Lothian Curriculum Progression Pathways.

**Area for development 2:**
**Raising Attainment & Quality Improvement**
Further develop consistent and systematic procedures for self-evaluation, involving all stakeholders taking account of Pre Birth to Three; Building the Ambition, (BtA) and West Lothian Early Years Practice Framework.

Based on the above information, at this point in time, we evaluate ourselves against the quality indicators as follows:

Our school:

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<tbody>
<tr>
<td>1.1 Improvements in performance</td>
<td>Good</td>
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<td>2.1 Learners’ experience</td>
<td>Good</td>
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<td>5.1 Curriculum</td>
<td>Good</td>
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<td>5.3 Meeting learning needs</td>
<td>Good</td>
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<td>5.9 Improvement through self-evaluation</td>
<td>Good</td>
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<td>8.1 Partnership with the community, educational establishments, agencies and employers</td>
<td>Very good</td>
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**Standards and Quality Report: Appendix 1**

In session 2014- 2015, Raising Attainment was the overarching priority in the SIP. This appendix details the progress made with the specific areas for development and again is set within the context of CIE and measured against the quality indicators within *Child at the Centre, How good is Our School 3?* and *CfE National expectations: Self-evaluation resource.*

**Progress made with our areas for development Session 2014 – 2015**
Area for development 1: Raising Attainment in Literacy and Numeracy Skills
Good progress was made in this area.

Evidence indicated:

- Children’s early reading skills, specifically phonic awareness are improving and this is evidenced in children’s comments; Learner’s Journey documents; summary reports and feedback from parents.
- Children’s thinking skills are improving from staff’s improved questioning in Talking and Thinking Floorbook planning.
- Staff worked with parents to share strategies for supporting children’s learning at home in this area through Parents Information sessions; Stay, Play and Learn and Transition PEEP.

Next steps:

- Continue to work with parents offering strategies to support children’s learning in core areas.( Workshop sessions)
- Continue to work with new staff team to ensure staff are familiar with children’s skills progression in Literacy and Numeracy through Curriculum Progression Pathways and associated frameworks.
- Continue to offer a wide range of opportunities for developing children’s early reading skills through Reading Routes.
- Liaise with cluster and associated schools to analyse results of PIPS and CEM testing to identify any further areas for focussed learning and teaching to improve reading.
- Organise SEAL input for all staff re successful numeracy strategies in P1.
- Continue to work with staff team and EY colleagues to review and develop planning for progression in learning taking account of Pre Birth to Three; Building the Ambition (BtA); West Lothian Early Years Practice Framework; GIRFEC and West Lothian Curriculum Progression Pathways.

Area for development 2:

Work with parents/carers and partners to improve transition for all children from home to ELCC and ELCC to P1.

Very good progress was made in this area.

Evidence indicated:

- Children and families benefit from the carefully planned programme for transition into nursery.
• Staff have implemented the new model of ELCC hours and throughout the session have reviewed and adapted the model within BEYC to meet the needs of individual children and their families.
• Staff consistently adapt provision and practice to meet the needs of children who are not yet developmentally ready for CfE.
• Staff are implementing Pre-Birth to Three guidance in the current approach to planning.
• Parents of children who attend PEEP prior to nursery tell us that it has a very positive impact on transition from nursery to home.
• Children and parents tell us they are happy with the new model of Wraparound provision at BEYC.
• Many EAL children and their parents have benefitted from our very successful and well attended Parents and Children Learning English group, (PACE).
• Peep Transition group has been very successful however this is not universal provision. Staff will offer all parents opportunity to discuss support strategies at home through a series of workshops next session.
• The cluster has continued to consider existing transition arrangements and is moving towards formulating a cluster policy within the context of W.L.C. statement on transition.
• The possibility of the introduction of Two Years old provision to BEYC is still under discussion with WLC at strategic level.

Next steps:

• To continue to improve transition from nursery to home and home to P1 through;
  o Effective partnership working, building on the success of PEEP, I.Y. and PACE to introduce additional targeted support which will improve outcomes for children and families.
• Continue to review and if appropriate adapt the ELCC hours model within BEYC to meet the needs of individual children and maximise opportunities for all families.
• To continue to work collaboratively with cluster colleagues to develop a Transition Policy for Bathgate Cluster School and ELCC settings.