Cornhill School Standards & Quality Report

2022/23

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| **National Improvement Framework Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in children and young people’s health & wellbeing * Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **Local Outcome Improvement Plan (LOIP) Stretch Outcomes**   * 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. * 90% of children and young people will report that they feel mentally well by 2026. * 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. * 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. * Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. * 25% fewer young people (under 18) charged with an offence by 2026. |
| **Improvement Priorities – 2022/23**   * **Priority 1:** Continue to develop learning, teaching, assessment and tracking approaches, in order to improve attainment and achieve excellence and equity * **Priority 2:** Continue to develop approaches to supporting wellbeing, equality and inclusion in order to improve outcomes for children * **Priority 3 :** Develop use of curriculum progressions. * **Priority 4:** Develop use of skills progression in school and strategies to support skills for life. | **Improvement Priorities – 2023/24**   * **Priority 1:** Continue to develop learning, teaching, assessment and tracking approaches, in order to improve attainment and achieve excellence and equity including more collaboration across Early Level between Nursery and early Primary years. * **Priority 2:** Continue to develop approaches to supporting wellbeing, equality and inclusion in order to improve outcomes for children including use of ACC Equity Tracker, CIRCLE and Dyslexia Champions. * **Priority 3:** Further develop a play-based approach and extend it to middle stages. * **Priority 4**: Further develop use of curriculum progressions and use of skills progression in school. |
| **Context of the school**:  Vision:  Cornhill is a nurturing, welcoming, positive, and inclusive learning community where everyone feels safe and listened to; where learners, staff and parents work together for the best outcome for all. High quality learning experiences, along with dedicated pastoral care is ensured to allow everyone in our learning community to reach their potential.  Values:  Learners at Cornhill School are Respectful, Focused, Self-Motivated, Resilient and Inquisitive.  Aims:   * We aim to provide an inclusive, stimulating and flexible curriculum that creates opportunities for each learner to be challenged and to achieve their full potential. We encourage healthy, active lifestyle choices, promoting enjoyment, happiness and wellbeing. * We aim to involve our learners in decision making, encouraging them to take responsibility in their learning journeys and to develop leadership skills, whilst regularly celebrating their achievements and successes. * We aim to practise a restorative and trauma-informed approach to support learners to develop self-regulation strategies, to encourage respectful interactions throughout the school, and to celebrate positive choices and kindness. * We aim to consistently support our staff in further learning opportunities; creating a friendly, committed team who communicate well, and evaluate and reflect upon their practice. * We aim to work in partnership with families, the wider school community and other agencies to enrich our learners’ experiences and equip them with the skills and enthusiasm for life-long learning.   Cornhill Primary School has a roll of 425 pupils, with a further 83 place Nursery. The school is 75 years old and is situated in the Northwest of Aberdeen, part of the Don Locality, and provides for children from a large geographical catchment, the majority of which is local authority housing. 23% of pupils are in receipt of Free School Meals or Bridging Payments and 24% of the school population live out with the catchment area and attend under the Parent’s Charter Legislation. 27% of pupils are in SIMD deciles 1 + 2 with 57% in SIMD 3 and 4. The equivalent of 70 pupils have been allocated funds via the Pupil Equity Fund. There are 99 pupils in the school with English as an Additional Language, with a strong Nepalese community within the local area; this has been attributed to the close proximity of Aberdeen Royal Infirmary. There are also a number of pupils with a Polish, Nigerian or Indian background although there are currently 27 languages spoken in school. Cornhill Primary is part of the St Machar Associated Schools Group in line with local authority zoning guidelines.  The school is led by the Head Teacher, Mark Evans, the equivalent of two Depute Head Teachers (one post is a job-share) and a Principal Teacher who manages the nursery. There are 15 classes (including 1 composite class) and 2 nursery settings offering different provision models. The school roll increased for 6 years, had stabilized but has increased significantly again this year. There are 18 permanent members of teaching staff including a full-time PE teacher as well as two probationer teachers, 3 permanent Senior Early Years Practitioners, 4 permanent Early Years Practitioners and 7 permanent Pupil Support Assistants (PSAs). The school is also staffed by 4 fixed term PSAs. The school receives 0.2FTE teaching support a week from the English as an Additional Language (EAL) Service. Musical instruction, for drums, guitar and singing, is provided by 3 music instructors.  Cornhill School has a small but active and supportive Parent Council and the school works with a broad range of partners and agencies, both local authority and private, to enhance learning opportunities for our pupils.  In terms of Curriculum for Excellence (CfE) attainment data over the last 5 years in Primaries 1, 4 and 7 (which are reported to Scottish Government), there has been a largely positive trend except in 2020 and 2021 due to the Covid-19 pandemic. We have returned to improved attainment data than that of pre-pandemic but P1 and P7 numeracy and writing has dipped in comparison this session. Cornhill School data for literacy and numeracy indicates that there has been an improvement or maintaining of levels over this academic session across all year groups except in areas of literacy in P2 and P6 as well as maths in P7, where there has been a slight dip – this can be explained by the particular need in P2 and P6 as well as the increased need in P7. Regular tracking meetings and assessment of focused interventions are used to monitor this. Interventions at a class level are well planned with more targeted supports provided by our Support for Learning staff. There has been a significant rise in our school roll this session as well as an increase in the amount of support required for social, emotional and behavioral needs as well as pupils with diagnosed ASN, which has added challenge to attainment targets this session.  All learners are supported to reflect on their mental wellbeing and staff have a good understanding of mental wellbeing and how to support it. This has led to improved, thorough planning of interventions to meet individual needs. Some learners and families require more targeted interventions and ongoing work through our Support for Learning team, PEF partners such as Barnardo’s, Adventure Aberdeen and SHMU, and our Partnership Forum, is supporting this as well as other partner providers to school such as RADS, who improve pupils’ readiness to learn.  Achievement in school is celebrated in numerous ways e.g. daily ‘Yellow Slips’, in-class systems, Celebration Assemblies, information shared through newsletters and Google Classroom. Notable successes include our P7 Rotary Quiz team progressing to the city final, our maths team winning a section of the city-wide Enterprising Maths Challenge, various individual pupil competition wins including in gardening and poster design, and the contribution of our P4s to the city’s Big Sing.  Current core QI evaluations   |  |  | | --- | --- | | Quality Indicator | Evaluation 1-6 | | QI1.3 Leadership of Change | 4 | | QI2.3 Learning, Teaching & Assessment | 4 | | QI3.1 Ensuring Wellbeing, Equality & Inclusion | 4 | | QI3.2 Raising Attainment & Achievement | 3 | | |

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| Leadership of Change (QI1.3) | | | |
| HGIOS  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change | | **HGIOELC**  Developing a shared vision, values and aims relevant to the ELC setting and its community  Strategic planning for continuous improvement  Implementing improvement and change | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Developing a shared vision, values and aims relevant to the school and its community | | | |
| Vision, values and aims reviewed by pupils, staff and parents to include Visible Learning learner characteristics and shared with all. Visible Learning strategies increasingly embedded in our practice.  SMT are present in and around the school, easily reachable when needed and are consistent in their approach.  Collaborative approach to developing consistent, quality pedagogy, has proved successful with a shared understanding of standards.  Teachers have autonomy to make decisions on, and how, to approach learning/teaching in a supportive environment.  School ethos focuses on holistic view of each child and is positive, inclusive and nurturing. All staff have class SIMD data and use this when planning for/teaching and interacting with children. Similarly for EAL pupils aided by a positive relationship with the EAL staff team. ASN children receive various nurture activities/opportunities.  School staff have a very clear knowledge and understanding of the social, economic and cultural contexts of the local community and use this to shape leadership and learning in school. | An increased number of children are able to communicate using the Visible Learning vocabulary and demonstrate the associated skills as evidenced through classroom observations and pupil discussions.  On-going staff and pupil interactions evidence that almost all pupils know who SMT are and happy to speak to them/share positive learning or concerns.  Time has been protected to allow positive, collaborative work between stage partners, and as a whole staff, through TLC teacher-led sessions, Visible Learning workshops, as well as whole school IDL project. Feedback has been gathered from parents, pupils, the central ACC team visits and staff, and evidences that this approach has positively impacted the consistent standard of learning and teaching across the school.  SIMD info is on all our school tracking documents and all teaching staff are confident with using it to plan for the needs of learners as evidenced in planning/tracking meetings.  All EAL children who have been identified as needing targeted support from the EAL service receive this support from specialists. EAL staff are good at liaising with colleagues, are flexible and also share resources.  Children enjoy and benefit from time spent in Yellow Room/Blue Room/Mud Pies, RADS etc. and this has positively impacted on children’s attainment, achievement and engagement.  Through analysing data from SHANARRI, SHINE and the HWB survey, almost all children are happy to be in school, engaged in learning and there is a positive atmosphere and culture in school. This is further evidenced through discussion with visitors into school, pupils and parents. | | Continue to embed vision, values and aims with children and the wider community inc a display in every class. More explicit links need to be made to the vision, values and aims in terms of strategic planning.  Create further opportunities for sharing practice - informally/formally observing colleagues.  Moderate between classes/stages to ensure consistency and further confidence with teacher judgements.  Further focus on GTCS standards and the PRD process.  Continue flexible and creative approaches to increase opportunities for engagement with parents inc more celebrations of cultural events.  Look to develop more community connections – e.g. Community Centre garden project and art project. |
| Strategic planning for continuous improvement | | | |
| Protected time for staff to work collaboratively to effect change and staff are encouraged to contribute to school improvement. Almost all stage partners work well together.  Visible Learning training supports collegiate working.  TLC teacher-led sessions provide a different forum to share learning and aid continuous improvement.  SMT open to new ideas and initiatives suggested by staff.  All teachers are encouraged to reflect on learning and teaching and to engage in CLPL.  The strategic direction for improvements is well managed by the SMT and transitions are well planned for.  There is a positive collective ethos in school ensuring changes are effectively introduced.  Positive use of PEF funding with a focus on nurture and pupils’ readiness to learn.  High level of engagement of families with pupils’ learning. | All staff are planning weekly / termly together ensuring a consistent learning offer to year groups as evidenced through QA processes. Positive feedback from staff re TLC sessions/planning formats.  SMT support and encourage teachers with projects / schemes e.g. the school garden, Visible Learning, dyslexia champions.  Through TLC sessions, PRD meetings, coaching meetings and departmental meetings, teachers share good practice and learning from CLPL resulting in more reflective and innovative teaching practice in class as evidenced through classroom observations and meeting discussions.  Consistent approach in school to provide learners with appropriate supports as evidenced through pupil feedback forms and school self-evaluation processes inc SMT/class teacher discussion.  Over 80% of parents/carers attend each of our open afternoons, parents’ nights or open class sessions. Positive staff discussions with parents/carers and at Parent Council meetings. | | Continue professional dialogue with staff and encouragement to take up CLPL opportunities e.g. Visible Learning, Numicon, play-based approaches, dyslexia champions.  More allocated time needed to share the learning and information received through course etc.  Continue to provide staff with PRDs to evaluate and set targets. Continue regular quality assurance meetings with staff.  More opportunities need to be created for parents/carers and the wider school community to be able to contribute to PEF spend decisions. |
| Implementing improvement and change | | | |
| Positive relationships with numerous partners and services inc Barnardo’s, RADS, Adventure Aberdeen.  All teachers aware and mindful of SIMD, EAL and other circumstances.  Pupil Council re-established.  Learning walks allow staff to evaluate things in their own classroom and things in place in others.  Staff have the opportunity to identify and set their own targets through PRD, GTCS updates etc.  Regular tracking meetings with all teachers.  Information regularly shared and discussed with Parent Council. Regular meetings with service providers and partners.  Quality Assurance calendar/plans in place inc Working Groups, TLC and QA meetings.  Moderation improved via departmental staff development sessions. | Feedback provided by Barnardo’s matrix and meetings evidences pupil’s improved engagement. Observations by staff and discussions with pupils, evidences positive impact of RADS and Adventure Aberdeen on pupils’ wellbeing.  Targeted support for pupils has impacted on their learning and is monitored via IEPs.  Pupils beginning to self-evaluate using SHANARRI.  Most staff have used what has been suggested through professional discussion in their own classrooms and taken inspiration from each other – TLC session feedback sheets evidence this.  A variety of new strategies being trialed in classes as seen during classroom observations.  Working Group action plans evidence the work/improvements made, as do staff/SMT meeting minutes and the impact this has on pupils.  A more consistent approach to the assessment of pupil attainment levels is seen through Planning, Tracking and Assessment (PAT) meetings and the evidence shared during them. | | Continue to develop these relationships and be open to developing other links.  Continued consultation with partner providers and the parent body.  Further develop data and evidence gathering processes inc development of a new Barnardo’s proforma to provide more robust basis for decision making.  Further development of the pupil council role in school and introduction of the HGIOURS document as a self-assessment tool.  Quality Assurance calendar to be followed with more rigour and to include more opportunities for discussing whole school themes. |

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| Leadership of Change (QI1.3) - Nursery | | | |
| HGIOS  Developing a shared vision, values and aims relevant to the school and its community  Strategic planning for continuous improvement  Implementing improvement and change | | **HGIOELC**  Linking to CI Quality Framework 6.0, RTA 7.1, 7.2, 7.3  Developing a shared vision, values and aims relevant to the ELC setting and its community  Strategic planning for continuous improvement  Implementing improvement and change | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Developing a shared vision, values and aims relevant to the ELC and its community | | | |
| We have our ELC Vision, Values & Aims and this is discussed and reviewed with staff every August.  V, V&A displayed in nursery for all to see - staff, supply, students and parents.  Our induction pack includes a copy of the V,V&A for newly appointed staff, relief staff and ELC students, ensuring everyone is ‘on the same page’.  V,V&A sometimes used during moderation in nursery, highlighting strengths and areas for further development.  Staff aspirations created by team. Lists typed and displayed in nursery.  Realising the Ambition document, HGIOELC & CI Quality Framework quality indicators used to evaluate current practice and identify any improvements that may be required.  The pedagogy outlined in these documents is reflected in daily practice in all settings.  Partnership with parents and other agencies is strong and benefits the children in their learning journey.  Staff show commitment to developing skills and knowledge through CPD opportunities and are open to taking new initiatives, areas for development and advice, on board.  Professional Codes of Conduct and Nursery Charter adhered to and reflected upon if/when necessary.  PT invited to become Associate Assessor for Education Scotland on acknowledgement of high standards and commitment to Cornhill ELC. | A clear vision is in place, shared with every team member, helping us to create the homely, loving, nurturing environment where the children are safe, stimulated and have lots of fun as they learn.  V,V&A shared with parents and recently rated by them on Question of Month questionnaire. <https://forms.gle/KWZRseN19ZYjuBqXA>  Extremely positive responses.  All staff are confident with our ethos and expectations, therefore practice across our 3 classes is consistent.  Moderation makes it easy for PT/team to establish what is working well and what could be improved further. Any areas for developed discussed with SEYPs/team and taken on board promptly.  Parents have had the opportunity to rate some of these with extremely positive results. (See QOM – May)  Several settings have visited our nurseries on recommendation from Locality Lead. PT and SEYPs have visited a couple of settings too, to share good practice.  As a result of very effective practice and knowledge of child development, the children are happy, safe thriving and achieving.  Staff very committed and strive to make Cornhill ELC the best we can.  Question of Month feedback from parents validates the strong partnerships staff have with parents. Feedback is always requested on how we can improve. *“You said, we did”* is shared with parents when appropriate, showing how we have taken on their ideas/comments on board.  PT has good working relationships with Health Visitors and is in regular contact, in order to ensure we are GIRFEC. ELC staff work well with SALT. Hugely positive feedback received on Google Form from main HV that we have most involvement with recently.  Apparent through CRD meetings/discussions and practice.  Seesaw has recently been implemented successfully and families are also enjoying using this platform to share learning developments and achievements. (Seesaw feedback provided by parents – Google Form) Children are proud of their learning and are keen to share it with parents. Children are also excited to share learning from home with the class during together time, using whiteboard.  An EYP has signed up to an exciting ‘outdoor play’ learning opportunity organised by EYT. A SEYP is completing her BA and another is currently completing a counselling skills degree.  Planning has changed a lot over the past few years, but staff have been flexible and have adapted where necessary. We now have an intentional planning document in place which other settings have been recommended to see and adapt for their setting. Children’s interests are equally important too. Through child led learning and intentional planning, children are learning to become creative, use their initiative, problem solve, communicate, develop confidence and independence, share etc.  Charter in place to ensure the whole team feel valued and listened to and that we are all flexible. Children are always at the heart of everything staff do, and their needs always come first. Happy staff = happy, thriving children.  Great experience for PT, but also enables PT to bring back aspects of excellent practice to Cornhill Nursery benefitting the staff and children. | | Review again in August with new staff involved.  Continue to ensure the V,V&A are evident in both nurseries.  SEYPs to self evaluate their own team’s practice against the V,V&A.  Children to be involved in review this year also.  Use each VV&A separately as a focus for monitoring, sharing with staff prior to visit. Staff to also evidence how they feel they are fulfilling the VV&A.  New parents to review these in April/May 2024.  Review aspirations in August 2023 with staff and rate progress we are making in order to meet these.  Ensure Challenge Questions are up and running more regularly again as of August 2023. (Time in general and time together can be an issue.)  Continue to place importance on parent voice – as a team, look at other ways in which we can involve parents even more.  Staff to continue to complete training on ACC Learn and through Eventbrite.  PT to start a record of staff next steps over and above CRD online records.  Review charter with staff in June – how do they feel the team is performing?  Individual reflection again too?  PT to share good examples and fresh ideas with Locality Lead so ASG can benefit too. |
| Strategic planning for continuous improvement |  | |  |
| Practitioners reflect on their practice regularly as individuals and as a team. PT highlights areas in general to develop further, from informal and formal observations.  PT and SEYPs motivate staff with feedback and encouragement. All staff good at sharing new ideas/strategies. There is an expectation of high standards at all times.  Practitioners have taken on particular roles/responsibilities in the nursery, playing to their strengths. Skills have been used and are showcased through our outdoor play action plan project.  Families continue to be encouraged to ‘have a voice’ in the nursery and help improve elements of our setting.  RTA, (Anna Ephgrave) ITMP and child led approaches are implemented in both settings.  Locality Lead and QA visits have provided a basis for professional dialogue and areas of development. | Reflections lead to identifying short term areas of improvement and/or longer term which then feeds into Action Plans and improves various aspects of the setting for the children, parents and staff.  Children are benefitting from high quality teaching/learning/extending/support/questioning.  When appropriate, any changes/new ideas are discussed with staff first ensuring their input is considered. This helps staff feel valued and listened to.  In both settings, he children now have a much more inspiring play area in the garden, where they evidently always highly engaged.  In 2023, businesses/parents/spouses/family members have helped to develop our outdoor play area through construction and donations.  Parents have given regular monthly feedback for Question of the Month. (QOM)  Parents have contributed to the learning in nursery, have supplied loose parts and have been asked to share ideas for parts of the environment.  Children follow their own interests during play – when children are fully engaged this is when all sorts of great learning takes place. (This can be evidenced on Seesaw, on wall displays and through assessment sheets)  QA feedback, ASG meetings, visits to other settings, AA role (PT) and professional reading ensures Cornhill ELC keep up to date with best practice which impacts positively on the children as they are engaging in quality experiences and best forms of practice. | | SEYPs and EYPs to spend time peer assessing/spending time in the other ELC setting  PT to continue to delegate more responsibility to SEYPs where appropriate in order to upskill them.  Review and firm up roles/responsibilities for 2023/24. Some may need to be more general too. |
| Implementing improvement and change |  | |  |
| Robust QA calendar in pace, outlining clear targets for the year i.e. self-evaluation, monitoring, audits etc.  Any changes to be implemented in the nursery are well considered are carefully and sensitively timed. Staff thoughts and contributions are always welcomed. | The content of the QA calendar ensures standards of practice etc. are kept to a high standard throughout the year.  PT/SEYPs on hand to support when any changes are introduced. Changes gradually implemented ie Seesaw ; training given from PT and a SEYP from the Links Nursery & hub. Our SEYP and PT also visited a setting who had Seesaw well established.  PT prepared staff helpsheets and ‘How to’ leaflets were also created by PT for parents.  PT flexible when conditions are proving difficult for the team (staffing/paperwork etc.) while being mindful of how we can still achieve the same quality, but with slightly less pressure. A content staff that are not stressed is what we want for the children in our care. | | PT to continue look at best formats for feeding back finding from monitoring.  Impact column to be added when monitoring, evaluating, identifying improvements. |

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| Learning, Teaching & Assessment (QI2.3) | | | |
| HGIOS  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring | | **HGIOELC**  Learning and engagement  Quality of interactions  Effective use of assessment  Planning, tracking and monitoring | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Learning and Engagement | | | |
| Development of trauma-informed approach with all staff attending full training program. Update of positive behaviour/respect/relationship policy to reflect this consistent approach. Variety of flexible approaches offered (tailored to need). Good practice approach to pastoral notes. | Staff understanding has improved as evidenced during observation feedback discussions, Coaching sessions, planning meetings, or when discussing behavioural issues/ASN learners.  There has been a 25% reduction in number of children attending Reflection sessions. Broader range of alternative behavioural supports provided.  As a result of the adapted staff approach, we have fewer incident forms/discipline letters. | | Hold a parental event to share key points of the Trauma-Informed Approach with parents/carers and send video links home via email or school website.  Pull together staff feedback with feedback from Parent Council/parents attending event, as well as Pupil Council (and potentially other pupil focus groups) to ensure embedded in policy, displays and shared language used. |
| Clear school Vision, Value and Aims with Learning Attributes underpinning practice and ethos in school. Vision, Values and Aims has been revisited to ensure it is current. Input from teaching and support staff, Pupil Council, Parent Council, and views sought at both Parents’ Appointment events which were well attended. | All classrooms display Learner Attributes with Yellow Slips using these to form praise home. Discussion of these attributes during learning inputs in all classes as well as assemblies for all children. This is evidenced in classroom observations. Learners are verbally using this language more frequently and show greater understanding of what makes a successful learner. | | Vision, Values and Aims to be displayed in each class plus key areas of school, and feature on website. |
| Regular partnership with outside agencies to support learning including RADS, Barnardo’s, Therapet, Paired Readers, Adventure Aberdeen (active and nurture), Rev. Aitken, SHMU, Youth Work Team, ACIS, Befriend-A-Child, Sunrise, S&LT, AO, Vision Support Service, Fit Like Hub. | All children P1-7 access RADS with some receiving extra group time based on need. 12 P7 pupils are benefiting from RADS Young Leaders programme.  Barnardo’s caseload increased to 46 (from 32) learners (mix of individuals and groups). Feedback from parental views survey at Parents’ Appointments – What do you value most at Cornhill School? Nearly a fifth (18%) said RADS/PE. | | Establish a consistent baseline/evaluation method across all supports and use ACC Equity tracker tool. |
| Sharing learning. Opportunities for children to share their learning with parents/carers via Google Classroom, IDL, Open Afternoon, Snapshot jotter, class events, etc. Wider World Achievements celebrated in class, assemblies and on central display board. Learning in class (Champions and Houses) shared in assembly. Nursery use of SeeSaw app. | We have received consistently positive feedback from parents at Open Afternoons/IDL events both verbally or through surveys, exit passes, scribble boards, etc.  A new addition to the school newsletter has increased pupil participation – pupils lead in gathering class stories of learning, typing them, and sending them to HT for inclusion.  Google Classroom is used as central means to share learning and information for each class. Parental confidence has increased as evidenced through increased engagement and reduction in queries. | | Roll out See-Saw from N to P1.  Each class currently holds at least one parental visit event each session – consider how this is formalized with some parental input (evaluation or joining in with the learning). |
| Homework engagement. Homework revisited and refined with all staff offering core tasks and optional for those wishing to extend. No longer compulsory but rewards offered in the majority of classes to encourage participation. Paper copies made available if parents cannot access Google Classroom. All stage partners plan homework tasks together to ensure consistency across each stage. ReadingWise and Rock Star log ins provided for additional if requested. | We have seen a consistent level of homework completion and consistent standard of the completed work as evidenced through departmental moderation tasks..  Parental communications – we have received fewer complaints about homework as it is no longer compulsory, with a slight increase in parents asking for additional tasks to be added. | | Consider an additional homework grid for families to learn together e.g. numeracy and literacy challenges at home relating to real life task such as shopping or cooking (maths, writing lists, memorising, etc.)  Consider hosting a parental event to share good homework practices/how to support your child. |
| Learners provided increased opportunities for enterprising and outdoor learning. Staff training on outdoor play offered. Formalization of an annual Christmas Fair in conjunction with Parent Council, with each class (all learners) N-P7 engaging in enterprise activities, making items to sell and taking ownership in how to spend class profits. Champions (P3-P7 with each stage taking an area of whole school development e.g. eco, science) established in place of Committees. Parental involvement N-P3 outdoor play. | Champions groups feedback at assembly and take on leadership roles in a range of areas. P4 specifically focuses on Outdoor Learning.  We have seen an increased use of the playground and school for learning purposes, particularly in P1 and P2. | | Consider outdoor learning to be included in planning (both longer term and weekly) – development of on Outdoor Learning working group.  Further sourcing of training for staff or rolling out training from those who attended to those not, via TLC session.  Consider adding an enterprising element to Champions, along with a more definite impact to whole school development e.g. eco setting up challenges to other classes to reduce paper towel use or reduce dinner hall food waste. |
| Embedding UNCRC. Houses meeting re-established with stage partner teachers remaining with a House group and set of P6/7 House Captains to plan together. Each House learned about, and shared at assembly/via display, 3 Articles. Additional assemblies held about UNCRC. | Children’s increased understanding of the UNCRC is reflected through displays and assembly presentations, as well as through observation and discussion. | | Continue this approach next session. |
| Learner Leadership. Pupil Council meet to discuss SHANARRI and feedback from own class to lead change. House, Champions, RADS Young Leaders, Prefects, Buddies, P6/7s supporting young learners at play and in class. | The Pupil Council minutes and display evidence their engagement and impact in school..  Houses and Champion group displays and assembly presentations demonstrate their learning and leadership opportunities for pupils.  Young Leader events at Aberdeen Sports Village showcase the leadership skills developed by our 12 P7 RADS Young Leaders. | |  |
| Quality of Teaching | | | |
| Improved quality and consistency in teaching approaches. All teachers part of Quality Assurance e.g. Planning and Tracking (PAT) meetings, classroom observations, ACC QA trio visits etc. with professional dialogue. Patterns across this feedback gathered to indicate trends e.g. direction needed with SC/LIs which was followed with relevant training/TLC sessions, and with Pace & Challenge which led to Visible Learning on this topic. | ACC quality assurance visits show a positive trend at each visit over the last 2 years indicating an improving, more consistent learning and teaching approach across the school. 78% of teachers’ practice was Good or Very Good across the indicators used (up from 47% last session) with only 2% considered weak (down from 14% last session. There was also a marked improvement from the first visit this session to the one later in the year which demonstrates the staff’s work ethic, professionalism and willingness to improve their practice. The strong culture and positive ethos, inclusive environment and high levels of pupil engagement have been praised each time. Any areas for development noted have then been improved upon.  Feedback from parental views sheet at Parents’ Appointments – What do you value most at Cornhill School? Almost half (45%) said teachers/staff. | | SMT attended a course, ‘Effective Quality Assurance’ and are reviewing the QA calendar for the next session.  Revisit baseline for SC/LIs in observation feedback data.  Next focus – pace, differentiation and feedback following Visible Learning training. Minority of teachers have identified Questioning as an AFD through PR&D, Coaching or observation feedback discussions. |
| Expansion of Emerging Literacy and Play-Based Approaches. Emerging Literacy and Play-Based Approaches are used in all P1-3 classes. Classroom observation and planning meetings held. Discussion and training during departmental staff development meetings. Twice-yearly assessment points. Linked with other schools to visit/share CPD. |  | | Play-Based statement developed to be sent to staff for review and to then develop a policy.  Develop Play-Based beyond P3.  Plans for Greg Bottrill package of training to promote play in P4-P7. |
| Use of technology. Technology used regularly in all classes with continued investment made into equipment, software and skills. Each stage now has own set of Chromebooks or iPads. ReadingWise, Sumdog, Charanga, Rock Star, Education City. Collegiate working across staff teams in the sharing of online resources, links and skills to support teaching and learning. Staff demo at departmental meetings e.g. Kahoot. | ReadingWise/Sumdog/Rock Star increasingly used across classes supporting Literacy and Numeracy improvements. | |  |
| Effective use of Assessment | | | |
| All year groups undertake either SNSAs or InCAS and results used within tracking, planning and handover. Progress & Achievement app on SEEMIS completed by all teachers twice a session as well as an established school-based tracking system used by all teachers. Benchmarks and progressions developed by staff working groups and used across whole school for numeracy and literacy. Additional assessments such as LASS and Dyslexic screens utilised where needed. Emerging Literacy assessments used in P1-3 with a standard spelling test (Schonell for P1-3 and Blackwells P4-7) and SHANARRI spiderweb used twice a session too. CIRCLE Framework laterally introduced as an assessment tool for need. | We have largely positive trends in attainment data as detailed in the school context information above.  Triangulation of attainment data through in-class assessments, SNSA/InCAS data and Quality Assurance processes such as class observations, ACC trio visits and PAT meetings, provides a robust evidence base and an overall confidence in our attainment data. | | Addition of column to tracking formats to include INCAS/NSAs.  Rolling out of CIRCLE Framework  Continued use of Dyslexic screen  Replacement of LASS with new GL Assessment tool. |
| Planning, Tracking and Monitoring | | | |
| Improved and increased use of curricular progression/skills progressions. Staff working group undertaking the development and rolling out of progressions. Numeracy and literacy more fully embedded. | The Curricular Progressions working group staff audit provided feedback from teachers re confidence and learning needs. They then updated the Learning Unlimited document for all areas except Numeracy, Literacy and RSHP which already had been recently updated. | | Working group plan to map progression of topics (led by plotting benchmarks in groups rather than dictating topic subjects). They plan also to look at curricular progression on ACC Google Shared Drive and develop from these. |
| Improved confidence in attainment judgements. Timetabled PAT meetings held between SMT and teachers. SMT have moderated to ensure consistency. Each teacher responsible for own tracking and predictions (feeding into planning) with discussions with SMT including interventions, SIMD, EAL, attendance etc. TLC discussion in peer groups. Consistent use of IEPs and a range of assessment data. | The increased confidence is evidenced through professional dialogue in tracking meetings. | |  |

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| Learning, Teaching & Assessment (QI2.3) - Nursery | | | |
| HGIOS  Learning and engagement  Quality of teaching  Effective use of assessment  Planning, tracking and monitoring | | **HGIOELC**  Linking to CI Quality Framework 1.3, 2.1, Health & Social Care Standards 1.25, 1.27, 2.27, RTA 4.1, 4.2, 4.3, 4.4, 5.3, 6.2  Learning and engagement  Quality of interactions  Effective use of assessment  Planning, tracking and monitoring | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Learning and Engagement | | | |
| Relationships with the children and parents are positive throughout, enabling the children to thrive, build confidence and learn in a safe, secure environment.  Our children feel valued.  Children are proud of wider world achievements.  Positive ethos and positive behaviour management  Following children’s interests and introducing areas we feel are necessary for them to learn.  Real Life experiences are an important part of the nursery environment. These are available at all times and help the children make sense of the world around them.    Staff share the learning with parents so they can be involved in helping their child progress too, as a team.  Nursery environments are varied and stimulating and children have freedom of choice.  Children are encouraged to become independent and resilient learners from the time they start nursery.  Children learn in a safe, nurturing environment.  Staff continue to encourage children to research any questions they have.  Our enabling environment promotes curiosity and child led learning. | Children are happy and safe. Parent feedback from QOM, Stay and Play, Open events and parent appointments confirm that parents are happy with our service and that children are developing well.  Practitioners promote the value of the children’s voice in nursery ie – risk assessments, improving environment (voting system), responsive planning etc.  Seesaw posts, art work on wall, models on display, star of the week photos and badges, SHANARRI flags, children’s interests are all evident in nursery. Children are proud of their achievements and the fact they are shared with peers.  Some children can now send Seesaw posts themselves to parents and have been teaching their peers how to as well.  Many children now ask staff to post learning for parents to see - developing the ability to select what they feel is important/interesting to share.  Seesaw inputs sent from home (wider world achievements) are often shared with their peers at together time – the children love this!  SHANARRI flags/stars help the children learn about positive behaviours in nursery and this has enabled most to develop an understanding of the associated vocabulary which many can be heard using. Children can nominate each other too. Children are asked to share with their parents the reason for being star of week/on a SHANARRI flag and are developing their confidence in doing so.  Parents told at end of session if their child has been on a SHANARRI flag.  Practitioners use both Responsive and Intentional Planning in nursery, ensuring that the children learn through their interests in addition to areas of the curriculum that are important for the children to be exposed to.  Role Play areas and other provocations ensure children have the opportunity to engage in real life experiences.  Children are involved in preparation of snack and help to tidy away their lunch dishes. Most children can independently get ready for outdoor play.  Local community used to develop understanding of our environment. (Library, shops – money, healthy eating, recycling)  Intentional Planning targets are shared on Seesaw with parents. This keeps parents abreast of current learning and encourages support at home.  Next steps shared at end of Seesaw Observation posts where appropriate.  Most children are highly engaged with their learning. (Relief staff/Locality Lead always comment on this too)  Children make choices daily about where to play and what with and child led learning is encouraged and supported (See post it board and Seesaw posts)  Children are encouraged to be independent at all times. Staff ask the child to try themselves first before stepping in. Most children are developing their resilience. They are always encouraged to sort out issues with increasing independence and minimal adult support. Staff are very good at role modelling what the children can say/do to sort out any issues.  Children and families receive a warm welcome every day. The children self-register each day using an emotion. Staff can then seek out children to support or share successes with once parents have left. Children feel at ease with all staff and are happy to ask for help or for staff to join in their play.  Any safety concerns are reported promptly and are dealt with. Children are also to report any broken resources etc.  Children participate in a daily risk assessment of the outdoor environment before play commences.  Children are shown the skills they require to find out information ie using books, iPad, computer, asking an adult etc  Children are evidently highly engaged and motivated. | | Refresh any feedback forms if necessary.  Ensure stay and play is available all year round.  Create simple questionnaires for children too so their voice can be heard in other ways.  Continue to encourage parents to send us achievements from outwith nursery. Maybe have a ‘parent’ week or something similar, every so often, where Seesaw is more about posting achievements from home.  Lovely provocations are available for children, but we need to gear more towards children having more input in setting up again, which is what we did pre covid.  Start up visits to Stocket Grange again.  Continue to ensure individual children are being challenged/supported appropriately. |
| Quality of Interactions | | | |
| All staff display an understanding of transitions and attachments. Staff are skilled in using appropriate strategies to help with these matters.  Staff have attended courses and continue to engage in professional reading of current documents etc to further develop knowledge of child development and play pedagogy.  Open-ended questioning is used much of the time by most practitioners and helps to extend the learning in a non-invasive way. Open ended questions are helping promote curiosity.  Interactions are quality and meaningful and take into account the children’s interests.  Interactions are positive, encouraging and sensitive to the child’s needs.  Children are developing the ability to recognise their own achievements and show great pride. | Children happy to come to nursery and parent feedback shows that the majority of parents are extremely happy too and feel their child is well looked after and safe.  I feel that my child is safe – QOM March 2023  Nursery 1& 2 = 73.9% strongly agree, 26.1% agree  Nursery 3 = 62.5% strongly agree, 37.5% agree  Monitoring in the settings by PT & Locality Lead confirm that staff have a very good understanding of child development, schemas and play.  Most staff are skilled in progressing the learning, and in a way which does not interrupt or interfere with the flow of play.  Informal/Formal monitoring shows that children are keen to invite the adults into their play.  Staff are showing more confidence in stepping back and simply observing play, then using what they have seen for seesaw and/or assessment purposes, being careful that when engaging/extending the learning that they are interacting, rather than interfering.  Some staff remember to ask the child if they can take a photo/video of them engaging in play, or their child’s work.  A laminate of open-ended questions are displayed in each nursery and staff have their own copy in their ‘essential info’ file.  Staff are developing the ability to wait and observe – giving children thinking time/plenty of time to answer, not interrupting them or bombarding.  *Staff use ‘I wonder…’ questions.*  *Staff ask children, “Tell me about your painting.”*  Children follow their interests and staff, as promptly as possible, supply related resources to aid the learning.  Intentional learning resources are on offer for the children to explore also.  Most staff are very skilled in meeting the needs of children with ASN. SALT, Autism using suitable strategies and resources.  Staff are trained and knowledgeable about schemas and include resources in the nursery to allow schematic play.  Some children are able to identify their achievements and can decide what they feel is important to show their parents. | | PT/SEYPs to continue to share an upcoming courses with staff.  Staff to keep themselves informed with ACC Learn, ELC, Eventbrite training opportunities.  Staff to take responsibility for updating core training.  Peer monitoring/video recording to help reflect on practice is a possibility for the future.  .  ‘OWL’ posters to be put up in nursery to remind all staff – Observe, Wait, Listen.  Peer assessments could help improve the use of questioning more.  Use developmental pathways to help assess and select next steps for learners with additional needs. |
| Effective use of Assessment | | | |
| Staff have a very good understanding of the child as a learner.  Observations are purposeful and meaningful and follow a criteria set by the PT.  Observations and professional dialogue help staff when selecting areas of the curriculum to focus on through intentional planning.  Assessments are updated regularly and used to inform next steps in learning.  Tracking records help identify the gaps in learning for Intentional Planning.  Individual targets in place for children who require individualised support. | Staff share 2 observations per child, per month on Seesaw and  Snapshots of the child’s interests are sent weekly.  (Staff were consulted on frequency of observations and PT conversations with other settings helped us come to a fair decision.)  Most observations include level of involvement, skills developed and next steps etc.  Practitioners engage in peer assessment of observations twice a year to ensure a standard of expectation across the settings. PT monitors observations also.  Staff look at areas that may need reinforcement or where the gaps are across the curriculum to help plan accordingly.  Suggested next steps are shared with parents where appropriate, ensuring partnership in learning. Online links and suggested activities are sometimes included too.  Staff have a very good knowledge of where children are in their learning and what their next steps are ensuring each child’s individual needs are met. (Not all next steps have to be recorded.)  Many settings using the same assessment formats which helps when children transition from one setting to another.  Collegiate work with other settings and ASG meetings helping to ensure uniformity with assessment paperwork and helps when children move from one setting in the ASG to another.  IEPs in place where necessary, giving all staff members a clear plan of targets to be worked on and how to help achieve these. | | Staff still find it challenging to complete observations during class time and before/after the children leave. Staff to meet and discuss top tips from each other. Remind staff that observations don’t have to be long. It’s quality, not quantity. (See ‘Observation help’ laminate) Always up for review.  Staff to discuss how the observations and tracking sheets are working and adapt if necessary in order to spend more quality time with the children.  More written feedback for staff re observations. (PT)  Upskill SEYPS to undertake monitoring too.  Staff to be given input on using the Seesaw skills. DHT to look into getting the skills up and running for Aug 2023.  Tracking to be brought in line with school.  Continue to encourage parents to comment on Seesaw posts.  Progression pathways to be used as of August to track whole class learning and assist staff with identifying next steps.  Milestones to be used for any children with ASN. Useful for target setting and next steps too. |
| Planning, Tracking & Monitoring | | | |
| Intentional planning – completed as a team on a fortnightly basis generally. | Sometimes the fortnight period is extended if concepts need more development or if there have been high levels of engagement and staff feel the children are keen to continue the learning for longer.  Other settings have come to see how we plan on recommendation of our Locality Lead. 2 or 3 settings have taken on what we use and have adapted slightly to suit their own setting.  Children are being exposed to a variety of curricular areas and are learning and consolidating the basic skills required/expected in nursery /P1. | | Hard for N3 to have time altogether for this but SEYPs have the plan on Google Drive and EYPs can add to it. Check how this is working and if there are any other ideas to help resolve this difficulty.  Staffing issues sometimes means that intentional planning has not been given as much justice as it should due to having new relief staff, or lower amount of our team and just trying to get through the day! Plans can be extended if/when this is the case. |
| Resources and experiences are motivating and are appropriate to the children.  Child led learning/following children’s interests  Staff track the children’s progress in numeracy, literacy and HWB.  Any concerns over lack of progress discussed with SEYP/PT and areas of development identified. Discussed with parents if necessary and suggestions given of how to support/develop at home too.  All children, regardless of background – vulnerable, disadvantaged - are all gaining the same quality experiences and are being supported as best as possible with the staffing numbers we have.  Individual Pupil passports detail how best to support children with need.  Individual RA/IEPs in place where required.  Personal Plans updated each term with parents to ensure needs are being met and that the team are aware of any changes in circumstances – family, medical etc.  Robust Quality Assurance calendar in place.  PT monitors routines, procedures, learning journeys, assessments, observations and practice. | Staff ensure that the experiences on offer are open-ended and differentiation is in the form of level of exposure, challenge and support.  Schemas are supported in the class and outside (depending on the schema)  PT has supplied all staff with a useful schema document which identifies the schema and how it can be supported. *(Michelle Thornhill 2015 resource)*  Staff value the children’s interests and understand that following these usually means high levels of involvement/engagement.  Staff are skilled at still being able to gather evidence of N/L/HWB learning through the various topics of interest.  Most staff are very experienced and therefore have a good understanding of appropriate milestones for 3 and 4 yr olds.  Numeracy and Literacy benchmark progression grids are used in nursery and P1 enabling a smooth transition regarding the sharing of skills/areas of knowledge and development.  Highland Literacy overviews for 3 & 4 yr olds also used.  Staff have been given copies of the ACC progressions for all curricular areas and are starting to use these to help identify gaps and select next steps with more confidence.  Staff evidence developments in learning using Seesaw.  Parents are sent observations and snapshots throughout the month.  Next steps are provided where appropriate and parents are encouraged to consolidate the learning at home.  Resources are varied and take into account the different levels of development and interests.  Every child seen as an individual and supported appropriately.  Pupil Passports detail how we support the children.  Staff are very good at supporting the parents too and offering advice and strategies to help.  (Enhanced ratio application unsuccessful for one of our ASN pupils.) – We have now been granted support for Aug 23/24  Children with ASN are provided with visuals and other resources to help in various aspects of their learning; daily timetable/routines, transitions, rules, fidget toys etc.  Enhanced ratio requested but unsuccessful. (We have been allocated support now – June 23)  Other professionals help support/plan for the children’s individual needs ie Child’s plans, referrals, GIRFEC meetings, observations, questionnaires.  PT/Staff are supportive of parents and their circumstances and any changes in the child’s/parent’s need.  Parents find staff supportive  *“Wonderful nursery as I've tick all the boxes all staff appreciate every body needs always.”*  Ensures regular monitoring of staff practice etc is carried out through the year and that guidance and procedures are being followed and that standards are high. | | Ensure any new staff are aware that the 4yr old developmental overview can be used in conjunction with the 3 yr old one. It doesn’t have to be fully completed first.  Look at simple but more effective ways of recording children’s interests.  Progressions to be in full use as of August for all curricular areas.  Look at revamping the numeracy planner.  Seesaw skills to be implemented  Staff to continue to peer assess each others’ posts using 2 stars and a wish approach.  Continue to support parents as much as possible.  SEYPs to take responsibility for some of the monitoring as of Aug 2023.  Setting swaps to be arranged so staff can peer assess and take note of any good practice they see. PT to re-establish Wednesday Wanders to help with more regular monitoring. Sometimes joint with SEYPs? |

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| Ensuring Wellbeing, Equality and Inclusion (QI 3.1) | | | |
| HGIOS  Wellbeing  Fulfilment of statutory duties  Equality & Inclusion | | **HGIOELC**  Wellbeing  Fulfilment of statutory duties  Equality & Inclusion | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Wellbeing | | | |
| Individual support packages for pupils with additional support needs are well planned and thorough.  Transitions for Nursery to P1, P7 to S1 and for existing pupils to new teachers for next session are also well planned and thorough.  Pastoral care is prioritised, including in relation to PEF spending and engagement with support services in school.  Trauma-informed class and playground behaviour management approaches are increasingly embedded. Regular training/updates for all staff in school on Caring, Compassionate Communities (trauma-informed) approach. Focus on building positive relationships, nurturing principle as a whole school approach, developing a shared understanding of the importance of wellbeing.  Pupils’ understanding and knowledge of the UN Rights of the Child is increasing.  Pupil Voice increasingly heard in school again. | Over 50 Requests for Assistance have been completed plus actions resulting from this, for a large number of pupils, resulting in school doctor, CAMHS, School Nursing, Educational Psychology, Social Work, Hub, EAL, AOR, Adventure Aberdeen inputs.  Universal classroom supports are of good quality as evidenced through QA processes. Targeted support in school from Support for Learning, teachers, PSAs, SMT.  Almost all feedback from parents and pupils on the transition processes and opportunities offered to support this are positive. Evidence from observations of pupils and feedback from staff further support this.  The school has a clear focus on pupil wellbeing; Seemis notes are up-to-date and information is shared with the team around the child as necessary. Termly use of Health & Wellbeing ‘spiderwebs’ indicates pupil wellbeing as a snapshot in P2-7, also encouraging reflection on staff’s own wellbeing. SHINE and ACC Wellbeing audit data is also used to inform next steps.  Almost all staff demonstrate a more positive/understanding response to presenting behaviours – see data above.  Through Houses work and follow-up assemblies, almost all children are increasingly aware of their rights - evidenced through pupil discussion/feedback.  There are increased opportunities for pupils to give their views and opinions e.g. through Houses (all pupils), Champions (previously committees) (all P3-7 pupils), Pupil Council (class reps who cascade to their class), focus groups, the school newsletters and daily interactions in classes. | | Continue the multi-agency approach to gain access to support services required by individuals.  Continue to allocate resources in response to needs.  Seek more detailed feedback from pupils and parents to improve transition experiences.  Continue highlighting good practice on in-service days; begin sampling of Seemis notes by SMT.  Develop alternative format/process for younger pupils to indicate wellbeing needs.  Continue highlighting understanding of trauma and the links with observed behaviours presenting in school.  Ongoing work in all classes next session.  More focus groups to provide evidence of pupil views. |
| Fulfilment of statutory duties | | | |
| All Child Protection and Safeguarding training required is completed by all staff. Child Protection procedures followed and recorded. Information on Named Person and Lead for Child Protection on posters throughout school. Visitor badges have information on this also. All statutory requirements, Council policies and codes of practice followed to the best of our ability. | All situations involving child protection concerns have been appropriately dealt with, correct procedures followed and evidence provided. | | Continue formal presentations on Child Protection with regular reminders to staff in school. Mandatory courses online to be completed by all, checked on in PR&D and CR&D discussions with staff.  More examples/support given to staff completing formal reports, for example for a Children’s Hearing. |
| Equality and Inclusion | | | |
| Children’s wellbeing is at the core of our school ethos and efforts to meet the needs of all learners is the driving force in school. | Almost all classrooms are calm and supportive environments as evidenced through class observations. Detailed bespoke packages of support for children with additional needs are provided and regularly reviewed.  There was unanimously positive feedback from pupils and staff on this year’s KidsOut trip.  Correct procedures are followed in the event of any pupil discrimination incidents, e.g. racism, bullying. | | Continue to follow procedures and foster a school where equality and Inclusion are the core values, celebrating diversity.  Begin to collect more evidence of pupil views and experiences in this area.  With an increasingly diverse pupil mix, develop opportunities to celebrate different cultures/backgrounds. |

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| Ensuring Wellbeing, Equality and Inclusion (QI 3.1) - Nursery | | | |
| HGIOS  Wellbeing  Fulfilment of statutory duties  Equality & Inclusion | | **HGIOELC**  **Linking to CI Quality Framework 1.1, 1.2, 2.1, Health & Social Care Standards 1.19, 3.10 RTA 3.2, 3.3**  Wellbeing  Fulfilment of statutory duties  Equality & Inclusion | |
| How well are we doing?  What’s working well for our learners? | **How do we know?**  **What evidence do we have of positive impact on learners?** | | **What are we going to do now?**  **What are our improvement priorities in this area?** |
| Wellbeing |  | |  |
| Each child has an assigned key worker – a special adult to them and their family.  Children (and parents) have very trusting relationships with practitioners.  Staff show interest in the children and their families.  Emotional development is a big part of daily learning in nursery.  Most children are continuing to develop an understanding of feelings (their own and others).  Positive ethos in each setting.  Positive behaviour approach embedded in all classes.  Children have a developing understanding of SHANARRI  Partnerships between home, other professionals and nursery are very good. | The child’s assigned key workers have particularly strong bonds with children and parents and know children ‘inside out’. They understand the needs of all the children and respond appropriately to these – this can be evidenced through school report cards and Seesaw posts, professional dialogue, informal daily chats with parents, Individual Risk Assessments, Pupil Passports and Personal Plans.  Feedback in various forms confirms this too.  Parents are very open and honest during 1:1 inductions to enabling staff to have a clear picture of the child and background. Personal Plans are completed prior to the child starting which means the EYP can ‘get to know the child’ before they’ve actually met them.  Children respond well to adults in the nursery.  QOM – May 2023  *Cornhill Staff build strong, positive, relationships with the CHILDREN 68% strongly agree, 30% agree, 2% (1 vote) neutral.*  Responses from May 2023 QOM -  *Welcoming staff and environment.*  *87.8% strongly agree, 12.2% agree.*  *Staff provide a Nurturing environment*  *62% strongly agree, 36% agree, 2% (1 vote) neutral*  *Staff are encouraging 68% strongly agree, 32% agree.*  Again, evidenced on Seesaw, through daily chats, proud cloud and family tree photos. Children and parents feel valued, relationships are positive and this is the basis for all round success in nursery.  Children complete emotions check ins at the start of each session and informal chats with parents at drop off/pick up help staff gauge any children who may need support that day.  Emotions self-registration completed on a daily basis.  Some children becoming able to express WHY they are feeling that emotion.  Good role-modelling from staff means that many children will speak to/help another child if they appear unhappy.  Staff also now engage in a daily check in to enable SEYP/PT to gauge wellbeing of staff.  Successful restorative positive behaviour approach in place, linked to SHANARRI :  Children are always listened to.  Staff talk through events with the child in a very calm manner.  Children feel comfortable talking about situations.  Children have the opportunity to think about other ways they could have dealt with a situation and how to solve problems by themself, or ideas are provided should this be the case.  Staff use simple visuals with non-communicative children in order to help them understand right from wrong.  SHANARRI is evident throughout the nursery – parents have access to its purpose and meanings through displays, induction leaflet, handbook, Seesaw posts, star of week etc.  Most children use and are showing increasing understanding of SHANARRI terms with the use of the flags/stickers/through conversation.  Most children are now able to engage in conversations re SHANARRI, using the language accurately and appropriately with staff/parents.  Some children can say some of the SHANARRI words and explain what they mean or why they were placed on a particular flag.  Some children are able to report to staff when they feel a friend deserves to go on a particular flag and why.  All staff talk regularly with parents informally and formally, ensuring that as a team we are meeting the needs of the child as much as possible.  PT continues to have regular contact with other agencies.  Referrals sent through Request for Assistance when required – enhanced ratio, SALT, Family learning AO etc.  PT & DHTs have very strong working relationship and along with SEYPS, plan effectively together for transitions.  5 key GIRFEC questions displayed in nursery.  Staff see SEYP/PT if they have concerns re aspects of GIRFEC/SHANARRI.  HV contacted by PT if concerns raised. | | PT to set up dedicated times to discuss need/any concerns with key workers. At present this is done as and when. |
| Fulfilment of statutory duties |
| Staff are regularly seen to be following guidelines provided by PT.  PT/SEYPs continue to share any updated guidance/policies with the team. ELC updates are a useful tool in aiding this.  CI requirements and procedures followed at all times.  Getting it right for every child is essential. All important information about a child shared with whole team (where appropriate) and logged as necessary.  Professional standards adhered to at all times.  Professional development reviewed at annual CRD meeting and through feedback meetings/notes.  UNCRC starting to become evident in nursery | Drop in visits/pre planned monitoring sessions evidence this. Any aspects not being followed correctly will be discussed.  Policies are linked to the guidance from the documents.  PT continuing to add to/update Policy folder in line with ACC ELC policies.  Key policies shared on website and a folder in nursery can be accessed by parents/staff at any time.  Key policies shared with any new staff/students.  Staff record on individual sheets when policies have been read.  Any updates are now recorded at the foot of the policy stating what has been taken away/added and when.  PT continuing to ensure all returns are up to date and that any notifications are sent to the CI when necessary.  Any note-worthy accidents and complaints are reported to the CI.  Duty of Candour report produced (annually).  Any new CI guidance promptly reflected in our practice.  Questionnaires regularly sent out to parents to ensure evidence of feedback for CI.  Pastoral notes updated in a timely manner and important information shared with team/SMT promptly.  Involvement with other agencies where required.  Staff have open lines of communication with parents and where appropriate staff/PT will discuss any matters that arise.  Staff adhere to codes of practice.  PT has a clear idea of the skills staff would like to develop from CR&D dialogue.  Positive, constructive CRD meetings with whole team undertaken in February. More sensitive areas tackled and have evidently had an impact as per informal observations regarding attitude and manner.  All staff have CR&D objectives that relate to Nursery Action Plans and 1-2 personal targets too.  Spreadsheet of training in place and most staff who have required to, have updated their training recently.  Some of the UNCRC are now displayed in nursery. | | Aim to review one policy a month again.  Key policies to be reviewed at the start of each new school session ie medication, nappy changing, infection prevention etc.  SEYPS have some responsibility for this now and require to know the procedure and requirements especially during the holiday period.  PT to guide them through some more of the processes/website/hub.  Revisit and grade staff charter.  Check-In Tuesdays to continue termly.  Once a term meets to be put in place to discuss progress. Tie in with check in?  Staff next steps to be recorded on overview sheet.Continue to signpost staff to useful training.  Introduce to children properly after August. Reference in some paperwork? Policies/Planning/HGIOELC? |
| Equality and Inclusion |
| We welcome all cultures into our nursery. All children and parents are made to feel welcome, important and equal at Cornhill Nursery.  Parent welfare supported at Cornhill Nursery.  Children’s needs are catered for as much as possible, ensuring that all children have a happy, positive experience at nursery where they can thrive.  Staff ensure all the children feel included. | Feedback confirms that everyone is made to feel welcome at Cornhill ELC.  Multi-cultural celebrations are included in intentional learning throughout the year.  Parents find staff very approachable and trustworthy and will happily share information from their home lives.  Support sought from/referrals sent to other agencies for parents who require assistance ie HV, hub, family learning etc.  Staff take home life situations into consideration at all times and support children sensitively if/when there are any changes.  Personal plans/passports are kept up to date and any updates are shared between the team. Strategies are being used more across the team, ensuring more consistency for the pupils.  Nursery and home work together to ensure needs are being met as best as possible and that we are all on the same page to help the child feel happy and make progress.  Pastoral notes are kept up-to-date and are very thorough. Shared with team/SMT  Children with barriers to learning are evidently making progress (seesaw/assessment sheets/more settled & can follow some routines etc)  Individual RA/IEPs/Child’s Plans in place.  Staff have good, close working relationships with parents of ASN children.  Staff share helpful strategies/resources with parents.  All staff use same strategies – passports.  PT is in regular contact with other agencies.  Referrals completed where necessary  GIRFEC meetings carried out  Enhanced transitions planned for.  No EAL support in ELC currently, but staff keep language simple and use visuals to help support communication and understanding.  Staff ensure some resources in the setting have other languages printed on them to encourage and promote other countries, languages and cultures. | | Continue to involve parents in multi-cultural learning. Update multicultural displays.  Encourage new parents to become involved in the life of the nursery.  Continue to develop positive, trusting, open relationships with parents. Think about support for new parents during induction etc whose first language is not English.  Continue to ensure other agencies are kept in the loop with any changes/developments to home life situations.  Refresher on Seemis/Pastoral notes guidance for all staff.  Implement ASN Milestones into planning  Request enhanced ratio (successful Jun 23) |

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| Raising Attainment and Achievement/ Securing Children’s Progress (QI3.2) | | | |
| HGIOS  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners | | **HGIOELC**  Progress and communication, early language, mathematics and health & wellbeing  Children’s progress over time  Overall quality of children’s achievement  Ensuring equity for all children | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Attainment in literacy and numeracy | | | |
| Progress from prior levels  While the attainment in 2022 slightly improved, there will be a continued focus on tracking using all available data.  Maths progression paths are clear and used by all teachers. Regular revision was added to maths progressions to ensure different areas are revisited. Literacy progressions are also used effectively by all staff. SLT continue to monitor in this area. | Evidence provided through tracking meetings with actions followed through in almost all cases.  Evidence through CfE data showing mostly positive trends and where not, interventions and supports in place – see data above.  IEPs with targets are reviewed as necessary.  Further evidence is provided through professional dialogue e.g.staff development meetings, departmental meetings. | | Become more robust and rigorous in identifying barriers and ensuring interventions are timely and relevant to promote improved attainment. |
| Raised attainment in literacy & numeracy.  Reading Wise tool has been used regularly by most teachers this year in comparison with the last year as well as other digital resources such as Sumdog and Times Tables Rockstars. Digital assessment tools (LASS and new GL Assessment) used to help provide evidence for learners.  Positive use of Paired Readers in school.  SfL staff well utilized as well as PSAs using Toe by Toe with identified pupils.  Short interventions with SfL teachers also helped move several pupils from below the track to on-track level (Primary 3)  Moderation exercises increased professional dialogue in general across the staff team in supporting the judgement of a level. (Departmental meetings, jotter sampling, moderation, stage partners).  All teachers and PSAs have an increased understanding of Dyslexia and the difficulties that pupils with dyslexic tendencies experience – development of Dyslexia Champions programme in school. | SNSA/InCAS data is used by all teachers to support professional judgements. In-class assessments and observations further support these judgements.  Analysis of comparative tracking data from previous sessions identify largely positive trends.  SfL record of work details strategies/interventions used and identifies next steps for identified groups and individuals.  Reading Wise data shows that most learners (between 59% and 87%) are accessing this tool at school to support their literacy skills, which is approx. 20% more than in the previous year.  Teacher feedback from the moderation of writing this year (departmental meetings) has indicated that the teachers’ judgement of levels is similar between and across stages, providing confidence in pupil attainment data.  Initial feedback from some staff members obtained about dyslexia interventions / class toolbox for learners indicates a growing level of confidence and understanding. | | Continue with the Visible Learner approach to support quality pedagogy and attainment in Literacy and Numeracy inc collaboration with another ASG school.  Continue using SfL to provide focused support to most needing groups of learners.  Audit / Evaluate digital tools which support Reading, e.g. Reading Wise and the Read & Write program.  Provide further training to upper stages teachers to use tools like Read & Write and Orbitnote to enhance learning, using digital technology.  Implement Dyslexia GL assessment/screener across the whole school to help the identification of barriers. Draw upon this data to support professional knowledge.  Ensure moderation exercises are added to QA calendar.  Review the use of Emerging Literacy assessments in early years to continue consistency and the improvement in pre-writing and pre-reading skills.  SALT training to PSA on Colourful Semantics to be embedded into the routine across the school.  Numicon training to be organized by Maths Working Group to use the purchased resources in most effective way. |
| Attainment over time | | | |
| Raising attainment over time across all curricular areas  An updated version of Learning Unlimited is used across the school to support the progression of Es and Os and track which are covered.  The whole school IDL project also aims at covering a range of Es and Os across all eight curricular areas.  Seemis - Progress and Achievement module used by all staff. | Tracking/planning meetings identify next steps and support for learners, they are regularly held for all staff with actions followed through.  Professional learning conversations take place termly to discuss individual learners’ attainment and pastoral issues.  Most teachers use H&W progression path (tracking meetings). | | Continue to monitor the consistency across the classes to ensure Learning Unlimited is used regularly.  Ensure H&W progression path is used by all teachers regularly (tracking meetings).  Develop use of ACC/Education curricular progressions across school.  Introduce prediction element of P&A module in Seemis. |
| Learners Progress from prior levels over time  Standardised handover proforma used by all teachers to ensure consistency in passing on information about all pupils.  Staff confidence in using and analysing data to support judgement improved. The teachers are aware of how to generate reports (SNSA, InCAS) and use them to improve teaching, assessment and planning.  The tracking system is fully embedded, including regular tracking meetings. | Planning folders are well utilised by almost all teachers to identify and plan for individual learner needs.  All staff work with their stage partner to ensure consistency of the learning offer across a stage.  A standardised handover proforma is used by all staff to ensure each teacher passes on the same information about children resulting in a smooth transition for pupils from year to year. | | Further Phonological Awareness training in school for teachers (upper stages) and raising awareness with parents.  The handwriting policy/guide will be shared and used consistently across the school. |
| Effective use of assessment to make judgements.  InCAS and SNSA assessments are used for every year group to inform planning and support teachers’ judgement.  Continued tracking meetings with SLT to check on pupils’ progress. The majority of staff are confident in using assessment evidence to support judgement in relation to achievement of a level; however, whole school moderation exercised would develop consistency. | Emerging literacy data shows improvement in pre-reading and pre-writing skills.  IEPs and lessons are evaluated by teachers and show progress over time.  Assessments are revisited regularly throughout the session to monitor progress over time. | | Moderation activities in place to support consistency and reliability of staff professional judgement. |
| Tracking systems and interventions  Regular planning and tracking meetings with SLT using a robust, embedded system for literacy and numeracy.  Teachers have a good understanding of how the progression pathways work and how to use them effectively.  Attainment of individuals and groups over time  Tracking system for individuals and groups in place. Consistent maths assessments, InCAS, Emerging Literacy and consistent handover information ensure continuity for pupils’ learning. | Writing moderation exercises throughout the session supports teachers’ judgement. Evidence of learning is used to determine CfE levels – evidenced through PAT meetings.  Teachers assessments are used to determine achievements and gaps in learning. Collaborative dialogue between colleagues is used to validate judgements.  There is a robust school tracking system in place, and triangulation with standardized assessment data and professional judgements ensure almost all pupils are appropriately challenged in class. | | Continue to embed systems and build on the practice.  Nursery to use established school tracking system with pre-school children to further smooth the transition from nursery to P1. |
| Overall quality of learners’ achievement | | | |
| Learner Achievements  We are providing increased opportunities for recognition of wider achievements for all children.  Children’s achievements from within school are celebrated at assemblies and in class.  A wider range of learning experiences is provided for pupils as well as numerous leadership opportunities through Houses, Champion Groups, RADS, buddies and prefects. | A range of methods are used to celebrate learners’ achievements including Yellow Slips used across the school / Recognition postcards sent home, Golden lunch table, Celebration assemblies, Wider World Achievements display, information shared on Google Classroom – almost all children are aware of these and their contribution to a positive school ethos. Evidenced through observation and pupil discussion. | | Continue with the approach to recognising and celebrating all young peoples’ progress and contributions to school and community life. |
| Development of learner skills  Most learners are informed of their next steps through regular teacher feedback, peer feedback and self-assessment.  All teachers took part in on-going Visible Learner training that focused on giving feedback, ensuring differentiation, pace and challenge. | Verbal feedback, AifL strategies and next steps are shared with children in most cases, as evidenced by class observations  Class observations evidence learning journey displays used in some classrooms to positively map out pupils learning and ensure pupil ownership and independence in their learning. | | Ensure consistency in using skills progression across the school.  Peer observations reinstalled – collegiate discussion about teaching approaches. |
| Learners taking ownership of individual pathways  Most learners are encouraged to reflect upon their learning through Aifl strategies and evaluate their next steps in some classes. | School values are celebrated in all classes.  Almost all teachers are using Visible Learning approaches in class.  Almost all teachers regularly share LI and Steps to Success with pupils, evaluating and assessing these with children. | | Work to provide consistency across the school with co-constructing Steps to Success with children – TLC group.  Look to provide opportunities for children in P1-3 to take on more school responsibilities. |
| Equity for all learners | | | |
| Systems which promote equity  PEF spend monitoring in place and interventions to promote equity.  The leadership team and staff demonstrate a good  awareness of children who may face barriers in  their learning due to socio-economic  circumstances (SIMD) or other factors.  Use of SfL, PSAs, Adventure Aberdeen, paired readers, Therapet and RADS timetable to promote nurture and learning opportunities. | Professional learning conversations take place (tracking and coaching) termly to discuss individual learners’ attainment and pastoral issues with interventions discussed and put in place where necessary. | | Monitor and review systems in place. |
| Raised attainment of the most disadvantaged learners  Targeted supports based on SIMD data etc. | The impact of interventions are assessed and monitored inc use of PEF to maximise the impact for learners.  School staff liaise with partner agencies and Barnardo’s worker to ensure the socio-economic barriers are eliminated/reduced. | | Continue to monitor and review impact and interventions.  Continue monitoring the process to ensure review of most disadvantaged learners to allow for clear understanding of their barriers with timely interventions.  Introduce ACC Equity Tracker to monitor all interventions. |
| Positive Destinations  Multi-agency supports to minimise exclusions.  Close monitoring of attendance data.  Liaising with the Home-School Liaison Officer including termly meetings. | A number of systems and strategies are in place and are regularly reviewed to monitor their impact on pupils e.g.multi-agency meetings, PEF interventions, liaising with HSLO and Barnardo’s worker who also work with families, Yellow and Blue Room timetables. | | Further expand the use of the My World of Work resources.  Continue supporting vulnerable children with bespoke supports. |
| Impact of tracking and monitoring, including those with additional challenges  Termly tracking meetings guide targeting of supports.  Weekly review of SfL/nurture supports.  A strong focus on learners facing additional challenges of all types.  SfL nurture groups for the P1 and P2 classes, with the focus of those with additional support needs.  CIRCLE - Inclusive classroom and participation questionnaire completed by teachers to identify most effective interventions for a group of pupils with ASN. | All teachers and SMT, through regular communication, are aware of the need in class with work set at appropriate level for pupils.  Awareness and consideration is given to the top 20% and bottom 20% of attainers in class and discussed during planning and tracking meetings to ensure appropriate approaches.  SIMD data is taken into account by all staff when completing tracking.  School tracking sheets are used to record and track learners’ attainment in Literacy and Numeracy. Professional learning conversations take place termly to discuss individual learners’ attainment and pastoral issues.  IEPs are being used increasingly effectively to target interventions and an increased capacity in the SfL staffing has supported this - P1 and P2 groups in particular.  Positive impacts of supports to individual pupils are being seen following dyslexia training and support. | | Reinstate a fuller quality assurance calendar.  Continue a robust review of tracking and supports available.  Review and evaluate CIRCLE questionnaire to ensure those pupils with ASN are supported. |

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| Raising Attainment and Achievement/ Securing Children’s Progress (QI3.2) - Nursery | | | |
| HGIOS  Attainment in literacy and numeracy  Attainment over time  Overall quality of learners’ achievement  Equity for all learners | | **HGIOELC**  **Linking to CI Quality Framework 1.3, 2.1, Health & Social Care Standards 1.27 2.27, RTA 4.4**  Progress and communication, early language, mathematics and health & wellbeing  Children’s progress over time  Overall quality of children’s achievement  Ensuring equity for all children | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Progress and communication, early language, mathematics and health & wellbeing | | | |
| Children experience a mix of child initiated and adult supported learning.  Children’s ideas are taken into account when setting up new play areas.  Children at Cornhill are, or are becoming, confident learners with staff encouragement and guidance.  Children’s preference of learning styles and environments are taken into consideration.  Staff strive to provide literacy and numeracy rich experiences outdoors as well as in the classroom.  Staff are good speech/communication role models to the children | Children’s interests are followed. (Noted on post its and evidenced on Seesaw as much as possible.)  Key areas from CfE are carefully selected by staff to ensure coverage – all done through play-based learning.  Mind maps created with children when role play area is set to change. (Parents in N3 were involved with the recent change in their role play as well as the children.)  Most children are confident to try new experiences in the nursery.  Staff support children appropriately – challenge/provide help.  Free flow play enables the children to learn in their preferred learning environments and get the most from their learning experiences.  Garden areas going through improvements in 2023, ensuring opportunities outside are just as meaningful as ones inside the classroom. More time is being spent outside now too and staff endeavour to have free flow play as much as possible.  Outdoor learning is available to the children every day.  *Cornhill Nursery has a stimulating environment -*  *70% strongly agree, 30% agree.*  Children are becoming increasingly more competent at articulating themselves. Those who are being seen by SALT are making good progress too. | | Continue to ensure high quality learning experiences using children’s input/votes to help decide on areas that need revamped or developed.  PEEP training to hopefully start in August/Sept for new admissions. This will help with the children’s communication and parent’s will learn how to best support the children in this area. |
| Children’s progress over time | |  | |  |
| The children continue to take the lead in their learning and show good development of problem solving, communication and creativity skills, enabling adults to take a step back and observe (and report back to parents via seesaw.)  Children lead their learning for the most part.  Children are developing their ability to explain what they have learned.  Staff know the children in great detail due to quality interactions, Personal Plans, discussions with parents, pupil passports.  Seesaw posts detailing progress and next steps identify key learning and how children are being appropriately challenged/supported.  Staff use tracking sheets to help confirm where the children are at, individually. | | Verbal and written parent feedback tells us that parents are happy with the progress being made. *QOM May –*  *‘Child Z’ comes back from the nursery with a new skill or knowledge gained almost every day, I am amazed how much she has learnt so far!*  Staff ensure a variety of skills can be developed through the play opportunities in nursery, on a daily basis.  Trackers show the progress that is being made and dates are recorded to keep a record of how quick/long it is taking to make progress.  Children choose which area of the nursery they wish to play in, or whether they would like to play outdoors.  Children are encouraged to speak on the microphone of Seesaw to explain the learning in their post, or are asked at pick up time to tell their parent about what they have been learning about/doing.  All these systems explain the need of the child and strategies to be used by all. Assessment sheets show the progress in curricular areas.  Seesaw used to share progress/achievements/next steps with parents. Some parents evidently take this on board and will repost videos from home of their child developing a skill even further.  Progression frameworks, Highland Literacy developmental overviews are used to plan and track learning. | | Tracking will be inline with school format as of June 2023.  Ensure not too many group posts should mainly be individual.  More robust tracking system to be put in place before August in line with school procedures.  Seesaw skills to be used?  SMT to support with evaluating progress and tracking in nursery. |
| Overall quality of children’s achievement | |  | |  |
| On a daily basis staff verbally praise children for achievements both big and small, often sharing this with the children’s peers and always sharing with the child’s parents.  Staff are sensitive to other factors of home life that may be impacting on the child.  Being familiar with the SHANARRI indicators enables the children to understand how they can be successful in following staff expectations.  Children learn to understand their emotions and how to regulate these.  Children have some ownership of their environment  We work with others within the school (N1/2/3 sometimes join together especially during transition period)  We share the learning with parents regularly | | Children awarded ‘Star of the Week’ awards for an aspect of SHANARRI - this is then displayed in nursery and shared on Seesaw for the parents to see and read why. The children also get to wear a Star of the Week lanyard. Children are encouraged to tell their parents the reason for the award too, if they are able to.  Children’s art/model/mark making work is displayed in nursery for all to see. Open events and stay and play enable parents to come in and view the children’s ‘work’ as a class.  Black line drawings displayed every term.  Wider World achievements shared with peers.  Nursery have a Proud Cloud display whereby parents can supply staff with photos of achievements outwith the nursery setting and this is shared with nursery peers.  Most children are aware of the expectations and boundaries means the children can be more confident and successful and they become more responsible pupils.  Children are responsible for Risk Assessing the playground before play, helping create Risk assessments in the classroom, helping prepare snack, clearing up after lunch, ensuring the nursery is safe, reporting any broken/unsafe items etc.  Self-regulation strategies are shared with the children and used when necessary, supported by an adult.  Some classes engage in yoga from time to time to help with breathing and mindfulness.  Daily emotion options used for self registering are changed termly so that children are introduced to a wider range of emotive vocabulary.  If a child requires ‘Thinking Time’/’Time in’ they have a chance to reflect on a situation, express their thoughts and feelings and are helped to think about how to solve a similar problem in the future should it arise.  Children are listened to at all times and are encouraged to ‘use their words’ if someone else is making them sad or upset - this also encourages independence of sorting out social situations.  *QOM parent quote May 2023*  *“The staff at cornhill have been wonderful on helping me and my son work on understanding his emotions properly.”*  Children help to choose areas for role play.  Children suggest ideas for improving the play area – outdoors. Plans drawn etc.  Children voted on favourite areas of playground and from this staff were able to look at areas that required improvement.  Children participated in IDL topic – My world – and focussed on recycling and waste as well as growing things.  Litter walks completed, junk models created, recycled paper made, swap shop set up for parents/children etc  Parents’ evening, report cards, Seesaw, open events etc keep parents updated about progress. | | Continue to encourage parents to keep us updated with wider world achievements.  Continue to find ways that the children can be more involved/independent with lunches.  Introduce simple questionnaires for the children. |
| Ensuring equity for all children | |  | |  |
| Children and their families feel our staff and setting is supportive, inclusive and respectful.  Staff are very effective at supporting children with need.  Other professionals work well with our team in order to help ensure all children’s needs are met. | | See *QOM (May)*  *Supportive staff 88% = strongly agree, 6% = agree, 6% neutral*  *Inclusive – 66% strongly agree, 36% agree, 2% neutral (1 vote), 2% disagree (1 vote)*  *Respect and respond to children – 67.3% strongly agree, 30.6% agree, 2% (1 vote) neutral*  The setting does not ask for any funds from parents.  School lunches and snack are free to parents.  We/HV signpost families to available support when required.  Recent swap shop was very successful with parents at our recent Our World IDL topic.  *The staff in nursery 1 are exceptional and have made a huge effort with my son in every aspect. All the teachers in N1 are brilliant but I would like to give a special acknowledgement to Ms McCook*  Feedback from HV we work most frequently with ;  *“Very approachable, friendly and professional at all times.*  *We have always worked well as a team during GIRFEC meetings and felt supported.*  *I feel Cornhill ELC exceeds expectations.” (See Google form)*  SALT feedback positive and that children are making good progress in nursery and outwith. | | Have twice yearly swap shops? Xmas and Summer? |

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| Curriculum (QI2.2) | | | |
| HGIOS  Rationale and design  Development of the curriculum  Learning Pathways  Skills for learning, life and work | | **HGIOELC**  Rationale and design  Learning & developmental pathways  Pedagogy & play  Skills for life and learning | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Rationale and Design | | | |
| Curriculum rationale widely shared and visible in school.  Wide consultation on updated Vision, Values and Aims.  The four contexts underpin wider/cross school activities such as Champions, Houses, IDL and Pupil Council.  Shared understanding across the whole school regarding celebrating achievements. | Pupils are clearly able to discuss and share their learning in class and at assemblies.  Positive feedback received from parents/carers at curricular/sharing learning events regarding learning in school. | | Curriculum rationale to be reviewed this session.  Reviewed Vision, Values and Aims to be embedded in school practice and more widely displayed.  Continue to ensure assemblies are more child-led.  Consult on re-introducing prize giving next session. |
| Development of the Curriculum | | | |
| Almost all teachers use a standard ‘Learning Unlimited’ tracker to record what has been covered.  Teacher-led working groups lead curriculum review in consultation with SMT.  All staff plan with their stage partners and regular departmental meetings allow for moderation and curriculum discussion. | Consistent handover provided by all staff inc Learning Unlimited document resulting in high quality transitions for pupils between years. | | Learning Unlimited is being updated and will be used by all staff from August 2023. |
| Learning Pathways | | | |
| Staff-led working group developing consistent approach to curricular progressions.  Visible Learning strategies used in all classes following consistent,quality CLPL inputs.  Differentiated activities and learner pathways provided by all staff in class.  Play-based pedagogy continues to be developed across P1-3.  Individualised timetables and support packages developed where needed. | The improved consistency is evidenced through Curricular Progression working group output and regular PAT meetings.  The continuation of the school’s Visible Learning journey and the resultant consistent improvement in classroom pedagogy has been seen during Learning Walks, professional dialogue and classroom observations.  A Play Policy is in place and will be further developed/embedded next session. This has led to more a more consistent approach in Early Years classes.  The numerous bespoke support packages for individual pupils and their positive impact is evidenced through PAT meetings, IEPs, MAMs and SfL team meetings. | | Continue to increase the range of resources used to support learning in school.  Expand Play Policy beyond P3.  Look to develop an Outdoor Learning Policy. |
| Skills for learning, life and work | | | |
| Consistent approach from most staff to emphasise the skills that are important for future study/learning/work.  Enterprising approaches encouraged in school and with wider school community/partners e.g. Champions groups, Christmas Fair, RADS leaders.  Work with community and PEF partners encourage and develop life skills e.g. SHMU and science tutors. | The development of these pupil skills is evidenced through PAT meetings and observations, in class and at wider whole school events. | | Continue to develop enterprising and skills-based approaches and expand more widely in school. |

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| Curriculum (QI2.2) - Nursery | | | |
| HGIOS  Rationale and design  Development of the curriculum  Learning Pathways  Skills for learning, life and work | | **HGIOELC**  **Linking to CI Quality Framework 1.3, 2.1, 3.2 Health & Social Care Standards 1.32, 2.27, RTA 4.2, 5.3, 6.3**  Rationale and design  Learning & developmental pathways  Pedagogy & play  Skills for life and learning | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Rationale and design |  | |  |
| Staff have a good understanding of pedagogy and play-based learning.  Our curriculum is inclusive for all pupils and allows them to develop at their own pace.  Key learning is consolidated through play and everyday, real-life experiences.  Child led learning ensures personalisation and choice, while intentional planning ensures breadth and balance of the CfE. | From daily observations, children are seen to be highly engaged.  All learning in nursery is play based and through enquiry.  All experiences are fun, engaging, exciting and relevant meaning all children are highly engaged in their play.  Staff provide literacy/numeracy rich experiences for the children both indoors and outdoors, some linking to intentional planning, others related to the children’s interests.  Our curriculum blends all the important factors from CfE and RTA together.  Planning formats have continued to develop this session and other settings have taken on board our format and adapted slightly for their setting.  Staff work hard to ensure every child’s needs are met (support/challenge) and play to the children’s strengths and interests.  IEPs, Ind RA, Passports etc  Children engage well when with experiences that are familiar and meaningful to them.  Children are being exposed to a wide range of experiences suited to their wants and needs and developmental milestones and concepts taken from the curriculum. | | Start to implement progressions in all curricular areas in August 2023  Continue to review planning format for effectiveness. Should be consider another method of recording the children’s interests? |
| Learning & developmental pathways |  | |  |
| Assessments help staff to build on prior knowledge and identify next steps for all children. | Next steps outline where the child will go next to ensure progression. This is shared with parents so we can work in partnership in achieving these goals. (Some parents evidence their input outwith nursery by sending a seesaw post relating to the suggested next steps.)  Assessment grids and Seesaw posts evidence the progress that is being made for each and every child (small and big)  Staff have high and clear expectations for the children, suited to the child’s own need/stage of development.  Planning is flexible and responsive.  All staff ensure that there are meaningful and rich literacy and numeracy opportunities indoors and outside. This has been an Action Plan focus since September and continues to be developed. Outdoor areas have been enhanced greatly.  Seesaw posts highlight the differing abilities of the children and how practitioners ensure children are being appropriately stretched.  Staff have had conversations with parents to discuss play ideas for learning at home. Some ideas are also shared on planned learning and next steps. | | Developmental/Progression pathways to be referred to as of Aug 2023 |
| Pedagogy & play |  | |  |
| We pride ourselves on stimulating, fun, fully embedded play-based learning  The children have opportunities to play in these familiar environments (shop, salon, post office etc) which helps develop their understanding of the world around them, along with their numeracy, literacy and social skills.  Using our knowledge of the Leuven Scale of involvement and engagement we can see that children are generally very highly engaged in their play/learning and if not, we look at the ‘why?’  The children (and parents) have the opportunity to voice their ideas and contribute physically or with resources to our role play areas.  Learning is fun at Cornhill Nursery! We ensure the provocations and resources are stimulating, interesting and relevant.  We value the importance of the child’s voice in our settings.  Links with parents are strong and we are always looking for ways to make this even better, so the parents feel important and included.  Outdoor learning and learning in our community are an important part of our children’s learning.  We embrace children’s creativity and imagination. | All learning is done through play and the children have the confidence to lead a lot of this. Children are not at a loose end, or don’t know what to do – the loose parts and provocations on offer keep them engaged, focused and help develop creativity and imagination.  We use seesaw snapshots and identify the skills that the children are developing throughout their play. This is helping parents understand how important play is and how many different skills can be developed through one activity alone.  The children are developing an understanding of the skills involved in their learning and the parents are seeing just how many different learning opportunities/skills there are in activities.  The nursery section of website has links to play sites.  Following the children’s interests is always very apparent in the nursery and great value is placed on this.  Children are fully involved in setting up/changing an area and selecting resources for indoor/outdoor play and are excited to do so.  Environment evaluation discussions are carried out regularly between staff to keep the magic of areas alive! Formal, written evaluations are more once/twice a year. Staff observe the areas being utilised and ones that are less popular and take this as an important sign to make changes.  N1/2 children voted on their favourite areas of the indoor and outdoor environments. This allowed staff to determine which areas possibly needed refreshed.  Seesaw posts, observations by staff show how engaged the children are and this has been noted every time by our locality lead and other visitors too.  Children’s votes were also used to create pictographs/bar charts etc.  For our role play areas, N1/2 have requested resources from families with great success and N3 asked parents/children to share ideas on Seesaw then took a class vote to see which type of area would be set up.  *QOM May 23 –*  *Nursery boosted my son’s confidence and gave him an opportunity to experience new things and make great friendships. We are grateful for the kind, approachable, encouraging and creative staff who make each day interesting and fun.*  The children engage in free play as soon as they have registered and chosen lunch.  When staffing allows, we ensure the children have the option of choosing the indoor or outdoor environments, depending on their preference. (Parents know in N1/2 that Wed morning is an ‘all out’ morning and have the children already prepared in their outdoor clothing. N3 – Walking Wednesdays in school garden or local community – shops/library etc N1/2 also going on walks again now too.)  Although for the most part of the day, the children are engaged in free play, we still value the importance of having some together time as part of the daily routine.  Children who are not quite ready for spending 5-10 mins together with their peers are supported individually and are not made to sit if they are not developmentally ready. Together time is kept brief.  All staff have a good understanding of child development, the role of play in early years and how to extend learning opportunities sensitively and without interrupting the flow of play.  Staff have attended various courses/training on the importance of play and in addition, have carried out their own professional development through reading.  The children have the opportunity to participate in mind maps and risk assessments prior to a new area being set up so that it includes their ideas and any safety issues that they may need to consider.  Parents often given websites to use at home with their child to consolidate learning further in a fun way.  Some parents have helped to develop the garden. Some parents have come in to share info with the children about their work, especially when relating to the role play area.  Parents have started coming back in for stay and play sessions which have been very successful.  N3 visit the school garden every week, focusing on different aspects of the world around them, while still allowing for the children to explore their own interests.  Parents often comment on the Seesaw posts related to Walking Wednesday. N3 have also timetabled in visits to the local library and plan to make this a regular thing. (if it doesn’t close ☹)  N1/2 have started up trips to Aldi again, involving the children in buying healthy foods when that was the focus and enabling them to develop their understanding of money and its use.  Self-evaluation was completed with staff - What we are doing well with outdoor learning and what we could be doing better?  New mud kitchen and water play area completed. Soil and sand have been donated. Many seeds and herbs planted.  Staff took on areas of responsibility for development of garden, in pairs or individually.  Businesses, parents, children, staff contacts, spouses all involved in the improvement of the garden areas.  Staff embrace the children’s individuality and creativeness rather than focus on a set end product. Children are encouraged to express their own individual ideas through art and loose parts.  Staff help to enhance children’s ideas and skill and often play alongside the children to inspire their ideas further.  The children are encouraged to experiment with resources with a ‘What a great idea. Let’s try’ approach. They are not restricted to using resources that staff may already have looked out for the children – they can help choose too. | | Continue to ensure Seesaw posts highlight the important skills that their children develop through play.  Encourage parents to come for stay and play sessions to develop their understanding further.  PT to signpost parents to helpful websites related to play during the main induction input.  Continue to involve the children (and parents from time to time) in decision making and creating of new role play areas in the nursery. N3 - good idea to have votes online and include parents. Continue to encourage parents to actively participate in helping make/resource the new areas.  N3 environment very compact and does make a big difference anytime the door is opened for free-flow play as the children have more space and freedom. SEYPs to continue to look at how they can incorporate this into the week as much as possible with rotas etc. Sheltered area outdoors being made more accessible to allow more opportunities for free flow.  Mind Map and RA to always be completed with the children as part of the process.  Restart visits to Nursing home and Wee Green Spaces again next session (Sept 23 onwards)  Set up regular library visits with parent helpers. (library now closed ☹)  Make use of Aldi where appropriate.  N3 to continue clearing out and start making use of the cage area for sheltered outdoor play as this is a great resource.  N3 still require outdoor lighting.  N1/2 still require blue surfacing to be lifted and replaced. HT to chase up both (Claire Cowan).  Aberdeenshire tree specialists to donate wood chips.  N3 would still like a softer play area – many accidents on concrete. 2 recent parent complaints made about the danger. (June 2023)  Ensure there are a variety of creative opportunities available outdoors too, using outdoor environment audit. |
| Skills for life and learning |  | |  |
| Children have daily opportunities to develop skills for life and learning. | Children back to being more involved in snack preparation.  Recent IDL whole school topic – recycling, creating junk models with rubbish from home, looking at different recycling bins, growing plants, exposure to learning about the seasons, visiting areas of interest in the local community.  Health and Wellbeing of all children (and families) has continued to be a key focus since COVID.  Motivating and interesting experiences on a daily basis enable the children to develop communication, creativity, curiosity, early language, early mathematics, problem solving, independence, resilience, empathy etc.  Children are motivated by challenge and success and often ask that staff share learning on Seesaw for their parents when they are proud of their achievements. Some children can explain the reasons for their success. | | Staff still looking at other ways to make children more involved at lunch times. |

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| Partnerships (QI2.7) | | | |
| HGIOS  Development & promotion of partnerships  Collaborative learning & improvement  Impact on learners | | **HGIOELC**  Engagement of parents and carers in the life of the setting  Promotion of partnerships  Impact on children & families | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Development & promotion of partnerships | | | |
| Positive partnership working is key to ensuring improved outcomes for our learners and is a strength of the school. We have partnerships through PEF funding, partnership forum, health, social work and general community links.  Examples of some established partnerships include: Barnardo’s, RADS, Adventure Aberdeen inc Bikeability, Cybersafe, Rev Ian Aitken, our local community centres, our Parent Council, Aberdeen Sports Village, Active Schools, our therapet ‘Wonder’, SAMS Club, NESCOL/RGU/Aberdeen University students, SSPCA, NYCOS, Teddy Bear Hospital, paired readers, rugby and hockey development, Breakfast and After School Club, secondary school links inc for transition.  There are regular opportunities for parents to come into school and see pupils’ work and to work alongside them.  There is a shared vision with partners so we can work together to improve outcomes for our learners. | Feedback from school partners, staff, parents and pupils shows the value our partners provide to school.  Improvement in pupil behaviour through observations, discussion with pupils and partners, reflection and discipline letter data indicates.  Engagement in sport within/outwith school has increased with all pupils accessing PE and RADS sessions every week. Participation in after school sports clubs has increased, as has attendance at out of school sports clubs following taster blocks in school e.g. hockey and rugby.  . | | Continue to develop and foster the positive partnerships.  Try to formalise/track the impact of the partnerships more by using the ACC Equity Tracker as well as capturing the numerous examples of positive feedback. |
| Collaborative learning & improvement |  | |  |
| We provide parents/carers with a number of opportunities to work collaboratively such as: Parent Council, parents’ evening (and school reports), Open Afternoons, IDL (classes and stages working together), health month, information shared through Google Classroom and newsletters, Home School Liaison Officer, parental involvement in multi-agency meetings.  Training provided to staff on impact cycle and practitioner enquiry through Visible Learning.  TLC staff development time to collaborate and share best practice and resources.  Working across stages - e.g P2 and P5 joint project. | Parental engagement in parents’ evenings and in in-school events to share learning is consistently above 80% with positive feedback comments each time.  All pupils have multiple opportunities across the academic session to engage and collaborate with pupils from other classes/stages in school. | | Continue to develop opportunities to collaborate with parents/carers and other partners. |
| Impact on learners |  | |  |
| Our positive partnerships have improved our learning provision and positively impacted outcomes for children and families.  Barnardo’s provides a link between home and school life for a number of our learners with the aim of improving parental engagement.  Extra curricular clubs extend learning out of the school day e.g. netball, rugby, tennis, hockey.  Raising aspirations with links in the community - past pupils, university and college students and lecturers visit the school. | Children are enthusiastic and motivated to take part in almost all learning opportunities and continue to discuss them well after the events, providing numerous examples of positive feedback.  Data from Barnardo’s worker demonstrates increased engagement and improved outcomes for the most of the cohort he works with. | | Re-introduce parental involvement in RADS sessions to improve engagement. |

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| Partnerships (QI2.7) - Nursery | | | |
| HGIOS  Development & promotion of partnerships  Collaborative learning & improvement  Impact on learners | | **HGIOELC**  **Linking to CI Quality Framework 1.4, H&SCS 4.18, RTA 4.4**  Engagement of parents and carers in the life of the setting  Promotion of partnerships  Impact on children & families | |
| How well are you doing?  What’s working well for your learners? | **How do you know?**  **What evidence do you have of positive impact on learners?** | | **What are you going to do now?**  **What are your improvement priorities in this area?** |
| Engagement of parents and carers in the life of the setting |  | |  |
| Very good communication between nursery staff and parents. Strong ethos of working together as a team. | Meet and greet with PT and SEYP at induction. In-depth Personal Plan discussion, helping to build a strong, positive, trusting relationship from the start.  Parent appointments annually. (Feb/March)  ACC reports shared with parents annually (May)  *Cornhill Staff build strong, positive, relationships with the PARENTS. 65.3% strongly agree, 32.7% agree, 2 % (1 vote) neutral.*  *“Everybody is extremely helpful and nice. Its make this place very friendly. As a mother I feel 'taken care of' and I know my child does too.”*  *“My daughter speaks very highly of the staff at home and seems to have a good attachment bond to all staff which makes me feel very secure about.”*  Staff collect feedback from parents & display in the setting.  Handover (drop off/pick up) each day is detailed and from QOM feedback, parents appreciate this and take heed of what has been shared. | | Encourage parents to comment more regularly on Seesaw posts. (Highlight importance of this at parent induction in hall)  Continue to contact parents when their child is absent from nursery but make it clear at induction that parents should contact us. (Timesaver!)  Continue to support parents with any concerns about their child’s development.  Encourage parents to participate more in QOM  Responses improving but highest to date is 52/83  PT to gather feedback from parents after any improvements that they have suggested, have been implemented, in order to receive updated comments.  QOM to be linked to Development/Action plans where possible.  Continue to encourage parents to comment on Seesaw posts – PT to share how many responses so far each month, or refrain from making questionnaires anonymous so we know who hasn’t given feedback yet.  Start to get more child feedback regarding the setting too and use this as a tool to help us improve our environment etc. |
| Promotion of partnerships |  | |  |
| We (staff and families) work as a team. We reiterate the importance of this at the main induction, 1:1 induction and through the use of seesaw and when providing support for children who are finding aspects of nursery/learning challenging. | Staff take an interest in the whole family - family tree photos, seesaw posts from home etc.  Staff share ideas and online resources with parents, so they can consolidate current learning/next steps at home.  Personal Plan reviews carried out termly to ensure any changes have been noted and shared. Parents are generally very at ease with the staff and do share a lot of information regarding homelife etc and we both have a shared goal of supporting the child as best we can.  Stay and Play has started in all settings (April 2023)  Parents are also sometimes invited to share their skills with the children. | | Encourage further/continued involvement with parents in creating environments (helping build things for outside or use family members job/skills to help) |
| Impact on children & families |  | |  |
| Our nursery teams are regularly reviewing the setting (environment, practice, partnerships with parents etc), enabling us to identify where improvements can be made and how in order to impact positively on the children and parents.  Sharing what the children are learning enables the parents to support/extend the learning at home.  (Shared vision and understanding)  Collaboration and support from other agencies to provide the best care and support for the children | The setting shares its areas of development with parents and parents are encouraged to contribute to these improvements where appropriate.  Parents feel more clear about what we are trying to improve upon and are more involved.  Parents are asked to share their ideas on how they think we could improve the areas we have identified. (Children involved in this process too.)  Parents are invited to use their skills to help us improve our areas/build or donate resources.  Staff log all developments made for each action plan on Google Drive.  N1/2 have a floor book documenting outdoor improvements (staff/parents and children contributed).  ‘You said, we did’ shared with parents, allowing them to see that their feedback is valuable and is acted upon.  Seesaw rolled out across our nursery settings September 2022. Much more user friendly than ILD according to feedback from staff and parents.  Each month, and often over and above this, feedback is collected from parents, supply staff, our Locality Lead and other visitors to the nursery (Staff from other settings going on recommendations from locality lead and HTs in our QI trio)  All feedback shared with staff and any constructive comments are taken on board promptly.  Parent feedback always very positive.  Supply staff and staff from other settings always take away a lot of ideas from both our nurseries and always ask to take photographs of our environments, examples of planning, how we have things set up etc.  Other visiting professionals give very positive feedback too – SALT, AO, HVs etc.  PT has gathered feedback from regular supply staff. See Google Form <https://docs.google.com/forms/d/1pP3gfAEgY9jm7oZOvhU1pIWwOmjh7e8uSRHIr4W8DPw/edit>  We usually get verbal feedback but good to have this recorded for evidence.  SEYP gather feedback after events such as Xmas craft, stay and play, Spring tea etc.  Feedback on children’s progress/developments on Seesaw are shared by staff to keep parents well informed and up-to-date.  Seesaw, drop off/pick up time feedback, Personal Plan reviews, inductions, parents’ appointments, report cards and any ad hoc meetings see parents being given high quality feedback and the reassurance of how well the staff know their child socially, emotionally and developmentally and that the child is supported very well in order to help them be the best they can be.  N3 have ‘Our Learning Journey’ wall documenting their learning experiences (staff/parents and children to contributing).  Staff share plans for intentional learning each fortnight via Seesaw so parents can talk to their children about what they are learning, especially if the child is not overly forthcoming with what’s happening in nursery.  Staff share one Snapshot each week to show the parents something their child has enjoyed engaging in during the week.  Staff endeavour as much as possible to post 2 observations per child, per month. This is more in-depth and where possible will relate to intentional planning, but can also be an observation related to the child’s interests also.  Observations detail the skills being developed to highlight this to the parent.  ‘Next steps’ are shared with parents at the end of an observation to enable them to continue practicing the identified skills at home, and ideas/online resources are often linked in the post too, to help parents with this.  PT and Nursery Team work closely with Health Visitors and SALT professionals etc. Any concerns discussed with PT and important information/concerns shared with HV.  Assessments carried out by HV and/or Nursery team when required.  Request for Assistance completed where appropriate for enhanced ratio or support from outreach services ie hub, AO, Ed Psych etc.  Home visits set up should nursery staff have concerns and are deemed necessary.  Child’s Plans created by HV where required and completed in conjunction with PT/SEYP/EYP/Parents.  GIRFEC meetings arranged as and when required.  GIRFEC ‘5 questions’ forms available in nursery for staff to fill out to raise any concerns.  Individual Risk Assessments/IEPs set up by PT and SEYP. | | As a team, continue to look at different ways in which we can evidence the enhancements we make. (Floor book/wall display etc)  Ensure before and after evidence for each development plan as much as possible – photos, mind maps, feedback etc.  PT to ensure ‘You said, we did’ is shared consistently (displays and on Seesaw)  PT to ensure any visitors from other settings provide feedback after their visit, not just some.  Start to share ‘How you can help at home’ section from planning sheet with parents too.  Ensure almost all observations have next steps at the end. This does not have to be worded as ‘Next Steps’ but will still be information on how to reinforce/develop learning at home. (E.g. “to continue this further…”)  Ensure all staff are comfortable with creating next steps. (Progression pathways)  Look at possible online training, resources, ASG content to further develop next steps in learning.  Ensure observations are parent friendly remembering we have a multicultural nursery and some jargon is not understood.  Adding questions/suggestions at the end of observations will hopefully encourage parents to respond. Also speaking to them verbally may be encouraging.  Wellbeing CIRCLE resource starting to be used – another good way to reflect on HWB of the children.  Ensure Individual RA’s/IEPs are shared with parents and signed.  Continued high quality communication with P1 DHTs to ensure smooth and enhanced transitions. |

Cornhill School

Improvement Plan

2023-24

A logo of a school

Description automatically generated

School Improvement - High Level 3 Year Plan

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| Last year | Current year | Next year |
| QI1.3 Leadership of Change | | |
| * Review of Vision, Value and Aims * Development of the Quality Assurance calendar * Increasing opportunities for pupil leadership | * Embed Vision, Values and Aims across the school community * Development of the Quality Assurance calendar * Increase and deepen partnership working with stakeholders | * Ensure all staff are involved in all change and evaluation processes * Review effect of Vision, Values and Aims on school ethos |
| QI2.3 Learning, Teaching & Assessment | | |
| * Develop a trauma-informed approach to pupils in school * Improve consistent quality of learning and teaching * Develop the emerging literacy approaches in school * Improve moderation across the school | * Improve consistent quality of learning and teaching * Improve moderation across the curriculum * Develop the play-based teaching approaches in school | * Improve consistent quality of learning and teaching * Review and develop our curriculum rationale * Improve moderation across the curriculum * Develop the play-based teaching approaches in school |
| QI3.1 Ensuring Wellbeing, Equality & Inclusion | | |
| * Develop approaches to improve pupil and staff wellbeing * Increase opportunities for pupil voice to be heard * Introduce UNCRC through the House system | * Develop approaches to improve pupil and staff wellbeing * Increase opportunities for pupil voice to be heard * Improve transition experiences for key stages | * Review approaches to staff and pupil wellbeing * Review our partnership working to maximise equality and inclusion opportunities |
| QI3.2 Raising Attainment & Achievement | | |
| * Develop and increase the use of curricular and skills progressions * Improve literacy and numeracy moderation * Increase parental involvement in their child’s learning | * Introduce use of ACC Equity Tracker * Improve the consistency of use of all literacy and numeracy resources * Increase parental involvement in their child’s learning * Increase use of curricular and skills progressions | * Embed use of ACC Equity Tracker * Increase the use of curricular and skills progressions |

Cornhill School Improvement Action Plans 2023-24

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| QI – 1.3 Leadership of Change – Action Plan | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Further develop community links/partnerships. | An increase in the number and variety of links.  Positive feedback from partnership engagement with classes/pupils. | Liaise with current partner providers to further embed partnership and seek opportunities to expand partnership.  Liaise with Community Centre and community groups re developing links.  Communicate with parents/carers to try and create opportunities for them to be involved in cultural celebrations. | From Aug 2023 on-going | SMT and class teachers to liaise with partners, parents and CC. |  |
| Development of Quality Assurance calendar to include whole school themes. | Updated QA calendar. | Seek ASG/ACC advice or exemplars re QA calendars.  Update Cornhill School’s QA calendar and share with staff. | From Aug 2023 on-going | SMT |  |
| Seek more robust PEF spend consultation. | A wider range of stakeholders involved in creating the PEF plan. | HT to consult with stakeholders inc Parent Council. | Aug- Oct 23 | HT |  |
| Create more opportunities for staff to share CLPL undertaken and good practice. | Increase in the number of times good practice or professional learning is shared.  QA calendar is updated to reflect this. | Identify times in the year where information can be shared during staff development sessions.  Update school QA calendar. | From Sept 23 on-going | SMT  Teachers |  |
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| QI – 2.3 Learning, Teaching & Assessment – Action Plan | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Improve the quality and consistency in teaching approaches. | Improved feedback from class observations (SMT/ACC/TLC)  Staff feedback via TLC.  Improved attainment data (SNSA/INCAS/CfE etc.)  QIO trio visits – improved collective feedback. | Follow the school QA calendar.  Next TL&A focus – pace, differentiation and feedback following Visible Learning training. Undertake further VL training.  Offer staff inputs and/or TLC sessions to further share good practice.  Numicon CLPL x 2 (Nov and Dec 2024) all teaching staff  Writing CLPL (Authority level and CYPIC for P4 teachers) | Mar 2024 to carry out observations, gather feedback and provide CPD | Visible Learning inputs – for school VL lead and joint whole school input with Woodside.  SMT to support via QA and CLPL inputs (in house)  TLC reps to lead sessions  Numicon TEAMS inputs booked.  ACC writing inputs inc Nov and Feb in-services |  |
| Improved and increased use of curricular progressions/skills progressions. | Progress and Achievement module completed in SEEMiS by all teachers (with additional predictions tool).  Staff feedback and confidence monitored through PAT meetings. | Creation of a staff working group tasked with developing skills progressions and ensuring curricular progressions are rolled out and used consistently.  Staff development time given (see QA Calendar) and support to complete SEEMiS tracking. | June 2024 | Working group – time given |  |
| Expansion of Emerging Literacy and Play-based approaches. | Emerging Literacy and Play-based approaches used in all P1-3 classes – monitored through class observations and planning meetings. Twice-yearly assessment point used for Emerging Literacy. Discussion and training provided during departmental staff development meetings. | Working Group to ink with other schools and visit. CLPL opportunities.  Greg Botrill CLPL.  Play-Based statement developed to be sent to staff for review and to then develop a policy.  Develop and expand approach beyond P3. | Feb 2024 – Greg Botrill CPD  Mar 2024 – play based policy agreed  Oct 2024 expansion of play-based beyond P3. | £800 initial cost for Greg Botrill CPD – plan to re-coup this through city-wide twilight offer.  SMT support and teacher time.  PSA understanding and CLPL opportunities. |  |
| Improved confidence in attainment judgements. | Improved staff feedback re confidence levels from PAT meetings.  Consistency displayed through moderation exercises.  SMT feedback/observations.  Consistent use of data, tracking and IEPs in school. | Follow QA calendar inc. tracking meetings, planning/assessment meetings, moderation exercises.  ASG writing moderation CLPL on 17th Nov. 2023 and 14th Feb. 2024.  Departmental meeting moderation exercises.  Promotion through PAT meetings of stage partner planning to include moderation dialogue.  Annual review of handover procedures. | June 2024 | SMT support  PAT meetings  Staff meetings (collective and in stages) |  |
| Establish a consistent baseline/evaluation method across all supports and use ACC Equity tracker tool. | A baseline and follow-up evaluation to be used for all PEF interventions.  ACC Equity Tracker to be used. | SHANARRI baselines and follow up evaluations (child-led) established and monitored.  SMT to meet and discuss interventions and evaluations regularly.  SMT to use ACC Equity Tracking tool. | Dec 2023 | SMT time |  |
| Embed CIRCLE framework | Teacher use of CIRCLE discussed during PAT meetings with all teachers considering its use for their class.  Teacher/SMT meetings re individual pupils.  SfL staff to user to guide their planning. | Staff to attend CIRCLE CLPL (17.11.23)  Collegiate discussions/planning meetings per QA Calendar. | Mar 2024 |  |  |
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| QI – 3.1 Ensuring Wellbeing, Equality & Inclusion – Action Plan | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Improved experiences for key transitions e.g. Nursery to P1, P7-Secondary schools. | Surveys of parental feedback and discussions with P1s and P7s to highlight successes and any challenges. | Parental questionnaires reflecting on transition experience.  Discussions with sample group of P1s.  Discussions with sample group of P7s. | Aug 23 onwards. | Mrs Krakowska  Mrs Morgan  Mrs Bennett |  |
| Consistent, appropriate record keeping to ensure wellbeing of all. | SMT to sample 5 Pastoral Note records per term. | Review quality in SMT QA meeting and feedback to staff members as appropriate. | Aug 23 onwards. | All SMT |  |
| Improve the system to capture the wellbeing of younger pupils in school. | Development of a new system for capturing wellbeing information from P1-3 and trial it, adapting it depending on feedback. | Consult with staff in P1-3 about how best to get a picture of this.  Trial the new system and adapt as needed depending on feedback. | Aug 23 onwards. | SMT and P1-3 staff |  |
| Provide more opportunities to capture pupil voice in school. | Fully establish planned pupil voice opportunities such as Houses, Champions groups, Pupil Council and form pupil learning focus groups. | Continue with House and Champions groups.  Fully re-establish Pupil Council.  Establish cross-stage pupil learning focus groups. | Aug 23 onwards. | SMT and children |  |
| Develop opportunities to celebrate different cultures and backgrounds of school pupils. | School recognition of key dates/cultural events throughout the year via assemblies and classwork. | Choose key cultural dates/events throughout the year to mark via consultation with classes and inc parents/community where appropriate.  Provide celebration / information sharing assemblies. | Aug 23 onwards. | SMT and staff, with support of pupils and parent group |  |
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| QI – 3.2 Raising Attainment & Achievement – Action Plan | | | | | RAG |
| Improvement Outcomes  What do we hope to achieve? | Measures of Success  **How will we know this has been achieved?**  ***What evidence will we have?*** | Actions Required  **What do we need to do?** | Timescales | Resources  **Who and what is required?**  **(including cost/fund)** |  |
| Improved attainment in Literacy and Numeracy (closing the gap). | Improved Literacy and Numeracy attainment data.  CIRCLE School Participation Questionnaire shows improvement in the score by 5% at the end of the year (Nurture Groups).  SMT feedback/ observations/PAT meetings. | Continue using SfL to provide focused support to most needing groups of learners.  Caterpillar Club (Nurture groups) for children to support their wellbeing.  Emerging Literacy assessments in P1-3 and beyond used consistently to support the improvement in pre-writing and pre-reading skills and close the gaps.  Further Phonological Awareness training in school for teachers (upper stages).  Numicon and ACC (inc CYPIC) writing CLPL sessions for teachers. | September 23 onwards | Yellow Room teachers  Teachers  SMT (observations, minutes from departmental meetings) |  |
| Consistent use of available resources to raise attainment in Literacy and Numeracy. | Reading wise data shows improvement by 10% in engagement for targeted groups.  Teacher survey before and after receiving Numicon training. | Audit/evaluate digital tools which support Reading e.g. Reading Wise, Read/Write program, GL assessments.  Provide future training to upper stages teachers to use tools like Read & Write, Orbit Note/Lumio to enhance learning and using digital technology – ACC in Nov and in school.  Numicon training to be organised by Maths working Party to use the purchased resources in most effective way. | September 23 onwards | Maths Working Group to organise the Numicon training.  ACC Digital Event.  ACC writing and CYPIC training. |  |
| Have an agreed understanding of levels of Literacy, Numeracy and other curricular areas across the school. | Minutes of the meeting (departmental meetings) show the shared understanding of the systems to inform teacher judgement. Positive teacher feedback | Ensure moderation exercises are added to QA calendar. | September 23 onwards | Teachers (staff development meetings)  SMT (finalise and share QA calendar with staff) |  |
| Increased, regular and consistent cross-curricular opportunities for the pupils. | SMT feedback from PAT and departmental meetings, class observations. Feedback from Skills Progression Working Group | Continue to monitor the consistency across the classes to ensure Learning Unlimited/H&W progressions are used regularly.  Create a master copy of the curricular progression documents on shared drive and share the documents during TLC meetings. | September 23 onwards | Progression/Skills Working Group  Teachers |  |
| Visible improvement in handwriting skills across the school. | Teacher feedback from classwork.  SMT sampling pupils’ work and comparing the progress. | Handwriting policy/guide will be shared and used consistently across the school.  Handwriting resources are used consistently across the school. | September 23 onwards | SMT  Literacy working Party  Teachers |  |
| Ensure quality of school and ACC tracking processes. | Whole school effectively using ACC Progress & Achievement module across all curricular areas.  Nursery to adopt school tracking system for pre-school children.  ACC Equity trackr to be effectively used. | Provide training and support for all staff using the P&A module  Provide training and support for all those updating ASN requirements on Seemis.  Provide training and support to Nursery staff re new tracking format.  Ensure appropriate assessments pre and post intervention are in place and recorded for all PEF inputs. | September 23 onwards | Teachers and SMT (staff development sessions) |  |
| Ensure school Quality Assurance calendar is thorough and followed. | Quality Assurance calendar developed with and by SMT and teachers and agreed and shared with all. | Update QA calendar.  Share with staff and follow calendar closely. |  | Teachers and SMT (staff development sessions) |  |

ELC Action Plans

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| **Action Plan : Created March 2022 Setting : CORNHILL NURSERY Session(s) : 2022-24** | | | | |
| **Improvement Priority Area - TRANSITIONS** Quality Framework 1.5 HGIOELC 2.6 H&SCS 4.18 RTA 8.5, 8.8 | | | | **Plan no : 1** |
| **Specific Actions** | **Timescales /**  **Checkpoints** | **Who will be involved?** | **What we will do**  *(Plan/Resources/Staff Development)* | **Stage of development** |
| **1.**  **Planning and implementation**  Earlier and more robust transition planning between the 3 nursery teams - especially for ante pre-school children moving into their new setting.  Ante – preschool and preschool – P1. | **March 22 - May 23** | **DHT/PT/**  **SEYPs/EYPs** | * Start accessing the other nursery buildings March-May, so the children can familiarise themselves with other nursery environment, staff and friends. * Seesaw posts of transition activities to be shared with parents. * SEYPs to arrange visits from N3 – N1/2 indoors & outdoors. * Parents to be provided with information on the planned process. * DHTs to arrange further transition plans for new P1 parents – induction, lunches, classroom visit etc. * Parents invited for tour of new setting too. | **Embedded –** Processes working well. |
| **2.**  **More collaboration between nursery staff & Early Years SMT**  Further communication between Nursery Team/PT and DHT in organising the transition process from nursery – P1. Working more as an Early Years Team rather than Nursery and P1 being quite separate. | **March 22 -April 23** | **DHT/PT/SEYPs/EYPs/ Trainees** | * DHT/PT/SEYPs to meet in March/April to discuss : website content, inductions, dates for visits to P1 classes/playground etc, class configurations, additional need etc. * DHTs and P1 staff to visit nursery settings on a few occasions to meet/get to know the children. * DHT to provide nursery with timetable of when the P1 classes are free and SEYPs to arrange class/garden visits and add to Google Drive timetable for all staff to access. * Seesaw posts to parents explaining plan and showing evidence of these experiences. | **Embedded** |
| **3.**  **Thorough handover**  Include P1 DHTs in nursery handover sessions between nursery and P1 staff.  (High profile children/SEEMiS) | **May 22-June 23** | **DHT/PT/SEYPs/EYPs** | * DHTs/PT to be involved in Nursery – P1 handover meetings. * New spreadsheet to be used detailing basic important info. and verbally highlighting the most important pieces of background information. * P1 staff responsibility to read through seemis notes of those they were signposted to. * N3 – N1/2 spreadsheet to be created also. | **Embedded** |
| **4.**  **Supportive content for families on website**  Updating of nursery and P1 section of website for children new to Cornhill Nursery/those who are moving from one Cornhill Nursery building to another/those transitioning to P1. | **May22 - June 23** | **Parents**  **PT/SEYPs/EYPs** | * Ask current parents what THEY would have wanted to know before their child started at Cornhill (Google Form/Q.O.M - May) and add to as necessary. * More use of videos this time, including the children in these. (Adobe Spark) Staff, indoors, outdoors, lunches etc. * Keep parents more abreast of plans for transition/August return using Seesaw, email & Groupcall. Inform parents before we put plans in place, then photos/videos will follow and will have been expected. * Inform parents about website at main induction and on individual induction letters. | **.**  **Embedded** |
| **5.**  **Deferred Entry**  Possible deferred entry –  SEYPs/EYPs to meet with parents much earlier to discuss possibility of deferred entry. This should also be raised at Personal Plan reviews/Parent appointments.  **Ensure ALL parents have read the info about Aug-Dec birthdays being able to stay in nursery too**. | **At any time, but by January at latest 22/23/24** | **PT/SEYPs/ EYPs** | * Key workers to broach subject of deferred entry much earlier in session with parents. Any concerns must be brought up as we go along – not just at decision time. * Possible deferred entry suggestions to be discussed in advance with SEYP and brought to PT. * Information about deferred entry to be shared on Seesaw and website, in addition to what the council supply. * ALL parents to be made aware of the fact that now children with August birthdays onwards can defer too, automatically. | **Developing –** this area still requires to be discussed sooner with parents. |
| **6.**  **Settling in**  Induction process in August to suit the needs of the children in our setting. Best practice is gradual, meets the needs of the child and where communication is of a high standard. | **Jun 22 - Sept 23** | **PT/SEYPs/EYPs** | * N3 individual inductions to place during summer holidays. * Returner children will be inducted into their new building, before new admissions start. * In line with P1s, 9-3 returners will attend for half days only for first week (second week 9-2) Week 3 = full days. New starts to be inducted from week1 onwards. * Returner children Personal Plans to be reviewed on first week back. * New admissions will have been sent Google Form Personal Plan in June so we can gather info prior to them starting. * New start session times extended as appropriate to suit the child/parents/setting. * Transition/New start questionnaire issued to parents online, in Sept, for feedback. | **Embedded**  Inductions in summer hols went well and feedback from parents very positive. |
| **Expected impact on children’s learning** | **Monitoring and evaluation strategies** | | **Evidence** | |
| * Children to be more confident about moving on to a new setting. (Awareness of staff, class environments etc) Settling in period more smooth at the start of term. * Parents can go over website content during the holidays, to help their child before they start in Aug. (videos of staff/setting etc) * Handovers enable staff to have a good understanding of the children’s needs which in turn will mean that these needs are planned for appropriately and are met, helping with the transition process and settling in. * Children will be supported to move on and be challenged appropriately in P1 or remain in nursery to provide further, more developmentally appropriate experiences, increasing confidence and independence. | * PT to have regular check-ins with nursery staff to ensure process is smooth and effective. PT to be highly visible during induction period in order to build relationships with all children and families. * Parent feedback will help improve the information provided for new parents on website/at main induction. * Questionnaire to parents (of returner and new children) in September to gauge thoughts of process and how we could improve. * Staff to complete Google Form in Sept on how they think the induction/transition process went and any areas to improve. * Better decisions made re deferred entry – parents taking on board our advice – even though ultimately their parental choice. | | * Email/ISeesaw sent to parents to inform them of transition plans. * Smooth transition process and positive feedback (staff/parents questionnaire) * Responses from parents re website content. (Thoughtshower/Google form) * Parents feel they have been well informed. (Google form questionnaire) * Happy, confident children and happy parents when children move on to a new environment. (Settling in posts) * Children’s needs being met to the best of our ability. (IEPs, milestones, seesaw posts, GIRFEC meetings etc.) * GIRFEC meetings with parents, P1 staff, DHTs and HV (prior to August) * Enhanced transitions.(Seesaw posts, chats with parents) | |

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| **Action Plan : Created March 2022 Setting : CORNHILL NURSERY Session(s) : 2022-24** | | | | |
| **Improvement Priority Area - OUTDOOR LEARNING** Quality Framework 1.3, 2.1, 3.2 HGIOELC 2.2, 2.3, 3.1 H&SCS 2.27, 1.32 RTA 4.2, 5.3, 6.3 | | | | **Plan no : 2** |
| **Specific Actions** | **Timescales/**  **Checkpoints** | **Who will be involved?** | **What we will do**  *(Plan/Resources/Staff Development)* | **Stage of development** |
| **1.**  **Outdoor play**  Ensure a big increase in outdoor play opportunities on a daily basis, this being free flow as much as possible. | **Aug 22 - ongoing** | **SEYPs/EYPs** | * Free flow to the outdoors established from start of term, daily, unless circumstances make this not possible. * N3 am/pm classes, as soon as 3 staff on duty, outside door to be opened. * Children to have access to cage area (N3) * Certain mornings in N1/2 to have an outdoor start. * Ensure a range of literacy and numeracy rich opportunities in the outdoor areas. * Evaluate and revamp areas of the garden to ensure high levels of involvement (leuven) * Encourage children who prefer to be indoors to spend some of their session in the fresh air developing their gross motor skills. | **Developing (continued)**  Staffing and pupil need has a huge impact on our ability to carry out free-flow play as much as we’d like. |
| **2.**  **Playground improvements**  Continue to plan for positive changes and enhancements of current play area now that all COVID restrictions lifted.  (Play areas were so scaled back and lacked inspiration!) | **Aug 22 - ongoing** | **SEYPs/ EYPs/**  **SWs/ Trainees** | * Staff thoughtshower – what we are doing well, what could be improved? * Creative Star Audit of outdoor area. * Before and After photos/videos * Vision board - create display for parents/children of our vision * Question of month for parents – ideas for improvement. Any help they can provide. * Children’s voice included in planning for improvement. (Fav/least fav areas & what they would like) * Invite ‘handy’ parents in to build resources. * Contacting local businesses for donations of loose parts/pallets/cable reels etc. * Designated and discreet areas for literacy and numeracy throughout the play areas. * Arrange visits to other settings/obtain photos of outdoor areas in other settings. * Create areas that inspire creativity, gross motor, investigation, role play, problem solving etc) | **Developing -**  *Need to revisit with new parents in Oct 23* |
| **3.**  **Involving the children**  Children to be more involved in planning for outdoors. | **Aug 22-**  **ongoing** | **SEYPs/EYPs/**  **SWs/MAs** | * Children’s ideas included in developing play area. Most/Least favourite. * Children’s thoughtshower of other ideas for the outdoor areas. * Children’s Input on resources to be used throughout the day/week. * Follow children’s current interests. * Question of the month for pupils. (pupil council) | **Developing –**  Ch’s voice to be even more of a focus going forwards. |
| **4.**  **Safety**  Ensuring safety is of paramount importance at all times.  Children are risk takers, but know their boundaries. | **August 22 – October 23** | **PT/SEYPs/EYPs/SWs/MAs** | * Nominated person to check safety of play area before children come to nursery on a daily basis. * Children to be introduced/re-introduced to Risk Assessment tasks to be carried out before play. * New children to learn about moving between indoors/outdoors and how to proceed safely. * Staff to review Outdoor Risk Assessment every term. * Any issues logged on maintenance sheets and reported to janitor. * Blue container to be re-organised. * New locks for N3 gates. * Charts in each class re number of children present each session. * N3 to create new method of showing who is outdoors. * SIMOA posters displayed and understood. * Monitoring of safety practices. | **Embedded** |
| **5.**  **Local Community**  Re-introduction of off site visits - shop, library, Stocket Grange, woods etc | **July 23 –**  **July 24** | **SEYPs/EYPs/**  **SWs/MAs** | * Contact library and arrange visits. (closing?) * Link shopping into planned learning/children’s interests. * Encourage parent helpers. * Rotate which class visits which area each term. | **Not achieved so far –**  Morning sesson and lunches makes visits to Stocket grange hard. Will try when 9-3 class settled. |
| **6.**  **Current Guidance**  Consult with the following documents in order to enhance play opportunities :  [**https://creativestarlearning.co.uk**](https://creativestarlearning.co.uk)  Audit  Realising the Ambition  HGIOELC  Health & Social Care Standards  Mark making outdoors – Creative Star  Outside Learning – Learning, Teaching Scotland | **Ongoing** | **PT/SEYPs/EYPs/SWs/MAs** | * Consult with these documents to ensure best practice in outdoor learning. * Outdoor areas to be as literacy and numeracy rich as the indoor environment. * Miss Seivwright to attend Outdoor Learning sessions organised by ELC in order to benefit the children/staff in our setting. | **Developing –**  This is something that is ongoing. |
| **Expected impact on children’s learning** | **Monitoring and evaluation strategies** | | **Evidence** | |
| * With the children being increasingly more involved in the selection process again and having the chance to share their thoughts and ideas, they will feel respected, valued and included. * Increasingly more engaging learning opportunities will enhance learning and curiosity and a wide range of other skills. * Health and Wellbeing aspect – children will be more exposed to fresh air and nature. | * Use Leuven Scale before and throughout the development journey to evaluate levels of engagement. * Reflect on numeracy, literacy and HWB overviews – has there been an improvement in achievement? | | * Observations of the children as they use the new areas/resources in their environment. * Professional discussion – what is working? Do any adaptations need to be made? * Regular consultation with the children and parents. * Development diary to show the journey and evidence children’s leaning. | |

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| **Action Plan : Created December 2022 Setting : CORNHILL NURSERY Session(s) : 2022-24** | | | | |
| **Improvement Priority Area - Family Engagement** Quality Framework 1.4 HGIOELC 2.7 H&SCS 4.18 RTA 4.4 | | | | **Plan no : 3** |
| **Specific Actions** | **Timescales/**  **Checkpoints** | **Who will be involved?** | **What we will do**  *(Plan/Resources/Staff Development)* | **Stage of development** |
| **1.**  **Parents are more involved in their child’s learning**  Improve 2 way communication with parents.  Inform them more regularly about their child’s learning and progress and how to reinforce/consolidate this learning at home. | **Dec 22 - ongoing** | **SEYPs/EYPs** | * Introduce Seesaw app & inform parents about how to use. Create leaflets and display board. * Use the messaging tool to keep parents informed. * Create a Seesaw Policy so parents know what to expect from nursery staff and to encourage them to post at least once a month and comment on posts from nursery. * Encourage parents to share learning from home/wider world achievements. * Encourage children to recognise their own achievements and create posts themselves where possible. Initially, it will be a case of the adults asking, “Will we show you Mummy this great learning on Seesaw?” until the children are able to identify wow moments themselves. * Sharing of intentional planning * Sharing of children’s next steps * Ideas/links on how to consolidate/extend learning at home. * Celebrating successes as a class using IWB (posts from nursery and from home) * Question of the month * Feedback from events. | **Developing –**  still working on parents responding to their child’s learning online by comment rather than simply liking posts. |
| **2.**  **Parent and Pupil Voice**  Maximise parent voice within the nursery | **Jan 23 - ongoing** | **PT/SEYPs** | * Google Forms – QOM * Feedback ie stay and play, open events, parent appointments. * Encourage input with action plans * Encourage responses on Seesaw. * Daily conversations. * Peep group * Parent voice group * Invite parents to comment on Policy of Month | **Developing** |
| **3.**  **Parental engagement in the setting**  Re-introduce stay and play. Invite parents in regularly throughout the year for stay and play or to share skills with the children. | **April 2023 - ongoing** | **SEYPs/EYPs/** | * Relaunch – message on seesaw, posters etc. * Invite parents to sign up on calendar * Ask parents if they have any skills they can share – esp if they can help with outdoor/indoor area. * Ask for feedback at end of stay and play session * Allow parents to stay for and experience lunchtime. | **Developing** |
| **4.**  **Empowering parents**  Introduction of PEEP training – sharing ideas on how to develop and extend learning at home. | **Ongoing** | **SEYPs** | * All SEYPs trained. * Visit other settings who currently carry out PEEP. * Hold monthly sessions. * Involve parents in choosing session focus. * Encourage parent relationships. * Improve Literacy/numeracy/HWB at home. | **Not achieved –**  Staffing issues make this very challenging**..** |
| **Expected impact on children’s learning** | **Monitoring and evaluation strategies** | | **Evidence** | |
| * Parents will be even more informed about current learning in nursery and how to support and build on this at home. * Children will be more aware of a success in their learning. * To build pupil confidence in their achievements. * Children feel proud when staff comment on seesaw about their posts and also when staff generally make a comment in the passing about something they’ve seen. * Children will benefit from parents’ increased understanding of how to interact effectively in the areas of literacy/numeracy at home. | * Question of month responses. * Monitoring of improvement in likes/comments from parents. * Monitoring if there is a rise in Seesaw posts sent from home. * Monitoring of posts linked to extension/consolidation of learning at home. * Increase in number of parents signing up to stay and play. * Participation in and feedback from PEEP sessions. | | * Seesaw likes/comments * QOM responses * ‘You said, we did’ from QOM * Parents sharing posts from home linked to next steps outlined by staff. * ~~Record of participation in PEEP sessions.~~ * Parent feedback in various forms. | |

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| Maintenance Plan – Please provide a high level overview of any maintenance work you will be undertaking to support the embedding of school improvement activity from previous years |
| QI1.3 Leadership of Change |
| * Continue to embed and share updated Vision, Values and Aims across the school and with all stakeholders. * Further development of the role of the Pupil Council in school. |
| QI2.3 Learning, Teaching & Assessment |
| * Continue to develop a trauma informed approach to pupil behaviour management and care. Improved staff understanding of the effects of trauma on children’s HWB. Parental input. * Embedding of UNCRC Children’s understanding through Houses/Assemblies. * Pupils involved in more enterprising and outdoor learning. Increase in the number of pupils/classes using the outdoor spaces and carrying out enterprising projects. * Continued monitoring of assessment approaches in relation to CfE data. * Continued focus on pupil voice and leadership opportunities e.g. pupil council, leadership roles, focus groups. * Review use of Seesaw in Nursery and start using in P1. |
| QI3.1 Ensuring Wellbeing, Equality & Inclusion |
| * Continue embedding UNCRC knowledge/practice. * Monitor trauma-informed practice in school. * Maintain high standards around all GIRFEC issues inc child protection, multi-agency approaches and bespoke support packages. |
| QI3.2 Raising Attainment & Achievement |
| * Maintain focus around individual supports for pupils to ensure they are appropriate, timely and effective. * Review emerging literacy assessments to ensure consistency. * Continue with robust school tracking system and moderate across the school to ensure confidence and consistency. |

**PEF Summary of proposed spend 2023/24**

**Allocation of £79,135 plus £698 c/f = £79,833**

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| **Non-Staff Intervention/resource** | **Cost** | **Staffing** | **FTE** | **Cost** |
| InCAS Assessments | £3,403 | Barnardo’s Northern Star | 1.0 | £45,000 |
| GL Assessments | £490 | Mudpies/Adventure Aberdeen Nurture Sessions | 0.2 | £8,500 |
| Numicon materials and training | £1,820 | Adventure Aberdeen | 0.2 | £8,740 |
| ReadingWise | £3,400 | SHMU |  | £1,200 |
| Sumdog Maths | £1,780 |  |  |  |
| Poverty proofing/Cost of the School Day - educational trips inc buses, entry fees etc | £4,000 |  |  |  |
|  |  | Supply PSA Hours (100 hours) | 0.1 | £1,500 |
|  |  |  |  |  | **Total for 2023/24** |
| **Non-Staff Total 2022/23** | £14,893 | **Staff Total 2022/23** |  | £64,940 | £79,833 |