

FERRYHILL PRIMARY SCHOOL

Nursery Standards & Quality Report and Improvement Plan

Nursery Class Standards and Quality Report

HGIOELC Quality Indicators:

Leadership and Management -How good is our leadership and approach to improvement? QI-1.1 1.2 **1.3** 1.4 1.5

Learning provision -How good is the quality of the care and learning we offer? QI-2.1 2.2 **2.3** 2.4 2.5 2.6 2.7

Successes and achievements -How good are we at ensuring the best possible outcomes for all our children? QI-**3.1 3.2** 3.3

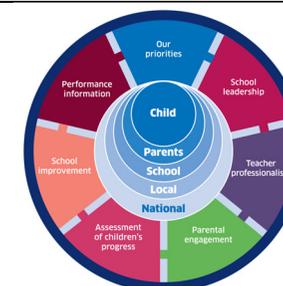
Care Inspectorate Quality Themes:

- **Quality of Care & Support**
- **Quality of Environment**
- **Quality of Staffing**
- **Quality of Management and Leadership**

National Improvement Framework (NIF)

Priorities:

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



Leadership and Management

HGIOELC QI-

1.3 Leadership of Change

CI Quality themes:

Quality of Environment

Quality of Staffing

Quality of Management and Leadership

How good is our approach to Leadership and Management?

- Staff regularly have the opportunity to reflect on current practice. We have looked at the quality of our provision, resources, challenge and depth of engagement and quality pupil/staff interactions, knowing when to interact and when to stand back. The evaluations have led to significant changes. We have changed the layout of the nursery, observed children to see how they interact with areas and studied their engagement. We quickly realised the areas were not adequately resourced and children lost interest. We have changed the layout of the nursery, looked carefully at resourcing areas to promote curiosity and creativity, introduced group time to focus on involving children in planning, e.g. floor books and having high quality pupil/staff interactions in smaller groups. This has had an impact on their listening and talking skills, social skills and turn taking, concentration skills and has provided them with a forum to talk about their learning and what they want to learn.
- This year there has been a strong ethos of improvement. All members of staff were asked to take on leadership roles for specific areas of the curriculum. During staff meetings and in-service days, staff were given the opportunity to share their practice and discuss the impact on children's learning and the forum to learn from one another. This has had a positive impact on staff confidence and the quality of provision on offer for our children.
- We have reviewed planning this year in line with recent guidelines from the authority. It is now more collaborative planning, represents children's interests through the use of wonder walls and individual learning walls. This has ensured that planning is responsive and child led. All staff contribute to planning and use observations to inform our planning.

Next Steps:

- To look back at what we have implemented this year. Evaluate successes and areas for development. Looking closely at the layout of the nursery, quality of the environment, resources that promote curiosity and creativity, especially thinking of challenge for our more able pupils. In August, we will be focusing on 'what does visible pedagogy look like at Ferryhill' and focusing on high quality observations to inform planning and tracking pupil's progress.
- Hanan Training for all staff - looking at best practice in terms of interaction strategies and providing appropriate language information in interactions for **all** children in preschool settings.
- Planning - Revise our current planning system. Ensure all staff are clear of the planning process and expectations. To ensure our wonder walls and individual learning walls are reflected in our planning and there is clear evidence of pupil voice. To deliver Floor book training for staff and look at local/cluster examples of good practice. To invite the Early Year Team to look at our planning and make any necessary recommendations.

Learning Provision

HGIOELC QI-

2.3 Learning, Teaching and Assessment

CI Quality themes:

Quality of Care & Support

Quality of Environment

How good is the quality of care and learning we offer?

- Children feel safe, valued and respected and quickly form positive relationships with key workers and nursery staff. They are motivated to learn and enthusiastically take part in learning activities. We have seen sustained engagement in all areas of the nursery since improving the quality of resources, planning and layout.
- Following training delivered to all staff observations are now of a higher quality and focus on learning and skills. SLT moderate observations regularly on E-journals and share examples of quality observations with staff.
- High quality questioning training was delivered to all staff. This has improved staff/pupil interactions during activities and has enabled staff to promote curiosity and extend learning.

Next Steps:

- To provide more opportunities for children to choose and make use of digital technology and high quality resources, promoting more independent learning, personalisation and choice.
- To develop staff confidence in referring to and using the learning outcomes and skills in the e journals and progress jotters. And also to encourage staff to refer to learning outcomes and skills when working with the children. Promoting staff to talk about the skills the children are working on, using or developing.
- To continue to embed and promote an ethos of high quality provision. To develop staff skills and provide opportunities for training. To continue to look at parental engagement and actively involving parents in the life of the nursery. To look at our environment and ensure that there are high quality activities available indoor and outdoor that promote literacy, numeracy and health and well-being skills.

Successes and Achievements

HGIOELC QIs:

- **3.1 Ensuring Wellbeing, Equity and Inclusion**
- **3.2 Securing Children's Progress**

CI Quality themes:

Quality of Care & Support

What has improved as a result?

- CPM's are regularly held for identified children. The nursery work closely with outside agencies to ensure all relevant information is shared; appropriate supports are available for pupils and families. This promotes positive relationships with parents, identifies areas of need and ensures an inclusive approach for all pupils.
- Staff are clear on Child protection procedures guidelines following training updates. Information is shared regularly and protocols followed closely. Good communication between staff, SLT, families and outside agencies.
- We have introduced progress jotters in line with the school. This provides parents and pupils the opportunity to share their learning regularly. Each term we focus on one of our development priorities, literacy, numeracy and HWB through photos, observations, and children's work.

Next Steps:

- To set aside time each month to invite parents in to share the progress jotters. This is an opportunity to share with parents that their child has been learning and discuss their progress with staff.
- In the August in-service day, staff will review GIRFEC, looking at 'My world triangle' and the SHANAARI indicators to inform their practise. Develop a better understanding of appropriate interventions to support children in their learning and their general well-being.
- To organise 'Up, Up and Away' training. To look at our nursery environment and assess pupil engagement. For staff to begin to use the toolkits effectively to track and monitor progress and identify any additional support needs.

Nursery Class Improvement Plan

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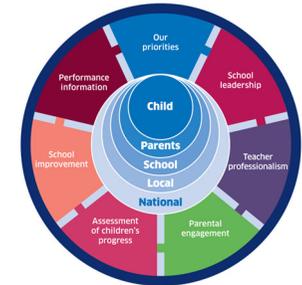
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Priority 1: 2.3 Learning, Teaching and Assessment

Overall Responsibility: Mrs Chapman (DHT) Miss Vince (PT)

Related HGIOELC QIs & CI themes: Quality of Environment

Outcome and impact on learners: (What do we want to achieve?)

High quality observations and planning that take account of pupil interests and ability to provide high quality learning experiences across the curriculum.

Tasks	By Whom	Resources	Time	Impact / Progress of task
Revise current planning system to ensure all staff are clear of planning process and expectations. To ensure wonder walls reflected in planning and clear evidence of pupil voice.	Ms Vince (PT) Miss Norris (EYO) Miss Coorey (EYO) Mariya Khan (EYP) Humarra Farheed (EYP)	HGIOELC CEC planning	In-service day 14 August 2019	

<p>Floor book training for all staff</p> <p>Look at cluster and local good practice and share with staff. To invite Early Years Team in to look at our planning and make any necessary recommendations.</p>				
<p>Priority 2: 1.3 Leadership of Change</p>			<p>Overall Responsibility: Mrs Chapman (DHT), Ms Vince (PT) Miss Norris (EYO), Miss Coorey (EYO)</p>	
<p>Related HGIOELC QI & CI themes: Quality of environment, staffing and management and Leadership</p>				
<p>Outcome and impact on learners: (What do we want to achieve?) A provision that offers high quality learning opportunities for all our children. An environment that promotes curiosity and creativity, taking into account personalised support and challenge. An awareness of ‘what does visible pedagogy look like in our nursery’.</p>				
Tasks	By Whom	Resources	Time	Impact/ Progress of task
<p>Evaluate 2018/19 session. Discuss what we have implemented, what has been successful and what are our areas for development going forward.</p>	<p>All staff</p>	<p>Staff PRD Self-evaluation task for staff</p>	<p>August 2019 October 2019 January 2020 May 2020</p>	
<p>Hannan Training</p>	<p>All staff</p>		<p>5 May 2020</p>	

Priority 3: 3.2 Securing Children's Progress			Overall Responsibility: Ms Chapman (DHT) Ms Vince (PT)	
Related HGIOELC QI & CI themes:				
Outcome and impact on learners: (What do we want to achieve?) Practitioners are confident in their judgements of children's progress and this is regularly shared with parents to support their understanding of their child's development. Pupil's progress is tracked in their progress jotters which are shared regularly with pupils and their families.				
Tasks	By Whom	Resources	Time	Impact/ Progress of task
<p>Each term there is a specific focus week for the progress jotters. Key workers record evidence of the children's learning in the jotters and share with parents.</p> <p>The last week of each term, parents are invited to our 'sharing learning' sessions. The pupils will have the opportunity to show their jotters to their parents and talk about their learning.</p>	All staff	<p>Progress jotters</p> <p>Curriculum for Excellence</p> <p>Ejournals</p>	Ongoing	