North Walls Community School and Nursery

Standards and Quality Report 2022-23

and

School Improvement Plan 2023-24

Contents

National and Orkney Islands Council (OIC) Local Priorities

The Scottish Government's vision for education in Scotland:	**NIF drivers of improvement in the outcomes achieved by children and young people are:**	**Scottish Attainment Challenge (SAC):**
- Excellence through raising attainment and improving outcomes. - Achieving equity. Key priorities of the National Improvement Framework: - Placing the human rights and needs of every child and young person at the centre of education. - Improvement in children and young people's health and wellbeing. - Closing the attainment gap between the most and least disadvantaged children and young people. - Improvement in skills and sustained, positive school-leaver destinations for all young people. - Improvement in attainment, particularly in literacy and numeracy.	- School and ELC leadership. - Teacher and practitioner professionalism. - Parent/carer involvement and engagement. - Curriculum and assessment. - School and ELC improvement. - Performance information. 	Scottish Attainment Challenge: framework for recovery and accelerating progress. Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change. **SAC Organisers:** - Learning and teaching. - Leadership. - Families and communities.
OIC National Improvement Framework Plan. 3 main themes: - Health and wellbeing. - Learning and teaching. - Self-evaluation.	**OIC Children's Services Plan.** Priorities for 2021-23: - Mental health and wellbeing. - Overcoming disadvantage. - Care and protection. - Equality and empowerment. - Options and opportunities.	**OIC Community Plan** 4 priorities: - Connectivity. - Sustainable recovery. - Community wellbeing. - Partnership workforce development and planning.

Standards and Quality Report 2022-23.

The context of the school:
North Walls Community School is a primary school which serves the island of Hoy. The local community is very supportive of the school. We enjoy an active Parent Council. The school roll for 2022-23 was Nursery: 7 pupils; Class One (P1-4): 10 pupils; Class Two (P5-7): 11 pupils. Support for Learning is managed by the Head Teacher, and carried out by class teachers, Support for Learning Assistant (8 hours), and Auxiliary.

Vision:	**Values:**
Believe to Achieve.	Safe, included, and happy.
	Mindful learning.
	Achievement for all.
	Responsibility and resilience.
	Teamwork and trust.
	Creativity.
Aims:	**Curriculum Rationale:**
We aim to support our pupils to develop the knowledge, skills, and attributes they will need to do well in life, in learning and in the workplace.	We want the children in our school to be literal and numerate, experience a broad range of learning opportunities across the curriculum, experience successes and achieve aspirations, show respect, tolerance, and care for others, take an active role in the schools' community, understand Orkney's unique location, culture, and history to promote a sense of worth, life and work, and make positive life choices.

How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1:
To improve attainment in listening and talking in the BGE.
Data/evidence that informs this priority:
In December 2019, the published ACEL showed that Orkney was the lowest attaining authority in Scotland. The underlying cause of this is based in TPJ and the assessment and moderation process. The current evidence for listening and talking across the authority shows that there is still a lack planned assessment within learning and teaching and therefore evidence to determine the levels that learners achieve in the BGE.

NIF Key Drivers: 2, 4, 5 & 6.	**HGIOS4 QIs:** 2.2, 2.3, 3.2.	**CIQF:** 1.3, 4.1.

	Actions/Approaches/Interventions:	Measures:	Impact:
Practitioners' confidence in teaching, planning and assessing L&T will increase. **LA:** Attainment in L&T will improve for learners across P1-S3. Stretch aims to determine level of improvement. **School:** To maintain current high level of attainment. To ensure rigorous teaching, learning and assessment of L&T.	All schools will participate in an authority-wide programme for improving the learning, teaching and assessment of L&T. • Head teachers and managers will be briefed on the improvement priority. • Two days are arranged in October for practitioner in-service. Half LA staff each day and input repeated. • ED's NIF Officer • Trios established. **October – December** Minimum of two trio meetings required, plus twilight. • Trios work together to plan L&T activities.	• P&A data in SEEMiS. • SNSAs. • SOFAs. • Practitioner confidence levels. • Pupil Voice – baseline on their own evaluation of their strengths and their next steps. • Termly assessment and moderation activities. • Anecdotal evidence from practitioners. • Feedback from QAMSOs.	There has been an increase in practitioner awareness and confidence with the teaching and assessment of listening & talking. Listening and talking activities have been planned and moderated with colleagues from other schools. Impact from the ScIP will be evidenced during the 2023-24 academic year. Analysing data from the BGE tracking toolkit shows that 85% of children were working at the appropriate level and on track. This compares to 65% in reading, writing and numeracy.

	- Practitioners carry out the learning activity with their learners and upload evidence to the Teams site. - Trios moderate the evidence of learning. - Twilight – moderation of L&T. **January – March** Minimum of three trio meetings required, plus twilight. - Twilight – L&T professional learning. - Trios work together to pan L&T activities. - Practitioners carry out the learning activity with their learners and upload the evidence to the Teams site. - Trios moderate the evidence of learning. **Term 4** - Twilight led by AT and QAMSOs. - Trios moderate the pieces they have uploaded. - Evaluation of the project.		Further staff development to identify skills at an extended or unable to complete level is required. *Unfinished aspects of this ScIP are included within core business for 2023-24.*

SCHOOL IMPROVEMENT PRIORITY 2:

Improve the use of assessment information and target setting so that pupils know what they have to do to improve, and parents are more able to support learning.

Data/evidence that informs this priority:

This is a continuation of the priority 2021-22 – it has moved forward but needs further development. Parental surveys show a desire for greater involvement in their child's learning, pupil and staff surveys show need to involve learners more proactively.

NIF Key Drivers: 1, 2, 3, 4, 5, 6.		**HGIOS4 QIs:** 2.5, 2.7.	
Outcomes for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
• Family engagement with earning. • Children are confident about their next steps in learning. • Progress for all children is at expected level. • Children engage with their learning more.	• Refine tracking. • Use OTT to set pupil achievement foals in numeracy and literacy. Share these with parents and learners. • Engage parents through workshops on how to help children develop and progress. • Plan moderated writing assessments to take place termly. Share these with parents. • Improve quality of feedback/marking to maximise impact on learner. • Re-examine current tracking tools for literacy and numeracy, ensure and collegiate usage. • Set pupils clear targets for improvement, short and long-term. • Increased use of SeeSaw.	• Feedback form parental surveys. • Over 50% of parental body engaging with child learning/attending collaborative projects. • Children identifying specific areas of their own learning to focus on to improve. • School will have organised termly events for family learning experiences. • Children feel work and learning is valued with increased parental engagement. • Evidence from parental questionnaire. Question: % parents that strongly agree that setting organises activities where my child and I can learn together. 2021-22 figure: 33%	Family learning event in April 2023 attracted 85% representation from families. The SoundsWrite/Early Reading Phonic workshop for parents attracted 5% parental interest. Nativity concert, RNLI fundraising concert and sports day all had extremely high family representation. The pupil survey (May 2023) shows an increase in their understanding of how they are progressing in their work from 65% in 2022 to 79% in 2023, and that they feel their work is hard enough – 39% in 2022 to 74% in 2023.

	• Learning conversations to take place.		Evidence from parental questionnaire: % parents agree that setting organises activities where my child and I can learn together: 2021-22: 33% 2022-23: 0% Following the OIC policy directive regarding the use of the existing SeeSaw package as a tool to celebrate individual learning was stopped in September 2022. This will be restarted using the OIC approved version in August funded through DSM. School annual pupil progress report was revised following consultation with staff, pupils, and parents. *Unfinished aspects of this ScIP are included within plans for 2023-24.*

SCHOOL IMPROVEMENT PRIORITY 3:

To improve sustained growth in reading.

Data/evidence that informs this priority:

AR evidence indicated a flatlining of progress within reading.

NIF Key Drivers: 5.	**HGIOS4 QIs:** 1.3, 2.7, 3.2.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
• All readers to progress in line with or exceed chronological rate. • Progress of learners to match AR targets. • Greater range of reading choice at higher AR levels. • Increased breadth of readers at initial stages.	• In Class 1 & 2 use reading circles to develop comprehension skills. • Literacy workshop (Imogen Kerr plus class teachers) to promote literacy at home, Oct 2022. • Buddy reading sessions across school. • Broaden width of scheme books for P1 & P2 ORT to be investigated. • Expand range of AR texts level 7.0 - 8.9. • Establish graded book band reading structure in Class 1 and reading record. • Restart Book Bug sessions within Early Years, opening to families, community, Haey Hope Club, P1 & 2. • Reorganisation of school library to be reader friendly and accessible. • Participate with Scottish Book Trust Reading School accreditation to build a culture of	• AR reading assessments taken on a termly basis. • Use AR predictions for targeted expected progress. • We will also use BGE data from SNSA and SOFA together with teacher's professional judgement.	Book Bug sessions started within Early Years. Range of texts selected by pupils for AR 7.0 – 8.0. Reading scheme texts amalgamated and banded into appropriate levels. Colour coded allowing easy access for children. Revised reading record written. The Sounds Write/Early Reading Phonic workshop for parents planned in September attracted 5% parental interest. **Accelerated reader Star Reader assessments evidenced:** The percentage of children whose reading age exceeded their chronological age by over six months: April 2022: 33% June 2023: 56% The average increase in reading age for those children taking star reader assessments, over the 8-

	reading in learners and community. • Book week in March 2023.		month period between Oct 2022 – June 2023, was +18.8 months.

ELC IMPROVEMENT PRIORITY 1:

To provide opportunities for parents to engage in learning together with their child. To engage parents in opportunities to learn together with their child, in the nursery and beyond.

Data/evidence that informs this priority:

Feedback from ELC survey.

HGIOELC QIs: 2.5 Family Learning.	**Care Inspectorate Quality Framework:** 1.4 Family Engagement.

Outcome for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
For children and their families to feel welcome in Nursery. For children to have positive learning experiences with parents, carers in Nursery and at home.	• PEEPs refresher training. • PEEPs sessions. • Play and stay. • To provide regular opportunities for parents to involve themselves with their child's learning. • Early literacy workshop. • Communal swim. • Targeted use of Seesaw, relating image to observation. • Bookbug sessions. • Curriculum events – What are loose parts? Numeracy in the early years (KM can support delivery and content). • Parents involved in developing forest school provision, parents offering to share expertise in a range of learning opportunities (woodworking, farming, arts/crafts). • Visits to a range of spaces on the island out with nursery (Lyness	• Feedback in parental surveys May 2023. • Discussions with families. • Questionnaire results comparing to 2021/22 responses. • Seesaw engagement to 100%. • Numbers of parents attending events. • Parents feel more included in the life of the nursery. From the 2023 Parental Questionnaire: • Parents feel supported to learn alongside their child. • Attendance at events. • Children and families feel a sense of belonging in the setting.	Weekly ELC family swimming sessions started in April 2023. Weekly Peeps and Bookbug family engagement sessions started January 2023. Following the OIC policy regarding the use of the existing Seesaw package as a tool to celebrate individual learning was stopped in September 2022. This will be Restarted using the OIC approved version in August funded through DSM. 75% of parents agree the setting organises activities where family learning can take place and are given ideas on how to support their child's learning at home. Family Stay and Play afternoons started in January 2023, these have proved popular and are well attended.

	museum, Rackwick daytrip, beach visit) where parents and children visit together.		

ELC IMPROVEMENT PRIORITY 2:

Making progress through outdoor play.

Data/evidence that informs this priority:

This initiative is a continuation of the 2021-22 ELC improvement plan. Identified development from self-evaluation session on Outdoor Play.
Embed good practice and Kate Hookham input received in 2021-22.

HGIOELC QIs: 1.3 Play & learning, 2.1 Quality of setting for play & learning, 3.2 Leadership of play & learning.		Care Inspectorate Quality Framework: 2.1 Impact on children.	
Outcomes for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
• All children will be engaged and motivated to learn through outdoor play. • Outdoor learning experiences will connect our children with the outdoor world and offer opportunities for personal and learning skills in areas significant to literacy, numeracy and health & wellbeing. • Planned outdoor learning supports the holistic development and progress across all levels.	• Development of Forest School site. • Expansion of scrap store for personal choice and development. • Training for staff on Outdoor Learning. • Need to maximise opportunities for outdoor learning at all times.	• Children's skills in woodworking, fire lighting, den building will be further developed. • Photos, Peedie notes and learning stories from outdoor space will be evident in learning folders and displayed on walls in the setting. • EYPs will plan experiences using outdoor space regularly. • Staff will feel confident in utilising the outdoor space to its maximum potential, supporting children in their learning. • Children will confidently talk about risk and how to take measures to reduce risk when using the outdoor area.	• Weekly gardening sessions. • Regular planned experiences for outdoor learning. • Forest School outdoor education site currently being developed. • Mud play area constructed. *This improvement priority will continue for 2023-24*

ELC IMPROVEMENT PRIORITY 3:

Listening and talking.

Data/evidence that informs this priority:

Authority wide priority. Nurseries across Orkney have noticed an increase of children presenting language and communication delays. Gaps in tracking information for phonological awareness, listening and talking. Practitioners have commented that they are less confident in supporting children with communication delays. Increase of new staff who have not yet had access to relevant training.

HGIOELC QIs: 1.2 Impact of CLPL on progress, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2.	**Care Inspectorate Quality Framework:** 1.1 Nurturing Care and Support: All children get the support they need to reach their full potential. 1.3 Play and Learning: Children have fun as they experience high quality play, learning and development opportunities. 1.5. Family Engagement: High quality engagement facilitates a partnership approach to care, play and learning outcomes. 2.1 Quality of the setting for care, play and learning: Children benefit from high quality care, play and learning settings. 4.1 Staff skills, knowledge and values: Children and families benefit from staff that are well trained, competent and skilled.

Outcomes for learners:	**Actions/Approaches/Interventions:**	**Measures:**	**Impact:**
To ensure all ELC children are making very good progress in listening and talking. To create spaces in our nurseries, indoor and outdoor that promote literacy and communication for our young children.	• Self-Evaluation session for all settings to set a baseline: "How do we know that all children are making very good progress in listening and talking? What do we do and what do we still need to develop? (HGIOELC 2.3) What approaches do we use to promote children's developing language and literacy skills with a focus on listening and talking? (Self-Evaluation session revisited	• Self-evaluation floorbook will show impact of development, including richer environments (a greater range of resources), more focussed planned experiences, peedie notes more focussed on learning. • Increase in staff confidence in supporting listening and talking at all stages: • Child development.	Fortnightly Book Bug sessions for children and families which have been well attended. Fortnightly PEEPS sessions for children and families facilitate focussed listening and talking. *We will be continuing with aspects of this through core business 2023-24.*

To enhance interactions between children and adults that support listening and talking skills in order to build confident communicators. To plan meaningful and relevant experiences to build skills and competencies in listening and talking. To develop parents understanding of what listening and talking looks like in our settings and to empower them to support their child's listening and talking development at home.	regularly to measure change, improvement, and progress for children). • All practitioners will participate in an authority wide ELC programme to support the delivery of high-quality listening and talking provision. (October In-Service) • Audit folders at the beginning of the year to determine number and quality of peedie notes and learning stories taken on listening and talking to see if we are capturing children's development in listening and talking. • Monitor folders regularly (twice yearly) throughout to audit if we are capturing progression over time in listening and talking. • Make alterations to environment as appropriate, include labelling, environmental print, have materials and spaces that inspire discussion and curiosity (beautiful, unusual, intriguing materials). • Promote interaction strategies to challenge as well as support children. • All settings will plan regular listening and talking experiences for all children relevant to their	• Supporting communication delays. • Planning learning to support and extend children. • Engaging in song and rhyme. • Increase in number of peedie notes related to listening and talking. Almost all talking and listening related notes are learning focussed notes. • Use progression tracking tool (3 x yearly) alongside Early Level benchmarks (Peedie pebbles) and Staged Intervention and Circle tool milestones to measure impact on learners. There are no gaps in the tracking tool and learning folders relating to phonological awareness, listening and talking. • Revisit Circle Tool to audit environments – almost all aspects of environments listed are present in every area of the nursery and outside. • Almost all notes are high quality observations made	

	developmental stage and detail this in a focussed experience planner e.g. key group planning. Useful resources: High/scope red SGT folder – 'listening and talking' and 'word play' section, Orkney language and literacy handbook, Language cards, Realising the ambition, CfE Es and Os.	with listening and talking focus evident in folders. • Qualitative data from practitioners on their confidence to support listening and talking and how to track progression in learning. • Parental attendance at events and family sessions. • Parents will feel more knowledgeable about listening and talking. • Parental comments and feedback through questionnaires, discussions etc.	

Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	May 2022.		ScIP.	• 100% of teaching staff find it rewarding to be a member of staff at North Walls. • 75% of support staff find it rewarding to be a member of staff at North Walls. • 20% of feel children need to be more involved with their learning targets. • 100% understand the schools procedures for safeguarding. • 80% of teaching staff feel actively involved in the school's self-evaluation process, 20% do not. • 50% of support staff are unsure whether they feel encouraged to learn and share practice from other schools. • 20% of teaching staff do not feel they have opportunities to undertake leadership roles.
Learners:	May 2023.		ScIP.	• 25% increase in pupils being asked what they would like to learn. • 74% enjoy learning at school. • 11% did not feel comfortable approaching staff with a question (same as 2022). • Children felt respected by staff but not always amongst themselves. • 95% of children feel safe at school. • 85% felt others behaved well.
Parents and carers:	May 2023.		ScIP.	• 100% feel their child is safe at school. • 88% feel satisfied with school. • 88% feel school is well led and managed. • Lack of involvement/information from Parent Council. • More advice/activities to support child's learning.

				• Guidance on how the school assess children and learning.
Community and other stakeholders:	N/A.	N/A.	N/A.	N/A.

Summary of attainment for 2022-23:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	-	-	-	-
Writing:	-	-	-	-
Listening & Talking:	-	-	-	-
Numeracy:	-	-	-	-

General statement: 88% of learners have met, or exceeded, the appropriate standard in reading, writing, listening & talking, and numeracy. Those not meeting the standards have individual targets and plans in place.

It is important when reporting on attainment data, individual learners cannot be identified. The following statements are provided as guidance to ensure the anonymity of all learners; however, schools should use discretion if there is a concern that learners may be identified.

- *If less than 10 learners in total between P1, 4 and 7, then only a general statement on attainment would be completed.*
- *If you have between 11 and 17 learners in total between P1, 4 and 7, then only the P1/4/7 combined attainment column would be completed along with the general statement.*
- *If you have 6 or more learners in each of P1, 4 and 7, then the full table would be completed.*

Summary of progress for 2022-23:

Key question 1: Is the child meeting developmental milestones for their age?

	Meeting expected milestones.	Not quite meeting expected milestones.	Child is not meeting expected milestones.
Language and Literacy:			
Mathematical development:			
Wellbeing:			

Key question 2: Is the child making very good progress?

	Needs are well met through universal provision.	Making progress within universal provision and may need extra support or may need further challenge through next steps and differentiated group planning.	Not making good progress and may require support from a wider team as well as careful planning within nursery to ensure maximum progress.
Language and Literacy:			
Mathematical development:			
Wellbeing:			

General statement:

- Language and literacy: Most learners meet their expected milestones.
- Mathematical development: Almost all meet their milestones.
- Wellbeing: Most learners meet their expected milestones.

Care Experienced Children and Young People (CECYP):

There are no CECYP in the school.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School Priority 1: To ensure high quality teaching and learning at North Walls.

School Priority 2: To use formative assessment to improve pupil outcomes.

School Priority 3: To improve pupil wellbeing.

ELC Priority 1: To raise progress through outdoor play.

ELC Priority 2: To improve the effective impact of self-evaluation.

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer and staff)
- Learning and teaching observations.
- Data analysis (using BGE toolkit and securing children's progress tracking toolkit).
- Self-evaluation using HGIOS?4, HGIOURS? and HGIOELC?

SCHOOL IMPROVEMENT PRIORITY 1:

To ensure high quality teaching and learning at North Walls.

Data/evidence that informs this priority:

Self-evaluation has identified a need to establish school wide standards for high quality teaching and learning. Staff evaluation of HGIOS4 2.3 is a key indicator of improvement.

NIF Key Drivers: 1, 2, 3, 4, 5, 6.		HGIOS4 QIs: 1.3, 2.3, 3.2.	
Outcomes for learners: To establish high quality teaching and learning practices.	**Approaches/Interventions:** Create NW self-evaluation toolkit of essential elements of high-quality teaching & learning lessons. Base the content of the toolkit around the work of Bruce Robertson and Dylan Wiliam. Developing the professional learning of support and teaching staff will facilitate higher quality lessons and engagement. Use professional standards to focus PRDs and reflect on professional development opportunities.	**Measures:** Lesson self-evaluations & peer moderations will show steady increase of agreed high quality teaching & learning core lesson attributes. Needs driven CPD pathway, linked to PRDs and ERDs. Staff (teaching/support) QA surveys to increase professional learning to increase from 22% @ Excellent.	**Impact:**

SCHOOL IMPROVEMENT PRIORITY 2:

To use formative assessment to improve pupil outcomes.

Data/evidence that informs this priority:

Observations have shown that summative assessment is used inconsistently across the school, lacking the desired impact on pupil outcomes.

NIF Key Drivers: 1, 2, 3, 4, 5, 6.		**HGIOS4 QIs:** 1.3, 2.3, 3.2.	
Outcomes for learners:	**Approaches/Interventions:**	**Measures:**	**Impact:**
Introduce consistent formative assessment approaches to support high quality teaching and learning.	Implement Dylan Wiliam's 5 Aspects of Formative Assessment.	Lesson self-assessment using the High-Quality Teaching & Learning toolkit. Book trawls – quality of feedback, use of success criteria, evidence of responsive work in following lessons. Observations made. Pupil conversations regarding the understanding of their learning and next steps. Judgements made during progress and tracking meetings will be based around a wider range of evidence.	

SCHOOL IMPROVEMENT PRIORITY 3:

To improve pupil wellbeing.

Data/evidence that informs this priority:

Evidence from the QA survey in May 2023 showed a decline in wellbeing particularly inter-personal reported between pupils.

NIF Key Drivers: 1, 2, 3, 4, 5, 6.		HGIOS4 QIs: 2.1, 2.4, 3.1.	
Outcomes for learners:	**Approaches/Interventions:**	**Measures:**	**Impact:**

Improve pupil wellbeing.	- Use Zones of Regulation to develop individual emotional welfare and coping strategies. - Develop greater opportunities for pupil success – building self-esteem, team building, creativity, and resilience:
	  i. Forest School.
	  ii. STEM.
	  iii. Plan Do Review.
	  iv. IDL. - Embed a relational approach to create positive behaviours:
	  i. Positive Thinking through Growth Mindset (linked to High Quality Teaching & Learning).
	  ii. Nurturing (linked to Zones of Regulation).
	  iii. Social Engagement (using Philosophy for Children).
		Pupil QA indicated 32% agree they are respected by their peers in 22/23.
		Wellbeing survey highlighted the pupils wanted greater responsibility around school.
		Pupil committees restarting.
		Termly pupil wellbeing survey evidence.
		Pupil conversations and feedback.
		Teacher professional observation.
		Pupil QA survey 2024 data comparison.
		Updated Anti-Bullying policy, written following consultation with staff, pupils, and parents.
		Achieve RespectMe Award in response to our work on anti-bullying and relational approach to positive behaviours.	

NURSERY IMPROVEMENT PRIORITY 1:

To raise progress through outdoor play.

CIF Key drivers: 2.3		HGIOELC QIs: 1.3, 2.1.	
Outcomes: All children will be engaged and motivated to learn through outdoor play. Outdoor learning experiences will connect our children with the outdoor world and offer opportunities for personal and learning skills in areas significant to literacy, numeracy, and health & wellbeing. Planned outdoor learning experiences. Learning supports the holistic development and progress across all levels.	**Approaches/Interventions:** Development of Forest School site. Expansion of scrap store for personal choice and development. Need to maximise opportunities for outdoor learning at all times. Outdoor learning/visit programme will be established at the start of Term 1. Forest School Champions will be invited to NWCS. Staff to visit Glaitness Forest School Day.	**Measures:** Children's skills in woodworking, fire lighting, den building will be further developed. Photos, Peedie notes and learning stories from outdoor space will be evident in learning folders and displayed on walls in the setting. EYPs will plan experiences using outdoor space regularly. Staff will feel confident in utilising the outdoor space to its maximum potential, supporting children in their learning. Children will confidently talk about risk and how to take measures to reduce risk when using the outdoor area. Increase in number of visit and outdoor learning opportunities. Regular use of the Outdoor Learning area.	**Impact:**

NURSERY IMPROVEMENT PRIORITY 2:

To improve the quality of self-evaluation.

CIF Key drivers: 2.1, 6.2, 6.4, 6.5.		HGIOELC QIs: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2.	
Outcomes:	**Approaches/Interventions:**	**Measures:**	**Impact:**
Improve staff confidence with self-evaluation. Improve the efficiency and effectiveness of self-evaluation.	Four-week cycle linked to improvement priorities. Self –evaluation training from Nursery advisor. Practitioners to visit another setting to examine self-evaluation procedures.	A more manageable self-evaluation process which is reflected in pupil outcomes. Termly examination of the self-evaluation cycles.	