

# CRAIGROYSTON PRIMARY SCHOOL ELC

Standards and Quality Report 2024/2025

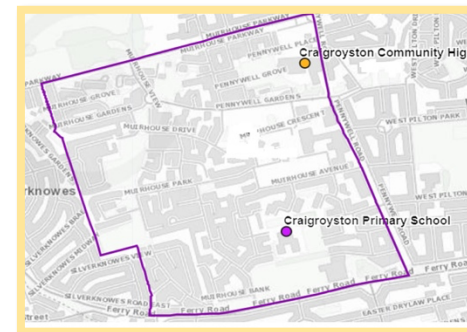


## Our Unique Learning Community

Craigroyston ELC is situated in the northwest of Edinburgh and serves proudly the diverse, vibrant and, due to new housing in the area, growing Muirhouse community.

We are committed to enabling every learner at Craigroyston Primary to gain the knowledge, skills and attributes needed for life in the 21<sup>st</sup> century. We enact this vision through our lived values **respect | resilience | ambition | empathy**. We aim to develop successful learners, confident individuals, responsible citizens and effective contributors by celebrating each achievement, promoting independence and by fostering a love of learning across our whole school community.

Our ELC is registered for 60 learners. However, as part of the Craigroyston Learning Community Maximising Attendance Project, our roll was capped at 56 learners in October 2024 to allow additional staffing capacity to support the work of the project. Our roll was then capped at 48 in February 2025 to support a challenging staffing situation. We are proud of our links with Craigroyston Community High School where the vast majority of our learners transition to at the end of their Primary 7 year. We enjoy strong relationships with Pirniehall Primary, Forthview Primary and, along with further settings in the learning community (St David's RC Primary School, Oaklands School, Rowanfield School and Pennywell Early Learning and Childcare) seek to work together on shared projects.



The Edinburgh Schools Partnership (ESP) signed up to an agreement with the city council in 2001 to design, construct, refurbish and provide facilities management services at 19 "PPP1" schools. Craigroyston Primary and ELC is one of these schools and AMEY delivers facilities management services including cleaning, caretaking and building maintenance.

Our ELC benefits from an enthusiastic, highly dedicated core **staff team** with a range of experiences, talents and interests. The ELC is well-led by a DHT and two EYOs. We have a staffing allocation of two EYOs, six EYPs, two EYAs and one Domestic Assistant. However, for a range of reasons, we have experienced considerable staff absence over the 2024-2025 session and have faced significant challenges when looking to recruit both permanent and temporary team members. The impact of this has been evident in terms of progress made against improvement priorities and staff morale.

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOELC six-point scale?
<p><b>QI 1.3 Leadership of change</b> (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)  <b>Consider: How good is our Leadership, Management and Staffing?</b>            QI 3.1 Quality assurance and improvements are well led</p>				
<ul style="list-style-type: none"> <li>• Use of self-evaluation across the ELC team to identify professional learning needs, specifically in the areas of communication and literacy, and digital pedagogy</li> <li>• Development of practitioner skills and experience to build capacity within the team, e.g. the creation of a BookBug Lead and a Loose Parts Lead</li> <li>• Creation of our own quality assurance and self-evaluation calendar</li> </ul>	<p><i>Developing a shared vision</i>            There is an ambitious whole school vision and values in place which informs our practice on a daily basis.            ELC staff, parents and children have contributed to the development of this and to an illustration of what it should 'look like, feel like and sound like'.            Progress has been made in raising awareness and understanding of our vision and values throughout our ELC community.</p> <p><i>Strategic planning for continuous improvement</i>            Through the process of ongoing self-evaluation, all members of the ELC team contribute to the identification of development needs within the setting and subsequent improvement planning. This includes identifying the individual development needs of team members and development needs that are shared across the team. A robust PRD programme supports this process, allowing for the building of capacity with each team member having their own leadership roles.</p> <p><i>Implementing improvement and change</i>            Through our well-planned meeting schedule, all members of the ELC team have regular opportunities to contribute to and benefit from the implementation of improvement and change within the setting. We are making progress in terms of gauging appropriate pace of change, ensuring that any improvements have impact, are meaningful and are fully embedded to allow for sustainability.</p>	<ul style="list-style-type: none"> <li>• Evidence/ feedback from parent/ carer focus group</li> <li>• Wall display</li> <li>• Floor book</li> <li>• Meeting minutes</li> <li>• MS Forms</li> <li>• PRDs</li> <li>• Self-evaluation calendar</li> <li>• Team leadership role summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a streamlined, decluttered improvement plan that allows appropriate and effective pace of change</li> <li>• Identification of gaps/priorities in team capacity and leadership of change</li> <li>• Review and evaluation of the leadership roles of individual team members including new members</li> <li>• Building of capacity within ELC SLT with regard to quality assurance activities and subsequent identification of leadership responsibilities within this</li> <li>• Development of the ELC website as a platform for sharing our vision, values and improvement priorities with parents/carers and our wider community</li> </ul>	<p>Good</p>

**QI 2.3 Learning, teaching and assessment** (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

**Consider: How good is our care, play and learning?**

QIs: 1.3 Play and Learning and 2.2 High Quality Facilities

<ul style="list-style-type: none"> <li>• Review and evaluation of practices around the pedagogical cycle (planning, facilitation and assessment of learning) leading to the development of our own framework and positive changes to our practices</li> <li>• Whole team engagement in high quality observations CLPL (Delivered by EEL)</li> <li>• Establishment and implementation of system for parents/carers to regularly share assessment information</li> <li>• Whole team engagement in digital pedagogy CLPL (Delivered by CEC Digital Team)</li> </ul>	<p><i>Learning and engagement</i> Highly positive and nurturing relationships are evident throughout our setting with children feeling valued, safe and secure. This is a key strength of the setting's work. Additionally, high levels of engagement in learning and play can be observed. There is an appropriate range of rich and challenging learning experiences and opportunities (indoors, outdoors and beyond the ELC) that supports the development of skills, creativity, independence and resilience. Children are supported to lead their own learning and have ample opportunities to talk about and share their learning and achievements.</p> <p><i>Quality of interactions</i> Ongoing CLPL (both formal and informal) supports high-quality, sensitive and responsive interactions throughout our setting. Self-evaluation from within the setting and feedback from a Supported Self-Evaluation identifies this a key strength.</p> <p><i>Effective use of assessment</i> Our lead professional and key worker system ensures that all children are known well by at least two members of the team. Observations/ assessments of learning from across the curriculum are used to inform whole-setting planning and next steps for individual learners. Our 'Spotlight Week' system which is used to focus on the learning needs of individuals and the tracking of their progress supports this well. Parents/carers receive regular and up-to-date information on their children's progress and achievements the use of online journals and timely face-to-face feedback. Systems are being put in place for parents/carers and children to make greater contributions to the sharing of assessment information.</p> <p><i>Planning, tracking and monitoring</i> The development and implementation of our pedagogical cycle framework ensures that our planning processes take full account of national and local guidance. We plan appropriately over different timescales to meet the needs of our learners across the curriculum. Our system for tracking and monitoring the progress of individual children is being used to progress learning and secure improved outcomes.</p>	<ul style="list-style-type: none"> <li>• Pedagogical cycle framework</li> <li>• Planning paperwork</li> <li>• Learning Journals</li> <li>• DMLOs</li> <li>• Observation sheets</li> <li>• Observation overviews</li> <li>• 'Spotlight Week' paperwork</li> <li>• Quality assurance evidence/ feedback</li> <li>• Floor books</li> <li>• SSE feedback</li> <li>• Tracking and monitoring data/ spreadsheet</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of, and subsequent evaluation of, our pedagogical cycle framework</li> <li>• Improving the spread of observations/ assessments over the range of curricular areas</li> <li>• Development of a digital pedagogy framework</li> </ul>	<p>Good</p>
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**QI 3.1 Ensuring wellbeing, equality and inclusion** (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

**Consider: How good are we at ensuring the best possible outcomes for all our children?**

QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment

<ul style="list-style-type: none"> <li>• Whole team engagement in Food Matters and Setting the Table guidance CLPL (Delivered by EYOs)</li> <li>• Whole team review and evaluation of mealtimes practices leading to changes and improvements in practice</li> <li>• Team engagement in annual Child Protection update CLPL</li> <li>• Development of overviews in the following areas:             <ul style="list-style-type: none"> <li>- Healthcare</li> <li>- Medication</li> <li>- Dietary plans</li> <li>- GIRFEC</li> </ul> </li> <li>• Development of calendar for regular reviews of the following:             <ul style="list-style-type: none"> <li>- Risk assessments (general and for individuals)</li> <li>- House Rules</li> <li>- Personal plans</li> <li>- Healthcare plans/overviews</li> <li>- Medication checks/overviews</li> <li>- dietary plans/overviews</li> <li>- Up, Up and Away supports and strategies plans</li> <li>- GIRFEC plans/ overviews</li> </ul> </li> <li>• Liaison with parents/carers to plan for the celebration of important dates and celebrations in their lives/cultures</li> <li>• Ordering of well-known books in a range of different languages</li> <li>• Ordering of resources that are reflective of the children in our care, including dolls of different ethnicities and doll clothes from different cultures</li> <li>• Whole team engagement in ongoing Signalong CLPL which supports the communication of individual children</li> </ul>	<p><i>Wellbeing</i> Wellbeing is at the heart of all of our relationships, approaches and practices. Engagement in two SHANARRI Weeks per year has raised awareness and understanding of the Wellbeing Indicators for the ELC team, children and parents/carers. Prior professional learning has raised awareness and understanding of UNCRC across our ELC community. Our awareness and understanding of both the Wellbeing Indicators and the UNCRC is used to inform the planning, facilitation and evaluation of our interactions, experiences and spaces. Additionally, consideration is given to the Wellbeing Indicators and UNCRC when planning for children at an individual level through the GIRFEC National Practice Model. Relationships across the ELC community are positive and this, in turn, has a positive impact on behaviour. Our team are skilled at tuning into children's thoughts and feelings and ensuring that they are active participants in discussions and decisions that affect them.</p> <p><i>Fulfilment of statutory duties</i> We have made considerable progress in complying and actively engaging with statutory requirement and codes of practice. This includes relevant staff training and ongoing practices relating to health and safety, healthcare and medication, child protection, care experienced children, poverty-proofing, attendance and inclusion/equality/equity.</p> <p><i>Inclusion and equality</i> We have a developing understanding of the interface between inclusion, equity and equality across our ELC community. We understand and are committed to valuing and celebrating diversity, and challenging discrimination. We take very good account of the differing cultural, socio-economic and linguistic backgrounds of our children and families, and the team regularly evaluates its provision and practice with regard to diversity, equality and inclusion to ensure our interactions, experiences and spaces are reflective of the children in our care. We are proactive in identifying and reducing potential barriers to learning and use individual support and strategy plans and the GIRFEC National Practice Model to ensure we are meeting learners' needs as fully as possible.</p>	<ul style="list-style-type: none"> <li>• SHANARRI Weeks evidence</li> <li>• Mealtime practices review and evaluation evidence/ feedback</li> <li>• Planning paperwork</li> <li>• CLPL logs</li> <li>• Floor books</li> <li>• Children's personal plans</li> <li>• Children's GIRFEC folders/plans</li> <li>• Up, Up and Away strategy and support sheets</li> <li>• Strategy and support overviews</li> <li>• Healthcare plans</li> <li>• Healthcare overviews</li> <li>• Dietary requirement plans (purple forms)</li> <li>• Dietary requirement overviews</li> <li>• GIRFEC meeting minutes</li> <li>• House Rules</li> <li>• Risk assessments (general and for individuals)</li> <li>• Tracking and monitoring data/ spreadsheet</li> <li>• Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in anti-racist education CLPL</li> </ul>	<p>Good</p>
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**QI 3.2 Securing children's progress** (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children)

**Consider: How good are we at ensuring the best possible outcomes for all our children?**

QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment

<ul style="list-style-type: none"> <li>• Whole team engagement in CEC Communication and Literacy Guidance CLPL (Delivered by EYO)</li> <li>• Whole team review of CEC Capturing and Monitoring Children's Progress Guidance and the development and implementation of our own tracking and monitoring system</li> <li>• Whole team engagement in regular Signalong CLPL (Delivered by EYO leading to increased and improved use of Signalong in day-to-day practice)</li> </ul>	<p><i>Progress in communication, early language, mathematics, health and wellbeing</i> Through careful and effective planning of our interactions, experiences and spaces, we offer a wide range of opportunities for children to develop their emotional, social, physical and cognitive skills with a strong focus on health and wellbeing. As a team, we are developing our knowledge and understanding of how children develop early language and communication skills, and mathematical thinking. We are putting this increasing knowledge and understanding into practice through our planning, facilitating and assessment of children's learning. We are proud of our planning processes and are confident that both our intentional and responsive planning lead to an effective blend of child-led, adult-led and adult-facilitated learning experiences. Regular Signalong CLPL has led to increased and improved use of Signalong as a way of supporting communication for all in our day-to-day practice.</p> <p><i>Children's progress over time</i> Our lead professional and key worker system ensures that all children are known well within the setting. Our 'Spotlight Week' system is used to focus on the learning needs of individuals and supports the tracking and monitoring of children's progress over time. Knowledge and understanding of the Developmental Milestones and Learning Overviews supports their use as a tool for making professional judgements about children's achievements against national benchmarks. The introduction of our tracking and monitoring system has supported our developing understanding of children's progress over time, both for individual children and as a cohort of learners.</p> <p><i>Overall quality of children's achievement</i> We are committed to recognising and celebrating the individual achievements of our children. We recognise that not all learning, progress and achievement takes place in our setting, and we are making progress with putting systems in place to regularly and routinely gather information and evidence of children's achievements beyond our setting. We use feedback and praise consistently to promote positive attitudes and to encourage cooperation, independence and responsibility. Our team support children to co-regulate and to develop independence in emotional self-regulation. It is evident that our children contribute effectively to the life of our setting. Parents/carers are kept informed of their children's progress through informal day-to-day communications, online journals, play along-learn along sessions, personal plan update meetings, parent/carer consultations and end of session reports.</p> <p><i>Ensuring equity for all children</i> We make effective use of both qualitative and quantitative data to identify potential barriers to learning and success and work hard with parents and partners to reduce these barriers.</p>	<ul style="list-style-type: none"> <li>• MS Forms</li> <li>• CLPL session resources, minutes and feedback</li> <li>• Wall display</li> <li>• Planning paperwork</li> <li>• Learning Journals</li> <li>• DMLOs</li> <li>• Observation sheets</li> <li>• Observation overviews</li> <li>• 'Spotlight Week' paperwork</li> <li>• Tracking and monitoring data/ spreadsheet</li> <li>• Personal plans</li> <li>• GIRFEC plans/folders</li> <li>• End of session reports</li> <li>• Attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Further engagement in CEC Communication and Literacy Guidance CLPL</li> <li>• Engagement in CEC Mathematics and Numeracy with Children Guidance CLPL</li> <li>• Further development of team capability and confidence in using assessment information to make professional judgements about achievement and attainment</li> <li>• Further development of our system for gathering information about children's progress and achievement from parents/carers</li> </ul>	<p>Good</p>
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<b>QI 2.1 Safeguarding and Child Protection</b> (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)			
<ul style="list-style-type: none"> <li>• Team engagement in annual Child Protection update CLPL</li> <li>• Development of overviews in the following areas: <ul style="list-style-type: none"> <li>- Healthcare</li> <li>- Medication</li> <li>- Dietary plans</li> <li>- GIRFEC</li> </ul> </li> <li>• Development of calendar for regular reviews of the following: <ul style="list-style-type: none"> <li>- Risk assessments (general and for individuals)</li> <li>- House Rules</li> <li>- Personal plans</li> <li>- Healthcare plans/overviews</li> <li>- Medication checks/overviews</li> <li>- dietary plans/overviews</li> <li>- Up, Up and Away supports and strategies plans</li> <li>- GIRFEC plans/overviews</li> </ul> </li> </ul>	<p>We have robust policies and procedures in place regarding child protection and safeguarding. All members of the team have engaged in essential learning for this at the appropriate level, meaning that any concerns are dealt with sensitively and effectively. All accidents, incidents and administration of medication are recorded in line with relevant guidelines. Our record-keeping is maintained to a high standard and is stored safely and securely in line with relevant guidelines.</p>	<ul style="list-style-type: none"> <li>• CLPL logs</li> <li>• Accident reports</li> <li>• Incident reports</li> <li>• Children's personal plans</li> <li>• Children's GIRFEC plans/folders</li> <li>• Healthcare plans</li> <li>• Healthcare overviews</li> <li>• Dietary requirement plans (purple forms)</li> <li>• Dietary requirement overviews</li> <li>• GIRFEC meeting minutes</li> <li>• House Rules</li> <li>• Risk assessments (general and for individuals)</li> <li>• Tracking and monitoring data/ spreadsheet</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Development of a system for the tracking and monitoring of accidents and incidents to identify any patterns</li> </ul>
<b>QI 2.2 Curriculum: Theme 3 Learning pathways</b>			
<ul style="list-style-type: none"> <li>• Review and evaluation of practices around the pedagogical cycle (planning, facilitation and assessment of learning) leading to the development of our own framework and positive changes to our practices</li> <li>• Development of a programme of excursions to promote rich and relevant learning opportunities within the community</li> </ul>	<p>Through the implementation of our newly developed pedagogical cycle framework, we are ensuring that our planning for delivery of the curriculum across all areas builds on prior and ongoing learning, individual interests and is developmentally appropriate for the individuals in our care.</p>	<ul style="list-style-type: none"> <li>• Pedagogical cycle framework</li> <li>• Planning paperwork</li> <li>• Learning Journals</li> <li>• DMLOs</li> <li>• Observation sheets</li> <li>• Observation overviews</li> <li>• 'Spotlight Week' paperwork</li> <li>• Quality assurance evidence/ feedback</li> <li>• Floor books</li> </ul>	<ul style="list-style-type: none"> <li>• Development of our play and learning framework</li> </ul>
<b>QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)</b>			
<ul style="list-style-type: none"> <li>• Establishment of new parental engagement opportunities including: <ul style="list-style-type: none"> <li>- Regular Loose Parts sessions</li> <li>- Regular BookBug sessions in partnership with the local library</li> </ul> </li> </ul>	<p>Significant progress has been made in this area with an increase in the quantity and quality of parental engagements experiences on offer within and beyond the setting. Opportunities include regular Loose Parts sessions, regular BookBug sessions, ELC excursions, play along-learn along sessions, personal planning meetings, use of online journals, CPMs, parent/carer consultations and end of session reports.</p>	<ul style="list-style-type: none"> <li>• Attendance at parental engagement events data</li> <li>• Qualitative feedback from parents</li> <li>• Learning Journals</li> <li>• Personal plans</li> <li>• GIRFEC plans</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding of, and subsequent evaluation of, our parental engagement programme</li> </ul>

<b>Date of last Care Inspection:</b> March 2018	<b>Evaluation- please indicate overall for each question</b>
How good is our Care, Play and Learning?	4 - Good
How good is our Setting?	Not assessed
How good is our Leadership?	Not assessed
How good is our Staff Team?	4 - Good