



This is a brief outline of the centre's progress over the year 2008-2009.

It follows the sections set down by Education & Children's Services, Perth and Kinross Council.

The centre would welcome any feedback on the report

Centre's aims

- to create a welcome and happy atmosphere with planned activities to stimulate children
- to encourage each child to develop as an individual and to fulfil his/her potential
- to provide an extensive pre-school curriculum which caters for the child's individual needs
- to encourage children to respect their peers, teachers and property
- to maintain a balance between free choice and teacher-directed learning
- to develop confidence and self-esteem in each child
- to work co-operatively with parents and the community
- to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

The centre bases its aims around providing a high quality curriculum which promotes children's development and learning in five key aspects of early education:

- Emotional, personal and social Development,
- Communication and language
- Knowledge and understanding of the world
- Expressive and aesthetic development
- Physical development and movement

Section 1: The Centre

Children's Pre-school sessions are:

Morning: 8.30 am - 12 noon or

Full day: 8.30 am - 3.30- pm

A late pre-school facility is available until 5.30pm if required.

The pre-school register has increased throughout the year to 49 Children aged between 3 and 5 years.

There are: 23 ante pre-schoolers
23 pre-schoolers
3 deferred entrants

This Report was compiled in consultation with:

Andy Rathborne (Headmaster)

Irene Hay (Pre-school)

Steph McDermott (Pre-school)

Elaine Weir (Pre-school)

Melanie Hill (Pre-school)

Arianne Harvey (Pre-school)

Nikki Arkwright (Pre-school)

Kareen Morran (Pre-school)

Jimmy Cox (Director of Studies)

Armored Robinson (Bursar)

Craigclowan Preparatory Pre-school is registered by the Scottish Commission for the Regulation of Care, Compass House, 11 Riverside Drive, Dundee, DD1 4NY.
Tel 01382 207100 fax: 01382 207298.

Craigclowan Pre-school Child Protection Policy is readily available to parents.

Craigclowan School is an Educational Charity / Scottish Charity
No: SC010817

Registered Address: Craigclowan School Limited,
Craigclowan Preparatory School, Edinburgh Road, Perth, PH2
8PS, Scotland.

Co Reg No: SC042495

Pre-school children

This is a snapshot of the many and varied activities and success we have enjoyed during the centre year.

- Visits from numerous outside agencies e.g. police, hygienist, RSPB, road safety officer, fire service.
- Eco—friendly school,
- Sponsored walk for Rachel House.
- Visit Care Home to entertain residents.

Our improvement Priorities for 2009 - 2010 are:

- The school garden - to make more, and better, use of the garden. More regular visits to incorporate children's suggestions into the daily work.
- Transition - to build on the strong links in place and to look at more ways of improving the smooth change between Pre-school and F1

Section 2: Progress on Priorities for 2007 - 2008

Achievement

- Daily verbal communications, parents' notice board, termly newsletter, clarion call communication
- Parent contact afternoons
- School library visits in main school twice weekly

Leadership

- Improved arrangements for self-evaluation in place
- Transition class in place - partly integrated days with F1-F3
- Weekly evaluation meetings of children's learning undertaken

Learning

- ICT in main school once weekly
- Scottish Country Dance
- Lunch in dining room with Forms 1 and 2
- Weather-dependent break times on playing fields with Forms 1-4

Section 3 Audit/Evaluation

Closer look QIs

1.2: Fulfilment of Statutory Duties

Strengths: Full-time Bursar, Full-time Support for Learning Department.

2.1: Children's Experiences

Strengths: Daily planning is flexible, Weekly staff meetings, Parental Questionnaires, Transition class.

Development Needs: To prioritise main learning outcomes, further development of Transition, involvement in Peer Support, Rotate staff to ensure attendance at meetings

4.1 Impact on the Community: The centre's successes in engaging with the local community

Strengths: Visits from numerous outside agencies e.g. police, hygienist, RSPB, road safety officer, fire service. Eco—friendly school, Sponsored walk for Rachel House. Visit Care Home to entertain residents.

Section 4: Children's Development and Progress

Children in their ante-pre-school year

- All children are able to separate readily from carer
- All children have developed confidence and have good working relationships with staff
- All children are usually competent in hygiene and toileting routines
- All children are usually able to express feelings and needs appropriately
- All children are aware of the link between healthy eating and physical energy
- Almost all children respect each others feelings
- Almost all children make choices and decisions and ask questions
- All children respond to stories, songs, music and rhymes
- Almost all children show care for the environment and for other people in the community
- All children participate in short conversations
- All children enjoy active physical play indoors and outdoors
- Almost all children respect needs, listen and follow instructions

Pre-school children

- All the children have a good understanding of colours, shapes and patterns within the classroom
- All the children have a good understanding of KUW- growth, change in seasons and the environment.
- All the children can use mathematical language appropriately.
- All the children enjoy using musical instruments and singing.
- Almost all of the children can express their needs and thoughts with confidence.
- All the children are working on or know their alphabet.
- Almost all of the children can write their names.
- All of the children can recognise their own names.
- Almost all of the children can use language to describe, explain, predict and ask questions to develop their ideas.
- Almost all of the children can run, jump, hop, skip, balance and catch a ball.
- All of the children understand the layout of books