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| ***Benarty Primary School, Additional Support Need Classes,*** ***Benarty Nursery Classes and Dunmore Nursery School*****Standards and Quality Report 2023/24*****Achieving Excellence and Equity*** |

**Context**

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| **Setting/School Roll (including ELC/ASC)** | School roll across P1-7 of 284 children, organised across 12 mainstream classes and another 44 children across 4 additional support classes (ASC). Benarty Nursery 6hr session 9am - 3pm39 weeks Max 44 childrenDunmore Nursery 4h 40 sessions AM - 8am - 12:40pmPM - 1:20pm - 6pm 3-5 room can accommodate 50 children in both sessions (number of children total to date due to staffing = 61)Under 3's can accommodate 40 children in both sessions (number of children total to date due to staffing = 32)Session 23-24ELC Benarty roll = 44 ELC Dunmore roll – 3-5yrs = 61 Under 3yrs = 32 Total ELC across campus = 137Across the school, 45% of children have additional support needs within our mainstream classesAcross the school, 10% of children are formally recognised as Care Experienced. |
| **FME**  | 56% children are registered, compared to 21% in the local authority and 20% nationally. |
| **SIMD Profile for establishment** | Across the school, 76% of children reside in Scottish Index of Multiple Deprivation deciles 1 and 2 and 24% reside in deciles 3 and 4. |
| **Attendance (%)**  | **Overall** | TBC | **Authorised** | TBC | **Unauthorised** | TBC |
|  | Attendance has varied slightly since 2021. Our current attendance is 85%, reflecting on previous trends we are on track to meet our stretch aim, which is 89%. Fife average is 91/%.  |
| **Exclusion (%)** | 1.7 |
| **Attainment Scotland Fund Allocation (PEF and SAC)** | £171K  |
| **Cost of the school day statement**  | At Benarty, we recognise the need to reduce the Cost of the School Day for all our children and particularly for those who are already experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, Friendship and Community, School trips, Eating, Clubs and Home learning. |

The school/ELCs values were introduced in August 2019 to compliment the vision statement:

***'Our Children, Our School, Our Community, Our Future”.***

The values are included as part of our curriculum forward planning and are referred to throughout the school to support the learning journey of every pupil academically, socially and emotionally.

School values are discussed daily in class and across the school and our ELCs. Our values are depicted within an image of a tree, symbolic of personal growth.

***ASPIRE = Ambition, Success, Perseverance, Inclusion, Respect, Empower***

Children from Primary 1 to 7 can link the school values to their success in school and can relate experiences of others to the relevant value.

The children are recognised for their achievement of demonstrating a value and these are shared across the whole school community.

Weekly School Gatherings always have a focus of a particular school value. During these opportunities, the children demonstrate a high level of understanding of all school values and can relate this to both their own experiences and those depicted within fictional events, stories, and video clips.

As a school, our values are embedded in all aspects of school life and will continue to be our focus not only for the children but the whole school community as we move forward.

Across both Benarty Nursery Class and Dunmore Nursery School, we strive to provide motivating and engaging learning experiences for all children through developing a high-quality provision. Practitioners provide responsive and intentional experiences which supports the children to become confident, successful, responsible and effective learners. To achieve this outcome, effective team work is fostered, both amongst staff and with the families. We appreciate and value families as being the first educators of the children attending our setting and place high importance on working with our families and building a strong partnership.

Creativity and imagination are encouraged through the creation of interesting spaces both indoors and outdoors. We strive to provide opportunities for the children to be involved within the wider community and explore their local environment through opportunities such as local walks, visiting the shop.

Our values of **ASPIRE** - ***Ambition, Success, Perseverance, Inclusion, Respect, Empowerment*** - are embedded through all of the interactions and spaces created within the playrooms. Thus, developing a sense of belonging and building self-esteem with our children.

**Ambition** – I try my hardest and challenge myself to try new things.

**Success** – I know that my achievements are recognised and celebrated.

**Perseverance** – I am resilient and I can learn from mistakes.

**Inclusion** – I have the opportunity to participate within nursery and in the community.

**Respect** – I am listened to and my ideas are valued.

**Empowerment** – I have the opportunity to lead my own learning and be involved in leading change for my school and my future.

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| **Improvement Priority Session 2023 – 2024**  |
| Priority 1 – To raise attainment in numeracy through a focus on professional learning for all staff on Conceptual Understanding of Numeracy and development of pedagogical practices in numeracy.Priority 2 – Continue to develop our curriculum to meet all learners needs.Priority 3 – Develop digital learning and literacy progressive pathways. |
| Directorate Improvement PlanEquality & Equity Achievement Health & Wellbeing Positive Destinations Attendance & Engagement | IP 1HGIOS 4 Quality Indicators 2.2,2.3,3.2 HGIOELC Quality Indicators 2.2,2.3,3.2IP2HGIOS 4 Quality Indicators 2.2,2.4,3.2 HGIOELC Quality Indicators 2.2,2.4,3.2IP3HGIOS 4 Quality Indicators 3.3, 2.2, 3.2, 2.3, 2.4HGIOELC Quality Indicators Main focus: 3.3,2.2,3.2,2.3 |
| Has this priority been:(please highlight) | FullyAchieved | IP1IP2IP3 | Partially achieved |  | Continued into next session |  |
| **Progress:****IP1** Staff worked collaboratively with others through staff engagement with Local Authority Professional Learning Offer *Conceptual Understanding in Numeracy (CUiN) Fife.* Each teaching and non-teaching staff member developed their knowledge through engagement in planned professional learning, to raise attainment for all.Every practitioner planned, taught and assessed numeracy, informed by data from their own audit and their learners’ audits.Cooperative teaching with Raising Attainment Teacher to focus on identified cohorts across P1-7. ELC professional discussions with DHT and PNT centered on using observational data to discuss current stage of learning and appropriate next step(s). DHT evaluated data from BASE and shared common areas for improvement as a focus for skill development (as part of next steps discussion).Professional learning on schematic play supported staff to identify numeracy skills being developed through schemas.Engagement with *Realising the Ambition* to revise key features of an excellent EY provision and Playful Numeracy, through professional discussions *key elements to a Numeracy rich provision was agreed* to ensure a co-created, shared vision for the spaces and experiences on offer.Environment walk by SLT to review how inclusive the environment was and the extent to which numeracy rich opportunities are on offer (baseline). Revisited after implementation of feedback as measure of impact. Audit of resources completed.Professional reading of extracts from *Messy Maths* to support embedding numeracy rich opportunities outdoors.**IP2**Collegiate learning for all teaching team was undertaken. Presentation of information, followed by professional dialogue.Moderation of declarations to ensure shared understanding and robust evidencing of every child’s learning. Nursery, moderation occurred through PLJ sampling, and termly planning and tracking meetings.Looking outwards/working collaboratively with others. Cluster moderation of writing.In consultation with all stakeholders, planned professional dialogue with identified groups.Staff planned and tracked within school devised curriculum planning formats. All teaching staff created a whole school consistency in the layout and organisation within every learning environment.Reference Ed. Scotland's *Assessment within the BGE: a thematic inspection*Nursery staff developed spaces within learning environment (to support transfer and applications of skills across various contexts). Engaged in professional dialogue through planning meetings to review and reflect in curriculum being offered. Looking outwards/working collaboratively with others, P5 teacher and DHT participated in Fife QI Improving Writing Programme (Wave 9).Looking outwards/working collaboratively with others Two members of the team participated in Fife’s A&M Network, in the network meetings and then sharing with staff teamImplementation of Fife’s De-escalation pack content, as a basis for collegiate activity and guided reading for all staffProfessional learning through *Small Things* project. The progress of any individuals identified as being born pre-maturely was closely monitored and tracked within Nursery and throughout their time at Benarty PS. Consultations with SfL teacher to inform targeted support strategies.**IP3**Implementation of progression pathway through planned cooperative teaching. Class teachers then planned for children to implement skills across curriculum to enhance learning. Through professional reading/learning and dialogue. Participation as a staff team, Fife’s offer Digital Cultures Program.Engaged in Education Scotland offer of webinars throughout the year and have recordings of previous ones. Registration for the Digital Schools Award <https://www.digitalschoolsawards.co.uk/> to support with initial self-evaluations.Conducted an audit of resources within the playrooms and classroomsCollaboration with Primary 7 and non-class committed teacher (taking lead on this). P7 supported children to access digital experiences in Nursery playroom. Collaboration between Nursery and school staff to enable training information to be shared. |
| **Impact:****IP1**All staff are more confident in declaring a level, from professional dialogue and data tracking, impacting positively on the tracking and attainment of every child. Staff with ASC classes have fully engaged with LA trackers, to clearly outline impact/progress for every child. Almost all children have a recorded increase in attainment over time with added value being evident for all ELC children. This is also evident in attainment data, analysed every term and at shared in reporting to families and Local authority in term 4.Self-evaluation against Playful Numeracy within *Realising the Ambition* (baseline and post). Evidenced positive impact for allchildren. Direct observations of children by EYO’s, EYLO, PNT and DHT evidenced an increase on mathematical skill application and use of mathematical language across settings.**IP2**Direct observations, all staff confidence and accuracy when discussing attainment at formal tracking meetings (termly)and informally with staff throughout session has improved. Views and data gathered through professional dialogue showed all staff were more knowledgeable and confident in their declarations of each child.QI methodology used to evidence improvement.Direct observations of playrooms by SLT and PLJ sampling to inform coverage of curriculum ensuring BGE being delivered showed all practitioners were more confident and knowledgeable.**IP3**Direct observations of children showed all children were engaging in a range of digital skills across the curriculum. QI methodology was implemented to measure impact. Direct observations of childrenPlanning and Assessment data for every class showed improvement for every child in breadth and depth with digital skills across the curriculum. |

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| **Next Steps:****IP1** Continue to work impactfully to raise attainment *across all 8 areas of the curriculum.*Further engage our families through new Home Learning approaches*.*Continue to analysis and act upon analysis of NSA assessments and alignment with CfE declarations.**IP2**Focus on aspects of our Curriculum, namely RE, HWB and progressive planning of outdoor learning.**IP3**Continue to develop digital learning and literacy progressive pathways |
| **Attainment of Children**  |
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| **Stage** | **Listening and Talking** | **Reading** | **Writing** | **Numeracy** |
|  | **Actual %** | **Actual %** | **Actual %** | **Actual %** |
| **P1 without ASC** | 78 | 78 | 76 | 81 |
| **P1 with ASC** | 73 | 73 | 70 | 75 |
| **P4 without ASC** | 63 | 68 | 63 | 79 |
| **P4 with ASC** | 60 | 65 | 60 | 75 |
| **P7 without ASC** | 63 | 63 | 61 | 68 |
| **P7 with ASC** | 54 | 54 | 52 | 56 |

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| **Overall Attainment for 2023 - 2024** |
|  | **Literacy** | **Numeracy** |
|  | **Stretch %** | **Actual %** | **Stretch %** | **Actual %** |
| **P1** | 69 | **77** without ASC**72** with ASC | 74 | **81** without ASC**75** with ASC |
| **P4** | 50 | **65** without ASC**62** with ASC | 58 | **79** without ASC**75** with ASC |
| **P7** | 50 | **62** without ASC**53** with ASC | 57 | **68** without ASC50 with ASC |

**Attainment in literacy and numeracy** Data for this session shows that a majority of children are on track to achieve expected levels of attainment in literacy and most children are on track in numeracy. A few children across the school are exceeding expected levels of attainment. The significant minority of children requiring additional support impact importantly on the school’s overall attainment data. Taking account of this and the school’s reliable data on individual children’s progress it is evident that, overall, most children are making good progress in their learning. The majority of children who require additional support with their learning make good progress towards their individual targets. With additional challenge, there is potential for higher achieving children to make greater progress. Overall, most of children make good progress from prior levels of attainment in literacy and EnglishOverall, most children make good progress from prior levels of attainment in numeracy and mathematics. * Current attainment shows a positive impact of the last 3 years of school improvement.
* 69% of mainstream children at P1, P4 & P7 are achieving at the expected national level.
* 77% of mainstream children at P1, P4 & P7 are achieving at the expected national level.
* Most of P1 children are predicted to achieve Early Level in Literacy (77%) and Numeracy (81%).
* In P4, the majority of children are predicted to achieve First Level in Literacy (69 %) and most within Numeracy (79%).
* In P7, the majority of children are predicted to achieve Second Level in both Literacy (68%) and Numeracy (62%).
* 38% of which have an identified additional support need, 79% reside within SIMD 1&2 and 10% are care experienced.
* 81% of ASC children across the four classes achieved their targets in literacy.
* 74% of ASC children across the four classes achieved their targets in numeracy.
* 72% of ASC children across the four classes achieved their Health and Wellbeing targets
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| **Evidence of significant wider achievements** |
| There has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals. These may also have been linked to your school values, UNCRC and the 4 contexts for learning or your skills framework.Our football and netball teams participated in skills clubs and represented the school in tournaments, which they won!Teachers provided a range of after school clubs, linked to the 4 contexts of learning, accessible to all children.These have been shared throughout the session through via newsletters, social media, *Seesaw* parent portal, school website and celebrated through star of the week, positive postcards and celebratory assemblies. |
| **Feedback from External Scrutiny** Here are Education Scotland’s evaluations for Benarty Primary School. 1.3 Leadership of change **Very Good**2.3 Learning, teaching and assessment **Good**3.1 Ensuring wellbeing, equality and inclusion **Good**3.2 Raising attainment and achievement **Good** |
| **Extended Learning Partnership (November)** **School Strengths identified:** Welcoming, nurturing staff team with embedded vision, values and aims, that were talked about positively by both staff and learners.  A strong ethos of inclusion, that comes from positive relationships across the school community, shared values, high expectations, founded on a climate of mutual respect.  Introducing and sound use of Recordings of Understanding within Lit, Nur, H&Wb and technology.  All children experience a consistent approach to learning, 4part model was effectively implemented in all classes, to ensure all staff communicate the purpose of learning and how the children will be success within that episode of learning. Effective questioning in all class visits. Consistency of approaches across all classes.  PSA are deployed effective to support learning and teaching.  Feedback given in almost all of classes verbally and written feedback supported the learners next steps. Settled behaviours, purposeful layout of every learning environment as well as agreed consistency of learning walls and general organisation within every classroom.  Attainment data is interrogated, discussed and acted upon to meet the needs of each of our learners. Attainment data demonstrates improvement over time and staff know the “story” of each child not attaining and the why, along with plans to support each of these children.  Approaches to support learning, teaching and assessment were supporting practitioners' confidence. Especially colleagues who joined teaching team in August, they reported their confidence of school approaches due to well-planned collegiate activity.  Leadership approach inclusive and driving school forward with improvements. **ELCs Strengths identified:****Benarty**2.3 Learning, teaching and assessmentChildren were independently accessing PLJs and discussing the pictures with staff.Purposeful use of data led by EYLO.High 5 strategies were being used consistently.Planning was child friendly and child centred – this was shared with families. Clear next steps for all children, led by PNT.Regular *Bookbug* sessions.Lunch:Children were familiar with routines.Staggered entry and exit in small groups. Voice considered for where to eat (packed lunches can eat in room or in dinner hall)**Dunmore**Early Entrants:Warm and welcoming Staff spoke confidently about SIMOA and raising awareness through cuddly toy*Bookbug* sessions offered on a 2weekly basisStay and play sessions offered – recently a Halloween themed sessionConsistent approach to PLJs – evident 1 observation a month Nurturing interactions at child’s level 3-5:warm and welcoming with nurturing interactions Staff were responsive to the children, being down at their level while remaining responsive to the roomRoom was well organised and core provision on offer with opportunities to entice curiosity e.g. loose partsPNT’s questioning was skilled at extending the children’s learning.Child was able to talk about the purpose of SIMOA for safety.Lending library at child’s height |
| **Extended Learning Partnership (November)** **School Areas for Improvement/Planned Next Steps**  Attainment data, break down analysis further to include every possible cohort.  Continue our current momentum with our strategic planning for continuous improvement. All members of SLT ensuring staff feel valued, heard and supported and challenged to manage strategic direction and pace of change.  Continue our work to create a shared understanding of our values with all of all families- how can we effectively measure this?  UNCRC Childrens Rights work should ensure that all children are provided with planned opportunities to understands their rights and feel confident to articulate them. Wellbeing indicators are evident in action, but a revisit with all staff and in turn our children, so we are call able to have a shared understanding of what it looks like, feels like to feel /be safe, healthy, achieving, active, respected, responsible and included.  As identified as one of our three improvements priorities this session, all learners can access and appropriately use digital technology, to enrich their learning. Continue our focus on raising attainment and achievement through our planned strategic work, current good practice. Support all staff to always know every learner’s “story” and plan to raise attainment over time.  Revisit curriculum rationale.  Create staff handbook.**ELCs Areas for Improvement/Planned Next Steps:****Benarty**2.3 Learning, teaching and assessmentDevelop a consistency in approach to supporting children with ASN and ensure information from review meetings is shared appropriately. *Actioned this by introducing a 2.4 Personalised Support Folder that contains relevant information, such as Summary of Supports, that is accessible to all staff.* Daily Responsive Planning should be consistently evaluated with consideration given to the language of learning to ensure observations recorded are significant. Ensure next steps in the folder match to next steps in children’s PLJ’s.Lunch:Consider how to promote independence during service. *Actioned by children pouring own water and now serving own salad bar items.* Encourage social conversations while sitting with the children opposed to operational conversation. Consider children’s choice regarding food on their plate e.g. beans are plated up for them. *Actioned by staff now asking the children if they would like a certain item, and items being plated onto a side dish for them to try if they are unsure.* **Dunmore**Early Entrants:Daily Responsive planning – evaluate this Consider children’s independence at snack time Extend learning through quality questioning Develop construction play – big blocks/loose partsStaff to confidently articulate children’s needs and strategies in place Consider how child accesses PLJ during session when placed in corridor 3-5:Extend learning and interests through quality questioning ASN: pre-early milestones are available but not used effectively.Accessibility and sharing of strategies to meet needs need to be more robust. *Actioned through 2.4 Personalised Support Folder.* Ensure next steps identified for children extend the learning from the observation.Ensure evaluations are being completed consistently. |
| **Education Scotland - Strengths and Areas for Improvement** |
| 11 June 2024Dear Parent/CarerIn April 2024, a team of inspectors from Education Scotland visited Benarty Primary Schooland Additional Support Classes (ASC). During our visit, we talked to parents/carers andchildren and worked closely with the headteacher and staff.Benarty Primary School Nursery Class was inspected by Care Inspectorate within the past 18months. Therefore, we have agreed with the local authority and school that the nursery classis not part of this inspection.The inspection team found the following strengths in the school’s work.• The strong and positive leadership of the headteacher who is highly regarded by children,staff and the school community. She is supported well by very effective senior leaders.Together they have created a clear vision for school improvement which is leading topositive change across the school and ASC.• The respectful and caring relationships between children and adults. Children are polite,well-mannered and proud of their school. Staff help them to learn in a calm, nurturing andinclusive environment.• The effective teamwork amongst the staff and their motivation for change andimprovement. All staff are keen to develop their individual and collective skills to helpimprove children’s experiences.• The systems and processes to monitor children’s progress in their learning andachievement. This allows staff to identify and plan successful support for children. This isallowing children who require additional support to make good progress in their learning.• The quality of partnership working between ASC staff, partner schools, the InclusivePractice Team and families. This is ensuring consistent, nurturing and child-centredapproaches which are supporting children’s engagement and progress with learning.The following areas for improvement were identified and discussed with the headteacher anda representative from Fife Council.• Staff should continue to ensure learning activities are set at the right level of difficulty andmeet the needs of individual children, particularly for higher-achieving learners.• Senior leaders and staff should continue to prioritise raising attainment for all childrenacross the school.• Teachers should continue to develop the curriculum in the ASC, particularly for learnerswith the most complex additional support needs. In particular, review play-centredlearning activities to ensure that they support children to engage consistently withlearning. |
| **Care Inspectorate - Strengths and Areas for Improvement** |
| **Benarty**Strengths:* Staff worked very well together as a team, creating a warm and welcoming environment.
* Relationships between staff and children were very nurturing and supportive and strong attachments had been formed between children and staff.
* Parents had regular opportunities to come into the setting and be part of their children's learning.
* Children benefited from a reflective staff team who were dedicated to continuous professional learning.
* Children experienced very warm, caring and nurturing support from staff who knew them very well.
* Strong leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential

Areas for Improvement:* The service should continue to develop the lunch time to ensure opportunities for children to develop independence skills.
* Extend the use of effective questions in children's play to further develop children's thinking

**Dunmore**Strengths:* Staff were warm. Nurturing and knew the children well.
* Meaningful, supportive relationships with families were improving the outcomes for children.
* Children were meaningfully informed in learning about risk as they played and becoming aware of how to keep themselves and others safe.
* Children were happy, content and were having their needs met by skilled staff.
* Staff leadership roles supported a shared responsibility for improving the service for children.
* Committed, compassionate leadership was improving experiences for children.

Areas for Improvement:* The service should continue to develop the learning environment to ensure that there is challenge available to effectively support children's learning.
* Review approach to planning, particularly within the 3-5 year provision
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| **Consultation with Stakeholders**  |
| All families had the opportunity to feedback on improvement work through school questionnaires, Education Scotland Parent questionnaires and local authority *Parentwise* survey.Parent focus group (a sample across school and ASC) and (sample across both ELCs) was part of our Extended Learning Parentships in November.Pupils on-going feedback gathered through regular pupil focus groups, pupil leadership groups, questionnaires.Parent council discussion at each meeting, action is evidenced around what families say and what we did. This is also evident across both ELCs. |
| **How is SQR, IP and PEF Plan shared with stakeholders?** |
| October, IP and SQR are shared with all families, by posting on our school website.Displayed within school for all visitors – updated throughout year with evidence.Parent council meeting are given a progress update at each meeting. This is then available for all parents/carers through PC minutes. |
| **PEF Evaluation/Impact** The majority of funds are allocated to additional PSA staff, this is very successful in supporting all children to experience a calm purposeful learning environment. PSAs focus on identified cohorts to create additional support for all of this cohort in their learning and tracking wellbeing indicators for each child, supporting and co creating next steps within wellbeing indicators.Identified children all reported how the support of their Wellbeing PSA helped them to become more confident across all areas of their school and family life. |
| **Targeted Interventions** * Raise attainment in Literacy and Numeracy, deployment of x3 fte teacher posts to raise attainment across school, whilst reducing the poverty related attainment gap.
* The Promise group funding to take cohort out of school to facilitate/fund experiences that the children had on their *wish list.*
* PSAs leading wellbeing conversations with identified individual children.
* Develop digital learning culture across the school – cost of devices
 |
| **Progress:**Three teachers appointed in raising attainment roles January, by March all were fully class committed due to staff absences and maternity cover backfill.Promise group experience all planned outings.Professional learning for an aspiring middle leader in school, who lead professional learning for all of our PSAs pertaining to Wellbeing Indicators.Devices were funded and purchased to ensure access for every child in school. |
| **Impact:**All of the cohort Promise have fully benefitted from the additional experiences.All PSA have confidently supported many individuals across the school, having a positive impact on the wellbeing of the children involved. Evidence in their (children’s) wellbeing wheels throughout the session demonstrate positive impact for all.All children have daily access to a device to enhance their learning. |

**Benarty PS & ASC**

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| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation*****Published June 2024*** |
| **1.3 Leadership of change** | Very Good | Very Good | Very Good | **Very Good** |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | **Good** |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Good | Good | **Good** |
| **3.2 Raising attainment and achievement** | Good | Good | Good | **Good** |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Benarty Nursery Classes)** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | 4 | 5 | 5 |  |
| **2.3 Learning, teaching and assessment** | 4 | 5 | 5 |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | 4 | 5 | 5 |  |
| **3.2 Securing children’s progress** | 4 | 5 | 4 |  |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** |
|  | **2022-2023** | **2023-2024** |  |
| **How good is our care, play and learning?** | 5 |  |  |
| **How good is our setting?** | 5 |  |  |
| **How good is our leadership?** | 5 |  |  |
| **How good is our staff team?** | 5 |  |  |

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| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Dunmore Nursery School)** |
| **Quality Indicator** | **2021-2022** | **2022-2023** | **2023-2024** | **Inspection Evaluation***(since August 2023)* |
| **1.3 Leadership of change** | good | good | good |  |
| **2.3 Learning, teaching and assessment** | satisfactory | good | 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)** |
|  | **2022-2023** | **2023-2024** |  |
| **How good is our care, play and learning?** |  | 4 |  |
| **How good is our setting?** |  | 5 |  |
| **How good is our leadership?** |  | 5 |  |
| **How good is our staff team?** |  | 5 |  |

**Headteacher** Lynn Dyas

June 2024