



# LIMEKILNS PRIMARY SCHOOL & NURSERY

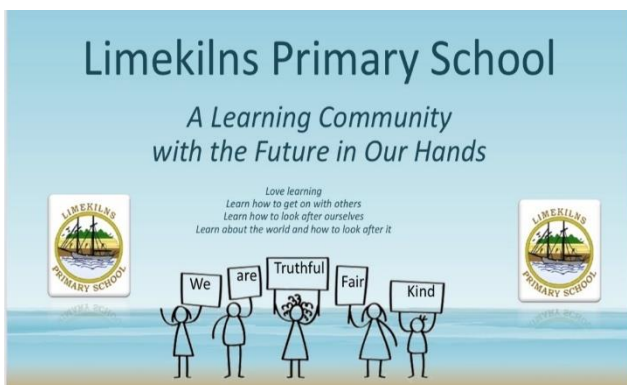


## Limekilns Primary and ELC Standards and Quality Report 2023/24 *Achieving Excellence and Equity*

### Context

<b>School Roll (including ELC)</b>	144					
<b>FME</b>	17.5%					
<b>SIMD Profile for establishment</b>	7.1					
<b>Attendance (%)</b>	<b>Overall</b>	<b>94.05%</b>	<b>Authorised</b>	<b>4.52%</b>	<b>Unauthorised</b>	<b>1.43%</b>
<b>Exclusion (%)</b>	0%					
<b>Attainment Scotland Fund Allocation (PEF and SAC)</b>	PEF Allocation 2023/24: £9,800					
<b>Cost of the school day statement</b>	At Limekilns PS and Nursery we recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who may already be experiencing poverty. We examine the school day through the following headings; Uniform, Travel, Learning, School trips and Clubs.					

Limekilns Primary School was built in 1912 and is a non-denominational school serving the villages of Crombie, Charlestown, Limekilns and Pattiesmuir. The school is situated in the village of Limekilns on the River Forth and caters for the mainstream education of primary and nursery children.



Our **vision** is to be  
"A learning community with the future in our hands."

We embrace our **values** of being **Truthful, Fair and Kind**.

We aim to love learning by

- learning how to get on with others
- learning how to look after ourselves
- and learning about our world and how to look after it!



## Improvement Priorities - Session 2023 – 2024

**School Priority 1: All children’s progress in literacy will be supported through developing consistent pedagogical approaches to learning, teaching and assessment.**

Directorate Improvement Plan

Equality & Equity  
Achievement



HGIOS 4 Quality Indicators

- 1.2 leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement



Has this priority been:

Fully  
Achieved

X

Partially  
achieved

Continued into next  
session

### Progress:

- All class teachers established the use of Fife Record of Understanding (RUs) for Literacy as a tool to maintain a record of assessment information.
- Almost all class teachers engaged in professional learning Workshop for Literacy sessions to explore effective learning, teaching and assessment practice across the curriculum organisers for literacy.
- All class teachers have incorporated the use of six core reading comprehension strategies in their classroom to improve children’s comprehension skills.
- All PSAs attended a Local Authority led Professional Learning session on Workshop for Literacy to improve their understanding of literacy approaches being used with children.
- All class teachers have introduced the writing assessment for criteria with children.
- All class teachers have undertaken moderation activities at planning stages to ensure consistency of approaches across the school.
- Attainment analysis of a few children from all classes enabled moderation of achievement of levels within writing to validate professional judgement of progress of and within a level in literacy.

### Impact:

- Due to professional learning Workshop for Literacy sessions almost all teachers report an increase in confidence in delivering quality literacy learning opportunities leading to improved literacy learning experiences for most children.
- All class teachers use of Literacy Records of Understanding has ensured consistent recording of all children’s progress in all organisers for Literacy and English and improved pace, challenge and differentiation for all children.
- Quantitative data from Literacy Records of Understanding highlighted an increase in pace of learning for the majority of learners resulting in earlier achievement of levels for a few learners.
- This quantitative data provoked professional dialogue between all class teachers and moderation across classes, thereby ensuring all children receive high-quality learning and teaching approaches in Literacy.
- All teachers report the majority of children are using Success Criteria for their writing more consistently.
- Most children in P4-P7 can discuss core reading comprehension strategies and how they help them understand texts.
- The majority of children can discuss core comprehension strategies and use them to reflect on what they have read.
- Almost all teachers report an increase in confidence in their professional judgement of progress of and within a level in literacy due to consistency in recording assessment information and professional learning Workshop for Literacy sessions.
- Overall Literacy data for P1, P4 and P7 (23/24) has continued to show most children are attaining their expected levels in Literacy, in line with our comparator schools.

### Next Steps:

- Continue implementing ‘Workshop for Literacy’ approaches and incorporate into curriculum rationale.
- Develop moderation of levels through pupil attainment groups across all organisers in Literacy.

**School Priority 2: Through establishing a whole-school approach to Learning for Sustainability (LfS), all children’s learning will be developed through experiencing contexts for learning that weave together outdoor learning, sustainable development and global citizenship.**

Directorate Improvement Plan

Equality & Equity  
Achievement  
Health & Wellbeing



HGIOS 4 Quality Indicators

- 1.2 leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.2 Raising attainment and achievement



Has this priority been:

Fully Achieved

Partially achieved

X

Continued into next session

**Progress:**

- All staff have undertaken professional development opportunities using local and national resources to develop a shared understanding of what Learning for Sustainability (LfS) is, the links to GTCS standards & national policy and the relevance for learners.
- A 3-year progressive programme of IDL contexts for learning was created through bundling Experiences & Outcomes within Science, Social Studies and Technologies and explicit links made to sustainable development goals.
- IDL contexts included children’s ‘Big Questions’ to lead learning.
- Moderation opportunities were allocated across the session to analyse, reflect and adapt new IDL planning formats.
- Strong community partnerships were developed and extended through volunteering, community engagement and partners sharing expertise using LfS as a context.
- Working parties have planned outdoor learning opportunities through Natural Connections and the John Muir Trust which will be implemented in August 24.
- Education Scotland visited and filmed the work being undertaken in our Community Garden and our creation and use of IDL planners to share on their new national Learning for Sustainability digital platform being launched next session.

**Impact:**

- All children have received their entitlement to LfS which has developed values, attitudes, knowledge, and skills to support them to shape a sustainable future.
- All staff report an increase in confidence in planning and leading learning linked to sustainable development, outdoor learning, and global citizenship through use of new IDL planners.
- All children have engaged in motivating and relevant interdisciplinary activities that are aligned to the UN Sustainable Development Goals.
- The majority of families asked have an increased understanding about Learning for Sustainability and the benefits of taking learning outside/outdoor education.
- All children have experienced progressive and regular outdoor learning opportunities from Nursery to P7 in our Community Garden building on their prior knowledge and skills.

**Next Steps:**

- Implement the outdoor learning opportunities planned through John Muir Trust and Natural Connections next session.
- Continue to develop use of IDL planners and broaden children’s concepts of LfS using Global Goals.

**School Priority 3: All children’s wellbeing and learning will be positively influenced through a whole school approach to embedding children’s rights in the ethos and curriculum of the school.**

Directorate Improvement Plan  
Equality & Equity  
Health & Wellbeing



HGIOS 4 Quality Indicators

- 1.2 leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.7 Partnerships
- 3.2 Raising attainment and achievement



Has this priority been:

Fully Achieved

Partially achieved

X

Continued into next session

**Progress:**

- Almost all school staff participated in professional learning aimed at raising awareness and developing knowledge of UNCRC and rights-based practice.
- A children’s rights group has been created with children from P1-P7 which meets regularly to take forward actions for our silver RRSA
- The children’s rights group co-created a Rights Respecting Schools Award Silver Action Plan and have met regularly throughout the session to undertake tasks.
- Shared start and shared finish sessions, newsletters and the school website used to share learning with families on UNCRC articles.
- All classrooms have charters linked to rights which most children can discuss and there are RSS spaces throughout the school with evidence of learning linked to articles.
- Whole school ‘Together Times’ have enabled rights-based learning opportunities linking relevant articles to national days.
- All teachers have undertaken professional learning to link their use of Emotion Works with children’s rights.
- The majority of children took part in a whole school competition to design a children’s rights badge which is worn by all our children’s rights group members.
- All class teachers highlight relevant rights when using IDL bundle planners to embed UNCRC learning and increase children’s awareness of differences in their and other children’s lives.
- All children in our Children’s Rights group have participated in project conversations facilitated by the Children’s Rights Fife team.

**Impact:**

- Almost all children can discuss the UN Convention on the Rights of the Child and why children’s rights are important.
- Due to all teachers highlighting rights through IDL topics all children are becoming more aware of the differences between children’s lives within our own community, in Scotland and on a global level.
- Through engaging in training all teaching staff have deepened their knowledge of Children’s Rights practice.
- Feedback from our ELP indicated almost all children asked could discuss the UNCRC and name articles important to them.
- Through our pupilwise survey, almost all children report they feel safe and protected and know what to do if they need support.
- Families are aware of the importance of children’s rights in Scotland through information shared at school events.
- All children can talk about their right to education and almost all children are involved in decisions about leading their learning.

**Next Steps:**

- Continue opportunities for children across all classes to participate in a children’s rights group and take forward actions linked to RRSA.
- Continue working with Children’s Rights Fife Team as ambassadors for Children’s Rights and to co-create a Children’s services charter in Fife.

**Nursery Priority 1: All children's learning, development and progress will be supported through quality planning, observations and tracking processes.**

Directorate Improvement Plan  
Equality & Equity  
Achievement



Care Inspectorate



- 1.3 Play and learning
- 2.1 Quality of the setting for care, play and learning.
- 3.1 Quality assurance and improvement are led well.
- 3.2 Leadership of play and learning
- 4.1 Staff skills, knowledge, and values

HGIOELC Quality Indicators

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Securing children's progress



Has this priority been:

Fully Achieved

Partially achieved

X

Continued into next session

**Progress:**

- All staff have undertaken professional learning to embed a shared understanding of quality interactions, significant observations and next steps in learning. This has entailed the use of visible thinking routines such as 'I see, I think, I wonder'
- All staff have been involved in regular peer moderation of observations to identify strengths and areas of development.
- A yearly overview has been established to plan practitioner learning conversations and family cuppa chats across the session.
- All ELC staff have undertaken professional learning to develop a clear and shared understanding of intentional and responsive planning
- The use of Floorbooks has been developed to record children's learning, plan for next steps and identify possible lines of development (PLODS).
- Regular opportunities have been implemented for moderation of observations, planning and tracking led by the Early Years Team.

**Impact:**

- All children access a wider range of learning experiences through their play due to consistent use of responsive and intentional planning formats. As a result, most children at varying stages of development are making good progress and on track with their learning.
- Almost all children can talk about their learning with increased confidence, using their PLJs and displays.
- Due to regular learning conversations between ELC staff, all practitioners report an increase in confidence in recording children's progress and next steps to inform well-timed interventions for children.
- The use of floorbooks is enabling the majority of children to have more opportunities to lead their learning and document ways their learning has been enhanced.
- Threads of learning can be identified across observations, planning, PLJs and floorbooks for the majority of children.
- Observations by SLT, EY team and from an Extended Learning Partnership visit all reported practitioners interacting well with children during free play to extend children's curiosity and effectively take forward children's individual interests.
- Moderation activities are consistently demonstrating more language of learning, child's voice, context and degree of achievement within observations by practitioners in PLJs.
- Almost all ELC staff report closer partnership working with families through regular learning conversations about children.

**Next Steps:**

- SLT & ELC staff to continue developing context-specific responsive and intentional planning formats and use of local authority learning pathways to ensure planning of progressive learning experiences for children.
- All staff to complete Floorbook training by Mindstretchers (Claire Warden) and use her PLOD cards to extend and enhance learning experiences for children

**Nursery Priority 2: All children’s learning, development and progress will be supported through experiencing high quality outdoor play.**

Directorate Improvement Plan

Equality & Equity  
Achievement  
Health & Wellbeing



Care Inspectorate

- 1.3 Play and learning
- 2.1 Quality of the setting for care, play and learning.
- 3.1 Quality assurance and improvement are led well.
- 3.2 Leadership of play and learning
- 4.1 Staff skills, knowledge, and values



HGIOELC Quality Indicators

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.2 Securing children’s progress



Has this priority been:

Fully Achieved

Partially achieved

X

Continued into next session

Progress:

- Audit was undertaken to identify current positive aspects of environment and areas to be further developed.
- Children’s views, opinions and ideas were recorded and actions identified, e.g. children wanted a bigger space for the mud kitchen, so it’s location in the outdoor space was changed.
- All nursery staff involved in creating an action plan to extend and enhance the experiences and spaces outdoors using information from audits, observations, children’s voice and parent/carer feedback. This entailed literacy resources being added, the mud kitchen being improved, changes to layout, the addition of more loose parts and natural resources, and the sensory garden being developed.
- All staff have undertaken professional learning on the importance of outdoor learning in the early years through accessing local authority training and professional reading.
- All staff and children have taken part in regular whole school community garden events across the session.
- All staff have undertaken Beach Kindergarten training and play experiences at the beach were implemented in term 4.

Impact:

- All ELC staff have a better knowledge of outdoor play and as a result are more responsive to children’s needs and wants within the outdoor learning environment.
- Almost all practitioners report being more confident in noticing, observing and planning for learning in outdoor local environments for the majority of children
- Through listening to and acting on their views, children feel valued and have a greater sense of belonging
- All children have ongoing access to a wider range of natural, open-ended and real-life resources which supports them to explore, be curious and discover, as well as provide more opportunities for big movement and dynamic play.
- All children experience more regular contact with nature and an appreciation and respect for biodiversity through accessing green spaces (garden) and local beach.
- All children experience a more literacy and numeracy rich outdoor environment which builds on and grows their interests, vocabulary and knowledge.
- The majority of parent/carers who gave feedback reported a positive difference in the nursery outdoor provision and a greater awareness of the benefits of outdoor play to their child’s physical, cognitive, social and emotional development.

Next steps:

- Continue developing quality learning opportunities for numeracy & maths in the outdoor environment (linked to Improvement Priorities for session 24/25)
- Establish a yearly overview of a sustainable outdoor learning programme to ensure continuity.

## Attainment of Children

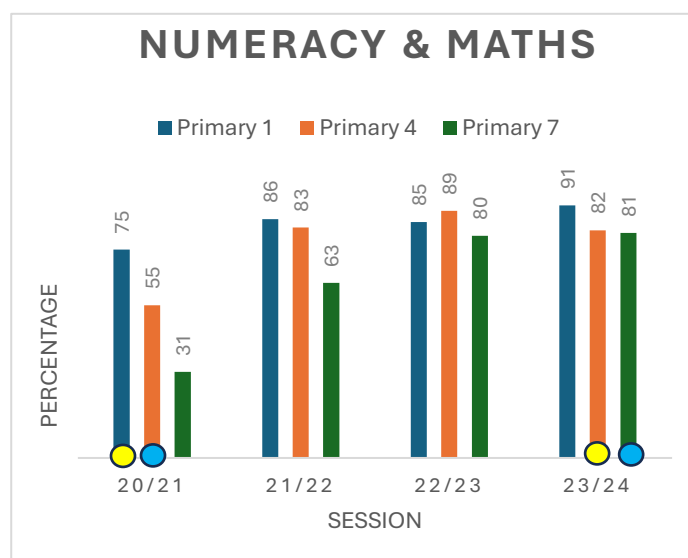
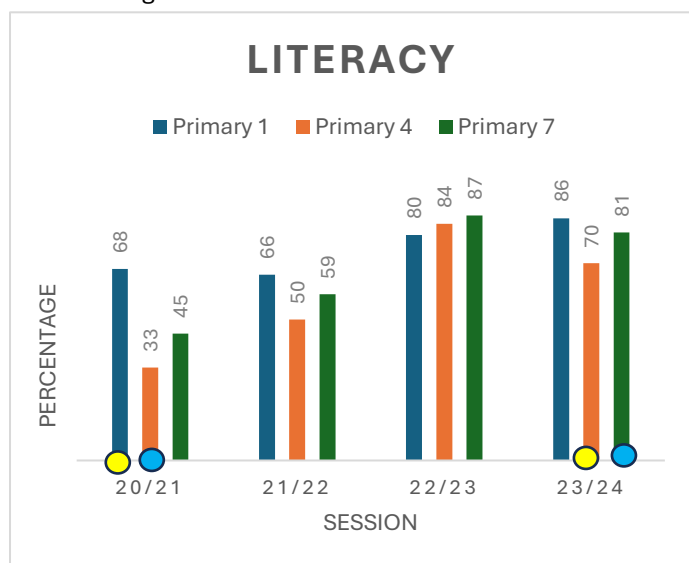
Stage	Listening and Talking	Reading	Writing	Numeracy
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
<b>P1</b>	<b>86%</b>	<b>86%</b>	<b>86%</b>	<b>91%</b>
<b>P4</b>	<b>88%</b>	<b>76%</b>	<b>70%</b>	<b>82%</b>
<b>P7</b>	<b>93%</b>	<b>87%</b>	<b>87%</b>	<b>80%</b>

Overall Attainment for 2023 – 2024				
	Literacy		Numeracy	
	Stretch	Actual	Stretch	Actual
<b>P1</b>	<b>83%</b>	<b>86%</b>	<b>91%</b>	<b>91%</b>
<b>P4</b>	<b>76%</b>	<b>70%</b>	<b>82%</b>	<b>82%</b>
<b>P7</b>	<b>69%</b>	<b>87%</b>	<b>75%</b>	<b>80%</b>

### Attainment in literacy and numeracy

In session 23/24, most children in P1, P4 and P7 attained expected CfE levels in listening & talking and reading, and the majority of children attained expected CfE levels in writing. Almost all children in P1, and the majority of children in P4 and P7 attained expected CfE levels in numeracy and mathematics.

We met our stretch targets for literacy and numeracy for all cohorts except P4 literacy, however, we are aware of factors impacting on children's attainment in this cohort and implementing literacy interventions for those children requiring support with learning.



### Attainment over time

Attainment over time has shown some inconsistencies, however, we wish to maintain the significant improvements over the last two sessions. In session 22/23 and 23/24 attainment was on par with comparator schools and exceeded Fife's attainment levels for Literacy and Numeracy. This was an improvement from session 21/22, when Limekilns PS was 10% lower than Fife and 15% lower than its comparator schools for Literacy.

P7 – 23/24	●
P4 – 20/21	●
P4 – 23/24	●
P1 – 20/21	●

In session 23/24, P7's improved their Literacy attainment from P4 by 48% and their Numeracy attainment by 26%. Our P4's improved their Literacy attainment from P1 by 2% and their Numeracy by 7%.

### Overview of 23/24

By the end of P1, most children achieved early level in reading, writing, talking and listening and almost all children in numeracy. By the end of P4, most children achieved first level in reading, talking and listening and numeracy. The majority of children achieved first level in writing.

By the end of P7, almost all children achieved second level in talking and listening. Most children in P7 achieved second level in reading, writing and numeracy.

## Evidence of significant wider achievements

All children and families are encouraged to identify personal wider achievements which are celebrated within school and nursery. There has also been a variety of wider achievement opportunities within nursery and school across this session. All opportunities have developed a range of skills linked to the Four Capacities and the Four Contexts for Learning. A number of these opportunities are further linked to our school values, the UNCRC and the Global Goals. These have been shared throughout the session through termly newsletters, on social media, on Seesaw, on our website and through groupcall communications. Wider achievements are also celebrated through our whole school weekly Together Times, receiving Excellent Effort certificates, signing our Book of Excellence as well as opportunities to share achievements in class.

### Limekilns PS & Nursery- the four capacities



**Successful Learners**

External trips, taster sessions and participation in a variety of events has resulted in children being enthusiastic and motivated to learn.




These opportunities have also enabled children to use their literacy, communication and numeracy skills, develop their skills in learning independently and with others, as well as applying new learning in different contexts.



**Confident Individuals**

Attending clubs, presenting shows, assessing risk when outdoors and being successful trying new things has resulted in children developing their sense of self-respect and their own values and beliefs.




These opportunities have also enabled children to further develop self-regulation strategies, become more self-aware and make informed decisions with increasing confidence



**Responsible Citizens**

A clearer understanding of children's rights and the Global Goals, as well as attending events in the local community and children participating in a range of action groups has resulted in children being respectful to others and participating responsibly in the social and cultural life of our nursery and school community.



These opportunities have also enabled children to develop their knowledge and understanding of our community, begin to understand different beliefs and cultures and develop their own ethical views.



**Effective Contributors**

Taking part in local and national events, sharing views and opinions and working in teams with peers and other age groups within the nursery and school and the wider community has resulted in children developing resilience and self-reliance to inform thinking.



These opportunities have also enabled children to take the initiative and lead, be creative and develop communication skills.



**To enable ALL young people to become**

### Learning across the four contexts at Limekilns PS & Nursery

Opportunities for personal achievement
Interdisciplinary Learning

Cluster Football Tournament

Mcmillan Coffee Morning **Beach Cleans**

Stirling Art Competition

Junior Leader Training **BBC Words** DHS Maths Enterprise

**Foodbank Visit** Active Week Safer Internet Day **Big Sing**

Scottish Country Dance Festival Beach Kindergarten

P7 Clubs **Halloween Garden Event**

**Bikeability** Sky Academy WOW Workshops Fife Music Festival

Forest Kindergarten **Christmas Fayre** Netball Tournament

Rotary Quiz Competition Foraging Sessions Limekilns Scarecrow Festival Dance Festival

RNLI Lifeguard **Marine Band Choir** Limekilns Got Talent

John Muir Award Children's Rights Group **Limekilns Laps** Wellbeing Indicators Focus

Church Service Community Garden Easter Garden Event Deer Centre

Together Time Presentations



Ethos and life of the school as a community
Curriculum areas and subjects



## Feedback from External Scrutiny

### Extended Learning Partnership – March 2024

#### Focus on – Q.I. 1.2 Leadership of Learning & Q.I. 1.3 Leadership of Change

#### Key Strengths

- All teachers are using the 'learning framework' within their daily practice and the majority of children can identify what they are learning and how to be successful.
- The majority of children in focus groups were able to discuss aspects of learning and felt positive about their learning experiences within the school.
- Staff have developed their use of HGIOS4 to support ongoing self-evaluation and implement changes to improve outcomes for children.
- All learning spaces, walls and displays reflect and support current learning.
- Almost all staff feel collegiate professional learning is having a positive impact on children's learning.
- Confident teacher judgements using benchmarking for CfE levels in writing are leading to improvements in attainment.
- The nursery environment is welcoming, and all children were engaged in play. All staff modelled language and gave appropriate praise and encouragement to further develop children's learning.
- Positive, nurturing relationships were observed in the nursery between staff and children. There is high-quality play provision both indoors and outdoors with relevant provocations for children's learning.

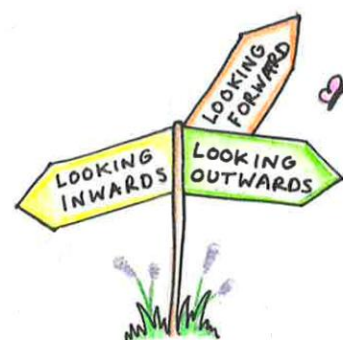
#### Areas for Development

- The leadership team and staff to further develop plans and strategies for children with ASN and communicate these more clearly with families to ensure we are reducing barriers to learning for our children.
- More leadership opportunities for all staff to ensure pace of change is sustainable and embedded, particularly around wellbeing, equity & inclusion.
- A clearer understanding of use of data for all staff. This will ensure a better understanding of impact of interventions, quality of learning & teaching, impact of professional learning, progression of school/nursery improvement priorities and robustness of tracking children's achievements. All of which will positively impact on children's outcomes.
- Incorporate use of focus groups of children to support the assessment & moderation of attainment in numeracy and maths. This will ensure pace and challenge is relevant for all children across nursery and school.
- Development of skills progression across nursery and school to ensure consistency of language and opportunities for children to engage in dialogue about their skills for learning, life and work.
- Development of intentional and responsive planning within the nursery to provide breadth, depth, space and time for children to be creative and curious in their learning.

#### Consultation with Stakeholders

Stakeholders are involved in reviewing Improvement Priorities and contributing to identifying future priorities through;

- Questionnaires to families and children
- 'Lucky Numbers' groups of children
- Family Time consultations with parent/carers
- Focus groups of children at early, middle and upper stages throughout the year and at our Extended Learning Partnership Visit
- Ongoing feedback from staff and other partners
- Opportunities for children and parents/carers to share ideas and views at Parent/Carer nights.
- Pupil wise and parent wise surveys
- Classroom and Together Time activities with children
- Parent Council discussions
- Self-evaluation activities with staff using How good is our School? and How good is Our ELC?
- Parent/Carer focus groups at our Extended Learning Partnership Visit
- Feedback from our Extended Learning Partnership team



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

In September, our Improvement Priorities and Standards & Quality Report are shared with all parents/carers through communication on Seesaw and posted on our website.

Our Improvement Priorities are displayed within school and nursery for all visitors and regular updates are shared with families throughout the session in our termly newsletters as well as at Parent Council meetings.

All information is accessible [HERE](#) on our school website.



## PEF Evaluation/Impact

### Targeted Interventions

- **Intervention 1a:** A few learners in P2 and P3 were identified as having gaps in attainment in reading and writing and, from assessment, support needs to target phonic skills to progress learning within tools for reading/tools for writing.
- **Intervention 1b:** A few learners need support to settle to learn in class and manage transitions across the day.
- **Intervention 2:** A few learners across P4-7 were identified as having gaps in reading attainment in terms of their predicted levels for their stage. A range of skills were targeted including development of fluency and accuracy, and explicit support to use reading comprehension strategies.

### Progress:

- **Intervention 1a:** (Aug to Dec) Phonics P1-3  
Additional PSA hours used to provide intensive support to develop phonic skills with a few learners in P2 and P3. This included: overlearning of initial sounds and digraphs, segmenting and word building and blending practise.
- **Intervention 1b:** (Aug to June) Transitions P1-3  
Targeted PSA support used for a few learners to manage transitions and increase time in class through having soft starts, identifying wellbeing strategies and supporting families.
- **Intervention 2:** (Jan to Jun) Reading P4-7  
Additional PSA hours used to support individual learners to develop blending skills, fluency, accuracy and to be able to use comprehension strategies to make sense of text. A range of reading and IT resources were used along with pupil voice to support motivation and interest in reading and promote reading fluency.

### Impact:

- **Intervention 1a:**  
By December 2023 the majority of identified learners in P2 and P3 increased their ability to identify phonemes in cvc words between 5-10% (this varied between individuals).  
By December 2023 the majority of identified learners in P2 and P3 increased their ability to identify initial sounds and digraphs and blend CV and CVC words between 10 - 20% (this varied between individuals).
- **Intervention 1b:**  
By June 2024, all identified learners met specific targets related to using strategies to support mini-transitions and learning in their classroom. Verbatim comments from children and parents/carers highlight the positive impact of this intervention on children's feelings about school and readiness to learn.
- **Intervention 2:**  
By June 2024 the majority of identified learners in P4-P7 improved their scores on NGRT assessments.  
By June 2024 most identified learners in P4-P7 recorded improvements on their baseline Reading Engagement Pupil Survey by 5-10% (this varied between individuals).  
By June 2024, all identified learners using Reading progress in Microsoft Office improved their accuracy rate and correct words per minute.  
Observations and verbatim comments from staff and children indicate an increase in identified learners confidence using core reading comprehension strategies to better understand texts.

**School/Setting Name : Limekilns PS & Nursery**

**NIF Quality Indicators (HGIOS 4) School Self- Evaluation**

<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Raising attainment and achievement</b>	Good	Good	Good	

**NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)**

<b>Quality Indicator</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>Inspection Evaluation</b> <i>(since August 2023)</i>
<b>1.3 Leadership of change</b>	Good	Good	Good	
<b>2.3 Learning, teaching and assessment</b>	Good	Good	Good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	Good	Good	Good	
<b>3.2 Securing children’s progress</b>	Good	Good	Good	

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

**Headteacher:** Amanda Sloper

