



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Crimond School Nursery

Last updated: August 2018

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity;
- to embed the principles of GIRFEC (Getting it Right for Every Child);
- to provide support in developing inclusive, vibrant and healthy communities.

National Improvement Framework Priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

[HGIO ELC](#)

Context of the Nursery Setting

- Crimond is a multi-denominational school situated in the village of Crimond, located close to Fraserburgh, Aberdeenshire. The ELC runs out of a converted classroom in the school and can accommodate up to 20 children, morning and afternoon. The setting is staffed by a full -time EYLP and 2 part -time EYPs.

Strengths of the setting include:

- A caring, respectful and nurturing ethos.
- Practitioners who are committed to professional learning.
- Sensitive interactions which support children to develop confidence.
- Practitioners have developed positive relationships with parents
- Children are happy and enjoy learning.
- Friendly, inclusive staff.
- Excellent access to a large secure outdoor area.

2. How good is our Leadership and Management?

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

QI 1.3

Overview:

Grade Education Scotland 1.3: 3

- HT has established a clear vision for the school.
- Head Teacher provides effective leadership and management for the ELC, including having regular meetings with staff.
- Head teacher to coordinate and monitor change effectively. Establish robust monitoring and self-evaluation, to ensure safety of children and in improve quality of ELC.
- Practitioners to deepen knowledge of national guidance.
- New EYP in post, keen to develop her professionalism and work closely with the team. Already providing quality interactions with children.

Key strengths:

- Practitioners keen to improve their practice. They actively seek advice, learn from colleagues in the Cluster and attend regular training events.
- Children, families, partners and practitioners work well together.
- Practitioners work well as a team and are beginning to evaluate their practice and identify improvement priorities.

Identified priorities for improvement:

- Self- Evaluation for Improvement
- Leadership of Change
- Leadership of Learning
- Update school vision, values and aims and strategic planning.

In relation to the priorities listed above the following action plans have been confirmed:

Actions: key improvement Roles: who will take this forward Timings: start and expected completion date	Expected Outcomes/Impact on learners What will change for Children at ELC Setting?	How will success be measured?
1. Create Self-Evaluation/Quality Assurance Calendar.	-Robust systems for monitoring, evaluating and improving, will ensure that team become reflective practitioners which will ensure that children are given the best opportunity to progress.	- Monitoring of Improvement Plans and evaluation of impact.
2. Team to undertake a self-evaluation exercise, using HIGIOELC, BtA and Care Standards - Quality Observations.	-Collaborative working will ensure that team have a shared understanding and direction for improvement. Children and families will benefit, as practitioners will be able to provide quality, personalised learning (based on observations) and share this effectively.	-Learning Folders - progression and achievements. - Individualised Next Steps -Feedback from children and parents. - Evidenced on book creator / floorbook.
3. EYLP and EYPs to review and monitor current learning environments using BtA.	-Evidence of Improvements which has already taken place. - Identify further areas of improvement. -Staff will become more familiar with the guidance and will use this as a tool to improve their practice. -Children will benefit from staff who can provide them with quality environments, experiences and interactions.	-Monitoring sheets - Improvement Plans/Self- evaluation evidence folder. - Physical environment and greater use of local community.

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4. Head Teacher to update and review all setting policies in line with national and local guidance, completed in conjunction with the ELC team.	- Team will have a shared understand of school policies and will share these with parents as appropriate.	- Effective policies and procedures that underpin good practice and develop the vision and aims of the school. -Parental awareness of policies and procedures.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

3. How good is our Learning Provision?

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Q! 2.3

Overview:

Education Scotland grading for 2.3: 3

- Relationships in the nursery are strong and children feel safe, secure and valued.
- Children's views are taken into account and planning is child led.
- Practitioners are learning to make more effective use of interactions to extend children's communication, mathematical thinking and inquiry skills in playful interactions.
- Practitioners have begun to further involve children and families in planning, evaluating and leading learning

Key strengths:

- Effective monitoring and self-evaluation will enable practitioners to build on positive start they have made to further improve learning spaces.
- Practitioners are caring and provide a calm and welcoming environment.

Identified priorities for improvement:

- Development of Curriculum: Emergent Literacy.
- The team will ensure that observations improve in quality and that assessment information clearly identifies children's learning and the progress they are making.
- The practitioners have identified the need for using systematic tracking and monitoring to ensure confident judgements about children's progress and learning achievements.
- Although practitioners have a basic understanding of schemas, they will benefit from further training to ensure that schemas are supported in planning

In relation to the priorities listed above the following action plans have been confirmed:

Actions: key improvements Roles: who will take this forward Timings: start date and expected completion	Expected Outcomes/Impact on learners What will change for children at ELC Setting?	How will success be measured?
<p>1. Team to undertake "Emergent Literacy" Training. Implement approaches.</p> <p>Team to use "quality interactions" to extend learning during play.</p> <p>Use of stories and rhymes to build vocabulary and love of language.</p>	<p>-Children's communications skills will be extended and challenged.</p> <p>-Skilled practioners will support children to learn new words, concepts and express ideas through sensitive and quality interactions.</p> <p>-Children will have multiple opportunities, during daily sessions, to experience and enjoy stories and rhymes. Children's vocabulary will increase, leading to greater attainment.</p>	<p>- Confident children who can express themselves and get their needs met through appropriate use of language.</p> <p>- Evidence of progress in "learning folders".</p> <p>-Monitoring of staff interactions.</p> <p>-Planning sheets, observations and evaluations.</p> <p>- Tracking of progress and attainment.</p>
<p>2. Team to use training provides by Aberdeenshire Council (PT team) on "Effective Observations" to improve quality, quantity and relevance of Observations and Next Steps.</p>	<p>-Ensure that next steps are personalised and this will support children to make best progress.</p> <p>- Ensure that staff share observations with children so they are clear on their progress.</p> <p>- Ensure that observed schemas are supported and children's schemas developed</p>	<p>- Sharing Next Steps with children and families.</p> <p>- Evidence of progression in folders and tracking documentation.</p>

3. Implement a system to monitor and track children's progress and attainment.	-Staff will make confident judgements about children's progress. This will ensure continuity and progression within and across the Early Level.	- Data collected from tracking documentation.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

4. How good are our Successes and Achievements?

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Overview:

Education Scotland Grading for 3.1: 3

Education Scotland Grading for 3.2: 3

- Children's wellbeing is at the centre of everything we do as we strive to support children and families.
- We recognise that each child is an individual and we plan according to their personal learning journeys, in a supportive, nurturing and stimulating environment.

Key strengths;

- Practitioners have created an inclusive environment in which children participate in all aspects of learning.
- Children are developing appropriate social and emotional skills through play and routines.
- Practitioners use praise effectively to recognise children's efforts.
- Parents are encouraged to share information about children's achievements beyond the setting as children's achievements, in and out of the setting, are recognised and celebrated.
- Individual needs are supported and children are progressing and achieving.

Identified priorities for improvement:

- Practitioners would benefit from engaging with national guidance (GIRFEC) to promote children's awareness of health and wellbeing.
- Personal Plans/ Care plans need to be implemented effectively to support the needs of children.
- Practitioners need to ensure children are offered sufficient, well supported, opportunities to develop numeracy, communication and health & wellbeing skills through play.

In relation to the priorities listed above the following action plans have been confirmed:

Actions: Roles: who will take this forward? Timings: start date and expected completion	Expected Outcomes/Impact on learners What will change for children at ELC setting?	How will success be measured?
<p>1. Team to receive further training on GIRFEC. Practitioners to ensure that the Wellbeing Indicators are shared with parents and children. Team to ensure that children begin to understand and use the indicators in day to day conversations. Team to ensure that children are involved in identifying and assessing risk.</p>	<ul style="list-style-type: none"> • Children and families will engage with the principles of GIRFEC and these will become embedded in staff practice. This will ensure that we improve outcomes for all children and families. • Engage children with risk assessment so they are safe in their environment. 	<ul style="list-style-type: none"> • Monitoring of practice, wall displays, risk assessments. Feedback from children and families.
<p>2. Planning for Learning. Team will ensure that learning is planned to ensure all children make progress with Literacy, Numeracy and Health & Wellbeing. Planning will balance child led and adult supported learning. Planning will be developed with 7 Principles of Curriculum Design and build on children's prior learning. Team will adapt environments and resources to provide quality learning experiences.</p>	<ul style="list-style-type: none"> • Children will have greater understanding of themselves as learners, they will know what they are learning and why. • Adults will ensure that every child is making appropriate progress and overall attainment will rise. 	<ul style="list-style-type: none"> • Planning • Discussion/ feedback with children and families. • Learning Folders and Learning walls. • Learning Conversations.
<p>Evidence of progress/comments/identified next steps:</p> <p>Date:</p> <p>Date:</p> <p>Date:</p>		

Evaluation 2.1

Key Strengths:

- Head Teacher very aware of national guidance and staff receiving regular training and updates throughout the year.
- Staff work in partnership with parents and carers to ensure children's learning and health and wellbeing is enhanced.

Identified Priorities for Improvement:

- To increase parental input with keyworker meetings, encouraging parents to use their expertise in the setting and continue to offer stay and play sessions.
- EYLP to strengthen links with other professionals to ensure best outcomes for children.

Evaluation of 2.2

Key Strengths:

- Curriculum based on play
- Wellbeing recognised as being at the heart of learning.
- Practitioners recognise the importance of quality outdoor experiences.
- Transition into the setting are supportive and responsive to the needs of children.

Identified Priorities for Improvement:

- Develop children's understanding of wellbeing.
- Develop a curriculum rationale, taking account of distinctive characteristics of the setting and children/families.
- Develop high quality learning pathways to support children's early language and communication skills.

Evaluation of chosen Q.I

2.5 Family Learning in School Improvement Plan

Key Strengths:

Identified Priorities for Improvement:

Evaluation of 2.7

Key Strengths:

- Practitioners readily spend time with parents sharing information on their child's achievements and wellbeing.
- Children are ready to be much more involved in decisions about their learning and are ready to contribute to the life and work of the setting through exercising responsibility and initiative.
- Communication with parents, carers and families

Identified Priorities for Improvement:

- 2 Simple Profiles need to be developed to provide more information to ensure parents have a clearer view of the progress their children are making.
- There is potential to significantly increase the range of ways that families can engage within the setting and share learning from home.

5. What is our capacity for improvement?

- Nursery staff are fully committed to the principle of continuous improvement.
- We will ensure that we provide opportunities for leadership at all levels.
- We will continue to look inwards, outwards and forwards to ensure that Crimond Nursery is the best that it can be.
- We wish to provide the very best start on their learning journey for every child in our care.
- We will continue to work with our partners and professional colleagues to "Get it Right" for every child.

6. Record of updating

Date	Amendment made	By who	Comment