



Gallatown Nursery

Standards and Quality Report Achieving Excellence and Equity 2023/24

Context

Gallatown Nursery expanded in August 2019 and is now a split campus of 2 grand buildings linked by a lovely outdoor space. There are 6 playrooms, a nurture room, a grand hall and dining room. There was a refurbishment of 3 playrooms at Rosslyn Street in August 2023.

Sessions offered include:

Rosslyn Street

9-3pm term time: N4/N5

Viewforth Terrace

9-3pm term time: Under 3's

4hours 40min am & pm, 49 week: Under 3's and N4/N5

SEEMiS School Roll: 137 (N3 – 27, N4 – 59, N5-51)

SIMD 1-3: 54.6% (with an additional 10.2% unclassified)

Care Experienced: 3

EAL: 9

Attendance 2023/24

Term	U 3's	N4	N5	Total
1	91.75%	88.36%	89.33%	89.14%
2	81.83%	84.67%	89.78%	86.65%
3	84.87%	83.67%	87.37%	85.35%
4	83.30%	88.16%	88.58%	87.57%
Avg	85.44%	86.22%	88.76%	87.18%

At Gallatown Nursery we recognise the need to minimise costs to our families. As a setting we ensure nursery is free at the point of entry, provide all outings free of charge, provide additional snack on a daily basis, termly support through our Market day where families are able to link with agencies and also secure household essentials/toys/clothes and provide Fareshare on a weekly basis.

Our Vision, Values and Aims

Our Vision

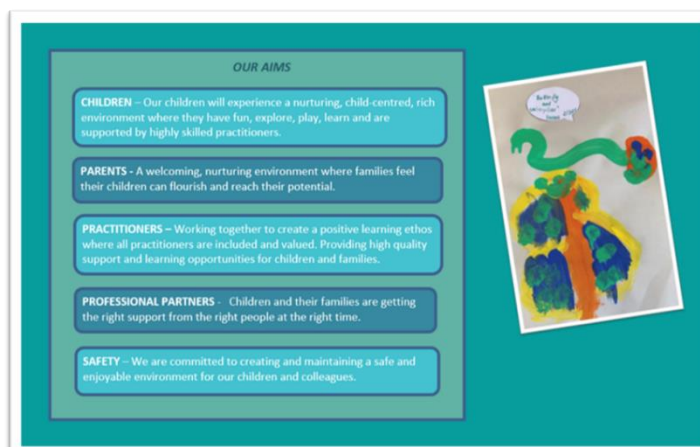
To provide a welcoming, safe, secure and inclusive learning environment. Children develop life skills that will enable them to become respected and valued members of the community.

Our Mission Statement

Nurture & C.A.R. E together

Our Values

- Child Centred
- Achievement
- Relationships
- Equity



Improvement Priority Session 2023 – 2024

Priority 1 – Improve the numeracy skills of all N5 pupils through a range of universal and targeted experiences to increase the % of children who are working within early progressing from 57% to 75%.

Directorate Improvement Plan (delete as necessary)

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

HGIOS 4 Quality Indicators

HGIOELC Quality Indicators

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

2.2 Curriculum

2.3 Learning, teaching & assessment

2.4 Personalised support

2.7 Partnerships

3.2 Securing children's progress

Has this priority been:
(please highlight)

Fully Achieved

x

Partially achieved

Continued into next session

Progress:

SEIC Research School

SEIC Research School – Practitioner Enquiry Question

Practitioners engaged in SEIC research schools and participated in 3 sessions: SEIC improvement in schools, Core Enquiry and What is research? Practitioners experienced practical sessions on an Introduction to Numeracy through Expressive Arts facilitated by Karen Doherty from WEA. The research question was finalised: *Can numeracy development be supported through expressive arts in our setting?*

Take away/actions:

- Practitioners engaged in a variety of professional learning activities.
- Practitioners reflected and made links between numeracy and expressive arts.
- Research Schools case study completed.
- Impact mat created detailing impact and next steps.
- Case study to be published through SEIC.

Professional Learning Opportunities

Professional Learning – Teaching Maths Creatively

Practitioners engaged in research from Teaching Maths Creatively, Linda Pound (Education Consultant, UK), 202, this linked into our previous work using the Workshop for Literacy approach.

Take away/ actions:

- Practitioners engaged in professional dialogue and worked collaboratively to select a book that could promote both literacy and numeracy rich experiences.
- Each playroom created a WfL and cross curricular planner to promote literacy and numeracy experiences, these were fully resourced and have been added to our previous sessions WfL bags to be used across all playrooms.

Professional Learning – Playful Mathematics

Practitioners engaged in research from Playful Mathematics: For children 3 to 7, Helen J Williams, 2022 with a focus on the chapter around block play.

Take away/ actions:

- This led to a development of the block area in all 3-5 playrooms to ensure numeracy and expressive arts opportunities were available.
- 3 practitioners across Fair Isle FNC and Gallatown Nursery worked collaboratively to create a module based on block play which will be shared on the STEM CLPL website.

Professional Learning – Playful Mathematics

A group of practitioners engaged in research around mathematical patterns, playing music, maths and art. This was cascaded to all practitioners with the support of Enquiry Leads.

Take away/ actions:

- EYLO modelled using loose parts to support numeracy and art and design.
- All rooms received new musical instruments and were provided with colour coded nursery rhymes to match the xylophone colours to encourage being able to follow a pattern through music.

Professional Learning - Refresher input for all Early Years Practitioners on cross referencing

An audit of PLJ's was undertaken at the start of the academic session indicating links between numeracy/mathematics and expressive arts. Baseline data was also captured to track how many observations were recorded for fractions and information handling for N5 pupils.

Take away/actions:

- Practitioners were providing opportunities linked to numeracy/mathematics and expressive arts but were not always recorded.
- Creation of maths 'grab and go' bags to support learning and teaching of fractions and information handling.

Professional Learning - Numeracy and Expressive Arts

Practitioners engaged with the Education Scotland Document – Numeracy in Expressive Arts

Take away/ actions:

- Practitioners requested to engage with other Numeracy & Mathematical Education Scotland Documents – Data and Analysis, Fractions, Money and Time.
- Practitioners engaged in researching the documents and created a list of ideas and resources required to create a maths bag.
- From these ideas, maths 'grab and go' bags were created with professional reading, ideas for learning, trackers and resources.
- Numeracy audit of core provision indoors and outdoors to create action plans to ensure numeracy rich spaces.

Professional Learning: ELC Conceptual Numeracy

Practitioners undertook the e-learning module on conceptual numeracy, in addition further professional learning was undertaken to enhance practitioner knowledge in specific areas and linking to findings from moderation activity with Sinclairtown Primary School using BASE data.

Take away/actions:

- Practitioners provided opportunities to promote number across the provision and incorporated this within intentional promotion making links to counting experiences through expressive arts.
- Resources sourced to increase opportunities for counting through loose parts.

Moderation and Assessment

Moderation & Assessment - ELC & P1 working collaboratively with Sinclairtown Primary

Our approach to moderation activities this session involved:

- Reporting – Analysing June N5 CFE declarations and P1 base data.
- Evaluate – Learning consultations have focused on progress and next steps in learning to ensure pace of learning.

Take away/ actions:

- EYLO worked with N5s to focus on moderation activities
- Stay and Play PEEP sessions were held in playrooms with parents which focussed on moderation activities of sequencing, introducing numbers 11 – 20 and identifying missing numbers within a sequence
- More 2D and 3D shapes and resources were then used to support intentional promotion in the rooms.
- 2 terms of PEEP sessions focussed on numeracy skills – 1 for all children and another to support N5s transition to school.
- Maths home learning bags for N5 children were created focussing on all the moderation activities for children to share their learning and parents to support their learning of these areas.

Leadership of Learning

Creation of Maths bags

Following data recorded from PLJs and practitioner views, maths grab and go bags were created to provide resources to support fractions, information handling, time and money. Practitioners co-created by completing a mind map of suggestions of activities and list of resources that would be useful to support learning and teaching in those areas.

Take away/actions:

- Maths bags used by EYLO to model and for targeted support with N5s.
- Practitioners starting to use maths bags in playrooms.

Family Learning Strategy

PEEP

2 blocks of PEEP (Parents Early Education Partnership) sessions had a numeracy focus to support parents as the first educator of their children and to support those skills for children going to school.

Boosting Budgets

Boosting Budgets has supported parent/carers numeracy skills and where to seek further support if needed.

Bookbug and Community Bookbug

Bookbug is on offer within the nursery setting and we also run community sessions where families are invited along to join in. These are tailored towards children between 2 to 5 years.

Rhyme Time

Weekly rhyme time as a family group activity.

Take away/actions:

- Block 1 PEEP – focussed on children and families who were new into nursery to build relationships and support their transition.
- Block 2 PEEP - Within Term 4 all N5 children were invited to attend Transitional PEEP with a focus on early numeracy development. Topics included: a sense of order, shapes and patterns, sorting and matching and measures.
- Boosting Budgets sessions to be continued next session.
- Community Bookbug has been well attended with high levels of engagement throughout. Throughout the sessions numeracy is always highlighted with a focus on nursery rhymes, rote counting and 1-1 correspondence.

Impact:

Impact and reflection on progress has been evaluated through analysis of CFE declarations, significant observations of children, self-evaluation of 2.3 as well as parent, practitioner and professionals' views gathered from questionnaires and focus groups.

The practitioner enquiry approach improved practitioner's knowledge and understanding of the curricular pathways for numeracy enabling intentional promotion and responsive planning of high-quality play experiences to develop children's skills in numeracy and mathematics. There has been an increase in practitioner confidence in numeracy and mathematics. At the start of the session 52% of practitioners felt confident or very confident delivering numeracy experiences and 43% in mathematics which increased to 93% feeling very confident or confident in both areas. This as a result has increased the learning opportunities for children, resulting in progress being made across all areas of numeracy and mathematics.

The data also shows us that practitioner confidence has increased in delivering all areas of mathematics including 24% increasing to 73% of practitioners feeling very confident delivering experiences in estimation and rounding and 24% of practitioners not feeling confident decreasing to 6% in delivering experiences relating to fractions. This is also reflected in the number of observations recorded in PLJ's. At the start of the session 77 % of PLJ's had 0 observations in fractions and now 84% have at least 1 observation in this area. There has been an increase in practitioner confidence in providing numeracy and mathematic opportunities through drama, music and art. Practitioners commented that through completing the questionnaire at the start of the session it allowed them to reflect on how many opportunities they have missed to include numeracy. This is also reflected in children's learning experiences and evidenced in PLJ observations with staff making more connections between the arts and numeracy and mathematics. Experiences and opportunities have included creating living displays, using drama to state amounts and days of the week and exploring 2D shapes when creating pictures. There is an increase in cross referenced observations for numeracy, mathematics and expressive arts.

Data for playroom 1 and 2

Number of observations	N5 October 2023	N5 May 2024
Maths, Numeracy and Music	1	21
Maths, Numeracy and Art	5	66
Maths, Numeracy and Drama	1	12
Maths, Numeracy and Dance	0	13

The development of innovative maths bags and development of WfL bags to include a numeracy and mathematic focus, ensured that children were accessing the broad general education. This well considered and creative approach engaged children's imagination, enriched play and ensured progression for all learners. There has been an increase in practitioner knowledge in delivering a breath of numeracy and mathematic opportunities using these maths bags.

There has been an increase in numeracy and mathematic opportunities across the provision both indoors and outdoors. Through the outdoor numeracy working party they have created a numeracy and maths box, added number lines, extended number lines to 20 and introduced scales and height charts. This has led to children being more engaged in numeracy outdoors and an increase in the observations recorded in numeracy and maths. Quality assurance activities led to whole nursery improvements in our learning environment which includes maths and numeracy rich learning spaces indoors and outdoors. Through our end of year parent questionnaire all families were aware and agreed that their child has opportunities to explore maths and numeracy on a daily basis.

Families who have attended PEEP have learnt further strategies to support their child's learning at home. PEEP has had a focus on numeracy and helping our parents enjoy numbers through looking at it in a fun play-based way. Initially parents/carers shared their fears and anxieties around maths however after the last session the parents were confident and excited to use more mathematical language in their daily interactions with their child. The tasks involved naming shapes and looking at the structure of them, weighing out ingredients and becoming familiar with measurements in a recipe and looking at each other's heights and shoe sizes. Discussions were also held about daily walks and looking for shapes of signs, door numbers and counting cars. This all promoted children's language and communication and number recognition with a positive impact on the child's numeracy and maths development. Parents continue to share home learning experiences and achievements which are evidenced within the child's PLJ (Personal Learning Journal) and the children's progress will be noted in the trackers.

A few of our families were able to take part in the Boosting Budgets programme which helped look at how meals on a budget can be made and cook their favourite take away dishes from ingredients to save money. The course helped families look at weekly bills, providing them with hints and tips on reducing energy. There were also visits from other agencies at these sessions, such as Citizens Advice and Cosy Kingdom. The families who took part in these sessions have all said this has helped them with confidence in cooking, budgeting and lowering energy bills. We developed links with Adult Based Education who are holding fun interactive numeracy training with the goal of supporting parents through SVQ's next session. The aim of these relaxed sessions is to help break down the anxieties for some of our parents/carers towards math-based learning who in turn will be better equipped to support children at home.

During Bookbug sessions numeracy is promoted through the use of repetitive rhymes and songs and rote counting which is enabling parents/carers to become more aware of how singing, stories and rhymes are not only to support bonding, attachment, language and communication but also numeracy from birth.

Almost all practitioners made accurate CFE declarations for June 23' N5 reports. Comparisons were made between nursery declarations in May with Beginning of Year BASE scores and school declarations from Term 1, numeracy declarations were consistent between both settings. BASE data shows that children were within the national average or above for positional language, numbers 1-10 and basic shapes. However, there was

a drop for numbers above 10, calculations and shapes such as hexagon and rectangles. This was then the focus for further professional learning and built into the planning cycle.

Through all the work undertaken this has led to high quality appropriate early numeracy experiences which are used to promote and enhance learning. As a result we have seen an increase from 57% of learners working within early progressing to 84% for number, money and measure, and 89% for shape position and movement and information handling. This has exceeded our target of 75%.

Next Steps:

- Continue to create maths 'grab and go' bags for other areas of mathematics through targeted support work by EYLO's.
- Continue to cross reference numeracy and mathematics through expressive arts in particular dance and drama using our Workshop for Literacy approach and having a collegiate session focussing in on this.
- Continue to incorporate numeracy audit into our ensuring quality calendar.
- Look at promoting numeracy through other curricular areas with a focus on Numeracy and RME and Numeracy and Social Studies.
- Share our work with other settings

Improvement Priority Session 2024 – 2025

Priority 2 - High Quality Outdoor Learning: Experiences, Participation & Progression:

Improve outdoor learning experiences for all children i.e. U3, N4 and N5 by planning opportunities using the wellbeing indicators where children are actively involved in leading play and learning.

Directorate Improvement Plan (delete as necessary)

Equality & Equity

Achievement

Health & Wellbeing

Positive Destinations

Attendance & Engagement

HGIOS 4 Quality Indicators

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2.2 Curriculum

2.3 Learning, teaching & assessment

2.4 Personalised support

2.7 Partnerships

3.2 Securing children's progress

Has this priority been:
(please highlight)

Fully
Achieved

Partially
achieved

x

Continued into next
session

Progress:

Professional Learning to improve and inform all learners outdoor experiences

Professional Learning – Outdoor experiences from Play Practice Development Team

6 practitioners attended training in August which incorporated learning around: fire pit, transient art, hammock, den building and water play.

Take away/actions:

- Practitioners more confident in delivering these experiences outdoors.
- Practitioners to share knowledge within playrooms to develop learning experiences for children.

Professional Learning – Nature Kindergarten in Fife

Practitioners engaged in professional reading using the Nature Kindergarten in Fife document and reflected on opportunities on offer when participating in beach/forest experiences.

Take away/actions:

- Practitioners reflective of experiences on offer at beach/forest.
- Creation of outdoor learning bags to support experiences on offer.
- Full day beach opportunity for 3 playrooms.

Professional Dialogue planning and developing high quality ELC outdoor experiences

Three working parties were established to focus on the development of outdoor learning opportunities for all children. Two were with a focus on ensuring the 7 areas of core provision were evident and had opportunities for literacy and numeracy experiences across the outdoor provision. The third working party was based around Eco schools' development and accreditation of Eco Schools action plan.

- Numeracy outdoors
- Literacy Outdoors
- Eco Schools

Take away/actions:

- Evaluation of current numeracy/maths resources outdoors.
- Identifies gaps and created numeracy and maths resources around this.
- Addition of signs to outdoor areas.
- Development discovery area incorporating 'wow' words.
- Science area.
- Eco action plan focussing on: Litter and waste, Transport and Climate Action.

Moderation of outdoor learning experiences and events

Tracking community learning

All children have been given the opportunity to experience learning outwith the nursery environment. Children can access local areas on a weekly basis.

Take away/actions:

- Visits were made to a variety of different establishments to support children's interests.
- Local community outings including shops, parks, environmental walks, transport walk, construction site and the library.
- Mini bus booked weekly – experiences including beach, forest, theatre, museum and Chinese Supermarket.
- Tracker in place to ensure equity and equality and inclusion for all.

Beach and forest visits

Through use of Fife council minibus children are given the opportunity on a weekly basis to explore and experience nature in all its diversity supporting their understanding of the world around us.

Take away/actions:

- Opportunities planned and shared with families through Facebook using the wellbeing indicators.
- Further staff trained to drive the mini bus.
- Clear risk assessments to aid planning of experiences and opportunities to ensure children are included and supported to access beach/forest.
- Children more engaged in outdoor learning experiences.

World Earth Day

Children participated in world earth day which is a reminder about the importance of environmental conservation and sustainability, encouraging the community to come together and take action for a healthier planet and brighter future.

Take away/actions:

- Community litter pick with families.
- Purchase of books to support eco themes.
- Earth Day learning card used over 2 week planning cycle in all playrooms.

Walk and Roll

Children and families participated in a walk and roll event encouraging children to travel to nursery in an environmentally friendly way.

Take away/actions:

- Promotion of event led by children creating a poster.
- Children participated in a road safety obstacle course.

Partnership with Rosslyn

Children have the opportunity on a weekly basis to link with Rosslyn school.

Take away/actions:

- Experiences include Bookbug, Zumba and accessing their outdoor space

Supporting Sinclairtown Primary

Practitioners have linked with Primary 1 teachers to help support and develop their outdoor provision quad area.

Take away/actions:

- Provision based around 7 areas of core provision for outdoor learning
- Resource list and plan of areas to be developed

Family Learning Strategy

Outdoor and community-based learning

Throughout the year we have supported parents/carers to become involved in various outdoor and community-based learning opportunities promoting well-being, learning through play as well as equality, diversity and contributing to the nursery community.

Take away/actions:

- Outdoor learning group has been supporting parents/carers awareness of outdoor play, the benefits of outdoor play and further ways to support and engage children to become confident and resilient when exploring nature.
- Parents have had practical experiences of transient art, den building, nature hunts and trails.
- Promoting a sense of community through ongoing opportunities for both children and families to take part in various eco activities such as 'walk and roll' and community litter pick.

Impact:

High quality experiences outdoors are offered with literacy & numeracy rich play-based spaces that offer learning experiences that stimulate curiosity, creativity and challenge. Practitioners have reflected and outdoor learning experiences have improved for children with all practitioners strongly agreeing or agreeing that: the 7 areas of outdoor core provision is evident and there are opportunities to develop literacy and numeracy skills outdoors, all children have experienced opportunities to explore the local community and the beach/forest. All practitioners also feel more confident delivering outdoor learning experiences in turn resulting in a wider variety of opportunities on offer to children. This is evident through observation of the outdoor learning environment.

Through increasing the opportunities for development of literacy and numeracy outdoors the resources have improved children's engagement with the outdoor learning environment. In the outdoor spaces, children have been exposed to numbers in a variety of different ways such as using numbers to park their bikes, reading environmental print such as licence plates and using loose parts to explore the value of numbers. This has positively contributed to developing children's understanding of numeracy. Children have opportunities to experiment with everyday items as units of measure to investigate and compare sizes and amounts through our mud kitchens, water trays and height charts. They can also explore measurements through the weight scales and weather charts. This has exposed children to life-skills they will use in everyday experiences.

Learning experiences have been enhanced through planning experiences using the wellbeing indicators. There has been an increase in opportunities for children to be active and participate in beach games developing their gross motor skills, being safe through risk taking activities such as climbing, den building and become responsible using the fire pit.

Children's experiences have been enhanced through strong connections to their own and wider communities through weekly opportunities to access the local environment including: environmental walks, visit to local shops, the park and library. Connections have been made to the wider community through a balance of spontaneous and planned high quality experiences that have promoted children's choice and independence. Experiences have been diverse and varied including opportunities to visit the local museum, theatre, Buffalo Farm, Morrisons and the Chinese supermarket as well as regular trips to the beach and forest. All of the children in the setting are given equal opportunities and are included throughout the year to go on community walks and outdoor experiences. Each room has a data sheet to ensure every child is getting equal chances for these experiences. 100% of children have the opportunity to access outdoor provision on a daily basis and all children within 3-5 playrooms explored the local environment/community. Through parent/carer feedback they have indicated that all children have the opportunity to play outdoors every day and that their child has had the opportunity to go out in the local community. All families reported through the Parentwise survey that their child has opportunities to progress and achieve through outdoor learning experiences offered.

Through professional development, outdoor experiences have been enhanced within the setting and also when attending beach and forest kindergarten sessions. Practitioners have enhanced learning experiences including exploration of rock pools, caring for creatures, mark making and creating patterns in the sand, den building, looking for signs of the seasons and foraging for natural materials to create transient art.

Through the developed understanding of learning experiences children have gained a deeper understanding of learning about local nature, living things and how to care for our local community. Children have become accountable for and working to overcome barriers, become more risk aware and developed resilience within different environments. Through the Pupilwise survey all children indicated that they felt safe in nursery.

The children in our setting are fortunate enough to be able to take part in community and outdoor learning with the room. As a nursery this was promoted to the whole family by offering family learning sessions in the woods. The aim of these sessions was to build confidence in outdoor spaces and to guide parents/carers with skills and knowledge to provide enriching experiences for free at the local beach and woodland. We offered 3 sessions over the 3 weeks with a focus on different spaces each time. The parents/carers came down to the local beach and woodland with children and learned how to build dens, create outdoor

transient art, look for bugs and explore the rock pools. We finished with looking at fire safety and enjoying a fire on the beach. The families enjoyed the experience and a few have signed up for the following block as they enjoyed that time outdoors with their child/children. Parents/carers left saying they felt upskilled and more confident as now a day at the beach or woods would not cause them to worry about the children being bored as they now have a plan of fun activities all the family can enjoy together.

Encouraging families to go outdoors is helping to improve physical and mental health and as many of our families do not have access to direct garden space, this can then be a beneficial skill that they can then pass on to their children. It has been commented by families that there are always events going on that you can join in with your child, families feel supported and there is varied learning activities on offer.

Throughout the year we have focussed on promoting a sense of community through ongoing opportunities for both children and families to take part in various eco activities as we aim to achieve our Green Flag as an Eco nursery. We have had parents/carers come and join the children on litter picks. This has helped to promote looking after our local community and building up relationships with families. This will be continued into next session and will help children and families take pride in the world around them by caring for it.

Families were invited to take part in a recent 'Walk and Roll', this was highly successful with children becoming aware of more eco-friendly ways to travel to nursery and how we can protect our planet.

Children are now discussing more regularly how they travel to nursery.

Family Learning sessions have been held with a focus around the app '50 Things to do Before you are 5' during the school holiday period activities were set up based around ideas from 50 things, 50 things was discussed at family learning sessions and activities were advertised. This raised the profile of 50 things and to promote the importance of play. All children were provided with a tick sheet to complete over the holidays with one family completing 29 activities and certificates handed out to those children that completed at least one activity. Most families completing the end of year survey indicated that they have participated in activities relating to the '50 Things' app and with the majority downloading the app.

Through the work carried out through the eco schools award, children's experiences have been enhanced through strong connections to their own and wider communities. Children have developed their understanding of caring for the environment through participation in World Earth Day, Walk and Roll, making bug hotels and planting their own sunflowers. Children have looked after existing fruit trees and also planted food including strawberries, raspberries, broccoli, potatoes, beans and pumpkins which will lead to holding a 'One Planet Picnic' in September to develop an awareness of more sustainable foods.

Next Steps:

- Continue to work towards and sustain Green Flag status as part of Eco Schools Scotland through continuation of Eco working party group
- Continue to develop outdoor spaces to ensure there is rich literacy and numeracy opportunities and incorporating technology. This will be through implementation of new 'Outdoor Standards'.
- Continue to track and offer a wide variety of opportunities for children to explore the local community, beach and forest and plan using the wellbeing indicators.

Evidence of significant wider achievements

There has been a wide variety of wider achievement opportunities across Gallatown Nursery this session. Opportunities have developed a range of skills linked to the 4 capacities: Effective Contributor, Successful Learner, Responsible Citizens and Confident Individuals and this is shared through the Gallatown Nursery Facebook page. There is also a celebration of learning linking to the wellbeing indicators. Learning opportunities and events are also shared through a 'Learning Newsletter' at the end of each term which incorporates learning linked to the UNCRC and nursery events. Children are recognised from each playroom on a weekly basis for being 'Artist of the Week' which includes pictures, models, singing and dancing. Children also receive certificates when completing challenges such as the Danceathon and using the lending library.

Significant Events and Achievements include:

<p style="text-align: center;">Term 1</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • Nursery Rhyme Week • Danceathon • Health and Wellbeing – 5 ways to wellbeing • UNCRC – Survival <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Bookbug • PEEP • Incredible Years • Craft Group • Yoga 	<p style="text-align: center;">Term 2</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • Demonstrating our Values • SIMOA – keeping safe • Light – a celebration of learning through child led interest and play <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Bookbug • Christmas Market Day • Toddlers • Kids Craft • U3 Play Together
<p style="text-align: center;">Term 3</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • UNCRC - participation • World Book Day – with a numeracy focus • Burns Day • Big Bird Watch • Chinese New Year • Walk and Roll • Young Writers – 24 poems published <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • PEEP – numeracy and expressive arts • Community Social Work Hub • Incredible Years • Boosting Budgets • Outdoor Learning • Craft and Construction • Parents and Toddlers • Easter Family Learning – linked to 50 Things app 	<p style="text-align: center;">Term 4</p> <p><i>Events, celebrations and achievements</i></p> <ul style="list-style-type: none"> • UNCRC - protection • Sports Day • G in the Park • Moving on Stay and Play <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Outdoor Learning • Walk n Talk • Stretch and Move • Rhyme Time • Transition PEEP • Gallatown Gardeners • Breakfast with Bookbug • Bedtime Story

Children have become effective contributors through the sponsored Danceathon event in term 1. Children led their own learning through choosing the music, teaching others new dance moves and raising money which was used to enhance outdoor learning experiences.

Developing their safety awareness children have become responsible citizens through activities using 'SIMOA' our safety elephant. Children identify risks within and out with the nursery environment and can confidently speak about what they need to do to stay safe.

Through the Young Writers initiative children worked collaboratively with their families to become successful learners to create a poem that celebrated their uniqueness, their favourite person and capturing their likes at this time of their life. 24 children are now published authors in the book 'My First Poem'.

Children demonstrated that they were confident individuals when they participated in learning about Chinese New Year in term 3 which included a visit to the Chinese supermarket, cooking traditional food and performing a 'dragon dance'.

Learning Partnership - Strengths and Areas for Improvement

Strengths identified:

- Relationships across playrooms are positive and the ethos is underpinned by nursery values.
- There is a wide range of family learning opportunities which supports and is responsive to the needs and interests of families.
- Strong partnership working supporting the needs of children and families.
- Evidence of improvement priorities impacting on practice within playrooms. Staff speak confidently about their role within nursery development.
- Strong understanding and evidence of the golden thread within learning.
- Evidence of appropriate dialogue between practitioners and children to either extend learning or responding to their emotional needs.

Areas for Improvement/Planned Next Steps

- Continue to develop literacy and numeracy opportunities outdoors.
- Ensure maths and numeracy resources are available in all areas and are being used to develop skills with numeracy and maths.
- Digital technology to be developed across core provision.

Consultation with Stakeholders

- Monthly question to parents through floorbook
- Travel Plan Survey for pupils, parents and staff
- Families had the opportunity to feedback on improvement priority work through questionnaire at start of session and end of session
- Parent focus group as part of Learning Partnership
- Pupils on-going feedback gathered through regular discussion, observation and responding to child-led interest (captured on Learning Walls, Floorbooks and PLJ's)
- Pupil wise and parent wise
- Termly Parent Forum

How is SQR, IP and PEF Plan shared with stakeholders?

The Improvement Plan and Standards and Quality report is shared with all parents through publishing on Nursery website and through Sway which was emailed to all families.

There is also a display in both buildings detailing the improvement priorities and this is also included in the termly newsletters. The learning newsletter also contains information about the nursery improvement priorities and how families can support their child.

The nursery improvement priorities are also discussed during Parent Forum meetings.

School/Setting Name: Gallatown Nursery

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

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

Headteacher: Sharon Curran

Session 2023-2024 Improvement Plan

Education Directorate Improvement Plan: Equality & Equity/ Achievement /Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 1: Learners will improve their problem solving, creativity, communication and thinking skills through the increase in rich learning opportunities in digital literacy.				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		3.2 – Securing Children's progress 2.2 – Curriculum 1.2 – Leadership of Learning 1.5 – Management of resources 2.5 – Family Learning 3.3 – Developing creativity and skills for life and learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Curriculum:</p> <p>Developed knowledge, understanding and practice of effective learning, teaching and assessment of digital literacy which will enhance experiences offered to children.</p> <p>Practitioners will have a clear understanding of the technology curriculum to ensure children experience rich learning experiences within technology both indoors and outdoors.</p> <p>Children will have increased opportunities both indoors and outdoors to explore and play through digital literacy.</p>	<p>Participation in Fife Core Approaches: Leading and Embedding a Digital Learning Culture.</p> <p>Complete full audit of current digital technology resources.</p> <p>Identify gaps in resources and source</p> <p>Incorporate technology into intentional promotion planning cycle.</p> <p>Identify current practice and knowledge& understanding of practitioners and identify areas for increasing professional capacity.</p>	<p>EYLO/HT/PT</p> <p>All practitioners</p> <p>HT/PT</p> <p>Seniors with all practitioners</p> <p>HT/PT</p>	<p>Planning will reflect a focus on technology.</p> <p>Through PLJ monitoring it will be evident that children are being tracked more closely and this will be identified through observations and on tracker.</p> <p>Baseline and follow up audit at end of year.</p> <p>Learning Partnership</p> <p>Digital Schools Award accreditation</p> <p>Views of children captured through PLJ's</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Baseline audit • Incorporate technology into planning • Technology in intentional promotion calendar • Collegiate session 1,2 Complete module - ELC: Digital Technology (cloud.microsoft) • Improved communication with families • Parent Audit <p>Term 2</p> <ul style="list-style-type: none"> • In- Service – audit of technology resources

	Professional reading, training and dialogue around use of technology in nursery. Looking outwards to other settings. Creation of a Digital Literacy document with useful websites/resources and activities both indoors and outdoors	HT/PT HT/PT PT/EYLO's		<ul style="list-style-type: none"> Purchase of new resources Looking Outwards Collegiate – cyber resilience and internet safety
Increase Family engagement and Family Learning opportunities: Help families to select age appropriate digital tools and access restrictions Families will have greater understanding of how to use technology safely with their children. Staff will use a variety of digital platforms, with confidence, to enhance the link between home and nursery learning	Digital Literacy Workshops/Family Learning sessions: <ul style="list-style-type: none"> How to set restrictions Useful apps/websites Sharing technology with your child Analyse how we share learning with families – closed Facebook groups/Seesaw/other communication methods Creation of system to share learning from home and celebrate wider achievements in nursery.	Family Worker Family Worker PT/EYLO's	Impact Mat reflecting family learning around digital literacy. Display and tracking of wider achievements. Family feedback in relation to use of Social Media to engage families.	Term 3 <ul style="list-style-type: none"> Creation of Digital Literacy document Family Learning – Digital Literacy Tracking Wider Achievement Internet Safety Learning Cards Participation in Five Core Approaches: Leading and Embedding a Digital Learning Culture. Term 4 <ul style="list-style-type: none"> Follow up staff audit Follow up parent audit Family Learning – internet safety
Digital wellbeing: Develop a whole nursery approach to promote digital wellbeing through cyber resilience and internet safety practices.	Audit of practitioner understanding Audit of parent understanding Professional Learning for practitioners Family Learning for parents Developing learning cards using a WfL approach with a focus on	HT/PT HT/PT HT/PT Family Worker PT	Baseline and follow up survey of practitioner views. Parent survey Observations and tracking to show children's understanding of safe use of technology. Digital Wellbeing Award progress	

	using digital technologies safely and securely.			
Ongoing Evaluation				

Education Directorate Improvement Plan: Equality & Equity/Achievement/Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 2: Increase literacy and numeracy opportunities through RME and Social Subjects Use benchmarks for literacy, numeracy, social subjects and RME to measure children's progress and achievement of a level using a range of assessment evidence to inform professional judgement				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		2.2 – Curriculum 2.3 – Learning, teaching and assessment 2.4 - Personalised support 2.5 - Family Learning 3.2 – Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Curriculum: Enhanced practitioner knowledge of Social Subjects will allow to have enhanced experiences. Children will have opportunities to explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. Children will have opportunities to experiment with imaginative ways such as modelling and drawing, to represent the world around them, the journeys they make	Baseline audit of observations for N5 pupils in Social Subjects and RME. Explore Global Goals and plan learning experiences linking these and intentional promotion themes Explore the GGs Booklet.pdf Explore the GGs Activities.pdf Creation of Intentional Promotion Calendar incorporating diverse experiences and opportunities through social subjects and RME. Resources to support social subject themes developed through global goals, intentional promotion, and child-led interest.	PT/EYLO's HT Seniors Seniors	Observation and tracker data Intentional Promotion calendar and observational data Working Party Impact Mats Toolbox of inclusive practice strategies Learning walls to reflect children's views of experiences and activities.	<u>Term 1</u> <ul style="list-style-type: none"> Baseline audit of observations Baseline audit of practitioner understanding Professional Learning re Global Goals, Social Subjects and RME Creation of intentional promotion calendar Family Learning opportunity supporting RME and Social subjects <u>Term 2</u>

<p>and the different ways they can travel.</p> <p>Enhanced practitioner knowledge of RME</p> <p>Children will have enhanced experiences through RME.</p> <p>Cross Curricular links made between Social Subjects, RME, literacy and numeracy.</p> <p>The curriculum we offer and our approaches to learning and child development promote diversity and equality.</p>	<p>Learning cards template adapted and created to continue to embed WfL and numeracy across the curriculum approaches.</p> <p>Professional learning using Educational Scotland RME and Numeracy Document.</p> <p>Working Party:</p> <ol style="list-style-type: none"> 1. Eco Schools 2. School Travel Plan 3. Inclusive practice and communication 	<p>PT/EYLO's - all practitioners</p> <p>PT/EYLO's</p> <p>All EYO's</p>		<ul style="list-style-type: none"> • Purchase of resources to support RME and Social Subjects themes • Learning Cards created incorporating literacy, numeracy, RME and Social Subjects • In-Service Day – Professional learning Numeracy and RME <p>Term 3 In-service – Social Subjects, benchmarks and moderation Collegiate 3 - Meta Skills Bookbug focus - diversity</p>
<p>Family Learning Strategy:</p> <p>Family Learning to reflect the needs of the community and for all to feel valued, respected and included.</p> <p>Parents/carers knowledge of literacy, numeracy, social subjects and RME will be developed to ensure they can support their children in their learning in these curricular areas.</p>	<p>Pre-termly meeting/regular engagement with families to discuss needs of family engagement.</p> <p>Family Learning Opportunities to support literacy and numeracy through RME and Social Subjects.</p> <p>Bookbug focus using a wide and diverse range of literacy materials.</p>	<p>DHoC/Family Worker</p> <p>Family Worker</p> <p>Family Worker/Bookbug trained practitioner</p>	<p>Feedback from families</p> <p>Impact Mat</p>	<p>Term 4 Reporting</p>

<p>Moderation and assessment:</p> <p>Children will experience planned progressive learning experiences across literacy, numeracy, social subjects and RME.</p> <p>Practitioners will enhance their assessment skills through learning consultations and moderation activity to track children's progress across the 4 curricular areas and use assessment evidence to support professional judgement</p>	<p>Collegiate and moderation sessions to analyse benchmarks and how to meet these.</p> <p>Collegiate session to develop knowledge and understanding of meta skills at early level.</p> <p>Learning consultations with a focus on targets for literacy, numeracy, social subjects and RME.</p> <p>Learning Consultations will promote professional dialogue and develop understanding of Progress Framework and benchmarks.</p> <p>Intentional Promotion and responsive planning to reflect cross curricular links in these areas.</p> <p>All practitioners to use reporting aspect of framework to complete end of session reports for all N5 children transitioning to school.</p>	<p>PT</p> <p>HT/PT</p> <p>PT/EYLO's</p> <p>PT/EYLO's</p> <p>All practitioners</p> <p>All practitioners</p>	<p>Use of new tracking system</p> <p>Use of new reports for N5 pupils</p> <p>Planning documentation</p> <p>PLJ's – cross referencing</p>	
<p>Ongoing Evaluation</p>				

Education Directorate Improvement Plan: Equality & Equity/ Achievement /Health & Wellbeing/Positive Destinations/Attendance & Engagement				
Focused Priority 3: Increase staff confidence, knowledge and understanding of the Early Entrant Curriculum				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
		2.2 - Curriculum 2.3 – Learning, teaching and assessment 2.4 – Personalised Support 2.5 – Family Learning		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Schematic Play: Practitioners will have a deeper understanding of what schematic play is and how to support this which will ensure children experience activities and play to support and develop their learning.	Practitioners will understand the 7 types of schematic play and understand how to identify them. Planning and PLJ's will reflect schematic play Bank of resources created to support each schema	DHoC All practitioners EYO led	PLJ's will show opportunities for children to develop through schematic play. Baseline audit of practitioner knowledge and confidence. Learning wall to reflect schematic play opportunities.	Term 1 Up Up and Away professional learning Collegiate – Schema Voice of the Infant action plan Transition timeline Term 2 Schema bags/resources In-service – Solihull approach Term 3 Family Learning – schematic play Family Learning – 4 areas of development
Family Learning and Support: Children and families will feel supported upon transition into early entrants provision and moving into 3-5 nursery placement. Practitioners to engage with parents and share ideas for building the foundations to literacy.	Clear transition timeline for starting nursery and moving on Parental engagement sessions based on milestones, block of 4 based on 4 areas of development. Schematic play family learning opportunities including workshops and learning cards/poster/sway	DHoC and Under 3's Seniors Family Worker Family Worker/DHoC	Questionnaire from families. Impact Mat from Family Learning sessions	

				Collegiate – Growing My Potential and A good place to be two
<p>Role of practitioners and identification of learning needs:</p> <p>Practitioners are confident when nurturing and supporting children within under 3's provision</p> <p>Practitioners will be able to identify children who need literacy support as early as possible in order to prevent difficulties arising.</p> <p>Developed practitioner understanding to profile a child's stages of development, in relation to their environment, routines, motivation and skills.</p>	<p>Engage in professional learning using Circle Framework (Up Up and Away)</p> <p>Complete Voice of the Infant audit and create action plan</p> <p>Solihull – revisit approaches through e-learning module</p> <p>Professional Learning using Growing My Potential and A good place to be two</p> <p>Looking outwards to other settings</p>	<p>PT – Lisa SEYO – Suzanne EYO - Fiona</p> <p>All Practitioners – under 3's</p> <p>All practitioners – under 3's</p> <p>Seniors – under 3's</p> <p>1 practitioner (minimum) from each playroom</p>	<p>Analysis of Up Up and Away audit</p> <p>PLJ's will reflect in early literacy skills</p>	<p>Term 4</p> <p>Family Learning – schematic play</p> <p>Family Learning – 4 areas of development</p> <p>Collegiate – Growing My Potential and A good place to be two</p>
Ongoing Evaluation				

Appendix E

Name of Establishment

Name of Headteacher

Education Manager

Standards and Quality Report Session 2023-2024

	Comments					
Agreed format for SQR 2023-2024 has been used						
Cost of the School Day statement included						
Context table completed Shared vision and values shared						
Improvement Work 2023-24 Priority 1	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Improvement Work 2023-2024 Priority 2	Fully Achieved		Partially Achieved		Continued next session	
Progress Clear progress been made with planned strategic actions						
Clear impact shown for children and young people <ul style="list-style-type: none"> Quantitative or qualitative data to support this impact Written evaluatively 						
Limited number of next steps identified						
Attainment Overview Completed						
Evaluative Statement about Attainment						

<p>Attainment overview/Achievement of a Level/Outcomes for Young People</p> <ul style="list-style-type: none"> • Successes and gaps identified • Destination trends (secondary) 	
<p>Wider achievement – impact on children and young people</p> <p>Personalised for schools and significant events/achievements shared</p>	
<p>Feedback from External Scrutiny</p> <ul style="list-style-type: none"> • LP/ELP • Education Scotland • Care Inspectorate 	
<p>PEF Evaluation (per priority)</p> <p>Progress:</p> <p>Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> • Quantitative or qualitative data to support this impact • Written evaluatively 	
Consultation with Stakeholders	
How is SQR, IP and PEF shared with stakeholders	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (ELC)	
Care Inspectorate Grades included (where relevant)	

Improvement Plan Session 2024-2025

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> • Do they cover school, ELC and ASC? 	
<p>Are relevant QI's identified for priority identified? (including Early years if relevant)</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> • Is this focused on children and young people • Is this written evaluatively • Is this linked to data 	

Strategic Action/tasks identified: <ul style="list-style-type: none"> • High level • Realistic 	
Responsibilities <ul style="list-style-type: none"> • Identified • At all levels 	
Measure of Success (including Triangulation of evidence/QI Methodology) <ul style="list-style-type: none"> • Is there evidence that evidence will be gathered from different stakeholders and through different ways throughout the session. 	
Timescales <ul style="list-style-type: none"> • Realistic 	
PEF Plan (included)	
PEF Financial Plan (included)	

Feedback given by _____

Date feedback given _____

Appendix F

Measure of Success – QI Methodology

Quality improvement is about **giving the people closest to issues affecting outcomes the time, permission, skills and resources they need to solve them.** It involves a systematic and coordinated approach to solving a problem using specific methods and tools with the aim of bringing about a measurable improvement.

A few suggested approaches to consider are :

Approach	Description	Visual
Model for Improvement	Rapid cycle process involving Plan, Do Study, Act (PDSA) cycles to test the effects of small changes, make them and ultimately spread the effective changes through the system if they have the desired effect.	
Visible Learning – Impact Cycle	Gather and consider/analyse evidence/data to determine a focus, introduce an idea or element to your practice and measure the impact that it has based on evidence.	
Practitioner Enquiry/professional Enquiry Process		