



ELC STANDARDS & QUALITY REPORT 2022-23 AND IMPROVEMENT PLAN 2023-24

FOR



Aberdeenshire Council Education and Children's Services

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

Introduction: local and national context

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

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

- Improving learning, teaching and assessment.
- Partnership working to raise attainment.
- Developing leadership at all levels.
- Improvement through self-evaluation.

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

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



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

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

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

HGIOELC - <https://education.gov.scot/.../how-good-is-our-early-learning-and-childcare>

1. Context of the School/ELC

At St Fergus Early Learning and Childcare (ELC) setting we are committed to GIRFEC (Getting It Right for Every Child) to ensure our children are SHANARRI

(Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included).

F – Family

E – Experiences

R – Respected

G – Growth

U – Unique

S - Shine

- ❖ We strive to foster strong, solid and healthy relationships with all our children and their wider **family**. (F)
- ❖ We offer a high level of different **experiences** for learning which enables both fun and risky play in a safe environment. (E)
- ❖ We aim to ensure all our children are **respected**, safe and happy from their first day in the ELC. (R)
- ❖ We celebrate our children's achievements as they **grow** both in and out of the ELC setting. (G)
- ❖ We aim to encourage the **uniqueness** of every child to reach their potential. (U)
- ❖ We aim to prepare our children for transition into early primary school to continue their learning journey and to **shine** as individuals. (S)

St Fergus School/ELC is situated in the village of St Fergus, five miles north of Peterhead. It is a primary school of traditional design, with an open plan extension sponsored by Mobil Oil. It admits pupils from ELC (age 3) to primary 7 (age 12).

2. How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school/ELC and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children

Relevant NIF driver(s): leadership, parental engagement

**Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)**

How well are you doing?

What's working well for your learners?

QI 1.3 – Leadership of change QI 1.2 – Leadership of learning

- Staff continue to use floor books as a self-evaluation tool. This is linked to the main documents – HGIOELC/Realising the Ambition/Care Standards/UNCRC/CI Quality Frameworks. Reference is made to Out to Play, Space to Grow, My World Outdoors, Our Creative Journey, Food Matters & Setting the Table.
- Floor book also used as a tracking tool to ensure coverage of Es & Os of early level CfE. Raised staff awareness of those generically covered through ethos of ELC and those requiring to be planned for.
- Paperless planning is supplemented with a fortnightly focused plan that includes responsive planning. All staff are involved in the planning process and this is monitored fortnightly by EYSP. Staff members have a curricular area that they are responsible for in the paperless planning.
- Responsive planning is tracked & monitored and through the responsive planning there is evidence of increased child led learning.
- CfE experiences and outcomes for Numeracy, Literacy and HWB are being consistently used for planning. Other curricular areas are being planned for using frameworks to support.

- Numeracy, Literacy, HWB progress are tracked and monitored at 3 key points in the session by key workers and this is fed back to EYLP/EYSP for moderation.
- Art progression for early level is used to inform planning of learning activities – shape/space, texture, line, colour, tone, pattern, 3D shape, moving image & photography, talk about art and design, mixed media covered so far.
- Observations and next steps are shared with parents every three weeks through Group Call. One policy is shared per term.
- Self-evaluation meetings are held monthly, and SE calendar based around HGIOELCC challenge questions is updated/taken forward. Early years staff have become more involved in these as a team, participating and sharing ideas.
- Most ELC policies were reviewed/updated. Policies are reviewed/updated on a priority basis. Policy of the term is now shared in parents' area of ELC and via Group Call for parent input.
- New entrant meetings offered 4 x yearly, with almost all parents attending.

How do you know?

What evidence do you have of positive impact on learners?

- Parents' views are regularly and consistently sought through feedback from Group Call and verbal communication with staff, face-to-face reporting, stay n play sessions, annual questionnaires, online surveys, consultations on specific initiatives.
- Free Flow Play area is used daily and continues to enhance outdoor learning opportunities as well as allowing greater personalisation and choice. Staff rota ensures that all staff are involved in planning/evaluating of this.
- Staff have spent time becoming familiar with 'Stepping Out - Outdoors' and 'Stepping Up – Literacy' documentation by Juliet Robertson and all have participated in evaluating practice around this and planning for improvement.
- We continue to embed our vision statement, values and aims bespoke to our setting that was done in consultation with all stakeholders. Most of the children can speak confidently about the values.
- Spaces – team have used 'Realising the Ambition – Being Me' to improve the indoor environment to ensure children have choices and can begin to lead their learning. In line with ELC focused action plan staff continue to evaluate and update

spaces in line with children's interests. EYSP and Head Teachers continuing to room monitor, auditing spaces and child/adult interactions to identify next steps and any opportunities for professional development.

- The team have adapted and embedded their practice and routines to successfully implement the 1140 model, to ensure that children and families receive quality of learning and care.
- Stability and consistency of experienced staff team who are willing to work collaboratively and undertake individual roles and engage with professional development and training as required. All new staff have settled well into the ELC team. They are supported where appropriate to engage with relevant CPD readings and training opportunities specific to the ELC focused action plan and required core training.

What are you going to do now?

What are your improvement priorities in this area?

- Emerging Literacy priority – Nov/Feb
- Continue to embed opportunities for all staff to be involved in the self-evaluation process leading to improvement. Identify an area linked to QI (HGIOELCC), Challenge questions (Realising the Ambition) and CI Frameworks to be the focus of monthly SE meeting. Cross-reference with RAG document. Regular reviews and sharing of good practice.
- Staff audit of 7 principles of curriculum design to identify focus areas for staff to take forward.
- Four capacities of CfE to be revisited with staff team and further embedded into planning/observations.
- Have a focus on policy per term, to include all stakeholders in keeping these relevant and up to date.
- Vision, values and aims will be covered over 2 yearly cycle with all learners visiting each letter – FERGUS. There will be parent/carers involvement through home tasks.

Action Plan 1		
<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u></p>	<p>Aberdeenshire Priorities:</p>
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. 	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>
<p>Key drivers of improvement</p> <p>School leadership</p>	<p>Specific to HGIOS 4</p>	
<p>Teacher professionalism</p>	<p>3.2 Raising attainment and achievement</p>	
<p>Parental engagement</p>	<p>3.3 Increasing creativity and employability</p>	
<p>Assessment of children's progress</p>	<p>Specific to HGIOELC</p>	
<p>School improvement</p>	<p>3.2 Securing children's progress</p>	
<p>Performance Information</p>	<p>3.3 Developing creativity and skills for life</p>	

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	Progress
			On Track
			Behind Schedule
			Not Achieved
<p>Priority 1a Overview of Emerging Literacy training by PT for all staff (Sept)</p> <p>Pre-handwriting to be focus area (Nov/Feb) with clearly defined staff roles. Link to transition and family learning.</p>	<p>All staff to have increased confidence in the 4 key areas – concepts of print, phonological awareness, oral language, pre-handwriting.</p> <p>Improvements in both gross and fine motor control skills for pre-school learners and targeted children. Development of pre-handwriting skills for all. Parents will have increased knowledge and understanding of how best to further support the above at home.</p>	<p>Evidenced in staff learning logs, observations, environment, planning of learning activities, assessments through developmental overviews.</p> <p>Baseline pre-school learners in Sept using Emerging Literacy assessment resources (pre-handwriting). Repeat May. Observations, golden targets</p>	
<p>Priority 1b Further familiarisation with 4 capacities of CfE and 7 principles of curriculum design. (all staff – planning meetings) Audit of principles to RAG – focus on red/amber. EYSP to lead. Roles to be assigned and shared fortnightly at planning meetings to allow</p>	<p>Learning will include more: personalisation & choice, depth, breadth, progression, challenge & enjoyment, coherence and relevance for every learner.</p> <p>Staff will consistently use the above language and plan using the 4 capacities and 7 principles.</p>	<p>Floor book evidence – 2.2 (principles of curriculum design)</p> <p>TMR of 4 capacities – wall display</p>	

<p>for greater leadership opportunity/collaboration.</p> <p>Priority 1c Fergus to be continually at the forefront of all learning in ELC and its overall ethos. EYLP to lead – FERGUS sheet shared with parents/carers termly. Start with F for family in August.</p>	<p>Staff will regularly challenge and support learners in line with the qualities and skills of the 4 capacities.</p> <p>Embedding of VVA with all stakeholders.</p>	<p>Track level of engagement – completed FERGUS sheets, home activities shared.</p>	
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3. How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing.

Relevant NIF driver(s):

**Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?
What's working well for your learners?**

- Daily focus on outdoor learning through free flow play, visits to nursery garden and outdoor play area, incorporating natural resources to encourage creativity and child led learning. Literacy, numeracy and HWB boxes used daily to support learning in the free flow area/nursery garden. Staff taking leadership responsibility for this on a rota basis.
- Personal plans now have termly reviews with parents/key workers.
- Intentional and responsive planning well embedded and whole team involvement. Monitored by EYSP.
- Play pedagogy action plan focusing on quality of interactions – staff confident in extending children's learning through effective questioning and through extension of resources provided.

**How do you know?
What evidence do you have of positive impact on learners?**

- Respectful, happy children who enjoy coming to nursery and are keen to share their learning with parents.
- Almost all parents accepted offer of opportunity for key worker reporting in Nov 22 and all parents attended in May 23.
- Responsive planning shared with parents at play and stay sessions.
- Positive feedback was given by parents at play and stay sessions. *'I liked that there was a great choice of wooden toys and lots of activities for the children to do.'* *'I liked seeing that the children spent time in the library.'* *'The outdoor play area is a great addition.'* *'All the children were happy, loved the variety of things to play with.'*
- The majority (66%) of parents replied to questionnaire (February 2023). Feedback was analysed and acted on.
- All parents (100%) said that the setting helps their child to feel confident and the staff really know their child as an individual.
- There is a structured tracking and monitoring system for literacy, numeracy, HWB at key points 3x yearly. This then informs future planning.
- Clearly defined rota in place for outdoor learning and staff observations built into this.

What are you going to do now?

What are your improvement priorities in this area?

- Further develop the outdoor area/garden to ensure high quality learning experiences are planned for in literacy, numeracy, HWB. Focus on the safe use of real tools and equipment. Opportunities for staff training in risk benefit and safe risk taking for children. Include parent/child/community voice in the development of the outdoor area.
- The garden and boat to be used daily for a range of outdoor learning to support activities linked to the children's interests and to promote the development of language and creativity.
- Personal plans will be used to extend learning for individual children. Triangulation of evidence – personal plan/observations/chronologies.
- Family Learning focus – Emerging Literacy (pre-handwriting)

Action Plan 2		
National Improvement Framework Priorities	HGIOS and ELCC 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability Specific to HGIOELC 3.2 Securing children's progress 3.3 Developing creativity and skills for life	Aberdeenshire Priorities: 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		
		Progress

Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	On Track
			Behind Schedule
			Not Achieved
<p>Priority 2a Utilise the nursery garden/boat daily in planned, meaningful way. Three areas (indoor/free flow/garden) always on offer. (mid-Sept include EYSW in ratio</p> <p>My World Outdoors training by EYSP Nov in-service day – 17th Nov The benefits of using real tools, safety implications of this – Risk Assessments.</p>	<p>Increased choice of learning environment and activities for all – leading to improved outcomes.</p> <p>Children will experience working with real life tools in a safe, risk assessed environment. Increased individual child awareness of how best to manage risk. Increased staff awareness of the importance of allowing risky play opportunities within the safe boundary of the agreed risk assessment.</p>	<p>Evidenced through observations, profiles.</p> <p>All staff adhere to risk assessments.</p>	
<p>Priority 2b Staff will endeavour to use each individual child's personal plan to ensure their 'interests' are catered for and their needs are met. Keyworkers – ongoing.</p>	<p>Greater personalisation for individual children, meeting individual needs consistently.</p> <p>Improved partnership working with parents/carers.</p>	<p>Parental feedback termly will be evaluated and acted on. Chronologies, responsive planning TMR – EYLP, profiles.</p>	

4. How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion

Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: Improvement in children and young people's health and wellbeing.

Relevant NIF driver(s):
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children.

Relevant NIF driver(s):
Level of quality for core QI:
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

QI 3.2 – Raising Attainment and Achievement

- Golden targets are shared with parents. Golden targets are shared with individual children through ringing of a bell, award of a sticker/golden balloon. Children share

with others what/how they have achieved their target. Parents are encouraged to provide parent submissions about wider achievement.

- Nursery Star has specific privileges and responsibilities such as setting the table. FERGUS values are discussed with the children and the language used consistently.
- Tracking/Monitoring/Recording of attainment in place 3x yearly and is used to inform next steps in planning for each individual child.
- All staff attended play pedagogy training – putting pedagogy into practice.

QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- All staff have done the appropriate child protection, equality and diversity training, UNCRC, GIRFEC update.
- All risk assessments kept up to date.
- Six staff members have paediatric first aid training.
- At lunch/snack there are conversations about healthy food choices. Children are encouraged to be independent at the snack/lunch table and to tidy away their own dishes and leftovers. All children enjoy the social aspect of lunch together in the setting with almost all willingly trying everything on offer. Soothing music plays in the background.
- At lunch/snack staff members sit at either end of the table to encourage the children to try new foods and to support children with the correct use of cutlery. Children now self-serve the vegetables.
- SHANARRI characters are used with the children. This has helped children to talk and be more aware of their own wellbeing.
- SHANARRI wall display helps raise awareness with parents/carers and give children opportunity to share.
- SIMOA elephant regularly used and referred to with children to reinforce the messages of safe, inspect, monitor, observe and act.
- Changes to storage/administration of medication due to relocation from front office for 1140.

How do you know?

What evidence do you have of positive impact on learners?

QI 3.2 – Raising Attainment and Achievement

- Children know and can discuss their individual golden target. They can talk about the knowledge gained and the skills they have learned. Parents are informed of their child's progress and encouraged to support further at home.
- TMR is now embedded and used to inform next steps and/or interventions. All practitioners now participate in the TMR process.
- Key workers now have more in-depth knowledge and understanding of their key children/families, which is supporting achievement both within and out with the setting.

QI 3.1 – Ensuring Wellbeing, Equality and Inclusion

- All (100%) parents agreed that children feel safe, that children are treated fairly and with respect. (Feb 2023)
- Almost all (93%) parents agreed that our VVAs support us to promote equality, diversity and inclusion.
- Individualised support is in place for those children who require it.
- There is clear evidence that children are now more independent/confident when transitioning from ELC to school meals.

What are you going to do now?

What are your improvement priorities in this area?

- Child-centred play pedagogy both indoors and outdoors, with a focus on risky play.
- Emerging Literacy focus (pre-handwriting)
- Continue to keep all staff aware of current risk assessments.
- Creation of changing area to ensure privacy for individuals where this is required.
- Embed Coram Life SCARF resources
- Raise staff awareness of trauma informed practice and adverse childhood experiences

Action Plan 3			
<p>National Improvement Framework Priorities</p>	<p>HGIOS and ELCC</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>	
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Actions/Roles/Timings	Expected Outcomes/Impact on learners	How will success be measured?	Progress On Track Behind Schedule

			Not Achieved
<p>Priority 3a Play pedagogy – develop high quality interactions and environment/spaces. Parents/carers encouraged into setting at start of every session. (Implement from Aug)</p>	<p>Environment/spaces will be more welcoming and ‘homely’. Learning environments will be consistently meaningful, providing a range of learning experiences within all curricular areas that will ensure all children are busy, active learners who are being challenged in their learning at an appropriate level and pace.</p>	<p>TMR – planning, observations (staff and children), assessments</p>	
<p>Priority 3b In-service day training 16th Nov – all staff. Trauma informed practice session led by Sue-Ann Grant SLT. (Join with Boddam ELC)</p>	<p>Increase in staff awareness, knowledge and understanding of adverse childhood experiences and how best to support children who have experienced trauma.</p>	<p>Staff reflection in learning logs. Support provided as/when required</p>	
<p>Priority 3c Embed Coram life SCARF HWB resources. EYSP and EYLP to create SCARF programme list to correspond with planning.</p>	<p>Opportunities for children to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmental way.</p>	<p>Track usage and coverage of SCARF resources</p>	

