



Progress with Improvement Outcomes for 2021-22

Outcome 1 was that almost All Learners will show improvement with number recognition, counting (addition and subtraction) by June 2022. IN response to this, all parents reported that their child had shown improvement in number recognition and counting. All parents felt supported by nursery staff when developing numeracy skills at home

Outcome 2 was that all children would feel they have a voice to influence the life and work of the school by June 2022. Children were included in the journey to the Silver RRS Award and also asked opinions for pupil council. Floor books were beginning to be used more effectively for recoding children's opinions and ideas

Outcome 3 stated that ALL parents will feel included and involved in their children's learning journey (particularly with measure and numeracy) by June 2022. All parents responded through a parental questionnaire that they felt included and involved in their child's learning journey. The majority of parents felt unsure if nursery staff were aware of their skills and talents that could enhance the nursery children's' learning experiences. Parents commented positively on nursery communication and feedback, staff's responsiveness to children's interests and welcoming environment and nurturing staff.

Achievement

From November 2021 to May 2022 100% of pre school and ante pre school children have made progress within the following benchmarks.

- Counts set of objects in play and uses 1:1 correspondence
- Can represent a quantity within 10
- Can recall the number sequence to 10
- Recognises numerals in play situations
- Understands that the last number in the sequence tells how many there are

Using a number and counting tracking table, all children's progress was closely monitored across the academic year. This ensured that all children within the nursery this academic year were on track for their age and stage.

A high % of children successfully completed the play on pedals programme this year with the majority of the pre school children able to independently cycle a pedal bike by the end of the year.

Adventures with Alice was embedded throughout the nursery to enable the children to develop and encourage their curiosity about the world around them.

Enhanced transition activities were successfully delivered throughout the year enabling all nine of the children moving up to P1 did so with confidence and resilience demonstrating the meaningful relationships that they have built with adults and other children across the school .



Learning

Our nursery team ensure a challenging, safe learning environment where excellent relationships are built. Learning resources are accessible and the outdoors are utilised well. Children and nursery team recognise and talk regularly about achievements both in and out of nursery. This is further shared through digital learning logs.

Assessment is an integral part of learning and next steps are determined through continual assessments and observations. Our Nursery Team take part in regular CLPL to extend knowledge of early learning and childhood development and can make professional solid judgements about children's progress. They respond quickly to ensure learning opportunities meet individual's needs.

All Nursery children have opportunity to use and develop digital skills. The nursery team ensure learning opportunities meet the needs of individuals. Staff listen to children's interests and life experiences to help plan and enable appropriate learning experiences.

Leadership

All staff and children are familiar with the setting's Vision, Values and Aims. Our Vision of 'Include, Achieve and Inspire' is both ambitious and achievable for all. Our VVA is shared at every Get Together, are referred to and discussed at nursery events and is embedded in the daily life of the nursery and referred to in restorative conversations. Children are often challenged to explain how they achieve and are inclusive.

Our nursery team take part in professional dialogue and relevant CLPL to sustain high standards of delivery. They inspire and motivate continual improvement. The nursery team have continued CLPL through the Maths and Numeracy improvement group, Loose Parts play, risk at play, Adventures with Alice, Communication Champions Training and Up, Up and Away training.

They actively develop individuals' interests leading to meaningful relationships. Nursery team are proactive in evaluating how improvement impacts upon learners

This is a snapshot of the many and varied activities and success we have enjoyed during the centre year



Braco Primary School Nursery Standards & Quality Report 2021-2022



This is a brief outline of the setting's progress over the year 2021-2022. It follows the sections set down by Education & Children's Services, Perth & Kinross Council.

The report has been compiled in consultation with children, families & others and we welcome any feedback.

Setting Aims

We have collective values of being honest, hardworking, respectful and equitable.

At Braco School and Nursery we endeavour to prepare our learners for life with...

Brains and Bodies that are Healthy
Respectful, Responsible and Resilient Attitudes
Achievement for All
Challenging and Active Learning Experiences
Opportunities for Skills Development

Our Nursery prides itself in being **inclusive**. As a team we work hard to include our learners, parents and community. As an inclusive environment we welcome creativity and diversity, enabling our learners to feel safe, have a sense of belonging and empowerment to make decisions that affect them.

Our Nursery is committed to **inspire** our learners but also to be inspired by our learners. Such inspiration is achieved by enthusiasm, encouragement, and positivity.

We are committed to ensure all learners **achieve** through their effort, skills, optimism, growth and progression.

Our Improvement Priorities for 2022-2023

1. Provide an enabling environment that promotes independence, curiosity, creativity and inquiry (the means of this would be via carrying out an audit of our nursery provision using the PKC Experiences and Spaces document)
2. Embed approaches to supporting language development to ensure that all children receive effective support to meet their speech and language developmental milestones (the means of this would be via communication champion training and implementation)
3. Children will have improved opportunities to record, plan and lead their own learning (the means of this would be via floorbook training and implementation)