

ESTABLISHMENT NAME:
Newark Nursey School
Standards and Quality Report
2020 / 2021

Context of the Establishment:

Newark Nursey School.

In Newark Nursey School, our vision, values and aims ensure that our Nursey School gets it right for every child and family and that we continue to keep ourselves updated with current research about children's learning and development through play so as our practice is evidence based.

“To encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential”

(Standards in Scotland's School etc Act 2000)

“All children and young people should become successful learners, confident individuals, responsible citizens and effective contributors.”

(A Curriculum For Excellence)

“All children and young people have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included”

(Getting It Right For Every Child – Well Being Indicators)

“Research has shown that children's life chances, particularly those from disadvantaged backgrounds, can benefit socially, emotionally cognitively by accessing world class early years education. The golden thread that links provision, opportunity and potential is quality.”

(Realising the Ambition: Being Me)

In delivering the above throughout all the experiences children will have in Newark Nursey School, it is our values that underpin who we are and how we are with each other in our everyday lives - they are so essential.

We endeavour to

- make sure the children have fun when they are learning and be enthusiastic
 - always be understanding
 - respect everyone we deal with
- create a safe and happy environment
 - be professional at all times
 - be a supportive team member
 - respect confidentiality at all times.

In February 2018, our Nursey was reviewed by an Inspector from Education Scotland as part of a National Review of having a close look at schools delivering the curricular aspect of Health and Well Being - with a particular focus on how children who experience social, emotional and behavioural challenges were supported. A comprehensive self-evaluation form was completed for the review as well as observations of the playroom, discussions with the Senior Management Team and staff and focus groups with parents and our partner agencies. We had excellent feedback from our Inspector which confirmed the accuracy of our own self-evaluation in this aspect of our work which as a staff we were delighted with.

We were also inspected by the Care Inspectorate in October 2017 and the report is available to read in our Nursery and on the Care Inspectorate Website. On 14th June 2019, along with our colleagues in Newark Primary School, we had our *GOLD* Inspection by the UNCRC and gained our *GOLD* Award. We piloted 1140 hrs for 63 children (which complimented our other 4 patterns of attendance) and this increased to 80 in session 2020 / 2021

Review of progress for session Aug 2020 – June 2021

<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> School leadership Performance information</p>	<p><u>HGIOELC? QIs</u> 1.4 Leadership and management of staff 3.1 Ensuring wellbeing, equality and inclusion.</p> <p>Other Drivers RRS</p> <p><i>Article 28: (Right to education):</i> <i>Article 31: (Leisure, play and culture)</i></p>
<p><u>Establishment priority 1: Staff and parents are confident that our Nursery is a safe environment and that we have a Recovery, Relationships and Time to Be Me Plan</u></p>	
<p>Covid related information for staff was located in one place in our Nursery from August 2020. This was from Health and Safety, Scottish Government, Care Inspectorate and our Local Authority – this ensured accessing information was easy – and staff read it. This became our 'Covid 19' folder.</p> <p>Information for our provision for Keyworkers, valuable children and ASN children was put in one place and this 'bubble' information was kept together in one place. All staff knew where information was kept safe. Our attendance information for each bubble was added to our 'Covid 19' folder each Friday. The Head Teacher was responsible for collating new 'bubble' information and register of children and staff so that in the event of having a positive case of covid our information was accurate, easily accessible and ready to go to the people who needed it.</p> <p>We reassured parents through word of mouth, letters, emails, text and twitter that if we had a positive case of covid we had everything in place to follow through with our protocols and procedures and we ensured parents knew which bubble their child was in.</p> <p>Risk Assessments were in place for being safe, for individual staff who self isolated and shielded, children who had a blended placement and children with additional support needs and these were regularly updated as and when required. Risk assessments were kept in individual children's files or staff files and followed the latest guidance from our Health and Safety colleagues. We were able to take advice from Pauline Ramsay as and when required. Comments are recorded in our risk assessments from staff about feeling safe at work.</p> <p>On our September Inservice day, as a whole staff team, we completed the proforma for 'Question 5' from the Care Inspectorate which details our Covid 19 processes to keep us all safe. This is available to read in our Monitoring Folder. We have a robust system in place and the Head Teacher and Senior EYECO keep track of children's attendance and we know the reasons for any absence.</p> <p>Signage is prominent around our Nursery to ensure everyone knows our protocols for being safe from catching Covid 19. From January 2021 stricter protocols were in place given the extra concern around covid 19. No one other than staff and children attending Newark were in our building unless it had been pre arranged and a risk assessment had been undertaken. Parents were repeatedly reminded of protocols for dropping off and collecting children for our staggered coming in / leaving times.</p> <p>During lockdown this year and having our own Hub, a rota was introduced for staff to ensure their safety at work – only staff were in work that needed to be and working from home the rest of the time. The Head Teacher ensured the rota for staff took in to account number of children and our ASN children and we were able to offer a service for up to 20 children each week. "As keyworkers, we were able to obtain a nursery place for M during the second lockdown and felt that M really benefitted from it." Parent.</p> <p>Staff had a comprehensive list of professional learning / reading and had clear direction about working from home. Information from Linda Wilkie re professional learning was forwarded on via email to every member of staff on 11.1.21. Information was forwarded on too from Taryn Moir, one of our colleagues in Educational Psychology. Almost all of Michael Roache's updates were forwarded on to staff. The Head Teacher completed returns every Tuesday re numbers of children / staffing for Scottish Government, Care Inspectorate and Local Authority.</p> <p>Communication is such with ourselves that staff feel secure in sharing any anxieties that they may have re work, safety procedures, mental health etc. Through seeking parents views via a questionnaire, responses were very positive and reinforced their confidence in our safe practice. "I think the nursery is doing a great job and should be complemented on how they have adapted during the pandemic. I have never had a concern about sending my child here." Parent.</p>	

The impact of our very good practice is that we have a safe environment and staff and parents are confident we have mitigated risks of covid 19. Almost all staff have taken part in lateral flow testing twice each week too.

Next Steps: We will continue to keep abreast of all National and Local Guidelines and Care Inspectorate advice and continue to have policies, procedures and protocols in place that reflect current guidance to ensure our environment is as safe as it can be. We will continue to review and update our data to ensure we have the latest contact details for everyone in our establishment. We will continue to convey information to everyone who we have contact with our expectations of being covid safe. We will continue to provide resources for staff to test each week if required.

NIF Priority

Improvement in children and young people's health and wellbeing

NIF Driver

Assessment of children's progress
Parental engagement

HGIOELC? QIs

- 3.1 Ensuring wellbeing, equality and inclusion.
- 2.5 Family Learning
- 2.4 Personalised support
- 1.2 Leadership of Learning

Other Drivers

RRS

Article 28: (Right to education):

Article 3: (Best interests of the child)

Priority 2: Health and wellbeing of our staff is key so that we can do our jobs. Health and wellbeing of our children and parents is key so that we can support them and signpost them to appropriate agencies. Relationships of everyone together is paramount if we are to be successful with moving on from Lockdown.

Staff were aware of supports re bereavement, loss and trauma, play therapy, domestic violence etc as they had emails forwarded on to their glow email from a variety of agencies and our updates from Michael Roach but also through discussion amongst ourselves through discussing support for our families – and of course ourselves too. In our communications with families, we were aware of changes in circumstances. However, it is only too if we look after ourselves then we are in the best place to look after others in our care. Karen McPherson, our link Educational Psychologist was available for all staff as a support and continues to be.

Staff are confident in their knowledge of the 6 Nurture Principles and Attunement and put theory into practice interacting with our children and building relationships through their interactions with our children every day. On our August and September In Service Training Days this featured on our agenda and we spent time as a whole staff group discussing theory and connecting it to practice by talking through examples of our play experiences for our children and we referenced the advice given in our new National Document, Realising The Ambition: Being Me. We also reflected on the Nurture Principles Evaluative toolkit which guides us in our practice with our young children to ensure we develop the best relationships we can because if we get that right, everything else will follow to ensure their health and well being is the best it can be so allows them to grow and develop.

We were able to support our children's HWB & resilience by settling them in to their play environment on returning to Nursery in August 2020 and having a routine to their Nursery day. We had discussions using 5 Cs to plan (child centred, communication, collaboration, consistency, culture) for their learning and in fact thought that there should be a 6th 'C' for connectedness given the priority we place on having great relationships with children. We continued to be mindful of this (all of the 'C's) again after returning in February following the latest lockdown. Observations of our children demonstrated they were settled and confident. Indeed, their experience of outdoor learning and being independent at getting dressed for outdoors really further developed their resilience and independence skills. Children's progress in their own health and wellbeing was evidenced in photos, twitter, observations, their learning stories and their Health and Well Being: Being Me booklet which is in their folders.

We re-established collaborative meetings to ensure children's needs were being met and liaised with our colleagues in health and social work. Meetings took place at the end of the day having taken account of risk assessment information to keep everyone safe. Some colleagues were connected virtually at meetings and parents told us they much preferred face to face meetings than being digital. Meetings were minuted with everyone in attendance receiving a copy of the minute.

On returning to Nursery in August 2020, we listened to our children and parents about their experiences, needs and aspirations – their goals for then – and how we could work together. Parents completed an updated ALL ABOUT ME BOOKLET and we worked together to achieve the goals described for their children as this was the basis for our planning. We undertook a self evaluation exercise in September 2020 to ask parents how they thought we are doing. Comments received were very positive
Parents have been very pleased with their child's progress and we have collated their comments because we asked them what they thought. **“L loves coming to Nursery. We are very happy with the care and support given to her (and us as a family) during these tough times.” Parent.** These comments are in our monitoring folder.

In January 2021, all staff communicated with every parent and 'checked in' with parents we didn't see each week. Parents told us this was invaluable and we were able to keep abreast of everyone's health and wellbeing and sign post parents for support if required. Karen McPherson was also available to support parents and families.

We have delivered a bespoke course of Five to Thrive Training which allows parents to explore brain development in young children and the importance of being a co learner, being able to co regulate and have a deeper understanding of mindfulness. We continue to use the Nurture Me toolkit with children to gather their own views of their own health and well being – this allows our children’s voices to be heard.

We further developed home links with parents and produced learning packs for everyone with resources that could be used again and again. Learning Packs were produced for every child with an introductory personalised letter – activities for literacy, numeracy and science. We balanced low tech with our high tech as this ensured equity of resources and parents were very proactive in sharing children’s learning on our twitter page. Twitter has been used a source to encourage engagement with leaning everyday and was very successful as our parents engaged very well. Almost all of our parents have access to our twitter page. Information was sent out via groupcall re online supports / activities for parents to access if they wish.

The impact of our practice has ensured that the health and well being of staff and our families is paramount and our feedback from self evaluation exercises, collaborative meetings and questionnaires triangulates this.

Next Steps: We will continue with our very good practice and ensure everyone’s health and well being and all of our relationships remain a priority and at the heart of everything we do to enable us all to move on successfully from lockdown. As a staff and continuing to be forward thinking, in the coming year, we will further develop our skills in considering how to cope with adversity because we are aware of the challenges associated with lockdown.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Performance information

HGIOELC? QIs

- 2.3 Learning, teaching and assessment
- 2.2 The Curriculum
- 1.2 Leadership of Learning
- 1.1 Self-Evaluation self improvement

Other Drivers

RRS

*Article 28: (Right to education):
Article 31: (Leisure, play and culture)*

Priority 3: In supporting children’s recovery with learning, we will target children to develop their HWB skills, literacy skills and numeracy skills.

We have 3 bubbles within our Nursery to ensure that all children are safe and we have mitigated risks. Children who needed support with curricular areas – HWB, Literacy and Numeracy – received it. Targeted support was to begin in January 2021 but due to having another lockdown this support was put in place when the children returned from their Easter break.

Each staff member in each bubble had leadership roles in each of the curricular areas for their own bubble. Staff worked collaboratively to identify those children who needed support. Indeed, because of smaller bubbles and space this year, we used this to our advantage as staff experienced having a deeper knowledge of every child in their bubble. Skills in each curricular area were identified for children to further develop their learning. Their progress was tracked so as we could see the impact of our play experiences offered to our children taking into account all aspects of pedagogy. Taking account of the PDSA model, we were able to produce tests for change at the end of the term which demonstrates the progress children had made. The direct support had an impact on children developing their skills. This model for targeting support will be replicated in the new term with all staff having a leadership role in further developing children’s skills in a targeted way.

Having selected a random small amount of children’s profiles we use for tracking and selected 7 skills to have a close look at, we were able to see the progress children had made up until May 2021. Every child had made very good progress and indeed ‘got it’ with the skills. This close look highlighted that one child was ‘getting there’ with being able to identify rhyming words and reinforces that the experiences we offer children to further develop this skill must continue to be consolidated. A graph was produced highlighting the data and it demonstrates the progress children have made. We will be using E learning journals in the coming session and this will make it very easy to track every child’s progress in our Nursery.

Throughout this year, all staff have further developed their professional skills by engaging with the Adventures in Alice CPD programme and this has allowed us to reflect on practice and consider ways to further develop children’s engagement in their learning with a focus on HWB, literacy and numeracy. This staff development opportunity cost £200 and was accessible to every member of staff. Staff were given various tasks after lockdown and on the February In Service day to demonstrate how they could engage children in their learning. Indeed, how to encourage children to be imagineers! As a whole staff, we have reflected on In service days and at staff meetings our use of provocations, space and our learning experiences which we offer children and considered how we motivate and engage our young learners to further develop their learning. We also took the opportunity to reflect on our resources and in particular our books and stories – as Alice suggested! We purchased books that are more reflective of our society and make up of families and our LGBT community. We will continue to discuss our pedagogy and also how we engage our learners in our next term and beyond and include our colleagues in feeder schools and early years establishments in the conversation.

Next Steps:

We will continue to target support to develop children’s HWB, literacy and numeracy skills and continue to measure the impact using our PDSA model. We will continue the conversation on children’s engagement in their learning and reflect on the Leuven’s scale to support our judgements. In establishing E Learning Journals, we will easily track children’s progress and know where support and challenge is needed to further develop their learning. We will continue to review our resources to be more reflective of our whole society.

National priority: How we are ensuring Excellence and Equity?

At Newark Nursery School, we are ensuring the above by:

- Measuring improvements in attainment particularly in health and well being, literacy and numeracy and capturing the data with our ‘tests for change.’ Being reflective practitioners and talking about learning, teaching and our assessment of children’s learning – Moderation and Engagement.
 - Closing the gap between the most and least disadvantaged children by tracking children’s progress and knowing who our children are in SIMD 1 & 2 whilst ensuring a consistent attendance at Nursery.
- Improving children’s health and wellbeing by increasing opportunities and choice for outdoor play which allows them to develop a sense of feeling good and being energised as well as building their resilience.
 - Providing experiences for children to develop their creativity and enterprising skills for learning and of course for the rest of their lives.
- We produced a video for our new children to see their Nursery and this can be viewed at <https://youtu.be/gM7nkv4EKoM>
- We have ensured we provide equity of resources for every child and that there is a balance between our ‘low tech’ and ‘high tech’ digital experience
 - We consulted widely and have produced a home learning policy this year and we will review this coming session as we further develop our ‘digital offer and experiences’ for our children and families.
 - We listen to our children using the Nurture Me Toolkit and our HWB: Being Me Booklets

“.... I also just need to add the commitment that all staff have shown during this very challenging time, they have done everything in their power to make sure that the children have not missed out and that their daily routine remains as normal as possible. Once again, thank you so much for everything and I wish you all the success and happiness for the future, the nursery and staff are a credit to Inverclyde Council.” Parent, 14.6.21

