

Standards and Quality Report (SQR)



Session 2025 to 2026

School or setting: Auchtergaven Primary School Early Learning and Childcare

Sector: Early Years and Primary

Date: 5 June 2026

Headteacher: Mrs Catharine Findlay

1. Context of the school or setting

Auchtergaven ELC is situated within Auchtergaven Primary School and serves the rural community of Bankfoot. The setting has a roll of 26 children. A few pupils attend through blended placements across more than one setting.

The ELC benefits from strong relationships with families and the wider school community. A nurturing, inclusive ethos supports children to feel safe, confident and ready to learn

2. Vision, values and aims

Our vision, values and aims are embedded in practice and underpin a very caring, inclusive and respectful environment. Children are placed at the centre of decision-making and experience strong nurturing relationships which support wellbeing and engagement. Positive partnerships with families and the community reinforce shared values and support children's sense of belonging.

3. Attendance, attainment and achievement

Attendance is 89.3%. Boys demonstrate slightly higher attendance rates.

Most children are making good progress. Strengths are evident in early numeracy and speech and language, with most learners on track or better in early number concepts and demonstrating strong listening and talking skills.

Children achieve well through a range of wider experiences including community links, transitions, and shared learning at ELM Time (Early Learning Monday time) with P!1 this supports confidence, independence and skills development.

4. Learning

. Children are engaged, motivated and participate actively in high-quality play-based experiences across indoor and outdoor environments.

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Our skilled practitioners use effective interactions, observation and assessment to support progress and plan next steps. Children are increasingly able to talk about their learning and contribute to planning. Learning and teaching are good

5. Leadership

There is a very strong culture of teamwork, shared values and reflective practice. Staff understand their roles and work collaboratively to improve outcomes for children.

Self-evaluation is embedded and increasingly evidence informed. Practitioners engage in peer monitoring and use of the Quality Improvement Framework to support ongoing improvement.

Partnership working is a key strength, with effective collaboration with families, school staff and community groups enhancing children's experiences and supporting inclusion.

6. Consultation process (statutory requirement)

Children, parents and partners contribute meaningfully to the life and improvement of the ELC. Children's views are captured through floor books and responsive planning approaches. Parents from ELC are represented on the Parent Council

Learning Journals and shared experiences support strong home–nursery links. Partnerships with the wider community enhance learning opportunities and support engagement.

7. Overall evaluation of capacity for continuous improvement

The ELC has strong capacity for continuous improvement. Effective leadership, robust self-evaluation and a clear understanding of strengths and next steps support sustained improvement.

8. Improvement priorities for Session 2026 to 2027

The ELC will improve language communication and literacy, fine motor development and engagement through STEM (Science, Technology, Engineering and Maths) experiences indoors and outdoors.