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| **NEWARK NURSERY SCHOOL**  **Standards and Quality 2022/23** |  |

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| Context of the Establishment: |
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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  -  NIF Driver  Performance information  Choose an item. | HGIOS/ELC QIs  1.2 Leadership of learning  2.3 Learning, teaching and assessment  UNCRC  Article 28: (Right to education):  Article 31 (Leisure, play and culture): |
| **Outcomes**   * continue to record children’s learning on E Journals and parents can share their views and also their learning and achievements at home. * Use our system of observing children using the Leuven’s scale and plan for children whose engagement is less than 3 and are target to support to engage more. * children will have opportunities to take part in play with a particular focus on listening and talking and be able to turn take when listening and talking. We will engage with Clare Warden’s Virtual Nature based approach to develop children’s speech and language skills. We will focus using story grammar, book bug and ABC music programme. We will use the PDSA model and develop tests for change which will demonstrate progression and children’s progress will be recorded on their E Journals demonstrating their journey through the early level. * continue to use SEAL strategies for children to further develop their number skills. Children will be able to count forwards and backwards and use their fingers to show amounts. Progress will be evident in their E Journals.   **Progress and impact of outcomes for learners:**   * Children’s learning has now consistently been recorded in E journals and comments from parents demonstrate more engagement with children’s learning and working together to further develop their learning. Observations include a ‘next steps’ for working towards and parental engagement is monitored by the Head Teacher and Senior of which there is a 100% uptake. Parents have also shared their child’s wider achievements from home. “The evolving work being done to share learning and achievement between the School and home via on line journals, Twitter and home learning packs, which is resulting in a very high response rate and level of engagement with parents.” Peer Review 2023. * The Leuven’s scale has been used by all staff to record children’s levels of engagement each term and individual plans were put in place if children required support to engage for longer during their play – if they were less than 3 on the scale. Our evidence from using the Leuven’s scale in term three demonstrates almost all children were judged to be 4 or 5 on the scale which is very good and this impacts on the quality of their learning. It is also evidence that our children are engaging with the provocations that are accessible to them and that our environments (indoors and outdoors) are encouraging them to be engaged and involved in their play. We have shared our system with colleagues in Newark and St Patrick’s Primary Schools. * Our pre school children engaged in story grammar and our ante pre school children engaged in book bug and ABC music sessions and staff who led these experiences recorded the children’s progress for their talking and listening skills. “I’m listening. I’m good at listening.” Spencer. We made very good use of our ‘bubble room’ for these experiences as it allowed for the children to have a quieter space away from our large playroom. Evidence of children’s progress can be found in their E journals and profiles. However, we developed specific tests for change to demonstrate children’s progress. Almost all children had made progress and two children who were further supported made progress but just took a little more time. Our data demonstrating children’s progress is available in our Data Folder. In taking part in Clare Warden’s Virtual Nature School, staff were upskilled with their knowledge of children’s speech and language development through online CPD sessions delivered by speech and language therapists. In organising weekly experiences for children ‘inside’, ‘outside’ and ‘beyond’, our children’s floor book captures evidence of how children developed their expressive language in a range of play situations. Staff posted information about our children’s learning each week on line and we were successful in taking part and completing the Virtual Nature School Experience gaining a certificate. The children’s floor book is a record of the Virtual Nature School Experience and capture’s their voices about their learning. * As evidenced in ‘learning walks’ and observations, children have been counting for a variety of reasons during their play. They have been able to experience using number lines, 5 & 10 frames throughout the Nursery both indoors and outdoors. Staff have been encouraging children to count using their fingers and they often count when they are just about to sing – ‘0, 1, 2’. This was evident at our Yellow Day Concert when children were singing on the stage and using their fingers. Evidence of children’s counting skills can be found in e-journals, moderation exercises, tests for change and transfer of information reports. Almost all of our preschool children were on target for their counting skills for early level. Whilst discussing children’s progress with number skills with our colleagues in Primary 1 in Newark Primary School, teachers reported to us our children have very good number skills and are using their fingers to count and they can count forwards and backwards. | |
| **Next steps**:   * To further develop the use of our e journals to track children’s progress with HWB, literacy and numeracy and have all of our assessment information in one place. * To continue to use the Leuven’s scale to have a close look at children’s engagement during their play – this dovetails with pedagogy, provocations and our environment and ensures meaningful engagement during play. * We will continue to develop our children’s talking and listening skills as we have been ensuring children are experiencing success at early level and in our next year, track children’s progress using the toolkit developed by our own speech and language colleagues. This will ensure a consistency of approach throughout our Local Authority and target support for individuals if required. * We will continue to ensure that all staff use SEAL strategies throughout children’s play experiences as we know it has an impact on their skills when in primary 1 and ensuring they are achieving early level. We will ensure any new members of staff have training in SEAL strategies, | |

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| **Establishment priority 2**: | |
| NIF Priority  Closing the attainment gap between the most and least disadvantaged children and young people  -  NIF Driver  Parental engagement  Performance information | HGIOS/ELC QIs  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion  UNCRC  Article 3 (Best interests of the child):  Article 28: (Right to education): |
| **Outcome:**   * Children in SIMD area 1 & 2 will be tracked and attendance monitored more regularly and will close the gap in attendance between children in SIMD 1 & 2 and SIMD 3 / 18. We will comply with the LA Policy on Attendance. Monitor % increase number of children with attendance above 95%. * Families will be supported to have a better attendance for their child and thus improve their attainment. * Targeted support for children to develop their literacy and numeracy skills.   **Progress and impact of outcomes for learners:**   * We complied fully with Local Authority and Care Inspectorate Guidelines in the reporting of absences. We complied rigorously with the Local Authority Attendance Policy Decision Tree and each day every child’s absence was accounted for. On 2 occasions when we were unable to speak to an adult on the child’s first day of absence, this led to a home visit by the Head Teacher with no concerns and this information is recorded on our Seemis records. We have intervened appropriately and proportionately and know the ‘story’ of why each child was absent. Attendance is scrutinised each day, each month and annually: For example, for May :   82% of our children had an attendance of 80 – 100% (of which 26 children are SIMD 1 + 2 +3 )  9% of our children had an attendance of 70 – 80%. ( of which 4 children are SIMD 1 + 2 +3 )  9% of our children had an attendance of 50 – 70% ( of which 1 child is SIMD 1 + 2 + 3).  Evidence of tracking children’s attendance is collated and can be found in our monitoring and evaluation folder as can collaborative minutes.  The Local Authority’s Attendance Policy now forms part of our enrolment information that is given to parents in June before their child starts Nursery and we have a high expectation of children attending and our message to parents is that this directly impacts children’s learning and development. In having excellent relationships with our parents, they know that we are approachable and can support a very good attendance at Nursery and that we are responsive to their needs.   * Having had a close look at our data in December 2022, all staff planned targeted interventions for their own group supporting HWB, literacy and maths – learning more rhymes, finding rhyming words, exploring syllables, counting and exploring patterns around us. Children’s transition reports are evidence that almost all children made progress with their learning. Evidence can be found in our Data Folder kept in the Head Teacher’s Room and the reports that have been sent on to receiving primary schools. Throughout the year during in service days and twilight sessions we have had a close look at Quality Indicators from both Care Inspectorate and HMIe and are confident about the progress our children are making. Reflective comments and evidence have been recorded on A1 sheets with headings of : How are we doing? How do we know? What will we do now? These are available to see in our monitoring and evaluating folder. We will strive to ensure that all children are where they should be at the early level for transitioning to school to ensure they continue to be successful learners, confident individuals, responsible citizens and effective contributors. We will continue to further develop our curricular links with Newark Primary School and in particular with building racial literacy as highlighted in our Peer Review. In continuing to monitor the work of our School, we will streamline approaches to self evaluation and improvement planning to ensure a sharper strategic focus over time and clearer actions and impact measure on an annual basis. Our Peer Review Report from February 2023 was very positive and a strength was “The exceptionally happy, highly engaged and confident children who are responding well to the clarity of routines and expectations, alongside a good balance of adult initiated and child led experiences.” * Our parents and children received two home learning packs this year to promote engagement. In November, our home learning pack was linked to our work on developing children’s listening and talking skills with a focus on outdoors as we were engaging with the Virtual Nature School with Clare Warden. In March, our snack fund was used to give every child a very large bag of shopping with healthy foods and ingredients. They received a leaflet with ideas of how and what to cook at home. Each bag of shopping was worth £27. Home learning packs were very welcomed and enjoyed and parents shared lots of comments and photos on our twitter and e journals demonstrating great engagement. Children were very excited to tell staff about what they had made at home. | |
| **Next steps:**   * We will continue to be rigorous with scrutinising our attendance data and ensure supports are put in place to support a very good attendance for all children but with a particular focus on SIMD 1 + 2 +3 children. * We will continue to be effective in supporting and developing children’s HWB, literacy and numeracy skills through play and ensure our evaluating and monitoring work is sharp and includes clear actions. We will further develop curricular links with Newark Primary School in building racial literacy. * To continue to provide home learning packs which encourages engagement at home and dove tails with developing children’s skills. We will use our snack fund to have a cooking learning pack. Also, to further provide opportunities for our children and families to have the best outcomes by becoming involved with healthy eating, physical fitness and financial fitness as part of the Thrive Under Five Project in Port-Glasgow. | |

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| **Establishment priority 3**: | |
| NIF Priority  Improvement in children and young people's health and wellbeing  -  NIF Driver  Assessment of children's progress  Performance information | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  UNCRC  Article 28: (Right to education):  Article 31 (Leisure, play and culture): |
| **Outcome:**   * Our children’s health and wellbeing is paramount and staff will continue to build very good nurturing relationships where they are attuned to the children’s needs and reduce any barriers to learning that may arise through targeted use of strategies. * Staff will continue to reinforce the ‘pants rule’ for children ensuring they can keep themselves safe and this links with the advice from our colleagues in Health. * We will offer opportunities for children to further develop their gross motor skills by having sessions in our gym hall and their fine motor skills by encouraging playing with malleable resources to build the strength in their fingers and hands. * Our Risk Assessments will updated by the HT in line with National and Local guidance and be available in our Master Policy Folder.   **Progress and impact of outcomes for learners:**   * Children’s voices have been listened to and their views made known through use of questionnaires / journals / being me books / floor books. A strength from our Peer Review was, “The commitment and passion of the HT and Senior EYECO who, along with staff, have created an extremely safe, warm and nurturing environment where children, staff and parents feel truly cared for, their views valued and children flourish.” Our data, available in our data folder, identifies children who are on target and who are receiving support to achieve success at the early level. Collaborative minutes are evidence of our assessment, analysis and support plans to have better outcomes for our young children where we have identified areas of support. * We have ensured that our children are safeguarded through adhering rigorously to our Child Protection Policy and Practice and following through with procedures that ensure that they have the best start in life. In using our Nurture Me toolkit, we ensure that children’s voices are heard and their view of their own health and wellbeing is shared and listened to. “The strong culture and sector leading practice observed in relation to child protection and safeguarding which ensures that all pupils and their families are kept safe at all times.” Peer Review 2023. * All staff participated in a twilight session with our Trauma Informed Practice Lead Educational Psychologist Katherine McPherson on our ongoing journey being a trauma informed workforce. All staff completed level 1 of training. This has enabled our staff to develop their knowledge of how trauma may affect children and what we can do to support their health and wellbeing through building relationships, creating a safe space, understanding their behaviour, ensuring a sense of belonging, co regulating their behaviour and an understanding of the crisis curve. Going forward, this enables us to be more skilled at targeting support for children and their families ensuring we have appropriate strategies in place. Evidence of support / strategies can be found in our collaborative minutes. Katherine’s presentation / level 1 course was online. We have models to support families and they are bespoke as it is not ‘one size fits all’. * Children are able to talk about the ‘pants rule’ and are familiar with the story and song of Pantasaurus through the use of our story book and whiteboard. Information has also been shared with parents before children come to Nursery as this information is now a feature in our enrolment pack. As well as their name badge, children have ‘pants’ badge / visual that reminds them of the pants rule. Posters are up in Nursery at the children’s eye level. * Children have developed their gross and fine motor skills throughout the year. By experiencing regular sessions in the gym hall, children have developed their gross motor skills and stamina. They have become knowledgeable about exercise and can tell us, “If your heart beats are down, you need to run, because it makes our hearts fast.” Hazel. Our test for change for children engaging in gym sessions demonstrates almost all children made progress in knowing exercise keeps them healthy and having increased stamina. This evidence is available in our data folder. * Children’s experiences of our ‘Disco Dough’ have been very good as they have learned new songs to sing when playing with the dough which has encouraged them to pat, roll, pinch etc without any tools – just using their hands. The whiteboard has been used extensively for children to actively join in with actions using the dough. Staff observed children asking them less to do things for them with the dough, for example, make a ball, roll out dough – they do it themselves now. Children have become much more independent at using the dough and persevere for longer and their success has been recorded in their e journals / twitter “I’m just making a trumpet. You have to squeeze and pass the dough. It’s on the big telly. The hands show me to do it. A trumpet goes do, do, do.” Sandy. “I used play dough and my fingers, I’m rolling and patting it fat. It’s great fun.” Anna. “You need play dough, I use my fingers and hands. I can make a snail you know.” Maya. * Risk Assessments have been updated as and when required with the consultation of staff at our staff meetings which will ensure we have a safe environment – minutes of meetings recorded and RAs updated. | |
| **Next steps:**   * We will continue to listen to our children’s views of their own HWB and ensure they are safeguarded. We will use the LA’s new guidelines on supporting children’s learning as this will ensure a consistent approach to collaborative meetings across the Authority. * We will continue on our journey of being a Trauma Informed Workforce by continuing with CPD and ensuring we use strategies in Nursery to support our children to self regulate by creating a safe environment and having secure attachments. * We will continue to have the Pants Rule as part of our enrolment information. * We will continue to provide experiences for our children to develop their gross and fine motor skills and stamina. * We will continue to update our Risk Assessments ensuring our environment is as safe as we can make it and we will continue to take cognisance of National, Local and Care Inspectorate Guidance. | |

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| **Establishment priority 4** |

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| NIF Priority  Improvement in skills and sustained, positive school-leaver destinations for all young people  -  NIF Driver  Parental engagement  Teacher professionalism | HGIOS/ELC QIs  2.2 Curriculum  3.3 Increasing creativity and employability  UNCRC  Article 12 (Respect for the views of the child):  Article 28: (Right to education): |

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| **Outcome**   * Our children will experience through their play a wide variety of digital toys which they will become confident with. Staff will ensure resources are ones which motivate and engage our children. Experiences of digital resources should be throughout the whole year in every area of play indoors and outdoors. Staff will continue to review our resources and purchase new digital resources as they become available in catalogues. Children’s progress at early level for digital learning will be recorded in their E journals. * Children will be exposed to the world of work by having visitors in Nursery in term 2 that they are familiar with. We can ask our parents who work to support this by coming in and telling our children about their jobs. * In being enterprising and being productive, children can sell items they make to parents and with the money they make they can decide what they spend it on in term 3. This will further encourage our children to be creative and imaginative in learning about money at the early level. * In our Rights Respecting Work, we encourage our children to help others and we will seek their views as to how we can do this.   **Progress and impact of outcomes for learners.**   * All staff participated in a presentation from Education Scotland on Digital Learning and are aware of the National and Local Agenda. We are mindful of the 3 C’s going forward with digital learning for children – consumer, creator, communication. * Children’s experiences of using digital resources has increased as we requisitioned a wide variety of new resources which staff have supported children to explore in the area of play they are responsible for. For example, children have learned to use a talking photograph album at our writing area, beebots at our construction area, cameras and videos. We have made extensive use of our whiteboard to develop children’s number skills using the Jack Hartman videos – counting up to 100. Staff observe children to be very engaged joining along with the videos and we have shared photos and videos for our parents on twitter. Transition Reports and learning journals are evidence that almost all children are on target at early level for their digital learning. Our planning is evidence of what digital experiences children will have both indoors and outdoors. We will continue to review and develop our digital resources and give thought to how they are powered as there can be issues with batteries not lasting long and toys only being charged for a short time. * Our Home Learning Policy which is available on our website and in our Master Policy Folder includes advice about how everyone can keep safe digitally. * Our children experienced a very successful ‘World of Work’ week with lots of visitors coming in to tell them about their jobs – nurse and janitor amongst our visitors. Our children were very interested and asked lots of questions. Evidence of the children’s engagement can be found on their e journals, twitter and floor books. Having produced items for their parents to buy, the children had a ‘sale of works’ and each made £2. As we are very aware of the Cost of the School Day, we did not collect School Fund for this week. Every child received a brown pay packet – with their name and £2 in it and had the freedom to buy what they liked with their money. There was fantastic engagement with parents and they shared on twitter / e journals what their child had spent his / her money on. * Our children have been encouraged to be aware of how to be kind and support others through our Rights Respecting Agenda. They have celebrated World Day of Porridge In October 2022 and we have shared with Parents information about Mary’s Meals and we have supported one of our Local Foodbanks by not collecting School Fund and instead donating a food item. Evidence of our Rights Respecting Work can be found on our twitter and e journals. |
| **Next Steps**   * For our children to continue to be aware of digital technology allowing them to become the workforce of the future and improving their employability skills and see themselves as workers. * Next session, we can update our Rights Respecting Charter, for our new children and parents and share information about Children’s Rights. This will dovetail with our curriculum development on racial literacy. We can also take the opportunity to revisit our vision, values and aims by seeking all stakeholder views. |

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| Data |
| **Key Strengths:**  **School : Newark Nursery School.**   * The work of all staff in the School to ensure that our status as a Gold Rights Respecting School is embedded and children’s voices are being heard and responded to. * The highly constructive and positive relationships build over time with parents in the community and beyond, which support us to meet the needs of pupils and their families. * The ongoing and evolving relationship with Newark Primary School and other feeder primaries which supports the learning experiences of pupils in terms of the shared campus, as well as the opportunities to share practice, creating a shared pedagogy and curriculum planning across the early level.   **Key Priorities:**  **School: Newark Nursery School.**   * Continue to develop and streamline approaches to self evaluation and improvement planning. * Further develop assessment and tracking process to ensure that all pupils individual needs are being met and even more clearly identified. * Continue to develop and share the strong practice in relation to wellbeing and inclusion beyond the School and Local Authority. |

National Improvement Framework Quality Indicators

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| 1.3 Leadership of change **Very Good** |
| **Key Strengths:**  **School: Newark Nursery School**   * Highly positive culture and ethos where the values of the School are being lived and are clearly evident in every day practice. * The HT and Senior EYECO’s deep knowledge of the School and it’s community and their leading example approach, which builds huge trust and respect from all. * .Strong sense of teamwork and collective responsibility towards the process of change * Approaches to ensuring that tests of change are evaluated over time to ensure their impact   Key Priorities:  School: Newark Nursery School   * Have greater clarity in identifying strategic areas for improvement for our SIP * Involve all stakeholder, including children, more fully in the next review of the School’s vision, values and aims.   . |

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| 2.3 Learning, teaching and assessment **Very Good** |
| **Key Strengths:**  **School: Newark Nursery School**   * .Well organised and purposeful learning environments both indoors and outside * .Highly positive relationships between children and staff * The wide range of ongoing periodic assessments to measure children’s progress and achievements * The embedded and consistent approach to ensure the wellbeing needs of all children and families * The strong sense of community and shared values   Key Priorities:  School: Newark Nursery School   * .Continue to ensure that children and parents are involved setting targets * .Further develop a more streamlined assessment and tracking system that informs planning and use e journals to track HWB, literacy and numeracy   . |

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| 3.1 Ensuring wellbeing, equity and inclusion **Very Good** |
| **Key Strengths:**  **School: Newark Nursery School**   * Trusting relationships with everyone * Happy, settled children who are highly engaged in leading their play * Meeting the needs of children and improving outcomes for them using GIRFEC. * The links with the wider community to develop children’s experiences of their environment * Outstanding approaches to child protection which underpins the work of the School   Key Priorities:  School: Newark Nursery School   * Further develop the Nurture Me tool to evolve children’s understanding of SHANARRI * Further develop children’s involvement at lunch time to be more independent. * Focus on racial literacy with Newark Primary to further develop curricular links at early level |

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| 3.2 Raising attainment and achievement/Securing children’s progress Choose an item. |
| **Key Strengths: VERY GOOD**  **School: Newark Nursery School**   * Clear focus on HWB * Children are supported effectively to develop their early literacy and numeracy skills * Children are confident, articulate and inquisitive to engage with their learning experiences * Relationships with families * Children’s Rights is embedded in practice and is visible throughout our School.   Key Priorities:  School: Newark Nursery School   * Build on use of learning journals to record children’s learning * Continue to develop our very good relationships with our colleagues in primary 1 to continue to develop consistently progressive early level experiences for everyone |

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| **Other quality indictors evaluated from 3 year plan:** | |
| 2.6 Transitions  Choose an item. | |
| **Key Strengths:**  **School: Newark Nursery School**   * Transitions throughout the whole year, starting with visit by all Nursery staff to Primary 1 classes in September / October time for a whole day to observe how children have settled and to see the learning that comes next at early level. This is the reason we do not have a ‘graduation’ as our preschool children have had regular experiences of their school throughout the year. * Use of SEAL strategies that we know has an impact when children are in Primary 1 * Enhanced transitions for children to support their move to Primary 1   Key Priorities:  School: Newark Nursery School   * In further developing curricular links at early level with a particular focus on racial literacy, for staff to come together for CPD and work together jointly on a topic in term 2. |

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| **Key Achievements of the Establishment** |
| |  | | --- | |  | | **At Newark Nursery School, our key achievement for this year include …**   * A very positive Peer Review in February 2023 led by our Head of Education, Michael Roach. * All of our pre school children had 3 trips out and about in our local community and a packed lunch was provided by our Cook in the canteen. * 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 and close look at our children’s profiles. We have our monitoring calendar that we adhere to throughout the year. * 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 and adhering rigorously to the Local Authority’s Attendance Policy which is shared with our parents when children enrol. * 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. * We produced a video for our preschool children to see their Transition Story of The Colour Monster being read by a member of our staff. This can be viewed at <https://youtu.be/gM7nkv4EKoM> and we have used this channel as a means for sharing our Christmas songs with parents. Our twitter account is a private one and can only be accessed by adults who are known to and accepted by our Senior member of staff. * 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 of home learning packs. * We listen to our children using the Nurture Me Toolkit and our HWB: Being Me Booklets ensuring their voices are heard, as well as floor books and drawing books. * We continue to use our Nurture Me Toolkit to listen to children’s own views of their health and well being which we can share with others. * We regularly ‘check in’ with parents to seek their views. “R has settled well and every day he tells us he loves nursery and can’t wait to go back. He is singing songs / telling us about reading time. Thank you.” Parent, 13.5.23. * We had an exciting FUN WEEK in June 2023 for children to engage in lots of experiences and shared the learning on our journals and twitter. Our YELLOW DAY concert was very well attended and we raised some money for Ardgowan Hospice. This was our only fundraising event as we continue to be very aware of the cost of the school day – you raised £149.50, Wow. * The engagement of our parents sharing their child’s learning / wider achievements particularly on our twitter account.   **Thank you for reading our Standards & Quality Report** | |