



# Standards and Quality Report 2024 - 2025

## **Lochgoilhead Primary and ELC**





# Review of SIP | Priority 1

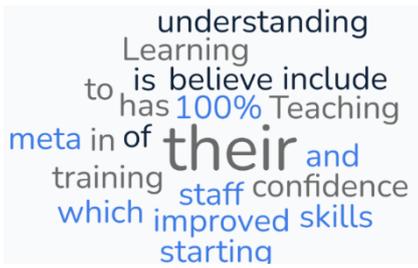
Develop the curriculum to raise attainment and ensure achievements for all through STEM and Outdoor Learning.

## Impact and evidence of STEM Learning:

We are confident that we made improvements through all STEM Nation elements. We are waiting for accreditation the confirmed positive impact of STEM for STEM family engagement, Leadership in STEM and STEM Curriculum and Learner pathways. We continue to work toward Employability in STEM partnerships, as Equity and Excellence.

## Evidence of impact from stakeholders:

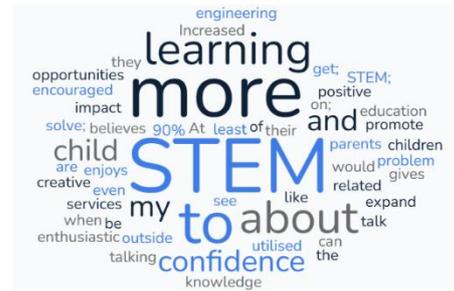
### Teachers



### Children



### Families



## Impact and evidence of Forest Schools Learning:



In Forest Schools, children in the Big Class, look after their forest schools' site, are cognisant of their actions of nature and the impact of their activities on land, learn how to tie knots, make hammocks, build various types of shelters with natural and manmade materials, build fires and associated risks and they cook on an open fire.



The Wee Class successfully completed the Scottish Junior Forestry Award (SJFA). Our children discussed how to risk assess weekly, choose new games for each session, learn



about the work of a forester completing learning to demonstrate their understanding of this role, practice previously learned and new skills, build dens and organise games and activities accordingly and creates their own Forest school songs sharing verses of their learning.

## **Next Steps:**

### **Forest Schools Learning**

The positive and long-lasting impact of Forest Schools is very clear as detailed by staff, children and families' surveys depicted in word clouds above. Linda accesses our unique area to contextualise learning in an engaging bespoke way.

Linda Leyland will continue to deliver Forest Schools Learning from P1-P7 in line with Wild Passport skills development. Linda may extend the learning and skills of Scottish Junior Forestry Award with the Wee Class. This may also include family forestry learning.

### **STEM**

We have surveyed parents at a Parent Council meeting in June 2025. Parents have STEM topics such as electrical circuits would be very popular and woodwork, learning with water as well as cogs, levers and marble runs. They shared ideas shared about how to improve STEM provision: i.e. local businesses have been approached in terms of feeding in to STEM along the lines of sustainability etc. We are proposing to invite more professionals in to share their learning in STEM, such as Forestry commission. Parents thought that their children might enjoy teaching them STEM. We value our parental voice and as such will take forward their ideas next sessions.

Next year all staff will be implementing and tracking STEM meta skills. We continue to build on integrated bespoke support from the STEM industry and will have a highlighted focus on Developing the Young Workforce. We continue to monitor the impact of STEM on Teaching and Learning. Children will be given enhanced access to digital technologies.

STEM is well embedded in the ELC and across the primary classes. Further opportunities for settings to work collaboratively. We seek to have a Career's fayre where children can explore the skills of various STEM careers. We continue to seek opportunities to promote inclusion and equity in STEM. We continue to use STEM to promote engagement and raise attainment in Literacy and Numeracy.

## Review of SIP | Priority 2

### Raise engagement and attainment in Literacy from P1-P7

#### Progress and Impact:

Children have Every Reads in Class (ERIC) time every day as well as class story time, paired and group reading. Children set targets through Accelerated Reader. New books have encouraged children to read more and promoted reading for enjoyment. Literacy circles in the Big Class encourages children to take ownership of their reading at home and their contribution towards their group. Children are exposed to the avid language used by some more proficient readers. Certificates are used to celebrate children's success in reading.

Word Aware is used within both classes enabling children to widen their vocabulary within IDL context of less unfamiliar words, extending their understanding and vocabulary, where they can transfer and use ideas to extend writing.

#### Literacy Focus Weeks

Our Literacy Focus weeks throughout the year have helped to raise engagement and enjoyment of Literacy. The children were consulted about which activities they wished to take part in as part in to promote Literacy. Children took part in book quizzes, book hunts, book quizzes, ring a bell and read, designed front covers, dressing as their favourite book or film character. We have celebrated key Literacy events such as World Book Day and Writing weeks, being successful in some writing competitions.

#### Work with outside partners

We have had live presentations of Bible Stories delivered by ExP (a Christian youth work organisation), where children have been a part of the production of these. Live presentations have helped to bring Bible stories to life and share the importance of ancient Bible stories, highlight the importance of the link with Christianity and morals. Children's knowledge of stories and what they mean in real life is more visible through discussion with our children.

#### Live Author visit- Paul Murdoch

In March 2025, Paul Murdoch, author, musician, and presenter, delivered workshops to our Primary pupils, as part of our Literacy Focus Week celebration, bringing joy to our children. In the Wee Class, children learned about wildlife and enjoyed listening to Paul's stories first hand. Paul's workshop was highly interactive, incorporating games, counting, catching and puppets. Paul captured their imagination by helping them to create their own unique characters starting from a simple squiggle. With the Big Class, Paul led an interactive workshop where he detailed the process of writing his books and where he derived his inspiration from, the children designed their very own mythical creatures. They was a high level of engagement during the workshop and lots of children read the books we purchased for our school library sharing their enthusiasm for their reading.

We have further developed staff and children's use of British Sign Language (BSL). Elena Adair has provided professional learning using BSL. Children have learned how to sign initials and their name, basic greetings, routines and instructions. BSL is used at times throughout the day.

#### Enriched experiences and vocabulary

We use the outdoors to develop descriptive vocabulary for writing stories and poems, enabling children to generate ideas for using a applying a wider range of vocabulary within their writing. Staff have found that children can transfer their use of vocabulary in a cross curricular, IDL way, enriching

and linking learning contexts and applying this to writing in class. Children have engaged well in Reading outdoors, giving them the freedom of the outdoors to develop their imagination. Reading in pairs or gives children the opportunity to develop their confidence or the support they need to progress. Accessing resources from the Literacy Shed has promoted children's engagement as this provide a wider, more diverse range of genre for them to explore. Displaying children's writing work has helped them to feel proud of their work and celebrate their successes with others, motivating them to do well and giving them a sense of achievement.

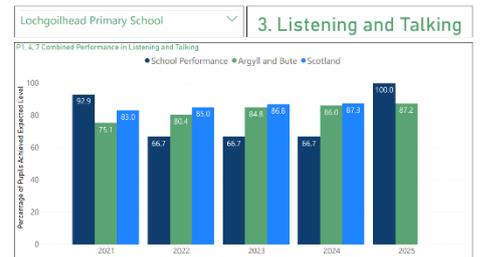
### Writing Moderation

Literacy moderation has provided formal time for staff to get together to discuss and record children's progress, the structures and processes in place was beneficial to inform future planning. Grammar is tied into Writing to improve writing ensuring that this is embedded. Cluster moderation has provided the opportunities to think in more depth during the planning stage about the aspects of writing that will be assessed at the end of each term. Cluster moderation has meant that staff can correlate their professional judgement to the benchmarks to ensure there is consistency of children being awarded Curriculum for Excellence (CfE) levels. Results have been used from high quality assessments to focus on children's gaps in learning, highlighting the important of punctuation and descriptive vocabulary in the Wee Class specifically.



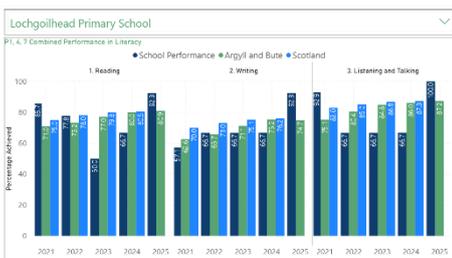
Our attainment over time in Writing is good as it reads 75% (9 of 12 pupils from P1/P4 and P7 combined) which is the same as Argyll and Bute's attainment (75%) and 1% below National attainment (76%). From 2023-2024, we have had an 8% increase in Writing. From February – June 2025, Writing is 92.3%, which has increased by 17.3%.

Moderation has been extended to Talking and Listening in the ELC and Wee Class sharing the success on promoting more accessible listening skills for some children in both setting due to class and small group interventions.



Our attainment over time in Listening and Talking is very good as this reads 82% (10 of 12 pupils from P1/P4 and P7 combined) which is 4% below Argyll and Bute's attainment (82%) and 5% below National attainment (86%). From 2023-2024, we have had a 16% increase in Listening and Talking. From February- June 2025, Listening and Talking is now 100% and has increased by 18%.

Forest Schools and SJFA as well as Ardroy Outdoor Education Centre and Scouts sessions have promoted teamwork skills, survival skills in a deeper more real-life contextualised way enhanced knowledge and understanding of sustainability and biodiversity. Experiences have promoted learner engagement and motivated to take actions supporting environmental issues, linking with our accreditation for ECO schools.



According to the XBRA data, the impact of improvements in Literacy are evident. Our attainment over time in Reading is 75% (9 of 12 pupils from P1/P4 and P7 combined) which is good as it is 5 % below Argyll and Bute and National attainment levels (80%).

### Next Steps:

- To continue tracking XBRA data to ensure we are tracking children's progress and providing interventions where results are not in line with age and stage. Also, ensure appropriate challenge for those who are ahead of their expected results for their age and stage
- To continue learning experiences that promote reading for enjoyment, raising attainment
- To bring Literacy alive through Literacy opportunities such as future live author visits and working with other outside partners such as ExP, Forest Schools, Ardroy and Scouts
- To continue with moderating in Writing as well as Listening and Talking twice yearly.
- To buy more books for the library extending enjoyment and engagement
- Peer observations in Literacy sharing good practice within our own setting.
- Peer observations in Literacy sharing good practice within the cluster.
- To create more opportunities for meaningful peer and self-assessment in Literacy
- To provide ASN staff with Literacy training so they can more fully support and deliver support within Literacy

# Review of SIP | Priority 3

## Raise engagement and attainment in Numeracy from P1-P7

### Progress and Impact:

Staff are using White Rose Maths PowerPoints and resources to enhance Teaching and Learning. White Rose lessons have enabled all learners to learn together with differentiated outcomes and levels of ability. ASN assistants can also deliver and access strategies, mirroring what teachers are delivering.

Staff have been accessing Stages of Early Arithmetic Learning (SEAL) maths programme for those who require support for learning due to ASN needs, boosting basic numeracy skills.

Children are involved in their learning journey, where staff share strengths and areas for development. Staff have some strategies in place for peer and self-assessment but would like to expand on this. Some staff co-create Success Criteria for the children to self and peer assess, with them marking their own or other's work, providing positive feedback.

Our attainment over time in Numeracy is good as we have had an increase of 5% from 2022-2024 of 83% which is above both the Argyll and Bute and National average of 80%. Please see the XBRA results, received in August 2025, showing that XBRA results have increased from February to June 2025 from 83% to 92.3% showing an increase of 9.3% during the time.



### Next Steps:

- Numeracy is a priority which we will be taking forward next session.
- Continue to explore White Rose to measure the impact of this on Teaching and learning
- Peer observations in Numeracy and Maths sharing good practice within our own setting.
- Peer observations in Numeracy and Maths sharing good practice within the cluster.
- To create more opportunities for meaningful peer and self-assessment in Numeracy and Maths.
- To provide ASN staff with further SEAL training so they can more fully support and deliver this programme
- To teach problem solving more explicitly from P1-P7

## Review of SIP | ELC Priority 2

### Priority 2 To promote Numeracy and Literacy to raise children's engagement

#### Progress and Impact:

We audited our learning environment as per 'Learning and Development' Framework using 'Realising The Ambition: Being me' guidance making significant and beneficial changes to the environment as well as enhanced access to sensory resources. We gathered a range of valuable evidence from children's observations, implemented strategies from agencies such as Educational Psychology, Speech and Language, embedded Nurture Principles and implementation of the framework of 'Our Children Their Nurturing Education',

Developing the learning environment has been the key focus for the ELC ensuring there are clear learning zones both outdoors and indoors, such as the CIRCLE environment framework, LAD Framework audit, Literacy and Numeracy environmental audits, consulted with the children, included children's interests and preferences. We will continue to use the CIRCLE to audit the environment and observe learners in the environment, making improvement accordingly to their increased engagement. Each learning zone has been designed to be literacy and numeracy rich, looking at Early Years theorists such as Froebel and Reggio, which has promoted a small group focus to support depth of learning across the pathways being cognisant of children who need both support and challenge. Adult led provocations indoors and outdoors support breath of learning as the children are introduced to new concepts and skills, based on children's interests.

Book bug sessions are now part of our weekly structure with the children. This has supported a love of reading as the children learn to sit and listen to a story. The use of fabrics and singing supports inclusive sessions for the children with additional support needs who have sensory sensitivities giving them the outlet they need to stimulate their engagement with reading. We utilised Teaching Children to Listen by Liz Spooner, which helped us to measure and promote and further develop listening.

#### Next Steps:

- To continue to audit and review the learning environment ensuring adaptations are made according to children's needs and interests.
- To incorporate Book bug more fully with families at Stay and Play sessions in the future
- To continue to add to and include resources that support and challenge learners according to their needs and interest.

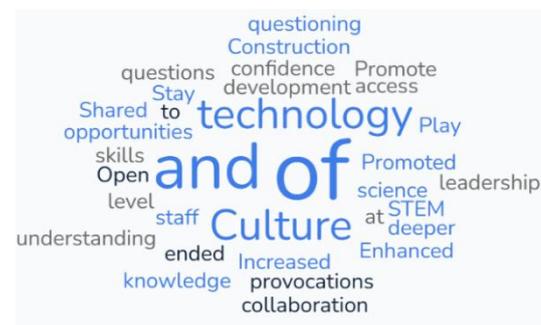
# Review of SIP | ELC Priority 1

**Priority 1 To raise attainment and achievement for all through creating provocations which stimulate children's interests in STEM and outdoor learning**

## Progress and Impact:

Training with SSERC and Paul Malcolm has supported the development of science and technology which has informed their pedagogy and practice of staff.

### Staff impact and evidence



### Child impact and evidence



STEM learning is shared with our families through Seesaw to highlight their child's interests and skills which are also made available at Stay and Play sessions. Both opportunities model STEM learning for families as part of their child's STEM learning journey. STEM learning is highlighted in the termly newsletter celebrating children's designs highlighting their engagement and enjoyment in STEM which is very much lived in Lochgoilhead.

Guidance from ELC training sessions have informed our weekly planning journal gathers information on adult-led STEM experiences and child-led STEM experiences. Weekly reflections and observations are used to measure the motivation, engagement and enjoyment of STEM learning based on what the children were doing that week. The development of meta-skills through STEM forms is reflected in the achievement of developmental milestones for all children.

The ELC works closely with the school and outside services to share resources and experiences including use of the polytunnel, bee-bots and MakeDo. The children have attended events with outside agencies such as the visit from the Glasgow Science Centre and been actively involved in many GRAB Trust ECO workshops.

Interdisciplinary Learning topics utilised the four core capacities of Curriculum For Excellence, whilst facilitating STEM opportunities enabling them to complement each other.

Through the promotion of STEM in the ELC to create a change in culture, we have observed an increase in the use of STEM resources as children return to the resources in their own child-led activities both indoors and outdoors. Outdoor learning has increased through the significant development of the outdoor area to provide an investigation station and more open-ended resources, which has massively children's engagement and stimulation in learning individually and with their peers.

### Next Steps:

- To engage in future STEM CPD offered to enhance Teaching and Learning and extend the provision for STEM
- To continue creating and accessing STEM based opportunity inside and outside of ELC and with our unique local context
- To engage in peer observations of STEM to share good practice within our setting and within the Primary setting.
- To work with the older children to enhance their engagement and STEM delivery.
- To continue to work with outside agencies to further promote STEM engagement and enjoyment stimulating children's interest in STEM.
- To further develop Make Do projects accessing single steps in learning Five key concepts, Community learning, Experiential learning, Problem based learning, Quality learning, Reflective learning

## Review of SIP | ELC Priority 3

### Priority 3 To secure a shared understanding of quality assessment effective in making visible learner progress over time

#### Progress and Impact:

To meet the needs of all our learners to deepen staff understanding of best practice to support neurodiversity. Staff have enhanced their pedagogy ensuring practitioners are research informed and as such has promoted the culture of andragogy. This has increased the confidence of staff to make environmental adaptations, providing spaces, experiences and interactions that meet the needs of individuals and support their cognitive, social, emotional and academic development.

The main strategies that have been introduced to enhance Teaching and Learning this year have focused on supporting the wellbeing of our children to support them to be able to communicate their needs and feel safe and secure. This year, all staff have completed five of the six Nurture Principles with OCTNE team. This has enhanced the pedagogical understanding and embedding of Nurture principles within the ELC. These strategies include – Emotional check in wall, visual timetables, now and next boards, Up, Up and Away assessments, Boxhall assessments, playboxes, and visuals to support, promote and enhance communication.

Children have been referred to appropriate services according to their needs by our Head Teacher to ensure children and staff have access the right support at the right time. Staff are well equipped to employ recommended strategies which have proven to make a positive difference to the current and future outcomes for our children. Staff have dedicated times and space to engage with training courses and professional reading to enhance their professional capacity to meet the needs of our learners. When specific interventions are required, this is agreed as part of the child's plan process. From this, staff have daily dialogue with families to support families to understand any barriers to learning and the strategies that are being utilised to meet the needs of their child. Progression is tracked through personal learning plans and next steps discussed with families, including appropriate supports. Staff have developed good working relationships with families, and this allows parents to discuss challenges they are facing, and staff are able to provide reading resources or links to other services as required. Staff who are attending specific training to provide supports will update the parents on any new strategies that they are applying to support their child. Consistency of strategies takes full account of how our practitioner are responding intuitively to children's needs.

Families are included in their child's learning through the sharing of learning on Seesaw. This record's the child's learning journey in the ELC and parents are encouraged to share learning from home. Meetings are held with parents to discuss their child's learning and next steps, and this is carried on through daily discussions and celebrations. Families are invited to 'Stay and Play' every two weeks. This gives parents the opportunity to be part of the ELC and make suggestions for improvements as well as be open to learning activities they could replicate at home promoting family engagement and children's engagement.

The weekly planning journal gathers information on adult-led experiences and child-led experiences. Weekly reflections are used to measure the motivation, engagement and enjoyment of learning based on what the children were doing that week. This information is then used to inform future planning based on what has motivated and engaged children to ensure they are enjoying learning. Planning is now much more child led, where adult provocations enhance learning experiences.

Experiences are planned to include open ended resources with no required outcome to meet the needs of all learners. This allows children to access experiences and provides the possibility for challenge for more able learners. Resources are carefully selected to ensure they meet the developmental needs of learners and adult interaction is provided, as required, to ensure children can access experiences and are supported.

Self-reflection using HGIOELC framework, helps colleagues to reflect on their Early Years pedagogy and practice. HT and peer observations of sessions promote colleagues sharing good practice, where they learn from each other. Practitioners are keen to enhance their pedagogical enquiry skills, where they consider how their practice is cognisant and responsive to children's needs and interests in their setting.

**Next Steps:** Continue core practice to promote Nurture

- To continue implementing successful assessment tools to measure children's progress
- To continue to consider supports that can be accessed by different types of learners to ensure success engagement.
- To continue to embed Nurture within our settings.
- To continue referring children to appropriate agencies accessing the right supports at the right time.
- To continue embedding known strategies of bespoke support according to children's needs.
- To continue recording reflection in the weekly planners, observations and assessment records.
- To continue and extend peer observations to share good practice to strategies used or evidence gathering for assessment to inform next steps.

## Review of SIP | Maintenance Priorities –Health and Wellbeing

### Progress and Impact:

#### NSPCC workshops (Speak out, Stay Safe programme)

This experience helped children to know how to stay safe and who they could speak to if they did not feel safe. This workshop helps to raise awareness and understanding of how to stay safe, empowering our learners to seek support if needed.

#### NSPCC workshops (Talking Pants programme)

This programme reinforces safe and unsafe behaviour towards them and who can support them if they are affected. This workshop helps to raise awareness and understanding of how to stay safe, empowering our learners to seek support if needed.

#### Smoke Free Me

This programme raised awareness and increase their understanding of how to avoid smoking and vaping to stay healthy both physically and mentally.

#### Mental Health and Wellbeing with Emily Love

Emily Love helps children to understand their own safety and boundaries and how to have healthy relationships both on and offline. Some specific learning topics included gender stereotypes, feelings and emotions, good and bad secrets, safe and unsafe touch, safe adults, who to tell and being safe online, delivered in an age-appropriate way.

#### PATHS and RSHP Programme

The PATHS programme empowers all children to develop the fundamental social and emotional learning skills enabling them to make positive choices throughout life.

The RSHP programme help children to build positive relationships as they grow older. This is heavily complimented by the PATCH programme led by Emily Love.

#### Young Leaders Training

P7s children became Playground leaders, who delivers playground games to younger children at lunch times. All children had the opportunity to take part, providing equitable supports at lunch times as well as promoting mental and physical health and wellbeing.

#### Autism Awareness and Learning Differences Week

Both focus weeks helped us to deepen our understanding of learning differences and how we can best provide support.

#### Deaf Awareness Week

We continue to learn BSL as a school to enhance communication with all children, helping all children to have empathy and understanding for those in our community who are be impacted by hearing loss.

#### Safety Awareness

Road Safety, Water safety, ice safety, car seat safety, Heart start, Forest skills risk assessments gives children a wide bank of knowledge to help raise awareness and mitigate risks attached to a variety of potentially dangerous situations, where this knowledge could potentially reduce risk or save the life of themselves of others they are with.

#### Learning how to play a musical instrument

Children' s impact and evidence

Staff observations of impact for children



With these pupil and teacher reflections in mind, there has been a positive impact on promoting and supporting emotional and mental health and wellbeing.

### **Kalm Kids programme**

Taught strategies enable children to access strategies which will help them to feel more calm, confident and resilient. They have used mixed media of drama, movement and art to develop their understanding of emotions and how they can access strategies when needed. There is a strong mind and body connection linking their emotions to how their bodies feel.

Children's feedback has been very positive showing a detailed understanding of the zones of regulation where they can refer to strategies and access them when feeling dysregulated. It is widely agreed by staff and children that there is a positive long lasting and beneficial impact of Joni's delivery of the Kalm Kids programme.

### **Bikeability Level 1 and Level 2**

This training equipped staff with the skills and confidence to support children in developing their cycling abilities in a safe, structured and encouraging environment.

#### **Play on pedals**

Through a series of fun and imaginative activities, children develop their balance and control skills, through balance and pedal bikes. Children who are transitioning from ELC to P1 have been accessing this programme in the final term and will continue to build on their skills in Primary 1.

### **Ardroy Outdoor Education Centre and the Scouts Centre**

Ardroy outdoor experiences will include abseiling, labyrinth, beach activities, the Splosh, high ropes course, adventure courses, problem solving activities etc. We had a STEM focussed Ardroy day which widened access to STEM in the wider community. We accessed the Scouts centre for climbing, kayaking, problem solving and boat trips. All activities promoted inclusion to support all learners ensuring equitable access to outdoor learning experiences where children developed confidence, self-esteem, team building and problem-solving skills. Experiences promoted communication with each other promoting positive friendships, building resilience and life skills.

**Also, see information pertaining to OCTNE modules, Children's Rights, Pupil Focus Groups and professional Development of staff to enhance wellbeing of children within Inclusive Education section.**

### Next Steps:

- Continue with all learning opportunities above which have clearly supporting mental, social, emotional and social wellbeing
- Continue working in partnership with outside agencies to promote understanding of risk and how to mitigate these.
- Ongoing partnerships with the cluster and NHS which promote health
- Provide future learning opportunities for children to learn a musical instrument
- Continue with Joni's Kalm Kids programme to support emotional wellbeing
- Continue with OCTNE module working towards all Nurture Principles being embedded in our setting leading to the accreditation of GOLD OCTNE in October 2025
- Continue to enhance understanding and increased support for all children especially those with learning differences
- Continue working with outside partners to enhance Teaching and Learning within our unique context.
- Promote mental and physical wellbeing through cycle programmes: Bikeability and Play on pedals
- To take part in the Rookie Rockstars programme next session to promote anti bullying

# Review of SIP | Maintenance Priorities

## Inclusive Education

### Progress and Impact:

#### Our Children Their Nurturing Education (OCTNE)

Wellbeing is a key focus for the ELC/Primary and the principles of OCTNE has been central to developing positive relationships and a secure environment in all settings. We strive to meet the needs of all children by understanding their learning developmentally. We provide a safe base by creating a calm environment with a clear structure to the day and the use of visuals to support non-verbal children. Staff create opportunities for children to talk and act on pupil voice. The identification and management of emotions is reflected in our day-to-day activities and various strategies are in place to support children to manage their emotions. Staff support that all behaviour is communication and put strategies in place to help children express themselves. SHANARRI, Boxhall profiles and Wellbeing assessments are undertaken to better understand the holistic wellbeing of children and to put appropriate strategies in place including support through transitions.

#### Young Carer's Action Day (March 2025)

Leading learning about Young Carers recognises the hard work, dedication and responsibility young carers have and to offer support and our sincere appreciation for all that the Young Carers do.

We consulted children as to what we could do as a school and in agreement with the children's voice they wore odd socks, wrote reflective poems, considered what qualities and skills a Young Carer has and what we could actively do to show our love and support.

We raised awareness of Young Carers more widely with families through an online Parent Voice Meeting and via Messenger. We are very proud of our children's engagement they displayed through Literacy and Art as well as the compassion, empathy, respect and dignity they displayed through group interactions and discussions. We have been working towards achieving the Young Carer's Challenge where staff have completed all Education Scotland modules as part of their professional learning recently. I would like to thank everyone for being part of this as well as their valuable contributions. We are now on the Young Carer's Scotland map!

help others move be resourceful emotionally connected  
 use initiative practical task give medicines manage budget physical care personal care  
 reliability patience supportive use initiative compassionate resourceful kind helpful sincere  
 friend neighbour dog grandad mum sister brother dad teacher granny auntie  
 animals uncle



#### Care Experienced Children and Families

We completed our Promise training in February 2025. An online and face to face session (May 2025) was shared with the wider community to enhance knowledge and understanding of how we can collectively support our Young Carers and Care Experienced families.

#### Children's Rights

Staff are embedding Rights through their teaching and engagement with children and the wider community. Children's Rights are having a positive impact on our school community's learning and wellbeing.



### **Professional Development Award**

Our second ASN assistant has successfully completed their PDA qualification with University of Highlands and Islands which continues to enhance pedagogy and practice which benefits learning and teaching at Lochgoilhead.

### **Communication Champions training**

Speech & Language Training that have enhanced the development of knowledge and skills to support all children, including those with delayed language and communication skills which has been replicated by staff and families at home. ELC staff have successfully implemented these strategies, successfully enhancing speech and language of children who were previously non-verbal in our ELC.

### **Next Steps:**

- Continue promoting opportunities/workshops to enhanced mental and physical health and wellbeing.
- Continue enhancing knowledge and supports for Young Carers and Care Experienced families.
- To create more opportunities for Children's Rights promoting a Rights based culture and ethos throughout.
- Further focus weeks highlight specific differences, showing an understanding and empathy for others and how we can provide support.
- To extend professional development opportunities and share these across staff in all setting promoting andragogy.
- Extend Speech and Language understanding and strategies to Primary staff as pupils from ELC move into the Primary. Melissa will become Inclusion Champion where she will carry out environmental audits and observations, provide advice and support for staff to enhance their understanding of inclusive practices.



