



Cornton Nursery

Standard & Quality Report



Cornton Nursery Standards & Quality Report 2016-2017 provides a record of the main achievements of the nursery this session. The report evaluates the progress the nursery has made, focussing on areas which have been priorities in our Nursery Improvement Plan.

Context: Cornton Nursery was relocated to its refurbished, expanded premises in the heart of Cornton, Stirling, in August 2014. We provide quality Early Learning and Childcare for 110 children aged between eight weeks to five years old. During school holiday periods this extends to include children up to the age of 12 years old. The nursery is open 48 weeks of the year and operates between 8.30am and 5.15pm.

Values: Our practice is underpinned by the United Nations Convention on the Rights of the Child, 1989. Children are at the centre of all we do, and are regularly listened to and consulted on matters that affect them. Cornton children, families, staff and partners have developed a community contract which informs our values led curriculum within nursery, and will hopefully impact positively outwith. This is: *In Cornton, we believe that by offering a nurturing environment and promoting accountable behaviours; all children and adults will participate in play, learning and communication, engaging: Respectfully, Safely, Fairly, Fully and Joyfully. This is being developed through our ethos of increasing wellbeing, communication, curiosity, enquiry and creativity.*

Vision: Our vision is to bridge the opportunity and equity gap within our local and wider community.

Aims: Our aims are those of the Global Goals, to:

- Reduce Inequality
- Tackle Poverty
- Make Cornton a better, safer place to live and grow up in.

Aspirations:

Our aspirations are to:

- Inspire children to learn through the delivery of high quality, equitable play & learning opportunities.
- Encourage resilient children who successfully identify and manage risk.





- Influence children in their understanding of the importance of healthy lifestyles for healthy bodies and minds.
- Motivate children to develop attributes and skills for future learning & life.
- Support children to develop a sense of community pride.

Self-evaluation process: Self-evaluation for Self-improvement is embedded within practice and includes observations and ongoing audits from HGIOELCC & Building the Ambition, National Guidance. In addition, the following self-evaluation processes were undertaken to determine the priorities for Cornton Nursery's 2017/ 2018 Improvement Plan:

Children: Children have participated in the decision making process through consultations embedded in practice; participating in community circle and key-group discussions. They also feedback via their parents for younger children and participate in the democratic voting process. Key group consultations on last year's improvements and extracts from journals, floor books & 'My Year of Learning' inform improvements. The language of learning is visible in all children's journals and children celebrate their achievements: After parents informed children about nursery winning the Scottish Education award for LfS, children told us:

"The primary school should be very proud to have us, because we are the goodest in Scotland".

Families & Community: Families & Community have participated in the decision making process through a *Jar of Hearts* audit based on last year's improvement priorities; questionnaires regarding effectiveness of L.I.F.T parental workshops, comments from Fly-Away Cornton community events, 'Keeping it Right' meetings with nursery staff to establish children's H&W and learning goals, participation in Cornton nursery friend & family groups, Celebration of Learning event feedback, 'Just a thought' sheets, feedback from children's 'My Year of Learning', comments on Social Media; Facebook & twitter, through class dojo, email and personally. Families & Community told us:

"The staff continuously go above and beyond what is normal practice for a nursery, delivering exceptional standards of care."

"I have been really impressed by the quality of service we have received as a family. From the initial home visit, through to commencing nursery we have been actively involved at every stage and the level of communication has been excellent."

"The amount of links Cornton Nursery has built with the wider community is fantastic. There are always opportunities for parents and carers to become involved."

Educators: Educators have evaluated last year's improvement priorities using improvement science Driver Diagram circles, participated in professional dialogue during meetings to set priorities for the forthcoming year, 'Jar of Hearts' audit on last year's improvement priorities, engaged in feedback during Cornton Continuous Learning Framework meetings and evaluations during staff development days and twilight training.

Care Inspectorate: On 11th October 2016, Care Inspectorate graded the service as 6 - Excellent for; Quality of Management & Leadership and Quality of Care & Support. There were no requirements or recommendations:

“We found the staff team had an excellent approach to supporting children’s individual needs. The values and ethos of the service were fully embraced by staff and management and embedded in their daily work”.

Education Scotland: On 7th June 2017, Education Scotland inspected the service and gave extremely positive feedback. The report is due to be published in August/September 2017.

Our Curriculum Rationale: Learning for Sustainability (LfS) is at the heart of all Cornton nursery’s improvements and weaves together our curriculum, campus, community and culture. Through spontaneous and planned purposeful play opportunities, children are encouraged to engage in investigation and exploration of their continually changing world. Learning for Sustainability as an integrated approach, allows our children to acquire the knowledge and skills necessary for future learning, life and work. It is values lead and relevant to the lives of all of our children & families in Cornton, offering equity & excellence.

Review of Progress for session 2016-17

School Priority: Excellent Learning & Teaching	
National Improvement Framework Priority Improvement in Attainment, particularly in literacy & numeracy.	HGIOELC Quality Indicators 2.3: Learning, Teaching & Assessment 3.2: Securing Children’s Progress
Key drivers for improvement <ul style="list-style-type: none"> School Improvement Assessment of children’s progress 	Integrated Children’s Services Plan Outcomes Raised attainment for all.
Progress:	<ul style="list-style-type: none"> Further development of assessment, tracking & monitoring of children’s learning through Pre-Birth to 3 and CfE priorities. Further development of Pre Birth -3: Sense of Self pathways to GIRFEC, Growing & Moving, Creating & Re-creating, Communication & Socialisation and Knowledge & Understanding. 24-36 month progressions form pathways to the Emerging Early Level 1, of the Curriculum for Excellence. (Pre Birth - 3 Portfolios) Further training on CfE: Health & Wellbeing (GIRFEC), Learners Attributes and Experiences (Skills), Literacy & Numeracy pathways. Use of Rubrics as a self-evaluation tool by educators, to ensure quality learning is visible and progressing over time in children’s journals. (CYPIC data) Senior Educator offers targeted support to improve 43 children’s communication and language development through LIFT/CHAT groups. (Floor Books) Most educators are identifying and celebrating children’s learning and achievements with them and their families and discussing how this can be enhanced. (Learning goals in journals, Staged Intervention, LIFT, monthly Community Action Days, Celebration of learning events, 10 different methods of communication). Cornton Primary’s PEF numeracy focus each Friday afternoon with the P.1 teacher has enabled a shared understanding of numeracy expectations & moderation.

	<ul style="list-style-type: none"> • Almost all educators are developing their skills with LIFT, LOTS, HOTS and are beginning to differentiate between effective commenting & effective questioning. • Our community lending library has been established with LIFT, LOTS & HOTS cue cards for families/toddler groups to support family learning. • Increased use of Learning through Technology i.e. JoJo Gnome Twitter Stories. • Head of centre is in strategy groups with Educational Psychology, Stirling GIRFEC Group, Wallace Test & Learn, LFS National steering group; to explore new and innovative early interventions to improve outcomes for children & families. (Minutes) • Provision has become more flexible in order to ensure families in need, have access to provision during holiday periods: (4 days term time & 3 days extended year.)
Impact:	<ul style="list-style-type: none"> • Improvement in children’s communication and early language through LIFT: 67% of children sampled were not achieving communication & language on a par with age & stage. On reassessment, this had dropped to 43%. Family Learning workshops & educator training have increased awareness. (Videos, Speech & Language therapist feedback, parental feedback, CYPIC). • Rubrics ensures that play and children’s interests remain the key driver in motivating children’s learning. • Educators using professional judgement to identify children’s levels in “My Year of Learning” This allows children to transition both pastorally & cognitively to school. (CfE Portfolios) • Targeted support for those who need it. • Up skilling of educator & family literacy learning during LIFT Workshops (Evaluations). • Portfolios support children to transition both pastorally & cognitively between playrooms & school.
Next steps:	<ul style="list-style-type: none"> • Educator’s commitment to ensuring the image of the child is visible in journals can result in an overload of information. Continued significant learning training will ensure more effective tracking & monitoring of progressions over time. (Ongoing individual Continuous Learning Framework (CLF) /Team Learning Community (TLC) conversations). • Lack of, or too many next steps visible in <u>some</u> journals evidence variations in planning for purposeful learning opportunities. (Vygotsky’s zone of proximal development /CLF conversations) • Ensure journals are shared more regularly with some families. (Interactions) • Streamlining of planning for children’s learning. (Planning meetings) • Develop Numeracy Strategy/ Increase Educator skills in providing challenge through numeracy & STEAM (Local Authority training) • Continue to develop skilled L.I.F.T commenting and differentiated High Order questioning through interactions and family use of lending library cue cards. • Declutter LIFT/CHAT floor books to ensure learning is celebrated through children’s journals/portfolios. • Staged Intervention used more to support children exceeding levels.

School Priority: Enabled Leadership

<p>National Improvement Framework Priority</p> <p>Closing the attainment gap between the most and least deprived children.</p> <p>Key drivers for improvement</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism 	<p>HGIOELC Quality Indicators 1.3: Leadership of Change</p> <hr/> <p>Integrated Children’s Services Plan Outcomes</p> <p>Support for disadvantaged and vulnerable children, young people and families is improved.</p>
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<p>Progress:</p>	<ul style="list-style-type: none"> • Effective partnership working with 45 different partners has enabled us to offer motivating family learning opportunities such as Baby & Me, THRIVE, Make & Taste have improved outcomes for children & families. (Evaluations, Positive Pathways book, Staged Intervention minutes, CYPIC). • Identifying priorities through LfS: Year 1: Nurture & Nutrition/Literacy. Year 2: Include Rights of the Child & Global Citizenship. Year 3: Numeracy & Eco. • Community constitution signed by all children, staff & new families at home visits and now visible on walls. • Whole nursery and community approach in promoting children’s entitlement to equity and social justice through the implementation of a contextualised curriculum to close the opportunity and equity gap. (LfS audits). • Introduction of Cornton Continuous Learning framework to ensure that all children & families secure positive outcomes through support from a confident, competent, and passionate staff team. (Up skilling data through improvement science: CYPIC/Leadership roles). • Excellent leadership feedback from Care Inspectorate Inspection. (Report 11th October, 2016) • 4 parents attended specific <i>I can</i> toolkit workshops, to further implement communication learning from LIFT Workshops. • ECO Schools Bronze & Silver Certificates awarded for Learning for Sustainability work. • EAL group ongoing each September during lunchtimes to support families to settle in more effectively. (Now run by Parent helper and SLA). • Values, Aims, Aspirations, Vision & Community Constitution now shared/ signed by all, and curriculum rational developed.
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<p>Impact:</p>	<ul style="list-style-type: none"> • Increase in staff up skilling measured (Some staff have improved performance by up to 75% in specific areas). • Increase in EAL family engagement measured (40% increase) • 2yr Building the Ambition self-evaluation for self-improvement led to ongoing small tests of change involving children. (Calm, inspiring learning environment 27% improvement).
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<p>Next steps:</p>	<ul style="list-style-type: none"> • Head of centre continues to risk assess pace of change. • Ensure new family values are collated and included. • Possible longitudinal improvement science involvement with partners: Educational Psychology/Keep Scotland Beautiful.
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School Priority: Family & Community	
National Improvement Framework Priority Improvement in Children & Families Health & Wellbeing Key drivers for improvement <ul style="list-style-type: none"> • Parental Engagement • Performance Information 	HGIOS4 Quality Indicators & HGIOELC 3.1: Ensuring Wellbeing, Equity & Inclusion Integrated Children’s Services Plan Outcomes Health & Wellbeing Outcomes are improved for Children & Young People
Progress:	<ul style="list-style-type: none"> • Effective and timely early intervention through Team Around the Child/Staged Intervention meetings. (Minutes). • Nurture principles/promoting positive mental and physical health for children and families; ethos embedded in practice. (Team Around Child minutes, Audits, Delivering Nurture & Nutrition presentation feedback from own and other local authorities) • EAL family group/ Cultural celebrations/monthly Fly Away Cornton Community action days & effective Staged Intervention ensures inclusion for all. (Floor Books, English family group journal, Staged Intervention minutes, Eco Silver award, CYPIC data). • Effective partnership working with 45 partners /Family Learning opportunities to improve outcomes for children & families. (Family learning & partners’ audit, positive pathways family book, CYPIC data). • Extended Year provision providing safeguarding for children up to the age of 12 and their families during vulnerable times. (Educator training, LfS-Going Deeper. Play work principles/theory/curriculum. Floor Book. Parent & partner feedback. Development of children’s skill plans). • Weaning Garden/ summer opening: 2 x weekly to 3 local toddler groups & child-minders. (Timely and appropriate H&W interventions, partnerships with Social work & community partners, CYPIC data). • Attendance tracking/intervention in place. • ESOL group established in partnership with Adult Community Education. • Effective partnership working with EAL teacher. • Summer provision expanded.
Impact:	<ul style="list-style-type: none"> • Thrive- 17 women completed from Jan 16-June 17. Positive Pathways book. • Baby & Me- 34 parents completed from Aug 16-June 17. Health visitors report parents are confident with weaning techniques after the course. • EAL & Refugee Children & Families supported more effectively. EAL children now receive targeted support from 2yrs old. • Wellbeing, Equity & Inclusion participants list developed to identify input. • Summer provision footfall increased from 55 previous year to 107 last year & Income increased by £10,000 Net. • Increase in S.W referrals from other areas of Stirling.

Next steps:	<ul style="list-style-type: none"> • To continue using Learning for Sustainability to achieve all priorities outlined in Local and National Frameworks; National Improvement Framework, Building the Ambition, HGIOELCC, Stirling Council Raising Attainment Strategy. • Develop Wellbeing, Equity & Inclusion impact data. • Set up Wellbeing Application System on Seemis. • Share new National Health & Care Standards with nursery community. • Alongside community partners, support development of Polish Community for some isolated families. • Ensure moderation of a level. (Team Learning Community (TLC) conversations). • Input into new Cornton Community Plan. • Work in partnership with Start-up Stirling to expand summer harvest.
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Wider achievements:	<ul style="list-style-type: none"> • Winner of the Learning for Sustainability category of the Scottish Education Awards for high quality curriculum delivery through effective partnership working. • Launched Keep Scotland Beautiful <i>Wrigley Litter Less</i> campaign; on behalf of 28 schools across Scotland. • Extremely positive inspection feedback from both Care Inspectorate & Education Scotland. • Head of Centre being asked to share practice, locally, nationally & internationally.
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Capacity for Continuous Improvement

Quality Indicator	Key strengths	Areas for improvement
1.3 Leadership of change	<ul style="list-style-type: none"> • Vision based on clear shared values. • Effective distributed leadership. • Collegiate approach to improvement & change. 	<ul style="list-style-type: none"> • Continued Self Evaluation.
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • <u>Almost all</u> children experience success in their learning. • <u>Almost all</u> children show high levels of engagement in their learning. • <u>Almost all</u> educators use commentary well. • A clear outline of the needs, strategies & progress in individuals & groups learning is evident. 	<ul style="list-style-type: none"> • Change to all children/educators through targeted Educator CLF support. • Measure Achievement of level increase in <i>My Year of Learning</i> reports by August 2018. • Monitor & Evaluate targeted interventions and progress in children & educators.
3.1 Ensuring wellbeing, equity and inclusion	<ul style="list-style-type: none"> • A warm, respectful & caring ethos where children, staff & community show high levels of concern for one another. • Calm, purposeful, inclusive learning environment. 	<ul style="list-style-type: none"> • Develop Wellbeing, Equity & Inclusion impact data. • Continued Self Evaluation.

	<ul style="list-style-type: none"> • Commitment to fulfilling statutory duties evident. • Effective support for children who face barriers in learning. 	<ul style="list-style-type: none"> • SEEMIS Wellbeing Application to support robust family safeguarding.
3.2 Securing Childrens Progress.	<ul style="list-style-type: none"> • Children’s progress in H&W, Communication & Early language has high priority. 	<ul style="list-style-type: none"> • Develop Creativity & Skills for life & learning. • Equity Patterns/interventions are measured to ensure progressions for all: i.e. S.I., EAL, Postcodes.

Evaluation of school’s capacity for continuous improvement:
Continue with Self Evaluation for Self Improvement.

Key priorities for improvement planning 2017-2018:

Improvement Priority	Outcomes for Learners	Impact Measurement
N.I.F: School Improvement, Performance Information. HGIOELCC 2.3.	Deepen understanding of and bridge the equity gap (48%: 1, 48%: 8) Raise attainment for all children in LIT, NUM & STEAM.	Achievement of level increase in <i>My Year of Learning</i> reports by August 2018. (Based on improved assessment of children’s learning)
N.I.F: Assessment of Children’s Progress. HGIOELCC 3.2.	Potential barriers to learning are removed at the earliest opportunity to ensure children’s emotional, social, physical & cognitive skills develop through high quality early learning and childcare.	SEEMIS Wellbeing Application to support robust family safeguarding. Equity Patterns/interventions are measured to ensure progressions for all: i.e. S.I., EAL, Postcodes.
NIF: School Leadership/Parental Engagement. HGIOELCC 2.5.	Family learning programmes contribute to a culture of learning within the family. Parents/Carers learn together as well as parent/carer only learning.	Tally increase evidencing families accessing family learning courses in 2017-2018 & impact.
NIF: Teacher Professionalism, HGIOELCC 3.3. Building the Ambition (BtA).	Children & families understand the importance of developing creativity, skills for life & learning, and digital skills.	BtA Audit drives small tests of change - improvement of curiosity, creativity & inquiry.