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| ***Ladybird Family Nurture Centre***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *86* | | | | | **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* | | | | |

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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:**   * 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. (50% of staff team new due to 1140 and managing change exercise) * 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. * SAFE, WELCOMING, ACHIVEING and NURTURING * Descriptors for each of these values have been created. These are displayed within a power point presentation. * Due to Covid not all actions have been undertaken and limited observations are available to evidence this at this current time. | |
| **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  3.1 Ensuring wellbeing , equity and inclusion  3.2 Ensuring children’s progress |
| **Progress:**   * Fortnightly phone calls to families continued during term 1 for ongoing support and to settle children and families back into nursery. * All staff participated in training and development around the use of Leuven’s scale assessment. * 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. * Fareshare stall runs twice weekly and continued during the end of lockdown. * Family Learning program adapted to meet the Covid restrictions. Delivery of Book Bug, Rhyme Time and Parents Matters over TEAMs and SWAY links. * Almost all N5 parents and children signed up to PEEP delivered over using SWAY over SEE SAW. | |
| **Impact:**   * Chronologies of ongoing fortnightly phone calls allowed parents and families to share important and relevant information with keyworkers show positive impact on the ability to ensure the needs of children and families were met and ensured that strong trusting relationships were maintained and fostered for new families. * 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. * Use of solution Circle approach supported staff to make difficult decisions about the required changes to playroom environments due to Covid restrictions. * Families and local residents benefited from reintroduction of fareshare stall twice weekly. * Family Learning program adapted to meet the Covid restrictions. Engagement of a few families online. * Almost all (91%)parents signing up to PEEP however there was limited feedback received from parents following PEEP delivery over See Saw. | |
| **Next Steps:**   * 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. | |

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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. * Next steps identified for all N5 children through ongoing embedding of Learning Consultations. * Staff participated in development session focusing on breaking down Es and Os. | | |
| **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/EYLO/SEYO/DHoC and HT to identify explicit next steps. * Evidenced in N5 reports. * Continued story data collection. This has been inconsistent due to Covid. This will become embedded into ongoing practice supporting all children to participate in daily story/rhyme experiences. * Identified children have been supported to participate in play boxes to support language and communication. Observations for identified children show increase in communication when participating in play boxes. This focused 1:1 time has promoted purposeful communication between adult and child. This is now being widened to include other peers to support peer communication. * Three members of staff now experienced in leading and supporting children in this initiative. This will support building capacity across the staff team. This work has been led by our PT and supported by SEYO in the playroom. | | |
| **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. * Continued focus on Next steps through introduction of new PLJ and continued embedding of Learning Consultations for all pupils. * Ongoing identification of children who do not engage in daily equivalent story experiences. * Ongoing use of play box approach for identified children to support language and communication. Continue to build capacity across staff team. * Ongoing focus on Realising the Ambition and HGIOELC to support best practice and pedagogical understanding. | | |
| **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. * Fare share stall connected children, families, staff and the wider local community. Children have had the opportunity to develop skills of life and learning through this real context, developing an awareness of the world in which they live and grow in. An exposure to a broad range of skills including understanding and developing an awareness of how money is used. This will be further developed. | |
| **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 Senior Family Worker. * Live Family groups launched. (Bookbug, Baby Massage, Rhyme time and Parents Matter) * Re-established Virtual Network Meetings for local area community support and links. * Baseline data gathered from families from first lockdown: *Most Ladybird families shared that (65%) they only engaged in online learning a little using digital technologies. 20% of returns said they didn’t use it at all and 12% said they used it regularly. This data provided us with a start point prior to lockdown.* * *Trial use of See Saw: 4 families and 4 staff members. 100% families and 100% staff found accessing See Saw easy.* * *95% sign up on entering lockdown.* * 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. * High numbers of families engaged with online learning during the second lockdown*. These numbers increased when activity packs were offered alongside the online activities. Feedback via see saw higher when linked to an activity pack.* * *Parental feedback:*   *“My son enjoyed looking for the different birds outside”*  *“Thank you for making the lockdown situation that bit easier by giving the children something to focus on.”*  *“He has loved watching Kirsty read to him and watching the videos”*   * Model for Improvement Methodology applied to increase engagement. Ladybird Pre-School 84% to 92% and 79% to 89% EE. Potential barriers were identified and ideas to promote 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 increase in minimum engagement from 84% to 90% (only 5 families in Ladybird not engaging) This dipped towards the end of lockdown.* * 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. Feed back 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. * Daily staff team huddles to connect teams working from home and plan remote learning effectively. * Opportunity for Ladybird team to collaborate remotely with Carleton staff 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.   ***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.* | |

**School/Setting Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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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** | **6** |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management** | **6** |  |  |

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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. * Use of Leuven’s scale to plan for targeted strategies for identified children. * 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  EYLO  SEYO  SFW  HT  Area PT team  All staff  HT  HT/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 Ladybird FNC and support their children post lockdown.  Increase engagement with families by seeking more regular feedback.  All practitioners to have strong trusting relationships with parents and carers. | * 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 * Re-establish links with Good companions community group to foster intergenerational links. * 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 too learning from playroom * Celebrate achievements - celebration sways evidence gathered by SFW * Seek termly feedback on focused priorities. Make personal contact * Relationship matters CLPL | DHoC  SFW  Identified staff - TBC  SFW  DHoC/SFW  DHoC  DHoC/PT  SFW  EYLO/SEYO/PT  EYLO/SFW  Identified staff tbc | | * Increase in numbers of participants in family learning groups. * Family evaluations * Group observations | Term 1  Term 2 |
| All staff’s wellbeing to be supported through the development of a rationale for staff wellbeing based upon the centre’s core values.  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 * Continued use of solution circle approach to planning and problem solving. | HT  Identified staff -TBC  SLT  All staff  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:**  relevant links made | | | | | |
| **Focused Priority: To maximise outdoor learning opportunities for all children.** *aim/outcome – who will change?, what will change? and how will it change?)* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Linked to all relevant QIs as well as key QIs | | | Linked to all relevant QIs as well as key QIs | | |
| **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. | * Develop courtyard area for U3 pupils. Ensure open ended divergent play experiences that allow places to be active, relax, tactile exploration and imagination. * Develop front garden area for U3 pupils. * Develop trim trail garden area for all pupils to access ensuring children’s voice is heard and included in planning. * Develop allotment and planting area. * Secure funding to support developments. * Update outdoor learning environment risk assessments. | DHoC/SEYO FM/U3 staff team – Identified staff TBC  PT/Preschool team – identified  Identified staff tbc | | * 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 | | * 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 * Collect story experience data * Revamp literacy shed | PT  EYLO  SEYO  Identified staff TBC | |  |  |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |

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| **National Improvement Framework Priority:**  relevant links made | | | | | |
| **Focused Priority: To develop the use of data to ensure progress for all N5 learners and to support transition to Primary One.** *aim/outcome – who will change?, what will change? and how will it change?)* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Linked to all relevant QIs as well as key QIs | | | Linked to all relevant QIs as well as key QIs | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Identified gaps in learning to be reduced for all N5 pupils.  N5 pupils to be supported across the academic year to transition to P1.  Pupils to make earlier connections with local Primary Schools. | * 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 * 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 |  |