

FIRTH PRIMARY SCHOOL.

Standards and Quality Report

2021-22

and

School Improvement Plan

2022-23.



Learning to be Our Best Together.

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# Standards and Quality Report 2021-22

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| **The Context of the School:**  Firth Primary School is committed to providing a safe, nurturing and supportive learning environment for all. We strive to equip our children with the necessary skills for learning, skills for life and skills for work in the 21st Century. As an inclusive school our vision is to learn to be our best together. Our ethos is based on a Ready, Respectful, Safe provision and we promote our values through this. We place our learners at the centre and strive to ensure that all children achieve their highest potential. | |
| Vision:  We are developing our Vision after a period of time disrupted by closures and uncertainty, and we look to the future with a sense of drive. We are enthusiastic to engage with new experience and to regain a sense of normality and a consistent approach to learning and teaching. We aspire to be part of the wider community and to value the strong links emerging with our partners.  Learning to be our best together! | Values:  https://blogs.glowscotland.org.uk/or/public/firth/uploads/sites/813/2021/03/31082756/9-values-oval-snip-300x148.png |
| Aims:  We strive to be a happy and welcoming school with confident, achieving and motivated pupils who are included in all aspects of their learning and school improvement.​  We aim to ensure that the children achieve their full potential in developing their knowledge, skills and abilities in a safe, supported and nurturing environment.  We greatly appreciate parental involvement in the learning and life of Firth Primary and Nursery and we aim to invigorate a new wave of participation in a rejuvenated Firth Parent Council. We will also work closely with other schools in the Learning Community and our associated secondary school, Stromness Academy. | Curriculum Rationale:  We want children at Firth Community School to:   * Be healthy, happy and resilient. * Be literate and numerate. * Experience a broad range of learning opportunities across the curriculum. * Experience success and achieve aspirations. * Show respect and care for others. * Take an active role in the life of the school and the wider community. * Understand Orkney’s unique location, culture and history to promote a sense of belonging. * Have an understanding and awareness of the wider world. * Develop a variety of skills to meet the demands of learning, life and work. * Have the confidence, awareness and information needed to help them make positive further life choices.   **To establish a strong sustainable community for Orkney’s future, our curriculum will provide opportunities for:**   * Children and young people to become happy, healthy and resilient. * Children to become successful learners, confident individuals, effective contributors and responsible citizens. * Children to develop skills to succeed in an ever-changing world. |

How successful were our improvements - progress made with the priorities from our 2021-22 school improvement plan?

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| School improvement priority 1:  **CLASSROOMS AS LEARNING COMMUNITIES.** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Classrooms as Learning Communities:  Building on the new ethos and culture to develop inclusive, nurturing pedagogies.  Develop classroom spaces to promote enriched learning experiences.  Professional development for all school staff to support responsive classrooms as learning communities.  Staff understanding and confidence of cultivating responsive, nurturing and inclusive pedagogy increases. | Classrooms as Learning Communities:  All classes adopted the ‘Ready, Respectful, Safe’ approach.  Professional Reading was shared on the eStaff Handbook.  Significant involvement of ASN Specialist teacher to support inclusion.  New learning spaces and professional knowledge were developed to target and support social and emotional wellbeing.  Resources were purchased to support inclusion.  Tracking Toolkit and Staged Intervention used to target needs.  Emotion Works introduced. | Classrooms as Learning Communities:  Almost all children have a caring and positive attitude and contribute to the life of the school with enthusiasm.  Less children, less often need restorative approaches to make positive choices.  Most pupils had appropriate support and challenge in their learning, evidenced in observations, progress and impact meetings and achievements.  Pupils have been empowered and have genuine roles of responsibility celebrated in press releases.  Visitors have given very positive feedback.  Staff have done professional reading and progress with agency. | Classrooms as Learning Communities:  The Teacher’s Handbook will continue to provide guidance and expectations for classroom pedagogy.  This will be supported with professional reading and the sharing of good practice as part of peer observations. |

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| School improvement priority 2:  **QUALITY ASSURANCE AND MODERATION.** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Quality Assurance & Moderation:  Building on the newly implemented quality assurance and moderation calendar, create a shared assessment framework for the school so that we have a shared understanding of what, how and when we assess.  Implement a new whole-school tracker to track and monitor pupil progress and achievement more effectively.  Use the tracker to map onto the staged intervention framework to help us provide more targeted support and challenge to learners.  Map the learner pathways onto the tracker to enhance progression.  Introduce termly progress and impact meetings to review pupil progression in line with the new staged intervention guidance. | Quality Assurance & Moderation:  Orkney Tracking Toolkit informed professional dialogue to confirm Staged interventions.  Operational Guidance for Reporting to Parents was created for reporting on SeeSaw to ensure timely and progressive information about progress and attainment throughout the year.  A combination of assessment styles formats, approaches and tools were used including SNSAs, NGRT, phased Maths assessments, Schonell spelling, and STAR reading.  Tracking toolkit documentation used to inform SMT discussion and planning across schools to plan EP’s time and targeted intervention plans for 2022-2023.  Termly progress meetings were held in term 2 and 3. | Quality Assurance & Moderation:  There is a whole school tracking document which provides key information.  There is an assessment framework which provides practitioners with a core overview to balance formative and summative assessment, leading to more effective and informed planning and more accurate and robust TPJ.  Staff have a better understanding of staged intervention and how this triangulates with the assessment and tracking information – creating a linked framework to enhance learners’ experiences.  Progress and impact meetings have ensured that early intervention is flagged and support implemented to ensure ‘on the cusp’ learners are identified before an attainment gap develops. | Quality Assurance & Moderation:  This is now core business and part of the guidance in the Teacher’s Handbook.  Learner pathways now need to be mapped for new staff to understand and to enhance progression. This is part of the Operational Guidance for Planning. |

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| School improvement priority 3:  **DIGITAL READINESS.** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Digital Preparedness:  Embed digital literacy as part of the school curriculum.  Create a digital technology pathway for learning.  Provide a better internet bandwidth by connecting to fibre.  Complete provision of digital resources in classrooms and homes.  Create an online connection for home learning opportunities.  Protect time for practitioners to develop digital skills and competency with new technology.  Empower pupils to be digital experts.  Share skills with families, partner school and wider school community. | Digital Preparedness:  24 new Samsung tablets in P4-7.  16 new laptops across the school.  New Samsung Flip board in P4/5.  New Interactive board in P2/3.  Micro bits in P4/5.  Now connected to OrkneyGuest wifi!  Continued use of Microsoft Teams and Glow email (P4 –P7) and P6/7 independently using USB drives.  Weekly digital homework.  Sumdog and Reading Eggs used regularly in class and at home.  Seesaw used to communicate progress and attainment and achievements.  Digital pupil group – set up tablets across the school (2 sets) and workshops with P1, 2 and 3 children to enable use with technology.  School lunches ordered digitally and emails used for correspondence with parents and families. | Digital Preparedness:  Children and families have the resources required and the skills to use the tech effectively to support homework tasks.  Teachers have the knowledge and skills to deliver high-quality digital lessons as a result of lockdown.  Classrooms have access to very good digital technology to support and extend pupil learning.  Seesaw has been used effectively to facilitate home learning experiences promoting connectivity with school and home.  Pupils are experts in the use of the technology and use IT as a learning tool on a daily basis. | Digital Preparedness:  The significant elements of this priority are now embedded.  A focus on Digital Tech will continue as part of the curriculum development by creating a pathway.  Pupils will be given the opportunity to share their expertise with families and the wider school community as part of the family learning development. |

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| School improvement priority 4:  **SCHOOL COMMUNITY AND PARTNERSHIPS.** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| School Community & Partnerships:  Continue to embed the new values, rules, ethos and culture with our school community.  Building on this, bring our school community together to create a share vision and aims in collaboration with our partners.  Mobilisation of the Community Action Group to drive forward the Community Project.  Re-establishing The Firth Primary School Parent Council including seeking new members.  Seek evaluations from our partners to help us self-evaluate and improve our joint working. | School Community & Partnerships:  Vision, Values, Aims discussed in classes with pupils.  Community project (CO-OP) funding acquired and used for outdoor and intergenerational learning.  Pupils’ fundraised for their Community Outdoor Project.  Four Capacities assemblies were held for the whole school and Parent Council Representatives.  Parent Council re-established and involved in decision making and event organisation – the life of the school.  eforms were used to gather feedback about new report systems.  Community pupil group acquired funding for a defibrillator for the school - £1600. | School Community & Partnerships:  Greater involvement with the Parent Council in regard to the Community Project.  More consistency and cohesion across the school in terms of our vision and direction leading to increased pace of change.  Have more robust data of our partner’s experiences which will show what is working well and how we can improve.  Recognition of pupil achievement in in the local press as a result of pupil action groups. | School Community & Partnerships:  As part of the ongoing maintenance plan:  Continue to define and record a shared Vision, Values and Aims with the school community.  Create a curriculum rationale and embed this as part of the school ethos and culture. |

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| ELC improvement priority 1:  **CURRICULUM AND PLANNING** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Curriculum and Planning:  Staff will have greater confidence with planning formats and how to use these effectively to support play-based pedagogy.  There will be greater consistency in what is recorded and how to ensure that the learning journey of pupils is understood.  Comments from parents and pupils will show greater engagement with and contribution to their learning story.  Practitioners will have greater awareness of meeting learners needs, barriers to learning and how to support them within a shared framework and language leading to more effective support for learners. | Curriculum and Planning:  Further developed the work on planning which has taken place in the 2020/21 session.  Evaluated what’s working well and developed to ensure consistency and progression within a child-centred and play based approach.  Have greater consistency on Peedie Notes, learning stories, how, when and why they are used.  Pupils and parents will have access to and be able to contribute to learning journeys including Seesaw online journal.  Moderated and supported each other as a team to ensure the standard and quality of documentation.  Taking forward authority and primary staged intervention guidance to have accurate staged intervention paperwork to ensure children are supported effectively and their needs are sufficiently documented. | Curriculum and Planning:  Staff are confident to write on the planning board and develop key group plans, being able to notice and record children’s interests, leading to improved learning experiences and progress.  Practitioners are able to record high quality observations which reflect the children’s learning and development and inform next steps.  Parents felt more involved in their child’s nursery experience and appreciated the opportunity as evidenced in the parent feedback questionnaire.  Pupils are accessing their folders and taking ownership for them by adding their own work or photos of experiences.  As a result of moderation, Pebbles were introduced which highlighted gaps in the curriculum provision. As a result, greater breadths of experiences were offered. | Curriculum and Planning:  Would like to have a regular schedule for reviewing planning folders. |

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| ELC improvement priority 2:  **OUR NURSERY ENVIRONMENT (INDOORS)** | | | |
| Outcomes: | Actions / Interventions / Approaches: | Impact: | Next steps: |
| Our Nursery Environment (indoors):  Feedback from our learners shows that they have influence over how the environment develops.  Learners respond positively to developments in the environment with their comments.  Practitioners are further able to follow children’s interests with confidence in an environment which supports this approach. | Our Nursery Environment (indoors):  The children were involved in setting up areas to allow them ownership of their space.  The setting has been designed to empower children to actively experience play and learning challenges centred on their needs and interests.  Opportunities are well matched to the stages of development of children and promote fun, learning and independence.  Continue to invest in our nursery environment by further developing the use of provocations and recourses to maximise children’s learning opportunities.  Provide learners with increased opportunities to inform the direction and development of the environment, with increased confidence and independence. | Our Nursery Environment (indoors):  Cosy, nurturing, challenging.  Children are speaking about what they are doing and learning, and they are more aware of the resources given then the independence of choice and ability to advance their learning.  Children have been to access quality play experiences with providing quieter environments, and tailored resources for 1:1 child.  Children are more engaged in their play and created more role modelling experiences (real food etc).  Accelerated learning as a result of differentiated play opportunities.  Children are more confident to communicate and ask for resources or to enhance their experiences, including visiting the wider community. | Our Nursery Environment (indoors):  More involved in planning spaces to match their interests.  Continue to invest in our nursery environment by further developing the use of provocations and recourses to maximise children’s learning opportunities. |

# School & Early Learning and Childcare Improvement Plan 2022-23.

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| Summary of key improvement priorities for 2022-23: | |
| School priority 1: | RAISING ATTAINMENT IN WRITING. |
| School priority 2: | RAISING ATTAINMENT IN LISTENING AND TALKING. |
| ELC priority 1: | LISTENING AND TALKING. |
| ELC priority 2: | EFFECTIVE LEARNING SPACES. |

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| How will we know if we are achieving our key improvement priorities? |
| We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include: |
| * Review and progress discussed at staff meetings. * Surveys (learners and parent/carer). * Focus groups. * Learning and teaching observations. * Data analysis (using the BGE toolkit and securing children’s progress tracking tool). * Self-evaluation using HGIOS?4, HGIOURS?, HGIOELCC?, Care Inspectorate Framework? Health & Social Care Standards? |

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| School Improvement Priority 1: **RAISING ATTAINMENT IN WRITING.** | | | | | | | | | | | | | | |
| Data/evidence that informs this priority:  Children’s attainment in writing is lower than other literacy organisers. There are cohorts of children who are reluctant and not performing as well as expected. There is a clear dip in attainment within Primary 3 (64%) and Primary 4 (57%). | | | | | | | | | | | | | | |
| NIF Key Drivers: School leadership, assessment of children's progress, school improvement, performance information. | | | | | | | | | | | | | | |
| HGIOS4 QIs: 1.2 Leadership of learning, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Raising attainment & achievement. | | | | | | | | | | | | | | |
| Outcomes for learners: | | | | | | | Approaches / Interventions: | | PEF: | | Measures: | | | Impact: |
| By the end of the academic year 2022/23, attainment in writing will improve in two-year groups to show more children reaching expected targets, whilst more children will exceed levels in all cohorts.  On track (T+) Exceed (E+): | | | | | | | Establishment of a Writing Pathway which is supported by progressive resources and delivered in an active learning environment, with a shared understanding of inclusive pedagogy.  Key genres of writing evidenced in class teacher planning, embedded within IDL.  Targeted support - individuals & groups.  Linked school moderation activities and use of moderation cycle to ensure robust assessment.  PT/QAMSO to maintain high quality moderation practice.  Use of CIRCLE approach to develop innovative writing approaches and inclusive learning environments.  Reinforcement of writing foundations at Early Level with the introduction of Sounds Write training for CTs. | | CLPL:  PT development time  4 days.  CT development time - 4 days in total.  Creative writing resources – including digital technology.  Progressive writing resources – including pupil books.  CLCP:  CT training - EM & ED.  4 days training @ £400 per person plus cover. | | Statistics will show improvement over time including attainment in standardised assessments:  SNSAs and SOFAs.  Phonological Awareness assessments.  Percentage of children on track will increase to targets.  Criterion Scale used to ‘tag’ pieces of writing to measure improvement and to identify gaps for target setting.  Termly cold writing to track progress.  Use of pre and post audits using CIRCLE scale to measure impact on children’s engagement. | | |  |
| QAM | | Target | | T+ | | E+ |
| P1 - | | 75% | | % | | % |
| P2 – 90% | | 90% | | 0% | | 20% | CLCP:  CT training - EM & ED.  Cover for CT - £.  4 days training @ £400 per person. | | Statistics will show consistent high standards and improvement over time including attainment in standardised assessments: Phonological Awareness assessments; SNSAs and SOFAs.  Fewer children will need additional support to be on track. | | |
| P3 – 64% | | 70% | | 6% | | 8% |
| P4 – 57% | | 70% | | 13% | | 14% |
| P5 – 81% | | 81% | | 0% | | 12% |
| P6 – 83% | | 83% | | 0% | | 16% |
| P7 – 75% | | 75% | | 0% | | 12% |
| The percentage to exceed (E+) is in addition to the number currently exceeding (not shown in table above). | | | | | | |
| School Improvement Priority 2: **RAISING ATTAINMENT IN LISTENING AND TALKING.** | | | | | | | | | | | | | | |
| Data/evidence that informs this priority:  Children’s attainment in listening and talking is lower across the authority than other literacy organisers. There is an inconsistency with the learning, teaching and assessment which needs to be aligned authority wide and in line with national benchmarks to show the attainment of our children clearly, and support their development consistently, to give them the best possible opportunities on a national platform. | | | | | | | | | | | | | | |
| NIF Key Drivers: School leadership, assessment of children's progress, school improvement, performance information. | | | | | | | | | | | | | | |
| HGIOS4 QIs: 1.2 Leadership of learning, 2.2 Curriculum, 2.3 Learning, teaching and assessment, 3.2 Raising attainment & achievement. | | | | | | | | | | | | | | |
| Outcomes for learners: | | | | | | | | Approaches / Interventions: | | PEF: | | Measures: | Impact: | |
| By the end of the academic year 2022/23, attainment in listening and talking will improve in one year group to show more children reaching expected targets, whilst more children will exceed levels in all cohorts.  On track (T+) Exceed (E+) | | | | | | | | Establishment of a Listening and Talking Pathway which is supported by progressive resources and delivered in an active learning environment, with a shared understanding of assessment and inclusive pedagogy.  Sounds Write introduced at P1-2 to support the learning and teaching of early writing through a more specific listening to sounds approach.  Introduction of clear expectations for robust assessment of Listening and Talking.  Introduction of resources to support innovative learning and teaching including digital technology.  Developing creative learning spaces. | | CLPL:  PT development time 4 days.  CT development time 4 days in total.  CLCP:  CT training - EM & ED.  4 days training @ £400 per person and cover.  Creative listening and talking resources – including digital technology.  Progressive resources – including learning spaces. | | Statistics will show improvement over time in literacy and language. This will be seen in standardised assessments for reading and writing:  SNSAs and SOFAs  Phonological Awareness.  Holistic Assessments will measure the competence levels for listening and talking skills.  All children will be able to discuss the skills of listening and talking during pupil conversations with the HT. |  | |
| current | target | | T+ | | E+ | | |
| P1 - | 89% | | % | | % | | |
| P2 – 90% | 90% | | 0% | | 40% | | |
| P3 – 64% | 70% | | 6% | | 29% | | |
| P4 – 86% | 86% | | 0% | | 57% | | |
| P5 – 94% | 89% | | 0% | | 25% | | |
| P6 – 100% | 83% | | 0% | | 50% | | |
| P7 – 100% | 75% | | 0% | | 13% | | |
| The percentage to exceed (E+) is in addition to the number currently exceeding (not shown in table above). | | | | | | | |

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| ELC Improvement priority 1: **LISTENING AND TALKING.** | | | |
| **Data/evidence that informs this priority:**  Authority wide priority. Nurseries across Orkney have noticed an increase of children presenting language and communication delays.  Gaps in tracking information for phonological awareness, listening and talking.  Practitioners have commented that they are less confident in supporting children with communication delays.  Increase of new staff who have not yet had access to relevant training.  EYPs had reduced singing due to COVID restrictions. EY Team have noticed that this has not yet returned to all settings. | | | |
| **Care Inspectorate Quality Framework:**   * 1. **Nurturing Care and Support: All children get the support they need to reach their full potential.**   **1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities.**  **2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings.**  **4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.** | | | HGIOELC  2.4, 3.1, 3.2, 2.2 & 2.3.  1.2: Impact of CLPL on progress. 2.5, 2.7. |
| Outcomes for learners: | Actions / Approaches / Interventions: | Measures: | |
| To ensure all ELC children are making very good progress in listening and talking.  To enhance interactions between children and adults that support listening and talking skills in order to build confident communicators. | * Self-Evaluation session for all settings to set a baseline: “How do we know that all children are making very good progress in listening and talking? What do we do and what do we still need to develop? (HGIOELC 2.3) What approaches do we use to promote children's developing language and literacy skills with a focus on listening and talking? (CI Quality Framework 1.3). * Self Evaluation session revisited regularly to measure change, improvement and progress for children. * All practitioners will participate in an authority wide ELC programme to support the delivery of high-quality listening and talking provision. (October In-Service). * Audit folders at the beginning of the year to determine number and quality of peedie notes and learning stories taken on listening and talking to see if we are capturing children’s development in listening and talking. * Monitor folders regularly (twice yearly) throughout to audit if we are capturing progression over time in listening and talking. * Reflect on own practice – How good are my interactions? (Circle tool p18-20). * Interaction observations (peer) and/or reciprocal feedback sessions. * LLLI video feedback would inform quality of interactions. * Engage with training for supporting good interactions and revisit Early Years Interactions session/LLLI for practitioners. * Promote interaction strategies (posters and reminders) to challenge as well as support children. | * Self-evaluation floorbook will show impact of development, including richer environments (a greater range of resources), more focussed planned experiences, peedie notes more focussed on learning. * Increase in staff confidence in supporting listening and talking at all stages. * Child development. * Supporting communication delays. * Planning learning to support and extend children. * Engaging in song and rhyme. * Increase in number of peedie notes related to listening and talking. Almost all talking and listening related notes are learning focussed notes. * Use progression tracking tool (3 x yearly) alongside Early Level benchmarks (Peedie pebbles) and Staged Intervention and Circle tool milestones to measure impact on learners. There are no gaps in the tracking tool and learning folders relating to phonological awareness, listening and talking. * Almost all notes are high quality observations made with listening and talking focus evident in folders. * Qualitative data from practitioners on their confidence to support listening and talking and how to track progression in learning. (recorded in S-E floorbook). | |
| Impact should be evidenced in self-evaluation floor books. | | | |

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| ELC Improvement priority 2: **EFFECTIVE LEARNING SPACES.** | | | |
| **Data/evidence that informs this priority:**  The design of the setting for security impacts on the useability of the outdoor space and impacts on the play and learning opportunities.  Staff who are less confident in promoting outdoor play experiences.  The indoor and outdoor environment does not demonstrate the children’s stages of development and current interests effectively. | | | |
| **Care Inspectorate Quality Framework:**   * 1. **Nurturing Care and Support: All children get the support they need to reach their full potential.**   **1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities.**  **2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings.**  **4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.** | | | HGIOELC:  1.5.  3.1.  3.2. |
| Outcomes for learners: | Actions / Approaches / Interventions: | Measures: | |
| For all children to experience well-designed and innovative learning spaces indoors and out, that promote the transfer of creativity and skills development seamlessly between both.  For children to make better progress in literacy and numeracy. | * With manager/link teacher, use ‘Circle Tool’ to audit indoor and outdoor environments for inclusive and high quality learning opportunities. * Make alterations to environment as appropriate, include labelling, environmental print, have materials and spaces that inspire discussion and curiosity (beautiful, unusual, intriguing materials). * Include a topic shed outside with resources which are accessible and create instant provocations to reflect child led learning. * Create smaller spaces with divisions and fences to create areas of interest that are easily developed. * Create a secure boundary and risk assessment checklist to do with pupils. * Provide professional learning opportunities: Learning Language and Loving It; Kate Cookham - outdoor learning; etc. | * Revisit Circle Tool to audit environments – almost all aspects of environments listed are present in every area of the nursery and outside. * Photograph environments before and after audits. * Evidence of the impact of practitioner enquiry – before and after, use of floor book and self-evaluation. * Quality and quantity of peedie notes and learning stories. * Evidence of a breadth of knowledge and skills on the Pebbles tracker. * Feedback from parents and carers in regard to physical upgrades of fencing and security. * Improved staff confidence in using the outdoor space safely. | |
| Impact should be evidenced in self-evaluation floor books. | | | |