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| ***A picture containing drawing, graphics, circle, illustration  Description automatically generatedA picture containing drawing, graphics, circle, illustration  Description automatically generatedDonibristle Primary School and Nursery 2022-23***  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | 449; 390 school and 59 nursery | | | | | **FME** | 2.56% | | | | | **SIMD Profile for establishment** |  | | | | | **Attendance (%)** *(as at 31 May 2023)* | **Stretch Target** | 96.29% | **Actual** | 94.05% | |  | **Authorised** | 4.39% | **Unauthorised** | 1.56% | | **Exclusion (%)** | 0 | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £14,700 | | | |   Donibristle Primary School is a non-denominational school, open plan by design, serving the west of the coastal town of Dalgety Bay. The school was built in 1979 but part of it was destroyed by a fire in 1995. The lower wing and office areas were rebuilt following the fire.  The present role is approximately 449 which includes 59 children enrolled in the nursery. The associated secondary school is Inverkeithing High School.  The nursery is open for 49 weeks of the year, providing morning and afternoon sessions from 8am-6pm. We work with partner providers to offer split placements also. There are two Senior Early Year’s Officers who have responsibility for the nursery during school holiday periods. A peripatetic Nursery Teacher is allocated 0.5fte. The team are supported by an Early Years Development Officer and Early Years Principal Teacher.  The senior leadership team consists of a Headteacher and two Depute Headteachers. Departmental responsibilities have been shared across the Senior Leadership Team. We have a total staff complement exceeding 45 people including teaching, support staff and early years officers.  The percentage of pupils entitled to free school meals continues to be below the national average at 2.56%. This figure is for children in P6 and P7 who are eligible for free school meals.  Attendance for 2022-23 was 94.02%, an increase from 93.64% in 2021-22.  Donibristle Primary has an active Parent Forum who meet once per term. We are very well supported by an active Fundraising Group who plan events for families and children throughout the year. Throughout the year we are well supported by parents through school events, class excursions, shared starts and other events.  **Vision, Values and Aims**  The school vision, values and aims were reviewed in 2021-22. The school vision is ‘Work Together, Learn Together, SHINE Together.’ The school badge was updated. The new, shared vision reflects the needs and aspirations for our school.  The current school aims are below.  • As a school we recognise the strengths and talents of each pupil.  • As a staff, we aim to work with all partners, e.g., parents/carers and outside agencies to create an ethos of achievement, offering high quality learning experiences which involve learners in the process, enabling each pupil to attain the highest standards possible.  • We value diversity, promoting social inclusion to close the gap whilst meeting the needs of the individual within an environment where everyone is equal.  Key drivers that shape our curriculum at Donibristle are:   * Outdoor learning is an integral part of our curriculum. * Our unique location allows us to enrich the learning experiences for all children. * A strong relationship with our community to support extra-curricular opportunities for children. |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 1 – To develop a play progression from Nursery to P2.** | | | | | | | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  School and ELC Leadership,  Curriculum and assessment,  School and ELC improvement,  Teacher and Practitioner Professionalism | | | **HGIOS 4 Quality Indicators**  2.2 Curriculum  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement  **HGIOELC Quality Indicators**  1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | x | | Partially  achieved |  | Continued into next session |  |
| **Progress:**   * All teaching staff in P1 and P2 engaged in professional learning course, SEIC Play Pedagogy. * Leaners were observed in their play to establish a baseline of their literacy skills across varied play contexts * Teaching staff completed a play audit at the start of the session which was used to help plan improvements. * Teaching staff engaged in professional reading of five core texts set by the SEIC programme; * Can I Go and Play Now? by Greg Bottrill * Starting from the Child by Julie Fisher * Realising the Ambition. * Staff completed a test of change, focusing on three targeted children to develop and extend learning through play. Staff completed observations, shared the data at collegiate sessions and used this to plan further improvements. * Teaching staff visited other schools across the SEIC and engaged with Pedagogy Pioneers. The purpose of these visits were to look at examples of good practise. Back in school, this information was shared and staff reflected on how they could continue to extend their own practice. * Teaching staff delivered a presentation to the SEIC cohort to demonstrate their learning and the impact of their work on children. * Throughout the academic year, teaching staff have continually adapted the learning environments based on observations and learner’s current interests. | | | | | | | |
| **Impact:**   * By the end of the academic year, all staff reported they feel empowered to assess and observe children in their play. * Through a feedback focus group staff recorded a 25% increase in understanding and knowledge around supporting literacy through play. * We have met the overall target that 83% of learners in P1 and P2 are meeting their expected literacy targets. The actual figures are 88% in P1 and 85% in P2. * Confident teaching judgements, together with high quality observations, are leading to an improvement in attainment in literacy. Almost all children in P1 have attained early level Reading (91.1%), Most children in P1 have achieved Early Level for Listening and Talking (88.9%) and Writing (84.4%) This is above our stretch targets. * BASE data show that the P1 cohort made progress in the following areas and are above the national average in vocabulary, matching, concepts about print and repeating words. They made significant progress in letter recognition. Data shows 9% of learners were above the national average increasing to 80% by the end of P1. * Almost all learners in P2 are on pace for Listening and Talking (97.8%). Reading in P2 has met the stretch target with most learners in school achieving this (81.4%). Writing at P2 is lower, with the majority of children meeting their target (78%) This will be improved as it has been identified as a school improvement priority for 2023-24. * Staff completed a case study that reflected on their learning and the impact on learners. * In P1, staff evaluated that, for most children, there was an increase in their enthusiasm for writing during their play. * There was significant change in the learning environment in P2 to ensure play was integrated into the classroom. P2 staff observed learners being meaningfully and actively involved in leading play and learning. * A play progression has been devised which addresses the balance of the day, time allocated for observations and pace and challenge within play. | | | | | | | |
| **Next Steps:**   * Play pedagogy will not be a school improvement priority for next session. However, work will continue to ensure that the new play progression policy is embedded across P1 and P2. * Staff will continue to work together, and with the Nursery team, to continually evaluate the learning provision and play resources. * Staff will continue to make use of quality observations to support learning and teaching in P1 and P2. * Staff will continue to engage with play pedagogy professional learning materials. * As part of the school improvement plan for 2023-24, staff will review the balance of the school day. * We will continue to develop consistency with documentation of learning such as observation records and responsive planning formats. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 2 – To deliver high quality professional learning to class teachers on effective pedagogy.** | | | | | | | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  School and ELC Leadership  Curriculum and assessment  School and ELC improvement  Teacher and Practitioner Professionalism | | | **HGIOS 4 Quality Indicators**  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved | x | | Partially  achieved |  | Continued into next session |  |
| **Progress:**   * Teaching staff from P3-7 engaged with Fife’s Professional team in a learning programme which focused on challenge and differentiation, effective questioning and feedback. * All staff read ‘Teaching Backwards’ by Andy Griffith as a core text. * Teaching staff were assigned a coaching mentor from the Professional Learning team. Class teachers worked with their coach to team teach, plan lessons and seek feedback on their teaching. * Teaching staff completed a case study on a small group of targeted children. the purpose of the case study was to improve learning and outcomes for this group. Staff made use of QI tools to evaluate progress. Data from children was evaluated at the start and end of the programme and impact on children’s learning and teaching strategies assessed. * Feedback from the Professional Learning team credited the teaching staff for their commitment to this programme as well as their reflective skills and desire to improve outcomes for learners. | | | | | | | |
| **Impact:**   * All staff reported an increase in confidence and understanding of the ‘Teaching Backwards Model’. * All staff reported an increase in confidence and understanding of effective feedback and differentiation. * Class observations evidenced an increase in almost all classes of high-quality questioning being used. * All class observations were evaluated as good, with some lessons observed evaluated as very good. This was also verified during the Learning Partnership visit. * All teachers state learning is meaningful and based upon learners’ interests. * There has been an increase in learners having opportunities to work with a range of peers and in a variety of ways. Collaborative teaching and learning will continue to be a focus in 2023-24. * Almost all teachers evaluated that digital technology is used to support and enhance learning. This is being used most consistently in P5-7. Work will take place next session to develop a consistent approach across the school. * For most learners, there is an increase in learners reporting that they feel challenged in their learning. * For most learners, there in an increase in learners being involved in planning what they learn. | | | | | | | |
| **Next Steps:**   * This will not be an improvement priority for next year. However, staff have individually identified their own areas for further learning and this is likely to be part of their own professional learning plan. Some staff intend to further develop their use of effective feedback and my questioning skills. * A group of staff aim to continue to explore strategies to further develop higher order thinking skills and encourage collaborative discussion. * A key focus for the school will be to ensure that the learning that has taken place this year will continue to be evident in all classes. This will be evaluated through pupil focus groups and class observations. | | | | | | | |

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| **Improvement Priority Session 2022 – 2023** | | | | | | | |
| **Priority 3 – To develop the use of SHANARRI indicators across the school** | | | | | | | |
| **NIF Priority**  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people’s health and wellbeing  **NIF Driver**  School and ELC Leadership  Curriculum and assessment  School and ELC improvement  Teacher and Practitioner Professionalism | | | **HGIOS 4 Quality Indicators**  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised Support | | | | |
| Has this priority been:  (please highlight) | Fully  Achieved |  | | Partially  achieved | x | Continued into next session | x |
| **Progress:**   * There has been a whole school focus on developing an understanding of SHANARRI indicators as well as the UNCRC Rights of the Child. * We have registered with the UNCRC as part of the school programme. * All classes have Class Charters which reflect SHANARRI and UNCRC Rights of the Child. * Weekly assemblies have a focus on a specific UNCRC right. This is then displayed and followed up by class teachers. * There is an increased number of displays across the school which show the wellbeing indicators. * Tried to link SHINE to the SHANARRI indicators and is displayed in the class. * SHANARRI Indicators are embedded in all cross curricular topics taught from P1-7 across the school. * SHANARRI indicators are used when gathering evidence to support external referrals as well as including pupil voice in Contextual Assessments. * The Junior Leadership Team has worked with a member of staff to conduct pupil, staff and parental surveys about wellbeing, rights and feelings in school. This information has been collated and shared. | | | | | | | |
| **Impact:**   * At the beginning of the survey, the majority of children in p5-7 were aware of their rights. Less than half of the pupils in P1-4 were aware. * Following work at assemblies and in class, almost all children in P5-7 report that they are aware of their rights and most children in P1-4 can talk about the importance of children’s rights. * Almost all, 94%, of children in P5-7 report they feel safe in school. * Most staff (75%) feel confident talking to children about their rights. * Almost all staff (94%) report that are treated with respect by pupils * 94% of pupils reported to learning about their rights in school * 84% of pupils enjoy being in school * 93% of pupils feel safe in school * 96% report that they feel listened to by staff. | | | | | | | |
| **Next Steps:**   * To continue on our journey towards gaining a Silver Right Respecting School through embedding the UNCRC Rights and supporting our learners to elaborate on the rights and how they affect us. * In the nursery, selected staff will attend training event about introducing UNCRC in the early years. * Early Years staff will use the ‘Learning Through Rights in the Early Years: Weaving the UNCRC through Policy, Provision and Everyday Practice’ to introduce children’s rights. This document will be used throughout the year and further strategic activities will come from this. * All children to have Donibee Skills booklet. Class teachers to identify termly targets for children. * Termly assemblies to celebrate progress against Donibee skills. * Create a school programme where school values are celebrated. | | | | | | | |

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| **Attainment of Children and Young People (Primary and Secondary)** | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stage** | **Reading** | **Writing** | **Listening and Talking** | **Numeracy** | | **P1** | 91.1% | 84.4% | 88.9% | 88.8% | | **P4** | 90.0% | 85% | 96.7% | 82% | | **P7** | 91.4% | 82.9% | 92.9% | 90% |  |  |  |  | | --- | --- | --- | | **Overall Attainment for 2023 - 2024** | | | |  | **Literacy** | **Numeracy** | | **P1** | 84.4% | 88.8% | | **P4** | 84.7% | 82.0% | | **P7** | 80% | 90% |  |  |  |  |  | | --- | --- | --- | --- | | **Literacy** | | **Numeracy** | | | **Stretch Target** | **Actual** | **Stretch Target** | **Actual** | | 81.4% | 83% | 85.5% | 87% |   **Evaluative statement of attainment over time.**   * By the end of P1, most children achieve early level in reading, writing, talking and listening and numeracy. * By the end of P4, most children achieve first level in reading, writing, talking and listening and numeracy. * By the end of P7, most children achieve second level in reading and talking and listening and numeracy. * Overall, attainment in Literacy and English is good across the school with most children, P1-7, achieving their expected targets in reading, writing and numeracy. * Almost all children across the P1-7 are achieving their expected levels in Listening and Talking. * Almost all in P6+P7 are meeting their targets for Reading * There has been a significant increase in attainment in P6 Reading (+21%). This has been achieved through a targeted approach, deployment of support for learning staff, use of digital technology to support learning and regular analysis of assessment data. * Whilst overall attainment in P7 Literacy is 1.4% lower than stretch target, this equates to one pupil. * The SLT have continue to sample pupils across the year as part of the quality assurance programme. Evidence from the pupil sampling informed that almost all children sampled were on pace. There continues to be opportunities to provide further pace and challenge for learners and this will continue to be part of the improvement plan in 2023-24. * We continue to have a robust tracking system in place for all learners. The use of GL assessments from P2-7 as well as SNSA data has supported class teacher professional judgement. We have regular attainment meetings with class teachers and from these identify short term targets for children who are off pace. | | | | | |
| **Evidence of significant wider achievements** | | | | | |
| * The Engineering Club earned three awards at the Goblin Car Race in May 2023. The club have been building their car throughout the academic year with a class teacher and volunteer. The group were awarded 2nd place for the final race and 1st place for their presentation on how the car was built. * The Gala Club planned a whole school fundraising event for the local gala committee. They raised almost £300. The club also participated in the gala parade for the first time in a few years. * Children in P7 who engaged in Sports and Play Leader training developed skills in communication, creativity, resilience and diplomacy. Children in both groups were able to put this into action with younger children in the playground. P7 Sports leaders were able to put this into practice when they worked with classes across the school when they organised and led during the Sports Day. * Almost all children in P6 and P7 made progress towards their John Muir Award which is in conjunction with Ardroy Outdoor Learning Centre. P7 pupils developed their presentation skills by hosting a sharing learning session with parents/carers and Ardroy staff. * All pupils in P7 achieved their Bikeability award. * Pupils across P1-7 have developed their communication skills by sharing their topic learning throughout the year. Pupils from P1-4 hosted a Scottish afternoon, P6 made their own museum and P5 created a leaflet for local residents. | | | | | |
| **Feedback from External Scrutiny** | | | | | |
| **Learning Partnership** | | | | | |
| **Strengths**   * In all classes there were positive relationships between staff and children and positive relationships between children. the learning environments were notes as supportive, positive and purposeful. Children’s behaviour was noted as positive in all classes. all children were respectful to staff and adults. * In almost all observations, lessons were well structured and resourced. * There was a positive, calm and supportive ethos throughout the school. * In all classes staff were observed to be using positive language with children. * In almost all classes, children were well engaged in their learning and interacted well in learning and teaching tasks. Children were observed to be working in pairs, groups and individually. * The majority of learners working ahead of and behind pace were appropriately challenged and supported. * In the majority of lessons, there was a range of questioning strategies used. Most learners were observed receiving some verbal feedback that was supporting their understanding and next steps in learning. * The majority of children sampled understood their learning. * Plenaries were planned in all lessons through a clear four-part lesson model structure. When observed, there were varied plenaries used that supported and extended learning. * In all classes, lessons were structured using a four-part lesson model. * Where appropriate, digital technologies was used to support learning and teaching in most lessons. * The nursery environment was welcoming. All staff were working at the children’s level. The core provision was good. The team observed warm and positive interactions between staff and children. * All staff feel supported in the workplace. They feel valued as a person and professional but also feel they are challenged appropriately. * All staff report that they value the opportunity to work and learn as a team. * The PSA team are highly regarded and valued by the teaching team. PSA staff spoke positively about a current test of change project that is supporting ASN learners in P5-7. They felt included and empowered. Staff reported that there are good inclusive practice across the school. * Pupils spoke very positively about their learning and the life of the school. They feel valued and well supported by all staff. Pupils reported that they enjoyed learning. Some reported that they would like to be challenged more.   **Areas for improvement / Next steps**   * Most learners who are working on pace were appropriately challenged. The school should continue to ensure there is sufficient pace and challenge for this group of learners. the school should continue to focus on pace, challenge and differentiation. * As per the improvement plan, school should continue to work on ensuring there are consistent approaches to planning for assessment opportunities. * There should be more opportunities for children to be able to discuss their next steps in learning and skills they are developing. * Whilst most lessons evidenced use of different AiFL strategies, the school should work to ensure there are consistent opportunities for peer and self-assessment. * Learners were commended for their hard work and commitment to learning. They spoke confidently about their learning and should now have more opportunities to make choices about their learning and have opportunities to lead aspects of their learning. * Work to develop a distributive leadership model in school where there are opportunities for leadership at all levels. * There should be closer working with PSA and teaching staff to allow feedback and evaluations to be shared. This will support future learning for children. | | | | | |
| **Care Inspectorate - Strengths and Areas for Improvement** | | | | | |
| * Children were encouraged to be independent and make choices about their own play.   + Most families were happy with the experience they had and some suggested areas that could be better including more regular communication.   + Children had access to good quality facilities indoors and outdoors, including opportunities to explore the local community.   + Leadership were committed and dedicated to making necessary improvements and we were confident they had the capacity to lead the team through change.   + Staff were motivated and keen to learn so that children were effectively supported to achieve their full potential.   + Nurturing approaches should be developed to ensure children's needs, rights and wishes are consistently respected.   + Improving personal planning will ensure all children receive the right support at the right time.   + Some children need better support from staff to develop emotional resilience and understand their emotions and actions.   + Children should consistently be offered more fun, exciting and challenging play.   + Staff should focus on developing their skills, knowledge and experience, especially in relation to best practice and child development | | | | | |
| **PEF Evaluation/Impact** | | | | | |
| **Targeted Interventions** | | | | | |
| Increase attainment in Numeracy | | | Support the development of life skills for targeted children in P5, P6 and P7. | | |
| **Progress:**   * Work has taken place to ensure that there is a consistent approach to teaching mental maths across the school through Number Talks. Forward plan evaluations and class observations have evidenced this is being used consistently in almost all classes. * GL assessments have been used to measure * DHTs and HT have led targeted learning groups in numeracy to support closing the gap. * IDL has been used for targeted learners who are off pace in Numeracy in P2, P4 and P5. | | | **Progress:**   * Part of the PEF funding was used to allocate some additional PSA hours. * The additional staffing was used to conduct a small test of change with a group of pupils from P5-7 that focused on developing engagement in learning and life skills. Pupil engagement was tracked using the Leuven scale. * Learning was planned to support children to develop their social skills and life skills through planned contextualised learning * All children hosted an afternoon tea for their parents /carers. | | |
| **Impact:**   * There has been a slight increase in pupils on pace in P2 (2%). * The gap for children off pace in P4 and P5 has decreased for most by at least three months. * Staff are more confident using Number Talks | | | **Impact:**   * Data from Leuven scale has shown an increased engagement for all children. * All children have increased their skills in communication and cooperation. * All children have had the opportunity to engaged in structured play at an age-appropriate level. * All pupils have had the opportunity to learn within the context of Dalgety Bay and have interacted with local businesses and voluntary groups. * All pupils report they are happier in school * PSA staff report they feel more confident supporting children with additional support needs. | | |
| **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 | | Good | N/A |
| **2.3 Learning, teaching and assessment** | Good | Satisfactory | | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very Good | Good | | Good | N/A |
| **3.2 Raising attainment and achievement** | Good | Good | | Good | N/A |

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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 | N/A |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Good | N/A |
| **3.2 Securing children’s progress** | Good | Good | Good | N/A |

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| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2020 -2021** | **2021- 2022** | **2022-2023** |
| **Quality of care and support**  How good is our care, play and learning? | N/A | N/A | Adequate |
| **Quality of environment**  How good is our setting? | N/A | N/A | Good |
| **Quality of staffing**  How good is our staff team? | N/A | N/A | Adequate |
| **Quality of leadership and management**  How good is our leadership? | N/A | N/A | Good |

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**Nursery Standards and Quality Report**

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| **Improvement Priority**  **Session 2022-2023** | |
| **ELC Priority 1** | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  School and ELC Leadership  Curriculum and assessment  School and ELC improvement  Teacher and Practitioner Professionalism | **HGIOELC Quality Indicators**  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Focused Priority: : To use a consistent pedagogy for high quality learning experiences. Following improvement work on an enhanced core provision the nursery team will engage in professional learning using Realising the Ambition to explore quality spaces, experiences and interactions and how to apply this effectively in our nursery setting with an aim to raising standards.** | |
| **Progress**   * Targets for 2022-2023 were reviewed following our Care Inspection that took place on 8th November 2022.   One of our main targeted areas this year was to improve staff knowledge and understanding of playful pedagogy and taking children's learning forward through positive, nurturing interactions. Recommendations in the report supported but also highlighted the importance of nurturing approaches in all areas. A targeted action plan was created in collaboration with the early years team.   * We have continued to be affected by two long term staff absences but have reviewed the weekly timetable to create flexibility within the week to allow all present staff to engage in protected time for staff development. There are times throughout the session where our numbers are lower which allows for staff to be re-deployed.   **Quality Spaces**   * Layout of nursery space was changed following a core provision audit and recommendation from CI report to create a homely and comfortable feel within the nursery core provision. The layout was opened up to create a more free flowing space. Barriers were removed and key areas were moved such as the sand and water tray to be closer together. * Almost all staff have engaged in looking outwards through visits to other nurseries including Torryburn, Lynburn, Sunflower, Halbeath and Limekilns. Record of visits were noted and improvement work towards improving our space actioned, such as softer lighting, displays and decluttering areas through careful use of furniture to create zones. * Staff are making informed decisions about CP. Staff have completed graffiti wall self-evaluations.   **Quality Interactions**   * Nurturing approaches was a key focus area for the nursery team. All staff completed Nurturing Approaches Modules 1 and 2 and the views of parents, staff and children were collated through a questionnaire, mind map and graffiti walls. Areas of development were identified and then targeted through staff development, professional reading and quality assurance processes. * Staff kept a record of work carried out towards our improvement priorities in a staff floor book that remained on the nursery floor for all to engage with. * Snack was identified as an area to look at ‘what nurture looks like in the snack area’. Following staff development, a sketch note was completed as a visual display for staff to refer to and as a visual for children. * The nursery team, led by the SEYOs, explored ‘MealTimes: Practice Note’ from the Care Inspectorate and reviewed the process of snack within the nursery session. * Targeted observations by the nursery leadership team were carried out, focusing on the snack area. * Staff have been using a nurturing approach to welcome parents into the nursery. The morning drop-off routine was changed to encourage parent/carer to come into the nursery via the cloakroom and into the nursery floor. * All staff took part in the Nurture Module 2. Effective containment was explored in terms of what it looked like and how we could implement it in our setting. Staff discussed the importance of relationships with families and children to create strong bonds. The importance of being present, observing children, actively listening to them. A key focus was exploring the importance of regulating children's emotions before attempting to reason with them. The team explored the serve and return process that allows children to communicate with others and give the correct amount of time to respond**.** * Clear and consistent communication strategies were explored. All staff now wear a lanyard with Communication High 5 as a prompt to be used consistently across the team. * Communication handbook shared with all staff. * Prompts for observations and higher order questioning displayed in nursery and in floor book. * Almost all staff completed online training on Documentation of Learning * Daily responsive planning format reviewed and updated. A3 clipboards with DRP are situated in key areas both inside and outside the nursery. They are more accessible to staff and children. * Intentional Planning format reviewed following staff development work on responsive and intentional planning led by EYDOs. * Following professional learning to further develop a shared understanding of Play Pedagogy in Practice **(**<https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/>) the staff team created a shared observation schedule. * Working in partnership with Fife’s EY team, staff were assigned a coach to follow and take part in a two week coaching model. (Professional Dialogue/Self Evaluation/Individual Next Steps) * EYDO’s led on professional learning focusing on the DRP process.     **Impact**   * The nursery space is a calm, welcoming environment. Pupil voice was captured in a floor book with comments such as, ‘Wow, pinch me I must be dreaming,’ “nursery is amazing can it stay like this forever.’ Parent’s voice was also captured through our question of the moment and received positive feedback including a comment from one our parents who is blind and although could not see the revised layout, asked what had changed and commented that there was a ‘calmness’ to the nursery as she came in. * 92% of parents rated between 5 and 6 when surveyed on how welcome they feel entering/visiting the nursery. (scale 1- lowest, 6 – highest) One parent commented ‘all staff are very welcoming each time we have been dropping off/picking up our son. Lovely that staff are all addressing him by his name in the morning.’ * Staff observations of children show an increase in positive engagement and promotion of independence skills * Staff’s shared understanding and knowledge of quality interactions has been evidenced through an observation record created by staff and used by senior leadership team to carry out quality assurance observations. Feedback and next steps have been discussed and agreed on a one-to-one basis and general points have been shared with whole team. * Improvements in relation to the quality of the setting for care, play and learning have been evaluated through targeted graffiti walls (2.1) * Children are using spaces effectively. Moderation of planning process shows most children are interacting positively with spaces and opportunities available. * Almost all staff have a clearer understanding of the responsive planning process and their role in facilitating learning. Records of professional dialogue between EYOs with their coaching partner and responses to challenge questions detail an improved collective understanding. Each member of the nursery team has identified their own next steps in terms of their own learning. * Staff engaging with the planning process with growing confidence. Staff preparing for planning meetings so that the focus can be on what comes next. Intentional planning more focused. Elements from the planning sheet observed in the playroom. * Raised confidence within the whole nursery team was shown when the nursery team presented our progress journey so far to our Care Inspector, Laura Hill, during a sharing session on the June Inset day. Staff development floor book shows staff ownership of improvement work to raise standards. * Moderation of documentation of learning shows evidence of high-quality learning experiences extending the interests of the child. * Observation records from SLT observations show the majority of staff are able to demonstrate quality interactions to extend learning through commenting, pondering, imagining, connecting and thinking aloud. * Moderation of PLJs show an improvement in progress in learning and identifying next steps. Feedback has been actioned by almost all staff. | |
| **Next Steps:**   * Pedagogy of high-quality play is further developed through planning, observations, enhanced core provision, and PLJs.   Planning   * Continue to support staff to consider the skills or knowledge that will be being developed rather than the job they need to do or the activity they are going to offer. * Staff require further support to understand and engage with evaluations. * Involve the children more fully in the planning process. * The language of learning is embedded in early years curriculum. | |

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| **Improvement Priority**  **Session 2022-2023** | |
| **ELC Priority 2** | |
| **NIF Priority**  Improvement in attainment, particularly in literacy and numeracy.  **NIF Driver**  School and ELC Leadership  Curriculum and assessment  School and ELC improvement  Teacher and Practitioner Professionalism | **HGIOELC Quality Indicators**  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement |
| **Focused Priority:** Learner development in literacy skills will be supported through high quality learning, teaching and assessment**. Following staff training on Elips the nursery team will now focus on using data to make informed decisions about raising standards within literacy for all. Following the ease of Covid restrictions we are aware of the need to revise how we re-engage with families and how we provide shared learning opportunities** | |
| **Progress:**   * Shared and reviewed Elips information from the N4 starts and looked back at the N5s. As well as identifying red, amber and green, attention was given to the months ahead/behind of chronological age to highlight children who needed support or challenge. Elips toolkit shared and discussed for strategies to support planning next steps. * Our Care Inspection report highlighted that we needed to streamline personal planning so that there is a clear process, understood by all.   Nursery PNT linked with EYDO from another setting to develop a new personal plan format as well as guidance on supporting All About Me sheets. * PNT worked with key workers and PSA to create personal plans for children with complex needs, reflecting targets and next steps from review meetings and current observations. Additional personal plans have been created for other children with an additional need or specific area to be supported. * New formatted personal plans have been shared with parents/carers. * Staff revisited personal planning document and reviewed key questions. * Staff planned for, prepared and delivered learning experiences for children to engage in singing games, rhyme time and Book bug sessions. During November INSET all staff developed and shared a quality story telling experience using props or puppets and planned quality questions.   **Family Engagement**   * Parents/Carers are encouraged to spend more time in the nursery with change to drop off routine, whereby they enter via cloakroom and self register inside the nursery. Parent/carers are invited to join weekly book bug sessions and borrow books from our lending library. Nursery Forum was reinstated this year and takes place once a term, this is led by our PNT and our PM SEYO. Parent/Carers are invited to volunteer as helpers on weekly outdoor learning walks to the woods, beach and community. Planned events have taken place throughout the year such as stay and play, PEEP sessions and social events such as a garden party and Christmas sing-a-long that local residents from Henderson House were also invited to. * Weekly book bug sessions were proving to be so popular we added another session each week. The sessions are open to the community and have been well attended. Positive feedback received from parents surveyed included the comment ‘loved getting to share that experience and see how happy it made the children to have their parents / carers with them.’ * Parent/Carer views have been actively sought through question of the moment, questionnaires, nursery forum and Seesaw. Parents were asked to share the most convenient time to hold a parent forum and the majority of parents stated a Friday morning at the start of a session. ‘You said, we did’ posts/displays are created following feedback sought from parents. * Weekly updates are posted on Seesaw to show current learning and any news updates. Termly newsletters are shared with parents. | |
| **Impact:**   * Staff have increased confidence when planning next steps for new N4 children using Elips assessment data. This is identified through progress and next steps meeting and moderation of documentation. * Personal Plans are a continuous working document for all staff to engage with and be kept up to date. PNT samples personal plans over 4 week period and engages in dialogue with EYOs to evaluate progress. * Record of learning shows that almost all staff have a clear knowledge and understanding of the personal planning process and can talk about the personal planning process. This is documented in the staff development floor book. * Moderation of planning and PLJs showed an increase in the number of quality literacy observations * Almost all children are on pace for literacy and numeracy. Excluding children with significant ASN all children are working with Early Progressing.   **Family Engagement**   * 82% of parents surveyed fed back positive comments such as ‘both my child and I love the move to dropping off within nursery. My child is much happier having me come in to drop him off,’ and ‘I find the in nursery drop off more involved and I love seeing the environment that he’s in for the morning. I feel very involved.’ 12% preferred previous drop and go with it working better for their work commitments. * Parents were invited to take part in potted sports with their child/re for ‘Sport’s Day’ and commented ‘We thought sports day was great. It was really well organised and staff got the children settled before inviting parents over. Loved the layout of the benches with mats as a base for the groups. The activities were inclusive and it was nice for the adults to take part with the children,’ and I loved that all family member went round every activity with the children,’ | |
| **Next Steps:**   * Embed quality engagement with personal planning, with all staff contributing to and evaluating on a regular basis. | |

**Headteacher** \_\_\_\_\_Karyn Rennie\_\_\_\_\_\_\_