

Education and Learning Directorate

ELC Annual Standards and Quality Report

2024-25

School: Calside Nursery

Date: April 2025

1. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

Nursery Vision Statement

At Calside Nursery our vision is to provide a safe, secure and stimulating environment for children to explore and maximize their full potential whilst ensuring that every child's wellbeing is at the very core of our practice.

We are committed to creating a positive environment built on mutual respect, trust and cooperation between parents, staff, children and the wider community. Children are at the core of everything that we do, and we strive to provide challenge, breadth and depth of learning and opportunities for all, to develop skills for life, learning and work.

Nursery Values

Respect ~ Equality ~ Compassion ~ Kindness~ Considering Others~ Empathy~ Acceptance~ Honesty ~ Politeness~

Our Aims (created with our children)

Share~ Kind Words ~Tell the Truth~ Take Turns~ We need to Listen~ Help Everyone~ Listen to others~ Be Good and Nice ~ Learn Stuff ~Kind Hands

- ✓ To create a safe, secure and stimulating environment for every child;
- ✓ To respect and value every child as an individual;
- ✓ To support and encourage children to become Successful Learners, Confident Individuals, Responsive Citizens and Effective Contributors;
- ✓ To promote a healthy lifestyle and ensure that a child's holistic wellbeing needs are met;
- ✓ To provide a welcoming and engaging environment for parents and carers;
- ✓ To value parental contributions in the role of educator and to encourage and support them in that role;
- ✓ To work in partnership with other agencies and within our communities to support the welfare of our children;
- ✓ To build on teamwork and cooperation and to value individual strengths and skills within our team;
- ✓ To maintain a commitment to training so that our children are receiving the benefits of skilled/qualified staff;
- ✓ To respect and value every child as an individual.

Review Date: March 2025 to June 2026

Review Activities:

- ✓ Working with school colleagues to revisit the vision, value and aims / curriculum rationale;
- ✓ Work with children to revisit the above and collect their views and responses;
- ✓ Parents to be involved by asking them what their vision is for the nursery and what is important for them in relation to their children's learning and experiences;
- ✓ Create a new Vision, Values and Aims / rationale that links with the school's beliefs but also tailored for nursery;
- ✓ Linking to the UNCRC Rights of the child and SHANARRI indicators.

2.1 Annual Standards and Quality Report - Progress against Previous Year's School Improvement Priorities

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate	Next Steps (Looking Forwards)
<p>Achievement Across the Curriculum</p> <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> • Attainment in Literacy • Attainment in Numeracy • Attainment in Digital Literacy • Early level: Play pedagogy • First level: Active pedagogy • Learning Centre: continuous provision <p>NIF Priority:</p> <ul style="list-style-type: none"> • Improvement in attainment • Closing the attainment gap • Improvement in skills for all young people 	<p>Excellence in Learning and Teaching</p> <p>The school and nursery were visited by HMiE in June 2024: the professional dialogue undertaken and the feedback given supported our identified areas of improvement. We focused on building a shared understanding of what excellence in learning and teaching looks like for our learners, developing consistency across all areas of the school. In September, teaching and nursery staff revisited the D&G Building Capacity paper for Learning, Teaching and Assessment, evaluating their own practice and the practice within their stage team. Each stage team then identified areas for improvement, and these were used as a basis for classroom observations and learning talks. The staff then revisited the D&G Learning and Teaching policy, aligning this with our own practice and developing our own Learning and Teaching Policy. Staff across all stages of the school, including Nursery and Learning Centre, reviewed the policy including our key elements for high-quality learning and teaching experiences during the February INSET day. They worked in learning trios to evaluate learning environments using the D&G Framework for Inclusion checklist, identifying any lack of consistency or development needs. The monitoring cycle has shown that the consistency of approach and expectation is increasing, and this will continue to be a focus next session, taking changes to staffing into account.</p> <p>Nursery staff reviewed our provision in June 2024, identifying opportunities for the inclusion of the United Nations Rights of the Child and the Global Goals as well as the development of meta-skills for learners. These were implemented in August. Monitoring of planning, teaching and assessment shows coverage of the curriculum outcomes across all curricular areas as well as the wider themes. This will be reviewed again once the national curriculum refresh is published.</p> <p><u>Meta-Skills</u></p> <p>Within our development of the Learning and Teaching policy, Mrs Gamble worked with Skills Development Scotland as part of the focus group to develop the meta-skills resources for Early level. As part of the review of the updated three-year curriculum cycle in June, staff identified opportunities for the development of the meta-skills and these were implemented from August. Mr McIlorum developed a Sway which was shared with parents to build parental understanding of the importance of meta-skills for learning, for life and for work.</p>	<p>Continue to build a shared understanding of high-quality learning, teaching and experiences across the nursery.</p> <p>As per HMiE recommendations, continue to build shared understanding of effective questioning and high-quality feedback across the nursery to ensure appropriate support and challenge.</p> <p>Continue to build shared expectations for high-quality experiences and observations that identify next steps for learning.</p> <p>Be part of the whole school's Review of the Learning and Teaching policy: use the key elements of excellent learning and teaching from building the Capacity papers as a basis for Nursery Manager to facilitate peer-to-peer staff observations which will aid moderation activities.</p> <p>For staff to be aware of the progression framework for meta-skills within the school body. Nursery staff will focus on embedding the UNCRC Rights of the child and SHANARRI indicators building on the nurture aspect of our ELC provision. Staff will include these aspects in all ELC paperwork and correspondence with parents/carers.</p>

<p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of children's progress • Performance information • School improvement <p>HGIOELC? Qis</p> <p>2.2 curriculum: rationale and Design; learning and developmental pathways; pedagogy and play and skills for life and learning</p> <p>2.3 Learning, teaching and assessment: learning and engagement; quality of interactions; effective use of assessment; planning, tracking and monitoring</p> <p>2.4 Personalised support: universal support; role of practitioners and leaders; identification of learning needs and targeted support, removal of barriers for learning</p> <p>3.2 Securing children's progress: progress in communication, early language, mathematics and health and wellbeing, children's progress over time, Overall quality of children's achievement, ensuring equity for all children</p> <p>3.3 Developing creativity and skills for life and learning: developing creativity, developing skills for life and learning and developing digital skills</p>	<p><u>Play Pedagogy and Active Learning</u></p> <p>In line with our HMIÉ feedback as well as our ongoing support from the D&G Education Officer for Play Pedagogy, staff from Nursery to P4 continued to engage with the D&G Play Toolkit to build a shared understanding of what high-quality play experiences look like. The staff reviewed our practice within the D&G Play Pedagogy policy, and drafted our own policy for this approach. The Play policy was aligned with our Learning and Teaching policy, and incorporated within the staff work on our identified key elements for high-quality learning and teaching experiences.</p> <p>We continued to offer "Stay and Play" and "Come and Join Us" sessions through the year to support parent/carer understanding of the play and active learning approaches and how they can support this at home. These were well-attended, and we will continue to offer these going forward.</p> <p>Digital Literacy</p> <p>Staff continued to implement the DHS cluster progression framework and strategy for Digital Literacy; Mr McIlorum supported nursery staff with the implementation of the approaches and with the range of digital toys in the nursery.</p> <p>Tracking of Progress and Achievement using SEEMIS</p> <p>Teaching and Nursery staff continued to update and moderate levels within SEEMIS Progress & Achievement three times a year to ensure consistency and accuracy within stages, and across the school. The SMT also moderated the levels, triangulating with other assessment data, as part of the attainment tracking programme. New staff were supported in the use of SEEMIS Progress and Achievement, using a mentoring approach to ensure consistency and accuracy. Teaching and nursery staff worked at cluster level on the January INSET, with Wendy Rigg (Attainment Advisor, Education Scotland) to build a shared understanding of the use of data in determining the levels within Progress & Achievement. This built staff understanding and confidence in the allocation of levels, and ensures a clear focus on next steps for all our learners.</p> <p>HMIÉ identified the need for attainment to be tracked over time to ensure that the correct pace and challenge is in place for all our learners. This has now been implemented across all stages, and forms part of the ongoing attainment tracking programme.</p> <p>HMIÉ identified the gap in the tracking of wider achievements, following the loss of ClassDojo, with a corresponding decline in the number of wider achievements being shared from home. Wider achievement tracking has been implemented across all stages, and forms part of the ongoing attainment tracking programme. Wider achievements continue to be celebrated in nursery. We have recently been able to reintroduce ClassDojo, and we will develop its use in profiling wider achievements further going forward.</p>	<p>Support any new members and existing staff to understand our play and active learning pedagogy, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p> <p>Be a part of the Review and refine of the policy for Play Pedagogy (Nursery, Learning Centre and the Early Years.) Use this policy in tandem with our Learning and Teaching policy as a basis for NM and peer observations, and for moderation activities.</p> <p>Review and refine our calendar of "Stay and Play" sessions ensuring we offer further advice to parent/carers so they can support at home.</p> <p>With the recent reintroduction of ClassDojo, develop profiling for Nursery using digital approaches.</p> <p>In building and strengthening Digital Literacy experiences within our curriculum, embed further in daily routines of the structure of the day.</p> <p>Continue to moderate levels within SEEMIS Progress and Achievement at stage, school and cluster level to ensure consistency, pace and challenge for all learners.</p> <p>Embed the tracking of attainment and wider achievements over time, retaining a tight focus on pace and challenge for all learners. This will support all learners to progress at an appropriate rate for themselves.</p> <p>With the recent reintroduction of ClassDojo, develop profiling as a digital approach to share learning and experiences with parents/ carers.</p>
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Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate	Next Steps (Looking Forwards)
<p>Learner and Parental Engagement</p> <p>United Nations Rights of the Child: 2- “..all children have these rights..” 12- “..the right to give their opinions freely on issues that affect them..” 23- “..all children participating actively in the community..”</p> <p>18- “..parents should always consider what is best for their child. Governments should help them..”</p> <p>NIF Priority:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every young person at the centre of education • Improvement in children and young people's health and wellbeing • Improvement in skills for all young people <p>NIF Driver</p> <ul style="list-style-type: none"> • Teacher professionalism • Parental engagement <p>HGIOELC? Qis 1.2 Leadership of learning: children leading learning 2.1 Safeguarding and child protection: arrangements to ensure wellbeing</p>	<p>Learner Participation The school achieved the Silver Rights-Respecting Schools Award in June 2024, and developed an action to work towards the Gold award. Nursery staff reviewed our provision in June, identifying opportunities for the inclusion of the United Nations Rights of the Child and the Global Goals as well as the development of meta-skills for learners. The updated curriculum rationale were implemented in August.</p> <p>We have recently been able to reintroduce ClassDojo, and we will develop its use in profiling wider achievements further going forward.</p> <p>Parental Involvement and Engagement We reviewed the D&G Parental Involvement and Engagement Strategy with the Parent and Pupil Councils in May 2024, and used their feedback to develop our own Parental Involvement and Engagement Strategy. This was shared with parents in June, and will be refined on an annual basis. Parental feedback in the HMiE questionnaires in June showed that the majority of parents feel that they know what their child is learning and their next steps; a group of parents requested further advice and support for home learning. This has been offered on an individual basis.</p> <p>Teaching staff reviewed the three-year curriculum cycle in June, identifying opportunities for parental engagement. This is refined on an ongoing basis e.g. the “Come and Join Us” sessions in November focused on the development of meta-skills following parental feedback. All “Stay & Play”, “Come & Join Us” and class presentations have been well-attended, with the majority of feedback positive.</p>	<p>With the recent reintroduction of ClassDojo, develop profiling as a digital approach to share learning and experiences with parents/ carers.</p> <p>Review and refine the learning and understanding of UNCRC Rights of the Child and SHANARRI indicators- sharing this terminology through newsletters, ClassDojo, annual reports, personal care plan and personal learning plans. Embed the child's voice into their learning and sharing this with parents/ carers.</p> <p>Build on a shared ethos of involvement throughout nursery with parents in asking for engagement to plan and provide stays and plays and other events throughout the year.</p> <p>Embed ClassDojo: audit parents as to the information shared within Dojo, and refine as needed.</p> <p>Review and refine how we are sharing learning targets and wider successes through ClassDojo, newsletters etc.</p>

<p>2.4 Personalised support: universal support; role of practitioners and leaders; removal of barriers to learning</p> <p>2.5 Family learning: early intervention and prevention</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Securing children's progress</p>	<p>Framework for Inclusion</p> <p>All staff have undertaken mandatory training on the D&G Framework for Inclusion, and on the Stages of Intervention. As part of our work on the development of excellent learning and teaching, staff worked in trios using the Framework for Inclusion checklist to review our learning environments as well as our approaches. This activity has built a shared understanding of the Framework for Inclusion for staff. D&G launched a Framework for Inclusion website in January: all staff engaged with this during the February INSET, allowing for focused professional dialogue as to barriers to learning and how these may be overcome.</p> <p>Mrs Hooper organised a Partners' Fair during learner conferences in May. This included our wider partners in SALT, Autism Outreach, Occupational Therapy and PIN. Our partners reported limited parental engagement during this: staff feedback reflected that the timing of this during learner conferences may have had an impact. Further sessions with wider partners were arranged during the session, with parents invited dependent on the needs of their child/ren. These sessions were slightly more effective, but parental uptake was still limited.</p>	<p>Further mandatory training on the Framework for Inclusion for all staff will further embed a shared understanding and consistency of approach.</p> <p>Support any new members of staff to understand the Framework for Inclusion, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners (as needed).</p>
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2.2 Report on the impact of PEF

Project/Intervention- Menu of Interventions for Health and Wellbeing, Literacy and Numeracy

Impact

What has improved/changed for the target groups? What difference did PEF make?

We have used our ongoing attainment tracking to identify needs on an ongoing basis and as they have arisen. We assess the impact of intervention at the end of the intervention block to identify next steps, but staff also use a range of formative assessment strategies throughout the block so that we can amend as needed. We have used the expertise of the Additional Support for Learning team and our Partners in Learning such as Active Schools or Befrienders to identify required interventions creating tailored support as needed.

Interventions have included:

Health and Wellbeing: Friendship group; Attention Autism; Lego therapy; lifeskills group; coping skills toolkit; building resilience; TACPAC; Play Leaders; Nurture group; Tea and Toast; Draw & Talk

Literacy: additional phonics support at Early level; TLQ phases 1 and 2; FIZZY fine motor group; Book Buddies; Closing the Literacy Gap; Toe by Toe; Fastlane; Colourful Semantics; Wave 2

Numeracy: Closing the Numeracy Gap; Numeracy Launchpads

Other supports: support with costs of school trips; provision of costumes; food hampers over Christmas; additional swimming lessons; attendance at extra-curricular clubs

Our attainment and achievement tracking, combined with our specific PEF tracking, shows that the majority of PEF learners are making progress, but that most have not yet working at the expected level. HMiE concurred that most PEF learners were making appropriate progress, with some making excellent progress. HMiE recommended that some of the interventions were considered as class approaches as well as intensive interventions. Staff have considered this through our work on excellent learning and teaching, and through actions agreed during our attainment meetings.

Evaluative Comment

We have offered a wide range of interventions, and we have worked with a wide range of professional partners in learning. The time taken for interventions from other agencies to start has on occasion been longer than needed, and we need to adapt this so we consider a short-term intervention while waiting for outside support.

There have been significant staffing issues across the school over the last 2 years and this has impacted on timeliness of delivery as well as on staff expertise to deliver required interventions. The delay in time and/or expertise has contributed to the amount of progress made by some of our learners. We need to adapt this moving forward: further training for staff we now have in place for instance. Our whole-staff work on the Framework for Inclusion and on excellent learning and teaching will also supplement this.

We also continue to support more than 30 children with PEF despite only receiving funding for 19 children. This also dilutes the impact although we try to work round this through grouped intervention work rather than individual, where possible and where appropriate.

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous improvement? Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment

Quality Indicator 1.3 Leadership of change	How well are you doing? What's working well for your learners? (Include evidence of impact)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change 	<ul style="list-style-type: none"> Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. Peer observations and shared stage planning enables us to build shared expectations for excellent learning and teaching. Work on developing our Learning and Teaching policy is building greater consistency across all stages of the school. Opportunities for leadership exist at all levels through the stage teams and working parties; this is complemented through participation in cluster and authority activities. Many staff take on these opportunities for leadership, and support colleagues as needed. We engaged with Rights Respecting Schools Award scheme and were successful in gaining the Silver Award. The Young Digital Leaders work in the nursery to support the children and staff with digital learning. They plan and deliver workshops to parents to support parents in this curricular area. The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. The SMT carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities. 	<ul style="list-style-type: none"> Continue to develop our Learning and Teaching policy to ensure consistent excellent learning and teaching experiences. Embed our key elements of excellent learning and teaching throughout nursery, using these as a basis for monitoring and moderation of practice. The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Gold and for nursery to be included in this. Class charters to be revisited at the start of the new session with all and any new intake. We will focus on a happy hands is kind hands approach to health and wellbeing. Nursery vision, values and aims to be updated, supported by the Rights Group, and to align with school Continue to review and refine our provision to be implemented, ensuring that UN Rights of the Child and SHANARRI indicators are embedded. Ensure that our play and active learning experiences include the development of important transferable skills, so that our learners develop as confident individuals who can effectively contribute across all aspects of life at nursery, at home and in the wider community. Continue to build learner engagement in ensuring that the child's voice is captured and recorded throughout their nursery experience. Continue to build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels. Early and First level staff to continue to collaborate to share excellent practice in play pedagogy. Continue to develop our "Stay and Play" sessions Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. 	4

Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • The majority of our children are eager and active participants who are fully engaged, highly motivated and interact well during activities in nursery. • Most learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests. • Our provision and planning allow for continuity and progression through a learner's journey. They incorporate the United Nations Rights of the Child as well as the Global Goals. • Development of our Learning and Teaching policy is creating greater consistency across the school in terms of expectations for excellent learning and teaching experiences. • Assessment is integral to our planning of learning and teaching. Our nursery staff are reflective practitioners: they evaluate experiences and use identified next steps to inform future learning. • We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher). • We have regular opportunities for parental engagement to support parents with their understanding of the provision in nursery, using feedback from parents, pupils and staff to plan the next session. • Our transition arrangements between nursery and school support continuity of learning and promote pupil well-being. 	<ul style="list-style-type: none"> • Continue to develop our Learning and Teaching policy, embedding the key elements of excellent learning and teaching whilst looking at building capacity papers for comparison and review. • Review our planning framework in line with the national curriculum refresh when published. • Continue to embed the UNCRC, SHANARRI indicators across our provision. • Continue to build on the child's voice in their own across their nursery experience: input into what they want to learn; reflection on what they have learned; how to show what they have learned. • Continue to build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels. • Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • Early and First level staff to continue to collaborate to share excellent practice in play pedagogy and active learning at school, cluster and authority level. • Continue to develop our "Stay and Play" sessions, building parent/carers understanding of the approaches and how they can support this at home and how we can plan these to support their needs. • Continue to implement, review and refine continuous provision both indoors and outdoors. • SEEMIS Progress and Achievement training for new staff, and moderation to ensure common understanding and consistency across all levels. 	4

Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion	How well are you doing? What's working well for your learners? (Include evidence of impact)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> Wellbeing Fulfilment of statutory duties Inclusion and equality 	<ul style="list-style-type: none"> Our learners benefit from the high-quality provision which we provide. Relationships within the nursery are generally positive and supportive, founded on a climate of mutual respect, shared values and high expectations. Staff and partners are proactive in promoting positive relationships in the nursery. Our nursery promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. Most of our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, well-being and inclusion of all children and young people. Child Protection and GIRFEC procedures are followed by all staff, who have a very good understanding of these. We know the needs of our children well. This allows us to identify barriers to wellbeing and learning promptly, implementing interventions and supports in a timely manner. We communicate with parents in person through regular opportunities for them to share the learning in school as well as learner conferences and other meetings as needed. We use a range of communication strategies. This includes care plans, regular newsletters and face-to-face contact daily. We have recently been able to reintroduce ClassDojo which has been positively received by parents and staff. Members of the Senior Management Team have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required. 	<ul style="list-style-type: none"> The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Silver and working towards Gold and for nursery to be involved. The nursery charter to be revisited at the start of the new session and in future intakes, focusing on "happy hands are kind hands" in supporting health and wellbeing. Embed the use of ClassDojo for parental engagement, moderating these to ensure consistency across nursery. Continue to identify appropriate interventions for equity and excellence for our pupils and liaise with school in including family support though PEF funding if applicable. Build consistency in wellbeing approaches, expectations and ethos across all stages of the nursery (PEF funding). Continue to embed our play pedagogy and continuous provision across Nursery to P2; and active play across First level. Ensure all new staff are fully cognisant of their roles and responsibilities, fully aware of the needs of our learners and undertake all mandatory training. 	5

Quality Indicator 3.2 Raising attainment and achievement	How well are you doing? What's working well for your learners? (Include evidence of impact)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • Most of our learners are progressing well in their own learning journey: for many, this is achievement of the required levels within Curriculum for Excellence, whereas a number of children with identified additional support needs are progressing on their own milestones as appropriate. • Our staff make effective use of observations, and we are building a shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. • We have rigorous embedded systems to track attainment for all learners, triangulating the data to analyse required intervention, and then to monitor the impact of any intervention. • We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher). • Our transition arrangements between nursery and school support continuity of learning and promote pupil well-being. 	<ul style="list-style-type: none"> • Ensure all staff across all stages of the school have a shared understanding and high expectations of our learners. Peer observations will build this consistency. • Continue to review and refine our provision, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level; and that they offer breadth and depth in the wider curriculum. Build learner profiles at all stages to reflect this. • Review our provision and planning in line with the national curriculum refresh when published. • Continue to embed the UNCRC, SHANARRI indicators across the curriculum. • Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • SEEMIS Progress and Achievement training for new staff as needed and continue regular moderation activities to ensure common understanding and consistency across the four stages of progress. 	4

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways 	<ul style="list-style-type: none"> Our provision is planned to offer breadth across the areas of the curriculum, and allows for a balance of support and challenge. Staff support pupils to exercise choice and interest/ Parents/carers have regular opportunities to discuss their child's learning and identify next steps, including care plans and settling in reports. All staff take responsibility for developing Literacy, Numeracy, Health and Wellbeing and Digital Literacy across the provision. We have strategies in place for Literacy, Numeracy and Health & Wellbeing which include a wide range of interventions we select from on an individual basis when a need is identified. Staff are reflective practitioners and are open to new methodologies if they demonstrate a positive impact on learning. Staff trial new approaches, and then reflect & refine as needed. Digital technologies are being developed across the provision to support young people to be creative and use a range of digital technologies. Digital resources are used flexibly to overcome possible barriers to learning, including communication adaptations. 	<ul style="list-style-type: none"> Continue to ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions (PEF funding). Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. Continue to develop our Learning and Teaching policy, embedding the key elements of excellent learning and teaching through our monitoring cycle to ensure consistency. Review our provision in line with the national curriculum refresh when published. Continue to embed the UNCRC, SHANARRI indicators across the curriculum. With the recent reintroduction of ClassDojo, develop profiling to reflect on the learner development and sharing of information with parents/ carers. Early level staff to continue to incorporate digital learning into the active play experiences and continuous provision.
<p>2.7 Partnerships</p> <ul style="list-style-type: none"> Impact on Learners The impact of parental involvement on improving children and young people's learning. 	<ul style="list-style-type: none"> We communicate with parents and families in a variety of ways, including face-to-face daily, care plans, settling in reports, newsletters. We have regular "Stay & Play" sessions in nursery: these build parental understanding of the approaches and activities within school so that parents can continue to support and enrich their child's development at home. We offer transition programmes from home into nursery, and from nursery into P1. This encourages parents in order to support their children with these key transitions. Parents/carers have regular planned opportunities to discuss their child's learning and identify next steps, through care plans, settling in and transition reports. We work with a range of partners to enable us to offer a variety of opportunities to enrich our provision. These partnerships allow us to share expertise and skills. These include Active Schools, local sports teams as well as the STEM team. Our partners understand our school context well. They demonstrate a high level of commitment to improving outcomes for our learners. 	<ul style="list-style-type: none"> With the recent reintroduction of ClassDojo, develop profiling within nursery to promote parental engagement. Plan the calendar for parental engagement in August for the coming session in line with our Parental Involvement and Engagement Strategy. Support parents to become more confident in supporting learners digitally and how their young children can be supported at home. Consolidate our existing partnerships and establish new partnerships where possible, and where opportunities arise.