**Appendix E**

**Name of Establishment: Woodlands FNC, Paxton NS and Methilhaven Nursery**

**Education Manager: Lesley Henderson**

**Standards and Quality Report Session 2020 - 2021**

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|  | **Comments** |
| Agreed adapted format for SQR 2020 – 2021 has been used | You have used the agreed format for your SQRs. |
| Context table completed  Shared vision and values shared | You have a clear set of shared values across your settings which means that you are able to work collaboratively on achieving your shared goals across all three settings. Even though they are each individual in the nature of the settings and localities it means that you can ensure that these values are embedded into the practice of all although I know that you recognise that some settings are at different |
| **Improvement Work 2020 – 2021**  Progress noted  Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc | **Improvement Priority 1:** Begin to embed the recovery curriculum to ensure positive outcomes for Improvement  **Improvement Priority 2:** All children should be experiencing high quality play pedagogy  **Improvement Priority 3:** Staff are supported with and are engaged in leadership of change  I really like that you expanded each of your improvement priorities over the year with specific aims so that this was articulated for both your staff team and your families. Great that you have included the 5’s from HGIOELC in your action plan for the year.  You are clearly committed to improving the skills of the team members through engagement in professional learning activity which is leading to improvements in practice and ultimately outcomes for your children. The focus on wellbeing as well as the provision across the playrooms is showing that you are getting the balance right between supporting your children to regulate their emotions but also to make progress in their learning,  The time you have allocated to your EYOs to plan for learning conversations is very good practice and gives them time to focus on this without the distractions of supporting children on the playroom floor. You have also made the links between PLJs and the use of Seesaw to share learning progress with children and their families through the period when they can’t come into the nursery which is enhancing home/school partnerships. |
| Clear impact shown for children and young people   * Quantitative or qualitative data to support this impact * Written evaluatively | You have written all of your impact statements evaluatively based on the evidence that you have gathered over the course of the year and have highlighted some of the ways in which you have evaluated the impact of your improvement priorities. This shows that you are making evaluations which are based on evidence gathered across the course of the school session. You might want to consider as you move forward highlighting how you gathered views/evidence to support evaluations e.g. how did you know that all staff are confident in the use of Solihull approaches or that the majority of children can talk about their learning?  It is clear that you have developed strong working relationships with your partners, and this is being used effectively to ensure that children receive the support they require particularly at times of transition.  You have also very effectively supported those new to your team and your apprentices who have been supported in their role through ongoing dialogue, professional support and professional learning. |
| Limited number of next steps identified | Your next steps are clearly linked to your evaluative evidence and will support the ongoing embedding of the key improvement priorities identified during Session 20-21. These are clearly linked to meeting the needs of all of your children and families and also support the professional learning of your staff team.  Your next steps are also relevant to each of your settings and the individual needs of each. |
| Attainment overview/Achievement of a Level/Outcomes for Young People   * Successes and gaps identified * Destination trends (secondary) | You have identified that the majority of your children are working within the Early Level of CfE. You might want to consider using your eLips data to show where you have quantitative data to support your judgements regarding the children’s needs. Moving forward you will also be able to use your Leuvan’s data to support impact statements.  Do you work with your feeder primary schools to discuss what they are seeing from BASE data at the initial phases of Primary 1 to support you to identify areas that may be supported in the nursery before they start school? |
| Wider achievement – impact on children and young people  (evidence of skills developed rather than a list of achievements/experiences) | Your wider achievement are clearly linked to supporting both your children and their families. The shopping bag initiative is a great idea and is ensuring that your children have access to nutritious food which will ultimately support their learning. |
| What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021)  Evidence of   * Expectations for remote learning * Data for engagement levels * Feedback received from all stakeholders | You have identified a number of successes achieved by you and your staff team during the lockdown periods. You and your team are to be commended on the creative ways in which you supported families and ensured that your children were safe and learning during the lockdown period. This also supported new children who were transition to nursery in January when ‘normal’ transition activity could not take place.  Your staff continued to engage in professional learning activity linked to the use of digital platforms to support children with learning from home. This ensured that you were continuing to support children to make progress in learning whilst remaining connected the nursery/FNC setting.  You gathered a wide range of data from your families to support your analysis of engagement with learning at home and to also identify where children and families needed additional support.  You were very clear on the challenges families faced during this period and put in place solutions to ensure that they continued to feel supported by the FNC/nursery whilst the children were not in the physical learning environment.  You have used your learning to identify where you will continue to support families and use the support mechanism put in place as you move forward. |
| NIF quality Indicators are evaluated using six point scale (Nursery) | **Woodlands FNC**  1.3 Leadership of change – very good  2.3 Learning, teaching and assessment – very good  3.1 Ensuring wellbeing, equity and inclusion – very good  3.2 Securing children’s progress – very good  **Paxton NS**  1.3 Leadership of change – very good  2.3 Learning, teaching and assessment - good  3.1 Ensuring wellbeing, equity and inclusion – very good  3.2 Securing children’s progress - good  **Methilhaven**  1.3 Leadership of change - good  2.3 Learning, teaching and assessment - good  3.1 Ensuring wellbeing, equity and inclusion - good  3.2 Securing children’s progress - good |
| Care Inspectorate Grades included (where relevant) | **Paxton NS 2019-2020**  **Quality of Care and Support – excellent**  **Quality of leadership and management – very good** |

**Improvement Plan Session 2021 - 2022**

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|  | **Comments** |
| Are priorities identified supporting recovery?   * Do they cover school, ELC and ASC? | **Focussed Priority 1:** Staff will use a variety of digital platforms, with confidence, to enhance the link between home and nursery learning.  **Focussed Priority 2:** All stakeholders will be offered a range of tools to support their own emotional well-being ensuring barriers to learning are reduced.  **Focussed Priority 3:** All staff will have a sound understanding of conceptual numeracy and can talk about the benefits, and impact, on children's learning. Learners will experience high quality play pedagogy with a focus on Numeracy.  For Priority 2 and 3 you have clearly linked this to what it is you want each improvement priority to lead to for your children. For focussed priority 1 you may want to think about highlighting what the you want the improvement priority to lead to for the children. Great that you have linked each improvement priority to the key areas within Realising the Ambition which will support your staff and families to ensure that they are focussing on these areas whilst implementing change in the setting.  Priority 3 – you may have a Numeracy Leader of Learning in your cluster who may be able to support you with aspects of this although I am aware that you and your PT may already have a sound understanding of conceptual numeracy and can lead this without additional supports. |
| Are relevant QI’s identified for priority identified? | You have identified al of the relevant HGIOELC QIs for each of your improvement actions. |
| Expected impact   * Is this focused on children and young people * Is this written evaluatively * Is this linked to data | For a number of your impact statements, you are very clear on what the impact on the children will be and how supporting families will lead to increased attainment and achievement for your children. This clearly shows that improvement activity is leading to improved outcomes for children.  You may want to revisit some of your impact statements to ensure that these are focussed on the children’s learning. For example, Staff can confidently discuss and implement conceptual numeracy within their areas which supports children to learn basic number facts through play opportunities. If you look at some of your improvement actions these are actually impact statements e.g. children will be making good progress through early level numeracy outcomes. |
| Strategic Action/tasks identified:   * High level * Realistic | You have highlighted a number of improvement actions that are linked to your overall improvement focus and impact measures. These are realistic and show that there is a clear progression in the actions. The person with lead responsibility for each improvement action will likely break these down into smaller steps which will support you in taking forward the overall improvement action,  Where you have said support for colleagues you may want to think about how this is building capacity within your staff team especially for those who are more confident in using digital technologies to support learning. You may want to highlight these people as key to supporting others and also think about how you might gather staff views on confidence levels to inform evaluations. |
| Responsibilities   * Identified * At all levels | You have identified some individuals to take forward improvement priorities. Where you have said all staff will you have an individual identified who will take a lead on this improvement action? You might want to consider highlighting this so that those staff members are aware of their role within each of the improvement actions and who is taking the lead on each of these. This will link closely to your vision for a distributed leadership culture and also mean that you and your SLT are not taking on the majority of leading improvement actions. |
| Measure of Success (including Triangulation of evidence)   * Is there evidence that evidence will be gathered from different stakeholders and through different ways | You have identified a wide range of evidence gathering methods that you will use throughout the session to measure impact. As the National Standards are further implemented into settings this will support you further with evaluating the impact of improvement actions and also help you to identify next steps for further areas of focus across the session but also into Session 21-22 and beyond. |
| Timescales   * Realistic | You have identified each term where you are going to focus on each of the improvement actions so that this is paced across the whole of the early years session. You might want to consider asking those taking a lead role to be more specific on actual timescales for each improvement action so that you are able to keep track of this and are ensuring that everyone is on track to complete each action within the term highlighted. |

*Many thanks, Sandie for giving me the opportunity to learn more about each of your settings from the SQR for last session and IP for the coming session. You clearly have a very good understanding of the needs of your staff team, children and families and your improvement actions are linked to improving outcomes for your children through curriculum focus and family learning and engagement. I am really looking forward to continuing to support you on your improvement journey as the session progresses.*

*Lesley*