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| ***Carleton Nursery***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *145* | | | | | **FME** | *N/A* | | | | | **Attendance (%)** *Power Bi May 2021* | **Authorised** | N/A | **Unauthorised** | N/A | | **Exclusion (%)** | *N/A* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | *N/A* | | | | |  |  | | | | |
| **VISION, VALUES & AIMS** |
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| *The vision and aims of the centre were created in August 2016. Parents, our children and partners were consulted and were part of the process. The values have been refreshed in 2021 in consultation with parents, children and practitioners and will be shared with all stakeholders.*  **OUR VISION:**  Our vision is to create a happy, safe. stimulating and challenging environment, where all children can discover for themselves that learning is enjoyable, where they can achieve their full potential and move forward with an inquiring mind and a thirst for knowledge.  **OUR MISSION STATEMENT:**  “Respect for learning, respect for each other, respect for all.”  **Our Values:**  **Play**  **Learn**  **Safe**  **Care**  **OUR AIMS**  Our aim is to get it right for every child by caring respecting, supporting and valuing each individual child and each other.   * To build a professional team of staff who keep abreast of current thinking and who value opportunities to develop professionally in order to provide the best learning environment and opportunities for our children. * To provide a child centred environment which is stimulating, challenging and meet the needs of all of our children. * To provide a safe and nurturing environment which is welcoming to children, parents/carers and stakeholders. * To offer our children and families to learn about and to experience healthy choices, physical and mental fitness and knowledge of how to keep safe. * To work with all professional colleagues, parents and the community in order to meet the needs of all our children and in order to engage them in the life of the nursery. * To support children and families through positive transitions as they journey through the various stages of their education and learning. * To ensure that our resources are used to maximise the service we offer to our children, their families and the community. * To provide effective management, leadership and quality assurance in order to ensure we provide a quality service. |

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| **Improvement for Recovery Priority Work**  **Session 2020 – 2021**  **Focused Priority 1 :**  Vision, Values and Aims continue to set high aspirations and ensure high standards for children and families, practitioners as we return to nursery. | |
| NIF Priority  *Raising attainment*  NIF Driver  *School Improvement, Staff Professionalism* | HGIOELC Quality Indicators  *1.1 Self-evaluation for Improvement*  *1.2 Leadership of learning*  *1.3 Leadership of change*  *2.2 Curriculum* |
| **Progress:**  *Vision, Values and Aims continue to set high aspirations and ensure high standards for children and families, practitioners as we return to nursery*.   * All staff have participated in revisiting the focused work started last year. * New staff have had the opportunity to deepen their understanding of the purpose of a set of core values. * Inservice day sessions and Development Meetings focused on developing a set of values. * All staff contributed to collating the draft set of values. * All staff contributed to final agreement of set of values. * All staff contributed to creating descriptors for the values. | |
| **Impact:**   * All staff report to having a fuller understanding of the purpose of a set of values. * A final set of values has been agreed upon. * PLAY, LEARN SAFE and CARE * Descriptors for each of these values have been created. These were created with the whole staff team. * Due to Covid not all actions have been undertaken and therefore impact is not evident at this time. The nursery’s aims are to be refreshed. | |
| **Next Steps:**   * This priority will continue to be focused on in 2021-2022. * Values will be shared with all stakeholders in August 2021. * Embed values into practice. * Update and develop curriculum rationale that reflects what makes us unique, the planned outdoor garden area development and the changing context for our community following Covid. | |
| **Focused Priority 2:**  To support the emotional wellbeing of children, families and practitioners to ensure progress is made by all learners. | |
| NIF Priority  Parental Engagement  Assessing of Children’s Progress | HGIOELC Quality Indicators  2.1 Safeguarding and Child Protection  3.1Ensuring wellbeing , equity and inclusion  3.2 Ensuring children’s progress |
| **Progress:**   * All staff participated in training and development around the use of Leuven’s scale assessment. * Staff have a better understanding about the rationale for it’s use. * All N4 children assessed against scale. * Information used to plan learning and play opportunities. * Wellbeing check-ins issued using microsoft forms allowing for confidentiality for staff. * All staff participated in training and wellbeing sessions around the 5 ways to wellbeing. * All staff participated in Inservice day team building sessions. * Daily check-ins embedded during lockdown. * Weekly Fareshare stall established. * Family Learning program adapted to meet the Covid restrictions. Delivery of Book Bug, Rhyme Time and Parents Matters over TEAMs and SWAY links. * Staff team and PEEP practitioners supported by SFW to put together a suite of SWAYS to deliver PEEP supporting P1 transition over 6 weeks. * Live learning with local schools including Leslie PS, Coaltown of Balgonie and St Paul’s to support transition. * Live learning during lockdown connected children, families and keyworkers. This happened in almost all playrooms. This was facilitated by staff teams and parents. | |
| **Impact:**   * Targeted children supported with self/co-regulations strategies following collection of Leuven’s data. * Staff reported feeling better connected throughout lockdown with daily morning check-ins. * New Senior Family Worker appointed into post. * Families benefited from establishment of weekly Fareshare stall established by Senior Family Worker. Connections made with families and relationships fostered with new SFW. * Family Learning program adapted to meet the Covid restrictions. Engagement of families online. * 50% N5 parents and children signed up to PEEP delivered over using SWAY over SEE SAW. * Almost all families who signed up (92%) engaged with the 6 weekly delivery of SWAYs. * Observations show children highly engaged in meeting some of their new teachers and classmates over Teams. | |
| **Next Steps:**   * Continue to embed Fare share weekly stall. * Ongoing development of Family Learning strategy to reflect changing context and Covid restrictions. * Wellbeing to be continued focus to support children and families following second lockdown and ongoing pandemic. * Continue to embed the use of Leuven’s scale assessment and employ data to plan supports for children. * Continue to deliver PEEP using online platforms during Covid restrictions. Consider ways to run this throughout the academic year. | |

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| **Focused Priority 3:**  To ensure all staff support learners effectively to close any achievement or opportunity gaps created by lockdown. | | |
| NIF Priority  Staff Professionalism  Assessment of children’s progress | HGIOELC Quality Indicators  2.1 Safeguarding and Child Protection  3.1 Ensuring wellbeing , equity and inclusion  3.2 Ensuring children’s progress | |
| **Progress:**   * Learning Wall champions identified. Training and support delivered by EYDO. * Significant observations training refreshed for all staff * Growing consistency identified through PLJ monitoring of significant observations made. These observations show progression and increased use of the language of learning. * Introduction of Learning consultations for all N5 pupils. * Staff supported to identify explicit next steps and break down Es and Os through Learning Consultations. * Staff participated in development session focusing on breaking down Es and Os and reporting to parents to ensure next steps are identified. * Playboxes unable to introduced due to inconsistent attendance of children identified. | | |
| **Impact:**   * Due to Covid not all actions have been undertaken and therefore there is limited impact of Learning Wall champions evident. This has not been able to be fully sustained. * Links between home and nursery deepened through the use of See Saw. Parents can instantly share in experiences of their child at nursery and respond. * Focus on next steps for N5 children through learning consultations. * Staff participated in development session focusing on breaking down Es and Os. Use of Tree Top trackers supported dialogue around learning consultations. * Staff supported by PT/DHoC and HT to identify explicit next steps. * Evidenced in N5 reports. | | |
| **Next Steps:**   * Learning Wall champion role to continue. Revisit training and plan for ongoing support of colleagues. * Continued use of See Saw to make links between home and nursery. * Embed Learning Consultations for all pupils. Identify explicit next steps. * Ongoing focus on Realising the Ambition and HGIOELC to support best practice and pedagogical understanding. * Introduction of play boxes to support targeted children. This has been planned and children already identified. * Greater use of data to inform planning and next steps for identified children. | | |
| **Evidence of significant wider achievements** | |
| * Wider achievements shared by families using seesaw. * Evidence recorded of family celebrations and developing knowledge of customs and religious celebrations and exploring different environments and being able to identify simple features of local and wider area environments. * Nursery community remained connected during lockdown via See Saw, Teams and phone calls. Relationships maintained and children returned feeling safe and secure supported by the team around them. * Resilience modelled by staff team and families. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| * Reflection on experiences from last lockdown – what worked well and staff feedback. * Constant evaluation and monitoring to respond to development needs. * Ongoing fortnightly phone calls. (weekly for families who required more intensive support and ongoing links with our new Senior Family Worker.) * Live Keyworker learning sessions launched including Early Entrants. Children able to engage with keyworkers, peers and friends. Positive feedback received from families. * Live Family groups launched with SFW Lyn Farrell leading across Carleton Nursery and Ladybird FNC. (Bookbug, Baby Massage, Rhyme time and Parents Matter) * Re-established Virtual Network Meetings for local area community support and links. * Planned approach for learning activities. Weekly planned activities linked to intentional planning and CfE Es and Os to ensure breadth, depth and challenge. Es and Os tracked. Activity planning records completed by staff. Activities posted Mond/Wed/Friday (3 each day) giving opportunities for personalisation and choice. * Model for Improvement Methodology applied to increase engagement. * Action plans were put in place for individual children and families. Actions ranged from trouble shooting ICT issues and engaging more personally with personal messages/stories. * Tracking of engagement to highlight trends and families who were not engaging. Tracking of families with minimum level of engagement, feedback on learning offered and families offering feedback and comments**.** *Trends saw an average of 84% of children and families engage with online play and learning. Trends identified which days were most popular for engagement and which activity type were most engaged with.* * Feedback from parents gathered:   *“I think all the staff are providing great experiences for our children and happy memories for the parents with support to plan/take part in structured activity”*  *“I appreciate the nursery staff doing this and my son has enjoyed all the activities he has done so far. “*  *“Ailidh loved making the shortbread. “*  *“Aria's favourite activity was the ice breaker. We froze toys and rescued them for 3 days in a row!”*   * Transition  **-** use of see saw as a platform to support our new starts to get to know their keyworker and become familiar with the playroom before start dates. Feedback from parents suggests the children were engaged well and felt comforted and reassured about starting nursery. It was planned and well thought out with each keyworker taking responsibility for connecting with new children and families and personalising messages. * See Saw and TEAMS used to support ASN pupils transition into nursery. * Daily staff team huddles to connect teams working from home and plan remote learning effectively. * Opportunity for Carleton staff team to collaborate remotely with Ladybird team. * Staff recognised for expertise and skill set. Opportunities to lead learning amongst teams. * Transferrable skills developed around planning of activities - beneficial in supporting responsive and intentional planning in playroom. * Successful implementation of virtual PEEP – to support transition to P1 with 92% of families who signed up engaging in the 6 week program.   ***Next steps:* Aspects of remote learning we will take forward in the future?**   * *Continued use of See Saw to promote and share learning from within playroom to connect families to children’s experiences. Explore other versions and investigate costs to allow us to keep evidence and resources from year to year.* * *Continued use of See Saw to support induction to nursery and transitions across stages and to P1.* * *Continued use of digital platforms to support children with ASN to transition into nursery.* * *Continued upskilling focus for staff and opportunities for them to work together to support each other with digital literacy.* | |

**School/Setting Name : Carleton Nursery**

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | 4 | 4 | 4 |  |
| **2.3 Learning, teaching and assessment** | 4 | 4 | 4 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 4 | 4 | 5 |  |
| **3.2 Securing children’s progress** | 4 | 4 | 4 |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | **5** |  |  |
| **Quality of environment** | **5** |  |  |
| **Quality of staffing** | **5** |  |  |
| **Quality of leadership and management** |  |  |  |

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing | | | | | |
| **Focused Priority: To implement universal strategies to support the emotional wellbeing of children, families and practitioners ensuring barriers to learning are reduced.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | ***1.5 Management of resources to promote equity***  ***2.4 Personalised Support***  ***2.5 Family Learning***  ***3.1 ensuring wellbeing, equity and inclusion*** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Emotional literacy and regulation skills of targeted children to be supported and improved.  Develop a consistent approach to supporting behaviour and pupil wellbeing across the nursery.  All children to have had wellbeing and engagement assessed.  Wellbeing and engagement to be improved for children. | Implement strategies that support emotional literacy and regulation.   * Further embed use of Leuven’s scale assessments and data. * Identify children, using Leuven’s scale assessment data and professional judgement. * Create Leuven’s toolkit to support staff’s use and understanding. * Research tools to support children’s emotional literacy and regulation. (Emotion Works) * Agree on resources/tools * Plan and implement staff training and development. * Provide opportunities for staff to collaborate with other practitioners.   Staff training and development   * Staff training and refocus on Solihull training. * Wellbeing team to be established including CP/SLT/EYOs * Identify SALT strategies that support emotional literacy. * Consult with parents and carers as to how effectively we are meeting the wellbeing needs of our children. * Identify what we could do better. * Liaise with EP. | HT/PT/DHoC  SEYO  SFW  Area PT | | * Leuven’s scale assessment data * Incident forms records and data * PLJ and playroom Observations * Playroom observations focussed on Solihull approach | Term 1 2021  Inservice Days – August |
| Families to be supported by the development of a Family Learning strategy that reflects our values and approach to partnerships with families.  Enable families to engage with Carleton Nursery and support their children post lockdown.  Increase engagement with families by seeking more regular feedback. | * Look outwards - research other strategies. * Staff development on eight Family Learning Values and features of highly effective practice. * Use of reflective questions to evaluate family learning program at Ladybird FNC. * Collect and collate data from family learning groups to support planning * Establish keyworker referral system for individual support for parents/carers * Use of evaluative tool to support individual family work. * Continue to establish wider community connections through embedding the early years network meetings. * Establish links with St Margaret’s Church to collaborate in community groups that support * Continued development and use of See Saw to support engagement. * Delivery of PEEP in EE and Preschool * Tailor family learning program to families’ needs and preferences. * Explicit links links made to learning from playroom. * Celebrate achievements - celebration sways evidence gathered by SFW * Seek termly feedback on focused priorities. Make personal contact | DHoC  SFW  Identified staff - TBC | | * Increase in numbers of participants in family learning groups. * Family evaluations * Group observations | Term 1  Term 2 |
| Staff to be supported by each other through creation of checkmate peer support system based upon coaching approaches. | * Wellbeing champions to lead planning of activities. Remit to be clearly established ensuring these role don’t become a counselling role. * Wellbeing check ins - to be collated and evaluated and used to plan for future sessions. * Check mates – buddy/coaching partners to be established. To support with collegiate activities such as development work, report writing and evaluation of data. * Dedicated wellbeing meeting time during in Inservice days to continue to be embedded. * Five ways activities in Inservice days * Use of solution circle approach to planning and problem solving. | HT  Identified staff -TBC  PT | | * Staff feedback | August Inservice Day |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing. | | | | | |
| **Focused Priority: To maximise outdoor learning opportunities for all children.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | ***2.2 Curriculum***  ***2.3 Learning Teaching and Assessment***  ***3.2 Securing Children’s Progress*** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Improve outdoor learning environment for all pupils to support health, wellbeing and physical development.  Garden area to be accessible to all pupils.  Children to participate on forest kindergarten experiences. | * Develop garden area ensuring that children’s voice is valued and included in planning. * Improve safety to reduce trip hazards and risks. * Develop planting and growing area. * Update outdoor learning environment risk assessments. * Develop sensory play rea. * Secure funding to support developments. * Resource all weather clothing to ensure all weather access. * Forest kindergarten leads to be identified. | PT/DHoC  Identified leads  All staff to contribute | | * Outdoor learning observations show greater access by children. * Increase in observations captured outdoors collected across the curriculum in PLJs. | Ongoing |
| Curriculum rationale to be further developed to reflect outdoor learning context.  Children are highly engaged and stimulated in outdoor play and learning. | * Revisit what makes us unique and drives our curriculum to ensure new staff members have knowledge of our context. * Ensure changing context following covid and 1140 expansion is reflected. * Create document and share with all stakeholders. | HT  All staff team to contribute  Parents and carers | | * Playroom Observations to show curriculum in action. * PLJs to reflect curriculum in action and illustrate context, degree of pupil’s achievement and the language of learning. | Term 1  Term 2  November Inservice Day |
| Children to experience rich literacy and numeracy experiences outdoors. | * Core provision audit for outdoor area * Literacy audit * Numeracy audit * Resources fiction and non fiction books for outdoor area * Focus on embedding conceptual numeracy experiences outdoors. * Revisit conceptual numeracy principals and training with staff team. | PT  SEYO  Identified staff TBC  Area PT | |  |  |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly literacy and numeracy. | | | | | |
| **Focused Priority: To develop the use of data to ensure progress for all N5 learners and to support transition to Primary One.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | ***2.3 Learning Teaching and Assessment***  ***3.2 Securing Children’s Progress***  ***2.6 Transitions*** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Identified gaps in learning to be reduced for all N5 pupils. | * Collaborate with local primary schools sand share P1 baseline data. * Arrange meetings with schools for end of Term 1. * Interrogate data. * Identify areas of development for nursery pupils * Use feedback to plan intentionally. * Update yearly intentional planning to account for 52 weeks. * Early identification of proposed P1 placements. * Further embed use of Leuven’s scale assessments and data. * Identify children, using Leuven’s scale assessment data and professional judgement. * Create Leuven’s toolkit to support staff’s use and understanding. | HT/PT  EYLO  SEYO (DR) | | * Planning moderation * Playroom observations * Comparison of P1 data from year to year * Leuven’s scale assessment data | End of Term 1  End of Term 4 |

**Name of Establishment**

**Education Manager**

**Standards and Quality Report Session 2020 - 2021**

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|  | **Comments** |
| Agreed adapted format for SQR 2020 – 2021 has been used |  |
| Context table completed  Shared vision and values shared |  |
| **Improvement Work 2020 – 2021**  Progress noted  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  |
| Clear impact shown for children and young people   * Quantitative or qualitative data to support this impact * Written evaluatively |  |
| Limited number of next steps identified |  |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) |  |
| Wider achievement – impact on children and young people  (evidence of skills developed rather than a list of achievements/experiences) |  |
| What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021)  Evidence of   * Expectations for remote learning * Data for engagement levels * Feedback received from all stakeholders |  |
| Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) |  |
| Attainment Scotland Fund Evaluation (PEF/SAC)  Progress:  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc |  |
| Impact   * Quantitative or qualitative data to support this impact * Written evaluatively |  |
| NIF quality Indicators are evaluated using six point scale (School) |  |
| NIF quality Indicators are evaluated using six point scale (Nursery) |  |
| Care Inspectorate Grades included (where relevant) |  |

**Improvement Plan Session 2021 - 2022**

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|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? |  |
| Are relevant QI’s identified for priority identified? |  |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data |  |
| Strategic Action/tasks identified:   * High level * Realistic |  |
| Responsibilities   * Identified * At all levels |  |
| Measure of Success (including Triangulation of evidence)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways |  |
| Timescales   * Realistic |  |