



Teamwork
Respect
Excellence
Equity

'Together we grow'

How Good is Our ELC?

Through self evaluation, we have graded ourselves against national policy documents as follows:

1.3 Leadership of Change
Good

2.3 Learning, Teaching and Assessment
Good

3.1 Improving wellbeing, equality & inclusion
Good

3.2 Raising Attainment and Achievement
Good

This report has been compiled using feedback from learners, families and staff.

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**St. Madoes
Nursery**

Standards and
Quality Report
2022-2023

Learning

Relationships between staff, learners, families and the local community are strong, positively impacting on children's learning. Staff have worked hard, in collaboration with the Early Years Support Teacher to develop the indoor and outdoor environments and they mostly involve the children in choosing resources, following interests and making changes. Children have the confidence to ask for specific resources or to investigate or explore something new. Staff show spontaneity in their practice and adapt to what the children ask for. Individual portfolios for each child are kept on Seesaw. Next steps in All About Me documents are regularly reviewed and updated. Parents have the opportunity to suggest next steps and work in partnership with the keyworker to select appropriate targets and be supported with how they can help to achieve them. These are now displayed in the room and updated with the previous ones kept, to show progress. Floor books are effectively used to record learning and identify possible line of development and have been highlighted as good practice. Interventions, such as Jungle Journeys, have been used to support children. Our Early Years Family Learning Practitioner has provided opportunities such as PEEP and Love Learning About Money Together for families to participate in and learn from. UNCRC training has been provided this year and staff are feeling more confident in discussing children's rights. Diversity is celebrated through a wide range of books and some toys.

Leadership

All practitioners have an understanding of their role and remit within the nursery and how these work collectively together. The newly formed school leadership team have created a document with clear remits to ensure a consistent approach to teamwork and are working to get this embedded. Staff are empowered to have areas of leadership within their expertise and interests and share this practice. Examples of this include a practitioner leading Numeracy on the QIP and sharing practice within the nursery and within the Local Authority, an ECP leading as Communication Champion and Jungle Journeys lead and another leading Play on Pedals. Staff are valued and respected by leaders and peers to share their knowledge and expertise with the team. We now need to introduce greater consultation with families and regularly ask them for views and use these to inform change, ensuring to feed back how their opinions and ideas have helped shape the nursery.

We embody the school aims by:

Working in partnership with our parents for the benefit of our children.

Communicating with parents to provide a secure and caring learning environment for our children.

Helping our children to become confident and independent, making good choices and decisions by providing new learning experiences for our children in a safe, exciting and stimulating environment recognising that our children are individuals and encouraging them to be the best they can be regardless of gender, race or ability.

Achievement

Our attainment data tells us:

For pre school children:

The majority of children are on track in Speech and Language. Fewer than half of the children are on track in Literacy and Numeracy.

For ante pre school children:

Most children are on track in Speech and Language and the majority of children are on track in Literacy and Numeracy.

Between the November tracking and the May tracking periods, there was increased achievement of all developmental milestones. There was a greater increase shown between March and May and this coincides with thorough tracking meetings and analysis of evidence to support us in planning for gaps in learning.

Wider achievement is celebrated by staff who encourage and honour children's achievements. The 'special helper' role gives children an opportunity to have responsibility. Nursery are included within the wider school achievement recognition systems and are included within Hot Chocolate Friday and can have their achievements shared within the weekly newsletter. We welcome families sending in photos and news of wider achievement and share this with the nursery group if the child is happy for it to be shared.

PROGRESS WITH SESSION 2022-2023'S IMPROVEMENT OUTCOMES

This year St. Madoes nursery have made a variety of changes as detailed in the Improvement Plan as well as wider changes such as the beginnings of the reintroduction of the Family Mealtime Experience, welcoming families back in and implementing a new planning system. Each change has been implemented gradually and tweaked based on feedback from staff and children. The new planning document has been created between staff and this seems to be working more effectively for the team as they have devised it themselves and it is leading to increasing consistency across the nursery. Monitoring of Numeracy to ensure there are links throughout the nursery, in every area, has really developed the areas and provoked deeper learning and application of skills. This work will continue into next year's improvement plan. Work on creating a more inclusive environment has been successful with the Experiences and Spaces guidance helping to shape the indoors and outdoors as well as a focus on the Up, Up and Away document. Support from the Inclusion Team has upskilled practitioner knowledge about working with learners with Additional Support Needs.

PRIORITIES FOR 2023-24

Through our self evaluation processes, including consultation with learners, families and staff, we have identified the following priorities for next session:

- Raise attainment in numeracy
- Create a positive relationships policy in collaboration with all stakeholders
- Moderation to support staff confidence and understanding of achievement of a level

LOOKING FORWARD

With our developing robust self-evaluation process, regular data-analysis, increasing communication, professionalism and a shared understanding of our school journey we have demonstrated our capacity for continuous improvement.