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| ***ABERDOUR PRIMARY SCHOOL & EARLY LEARNING CHILDCARE CENTRE***  crest2  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)**   * Can also include number of classes * Can also include ELC setting times * May include specific cohorts relevant to your context eg Care experiences, EAL etc | We have 7 straight classes and a nursery class. Our school roll is 184 including nursery. Our school roll is 153 with 31 children in the nursery. | | | | | **FME** | 6 | | | | | **SIMD Profile for establishment** | 8 | | | | | **Attendance (%)** | **Authorised** | **95.74** | **Unauthorised** | **0.99** | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £13,474 | | | |     The School Leadership Team comprises Headteacher, Principal Teacher and acting Principal Teacher. We are also supported by 0.5 Learning Support Teacher and a peripatetic nursery teacher who visits Aberdour one week in three. In session 22-23 we formed 7 single stage classes.  Nursery has a team of 3 fulltime and 2 part-time early years officers offering full day places 9am-3pm. The school is a two-storey building with accommodation for seven classes and a nursery. We have a music room and a stage in the gym/dining hall.  Our immediate external environment provides wonderful learning opportunities and we are committed to Eco work and sustainable outdoor learning. We have well developed school grounds that include a trim trail in the large grassed area, a wooded wildlife garden with a pond, class ‘planters’ for herbs and vegetables, Polytunnel, Bug Hotel and Eco Hide. Nursery use the garden to develop learning through play and the structured environment. Aberdour village dates back to medieval times and we are able to exploit its lively, cultural community and rich heritage. The school is privileged to have developed partnerships with Historic Scotland and Aberdour Castle, St. Fillan’s Parish Church, Silver Sands and Black Sands beaches, Village in Bloom Committee, Aberdour Cultural Association, Aberdour Festival Committee, the Victorian ‘Aberdour Station.’ |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 1 School – Raise attainment in Reading** | | | | | | | |
| NIF Priority  Improvements in attainment, particularly in Literacy and Numeracy  NIF Driver  Teacher professionalism  Curriculum and assessment  Parent involvement and engagement | | | HGIOS 4 Quality Indicators  1.2 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising attainment and achievement  3.1 Ensuring wellbeing, equality and inclusion | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved | X | Continued into next session |  |
| **Progress:**  All staff have undertaken professional learning to increase their knowledge and understanding of how children learn to read and how to teach reading.  Staff working parties have started to create frameworks for both learning to read aloud and reading comprehension and phonics/spelling which clearly sets out the expectations and progression across each level.  Following a parent wide questionnaire, a small group of parents formed a short-life working party to look at improving approaches to reading homework. A new format was trialled by a group of learners across early to second level.  Investment in a wider range of genres of reading books, particularly across the middle and upper school.  All classes now have a welcoming class library that has appropriate resources for children to access. New whole school library has been launched. | | | | | | | |
| **Impact:**  All learners are better supported by their teacher as they now have a better understanding of how children learn to read and how to teach reading.  Almost all learners reported they have a greater number of genres to choose from and learners have a better balance of genres across a level. Engagement in guided reading groups has increased due to higher quality texts being on offer. All learners are now developing the full range of reading skills across the different genres of reading. Learners are receiving their entitlement to reading across all levels of the school.  Feedback on the homework format was positive. Parents said it was fresh and exciting. They also said further supported links between home and school. Parents also liked that they could see the progress in learning over the year and they could discuss this with their child. Learners said they liked that they could choose which tasks to do when. Learners said they liked the format of the homework.  All learners now have access to high quality texts in both class library and school library. | | | | | | | |
| **Next Steps:**  Adopt the new approach to reading homework across the whole school from August.  Finalise phonics/spelling and learning to read aloud and reading comprehension framework.  Invest in further active resources to support spelling in middle and upper school. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 2 School and Nursery – Continue to develop our digital culture** | | | | | | | |
| NIF Priority  Improvement in employability skills and sustained, positive school-leaver destinations for all young people  NIF Driver  Teacher professionalism  Curriculum and assessment  School leadership | | | HGIOS 4 Quality Indicators  1.2 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising attainment and achievement  3.3 Creativity and Employability | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | X | | Partially  achieved |  | Continued into next session |  |
| **Progress:**  All staff have increased confidence in using Word tools and Clicker 8 with their learners.  All learners now have access to IT to support their writing whether they have an identified need or not. All learners have developed their skills in using Word tools/Clicker 8 with increasing confidence and competence.  There has been an increase in use of digital tools to support the teaching of maths and numeracy. All children have experienced a wider range of tools to enhance and support their learning.  Through engagement in SEIC Digital Connectors programme, digital leads were supported to audit current practice, upskill staff and support to present evidence to achieve digital schools award. | | | | | | | |
| **Impact:**  Through learning partnership feedback, classroom observations and jotter monitoring the positive impact of using Immersive Reader tools/Clicker 8 is evident.  Most learners are more accurate with the technical skills of writing when using technology and for almost all learners it is supporting their spelling.  All learners in the infants report the increased access to Clicker 8 is supporting their writing through word banks and increased opportunities to practice their IT skills.  Through the above processes all learners and staff have demonstrated that the use of IT is impacting across the curriculum eg researching, creating podcasts, WeVideo and coding.  A number of learners have closed the gap and are now on track in writing. Some learners have moved ahead of track in writing (see attainment information below). | | | | | | | |
| **Next Steps:**  Engage with parents to create a useful leaflet to support digital learning at home.  Staff will engage with new progression planners for digital learning.  Digital leads will make application for our Digital Schools Award early in session 23-24. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 3 School – Continue to develop our play strategy across the whole school** | | | | | | | |
| NIF Priority  Improvements in attainment, particularly in Literacy and Numeracy  NIF Driver  School leadership  School improvement  Parent involvement and engagement | | | HGIOS 4 Quality Indicators  1.1 Self Evaluation for Self-Improvement  1.2 Leadership of Change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising attainment and achievement | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved | X | Continued into next session |  |
| **Progress:**  Following professional learning, almost all staff are using a plenary of play to support children to evaluate learning and identify next steps.  Most staff are able to use observation techniques to respond and extend their learning.  Most staff feel confident in using the Fife Skills Progression Framework to support discussions in a plenary of play.  All staff can identify a range of strategies to support and extend learning through play.  All staff engaged with professional learning on creating high quality spaces, interactions and experiences for children. Quality assurance process show that almost all classrooms are highly engaging. | | | | | | | |
| **Impact:**  All staff report consistently that all children display a high level of motivation and engagement in learning through play. This motivation and engagement transfers to formal learning.  Almost all learners are able to identify their learning through a plenary of play.  All learners progress in play is being captured through various observation techniques, therefore teachers have a wider variety of assessment evidence to track progress.  Almost all learners can identify the skills they are developing through play. They are using the language of learning identified within the Fife Skills Framework.  All learners have the opportunity to engage in a variety of play experiences appropriate to their age and stage.  All learners have a consistent provision of play resources and spaces across the whole school which challenges and extends learning. | | | | | | | |
| **Next Steps:**  All classes to have consistent visuals to support play plenaries.  Further professional learning on the different types of observation methods and the use of Fife’s play audit document.  Learners record and track their progress using Fife’s Skills Progression Framework in P4-7. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 4 Nursery – Develop pupil voice in the nursery through talk about progress and next steps** | | | | | | | |
| NIF Priority  Improvements in attainment, particularly in Literacy and Numeracy  NIF Driver  ELC leadership  ELC improvement  Practitioner professionalism  Parent involvement and engagement | | | HGIOELC Quality Indicators  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.5 Family Learning  3.2 Securing Children’s Progress | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | X | | Partially  achieved |  | Continued into next session |  |
| **Progress:**  All staff engaged in professional learning to learn more about using different types of floor books and examples of good practice. All children now regularly engage with floor books which reflect their interests and include their voices.  All staff have developed skills in using the language of learning with the children. All children are experiencing the language of learning through interactions with staff. This is reflected in Seesaw posts which are shared with parents.  All staff have engaged in professional learning on questioning skills to further develop high quality interactions.  Clearer links for all stakeholders is made between observations, next steps in learning and floor books.  SLT monitoring of PLJs is more robust thus ensuring greater consistency across the ELC. | | | | | | | |
| **Impact:**  All children are now more involved in making decisions about their nursery environment and their learning.  Almost all children are more motivated and engaged when they are involved in the process of improving an area in the nursery.  All children are more familiar with the language of learning when discussing their progress.  Almost all observations in PLJs show that children have made progress in early literacy and numeracy. Almost all children are more engaged with their PLJs on a more regular basis.  Almost all children are able to talk about what they have learned and what their next steps are.  The children’s voices are visible in different areas of the nursery which shows their understanding of how to be safe, responsible and respectful of the environment and each other. | | | | | | | |
| **Next Steps:**  Develop approaches to children’s rights within the nursery including equality, diversity and inclusion.  Further develop approaches to next steps in learning using Little Voices and language of learning. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | | |
| **Priority 5 Nursery – Further develop our learning environment to ensure we are supporting different kinds of play and develop the learning opportunities offered by staff** | | | | | | | | |
| NIF Priority  Improvements in attainment, particularly in Literacy and Numeracy  NIF Driver  Curriculum and assessment  ELC leadership  ELC improvement | | | HGIOELC Quality Indicators  1.3 Leadership of change  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Securing Children’s Progress | | | | | |
|  | | |  | | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved | X | Continued into next session |  | |
| **Progress:**  Staff and children have worked together to create a rest area in both the indoor and outdoor environments. There are now daily opportunities for children to rest and relax after lunch should they wish.  Staff and children have worked together to improve the lunch environment and experience. All children have been involved in making decisions about creating a more positive lunch experience.  Most staff have visited other settings to support them to develop a richer and more purposeful environment.  All staff have been developing skills to ensure children have opportunities to have sustained play experiences. Almost all staff have engaged in professional learning about the Leuven’s scale. This has supported them to gather data about their learners such as their level of engagement and wellbeing in their play in nursery. | | | | | | | | |
| **Impact:**  Almost all children have chosen to visit the meditation/yoga and the rest areas set up. Feedback from the children is positive and they recognise when it is appropriate to rest. Staff report that children are more focused for the afternoon session.  Almost all children have reported the lunch experience is calmer and quieter. This has supported children to feel valued and listened to and that the adults are responsive to their needs.  All children now have access to a wider range of learning experiences, particularly outdoors. This is supporting the children to lead their own learning more effectively.  Through critical reflection staff are more able to provide high quality learning experiences for all children and meeting their wellbeing needs. | | | | | | | | |
| **Next Steps:**  Continue to develop outdoor learning provision, particularly literacy and numeracy.  Continue to develop play vision. | | | | | | | | |
| **Attainment of Children and Young People (Primary and Secondary)** | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | **96%** | **96%** | **100%** | **100%** | | **P4** | **100%** | **76%** | **100%** | **100%** | | **P7** | **73%** | **60%** | **100%** | **60%** |  |  |  |  | | --- | --- | --- | | **Overall Attainment for 2023 – 2024** | | | |  | **Literacy** | **Numeracy** | | **P1** | **97.2%** | **100%** | | **P4** | **92%** | **100%** | | **P7** | **77.7%** | **60%** |  |  |  |  |  | | --- | --- | --- | --- | | **Literacy** | | **Numeracy** | | | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | **77.8%** | **90.5%** | **82.1** | **90%** |   **Evaluative statement of attainment over time**  At the end of Primary 1 almost all children are making very good progress in attainment in literacy and numeracy and have achieved early level. At the end of Primary 4 all children have made very good progress in numeracy, listening and talking and reading. In writing in Primary 4 most have achieved first level. By the end of Primary 7, the majority achieved second level in reading, listening and talking, writing and numeracy.  Across Primary 1-7 almost all children are on track or above in reading, most are on track or above in writing and all children are on track or above in listening and talking.  Across Primary 1-7 almost all children are on track or above in numeracy.  **Percentage of learners ahead of track**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Class** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** | | P1 | 62% | 54% | 46% | 50% | | P4 | 65% | 71% | 62% | 85% | | P7 | 33% | 40% | 27% | 33% |   The table above depicts the significant number of children who are ahead of track in their learning across all areas of the curriculum. Attainment over time for the last 5 years remains steady although there are several learners in Primary 7 who are behind track at year end despite being in targeted groups for support.  **Attendance Data**  Our stretch target for attendance for the session was 95.7%. Our final attendance was 95.74%. | | | | | | | | |
| **Evidence of significant wider achievements** | | | | | | | |
| |  |  |  | | --- | --- | --- | | **Year Groups** | **Wider Achievement** | **Skills Developed** | | P1-7 | **Spring Show**  All classes took part in The Spring Show; the first event since March 2019. Our theme was ‘Around the World’ and involved all staff, with all classes performing both a song and a dance. Primary 7 developed their leadership skills through producing and directing the event as well as writing the script and creating the programme. | Creativity, communication, and organisation | | P2-7 | **Community Café**  Following on from the success of last year’s Primary 7’s ‘Let’s meet to eat’ social enterprise and subsequent Community Café we have run a Community Café on the last Friday of the month since September. Children and staff voted to donate half the profits raised to our chosen charity Alzheimer Scotland. Feedback from the Café shows the connections we have with the local community encouraging older members of the Aberdour community to attend. All children from P2-P7 had the opportunity to be involved – Almost all children participated. | The children fed back that they developed the following skills:-   * Communication skills including active listening, interacting and collaborating * Responsibility skills including being independent, applying learning and showing confidence * Leadership skills including leading and collaborating | | P5-7 | Completion of **Bikeability** Levels 1 and 2 | Communicating and problem solving | | P5 group | **Neurodiversity group**  A group of neurodiverse learners in P5 created their own Neurodiversity group. They were supported by the Support for Learning Teacher where they created a series of 4 workshops to raise awareness of neurodiversity. They recruited pupils by presenting their idea at an assembly. To date **2** groups of children from the middle and upper school have attended the neurodiversity club. | Communication, responsibility, creativity and leadership | | P7 | **Kitbag Ambassadors**  Training in kitbag techniques and delivering kitbag sessions to younger peers | Leadership, Active listening, open-mindedness | | P4-7 | **Junior Librarians**  Our junior librarians have been developing our newly created library. They organised the official opening of the library by our local librarian. The library is now ready to be opened to classes and the community on a weekly basis. | Leadership, organisation and responsibility |   **Partnership Working**   |  |  |  |  | | --- | --- | --- | --- | | **Class/Year Groups** | **Wider Achievement** | **Skills Developed** | **Partners** | | Whole School including nursery | **Dementia Friend Training**  Linking in with the Community Café all children from Nursery to Primary 7 received training in being a Dementia Friend. As a result, we are now a Dementia Friendly school and one of only a handful of schools in Fife with this accreditation. The children can transfer and practise the skills learned in the Community Café setting. | Communication, resilience, and creativity | STAND – Fife  Fife Healthcare Partnership | | Whole School | **Celebrating 900 Year Anniversary** of St Fillan’s Church – Community Showcase on 23rd June | Creativity, Communication, Leadership | St Fillan’s Church | | Whole School | **Poetry competition** celebrating 900 Year Anniversary of St Fillan’s Church | Creativity, Communication | Aberdour Cultural Association and Parents | | Primary 5 | **YMI Project**  Focus on African Drumming. Learning about African culture and developing skills in playing the djembe drums. Performing to parents and rest of school. | Creativity, communication, leadership | Youth Music Initiative | | Primary 5 and Primary 7 | **Land to Life Project**  We worked with Cala Homes on the 'Land to Life' project. A representative from Cala Homes came to tell us all about the world of housebuilding and how they create sustainable new communities. We used maps to learn about human and physical factors that influence where a new community is built, which helped us to develop our collaborating and active listening skills.  We then worked in teams to design our own houses which were sustainable, helping us to develop problem solving and creativity skills while working collaboratively to make joint decisions. | Skills included:-   * Collaboration and active listening * Teamwork * Creativity | Cala Homes | | Nursery | **Community Visits**  The nursery has regularly been visiting the Day Care Centre for the elderly in the village. They have been singing songs to and with the attendees. | Communication and creativity | Day Care Centre | | | | | | | | |
| **Learning Partnership/Extended Learning Partnership**  **Strengths and Areas for Improvement** | | | | | | | |
| **Strengths identified:**  **SCHOOL**  **2.3 Learning, Teaching and Assessment**   * In all classes the use of the 4-part model was embedded. This was observed and children confirmed this too. All children across the school were engaged in their writing lessons. * All learning and teaching is very good across all classes and nursery. In almost all lessons success criteria was co-created. In almost all lessons success criteria was differentiated. * Feedback from pupils said they were challenged in their learning. * There were a variety of different hooks to engage the children in their writing including videos, use of interactive whiteboard etc. * There was very good feedback to learners in their writing jotters which was purposeful and supported next steps in learning. * The whole school approach of our writing model supported all learners very effectively ensuring the needs of all learners were met (3-week rotation). * Across all classes, learners learned about one genre of writing for a block of lessons which built on prior learning. * Staff are being challenged to think about their own practice. Pupil Support Assistants report that they are linking their professional learning to directly support learners in class (eg Clicker 8, Immersive Reader and Dictate). Staff take responsibility to lead their own professional learning.   **2.4 Personalised Support**   * The impact of the use of immersive reader and dictate on progress in writing was evident, particularly for learners with additional support needs. * The children were able to articulate the different ways in which they used IT across the curriculum from researching, spellchecker, dictate etc as well as the ways in which IT was impacting positively on their progress in writing. * All classes had visual supports including vocabulary mats to encourage independence in writing. * There was a progression in the use of digital technology in that Clicker 8 was used widely within Primary 1-3 and Word tools including immersive reader and dictate were used in P4-7. * The children knew that some children needed more help with some things and that was ok because if they all had the same, it might be too easy. * Parents reported that teachers knew the children well. They also thought that the curriculum is individualised for every learner and it is pupil led. The pupil focus group reported that they are listened to by the adults in school and that children get lots of opportunities to lead their own learning.   **3.2 Raising attainment and achievement**   * The children’s presentation in their writing jotters was excellent. Almost all jotters showed a clear progression in the different genres of writing. * The feedback given in jotters to the children from teachers was very good and this supported learners to know their next steps in learning. The pupil focus group echoed this.   **NURSERY**   * 1. **Learning, Teaching and Assessment** * The nursery team were very enthusiastic and very positive interactions was observed between children from all staff. * PLJs are well used by children and they brought to HT colleague to share them. * Nurturing relationships are strong in the nursery and children were all highly engaged in their learning. * The nursery teacher used opportunities to facilitate and assess learning. * There was good use of the language of learning in PLJs by all staff.   **3.3 Developing creativity and skills for life and learning**   * Children were leading the discussion around the floor books. * The use of digital technologies was evident and being used by the children.   **Areas for Improvement/Planned Next Steps**  **School**   * AiFL strategies should have a higher focus in lessons to ensure that all learners are clear about what they are learning both at the start of a lesson, the middle of a lesson and at the end of a lesson. Consider using AiFL to highlight learners’ successes throughout the learning tasks to ensure motivation and engagement of all learners. As part of the pupil focus group, the children could discuss AiFL strategies that they used in class.   **Nursery**   * Planning could be more evident for parents/carers (move the position of this to be more prominent within the nursery) * Outdoor provision could reflect the indoor provision more (the children weren’t outside that morning, although this could be because of the inclement weather). | | | | | | | |
| **Education Scotland - Strengths and Areas for Improvement** | | | | | | | |
| NA | | | | | | | |
| **Care Inspectorate - Strengths and Areas for Improvement** | | | | | | | |
| NA | | | | | | | |
| **PEF Evaluation/Impact** | | | | | | | |
| **Targeted Interventions**   1. We have identified a group of pupils who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy. 2. We have identified children across Primary 7 who are one phase behind in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected. 3. We have identified 17 children across the school who are one phase behind in their writing attainment. | | | | | | | |
| **Progress:**   1. This group of children are beginning to see themselves as successful learners. During art therapy they are engaging in child led tasks. They have built trusting relationships with key adult. They are beginning to reflect on their emotional progress and becoming more aspirational and hopeful about the future. They are facing challenges and working out with their comfort zone.      1. Targeted regular small group support in numeracy has supported progress in numeracy and closing the gap.      1. We have made use of INCAS and NSA date to identify any children with an underlying specific learning difficulty ie dyslexia. This has allowed us to target support more effectively particularly using IT to support their progress in writing. Teaching staff and PSAs have been trained in using immersive reader and dictate functions on Microsoft Word as well as Clicker 8. This has ensured that these learners are better supported to achieve their potential in writing. However, some learners particularly in Primary 3 need further practise in developing their IT skills to better support them in writing. | | | | | | | |
| **Impact:**   1. There is less distressed behaviour in class. The children report they are able to self-regulate on a more regular basis. Almost all children are completing almost of their learning tasks on a regular basis. 2. Most children have closed the gap although they are still not ready to start third level in maths and numeracy. Some children will achieve second level by Mar 24 instead of Dec 24. The remaining children will achieve second level by May 24 instead of Dec 24 or achieve second level by Sept 24 instead of December 24. Therefore, we have closed the gap by between 3 to 9 months.      1. Out of our 17 learners not on track in writing, 4 of these are now on track in writing. Another 6 of these have closed the gap by approximately 6 months although they remain off track. All learners have reported that they feel more confident in using IT to support their learning in writing and are becoming more skilled at using these supports as their use of them and their confidence and skills continue to grow. | | | | | | | |

**School/Setting Name - Aberdour Primary and Nursery School**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **Inspection Evaluation**  *(since August 2022)* |
| **1.3 Leadership of change** | Good | Good | Very Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Very Good |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2020 -2021** | **2021- 2022** | **2022-2023** | **Inspection Evaluation**  *(since August 2022)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Very Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2020 -2021** | **2021- 2022** | **2022-2023** |
| **Quality of care and support** |  |  |  |
| **Quality of environment** |  |  |  |
| **Quality of staffing** |  |  |  |
| **Quality of leadership and management** |  |  |  |

**Headteacher** – Louise Wood