



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
Very Good

3.1 Improving wellbeing, equality & inclusion
Very 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
2024-2025**

'I CAN'
Inclusive
Creative
Achieving
Nurtured

'Together we can'

Learning

Relationships (staff, children families) are very positive. All parents surveyed state that their child is happy in Nursery and treated with fairness and respect. High-quality interactions support all children as individuals and respond to their needs and interests. The Nursery environment is regularly monitored and adapted. We use the Experiences and Spaces document to develop a rich, stimulating and nurturing environment which promotes high quality play and learning. Individual targets are regularly reviewed with parents and carers to ensure progress. These are displayed in the room, accessible to learners. Floor books are effectively used to record learning and identify possible lines of development and have been highlighted as good practice. Interventions, such as Play on Pedals and Teaching Children to Listen, have been used to support children. Our Early Years Family Learning Practitioner has provided opportunities for families, with a recent transition to P1-focused PEEP group being particularly successful. All children engage regularly with the Wellbeing Friends which were created in partnership with the Madoch Centre knitting group. The introduction of Emotion Works is supporting all children to understand their emotions and body responses to different feelings.

Leadership

Staff continue to be empowered to develop their individual leadership roles. ECPs have ably led areas of improvement this session including Numeracy and Emotion Works. We have now achieved our Silver Emotion Works Award, showing our commitment to the wellbeing of the children in Nursery. Our Numeracy development work was recognised during our visit from Education Scotland and shared at a local authority event. We will continue to develop these and other leadership roles next session. The majority of our Nursery team, along with Mrs Russell, our Principal Teacher have attended training on the new Education Scotland shared Inspection Framework due to launch in August. The whole staff team has been actively involved in embedding a calendar of monitoring to support continuous improvement through regular quality assurance and timely change.

We embody the school aims by:

Inclusive – Together we respect each other’s uniqueness

Creative – Together we are curious and find new solutions

Achieving – Together we are confident and motivated lifelong learners

Nurtured – Together we can build a kind, caring and supportive community

Achievement

Our attainment data tells us:

For pre-school children:

Almost all children are on track in Speech and Language, Literacy and Numeracy.

All pre-school children have met their developmental milestones.

For ante pre-school children:

All children are on track in Speech and Language, Literacy and Numeracy.

Between the November and May tracking periods, there was increased achievement across all areas. Wider achievement is celebrated by all staff, who encourage sharing children’s achievements. Nursery are included within the whole-school committee groups, as well as wider school achievement recognition systems and can have their achievements shared within the weekly newsletter. We welcome families sending in photos and share this with the Nursery group if the child is happy for it to be shared. We celebrate achievement in Nursery, such as Play on Pedals, through our family events.

PROGRESS WITH SESSION 2024-2025'S IMPROVEMENT OUTCOMES

Our Nursery has made significant progress this year. We have raised attainment in Literacy and Numeracy through the introduction of intervention groups. Staff use tracking and observation data well to identify gaps in learning and target support as required. All Nursery ECPs, along with school staff, have revised our whole-school relationships policy. This now reflects our Nurturing approach as well as UNCRC Rights of the Child. All staff have been trained in Restorative Approaches to support these good relationships and ensure everyone is treated fairly. We have introduced our new profiling tool, Just 2 Easy. Staff share observations of children’s learning and progress and provide opportunities for families to comment and engage.

PRIORITIES FOR 2025-26

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

- To ensure over 90% of pre-school children achieve their social and emotional developmental milestones
- By June 2026, there will be a programme of self-evaluation and quality-improvement activities within Nursery using the new Quality Improvement Framework for the Early Learning and Childcare sectors
- To foster the development of meta-skills in the Nursery setting, providing opportunity for children to be challenged, think independently and engage in meaningful problem-solving, creativity and collaboration

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.