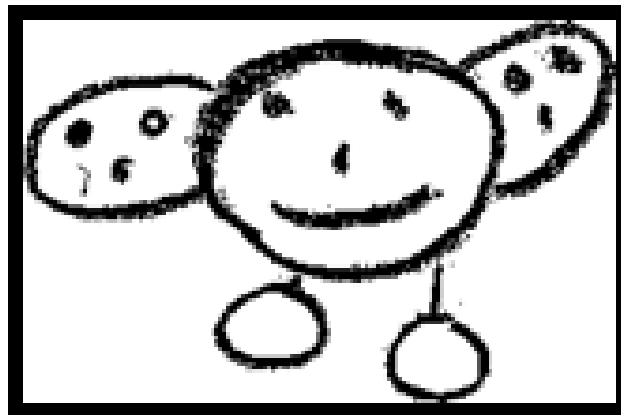


Sauchie Early Learning and Childcare (ELC) Standards and Quality Report

2021-2022



Towards Excellence...

Our 6 big goals:

1. Children 1st
2. Learning and teaching is consistently excellent
3. We work as a family
4. Families are engaged and supported
5. Educators are inspired and motivated
6. Decisions are based on evidence and ongoing improvement is the norm

Introduction

Sauchie ELC Standards and Quality Report 2021-22 provides a record of the main achievements of the ELC this session. The report evaluates the progress the nursery has made, focussing on areas which have been priorities in our Nursery Improvement Plan.

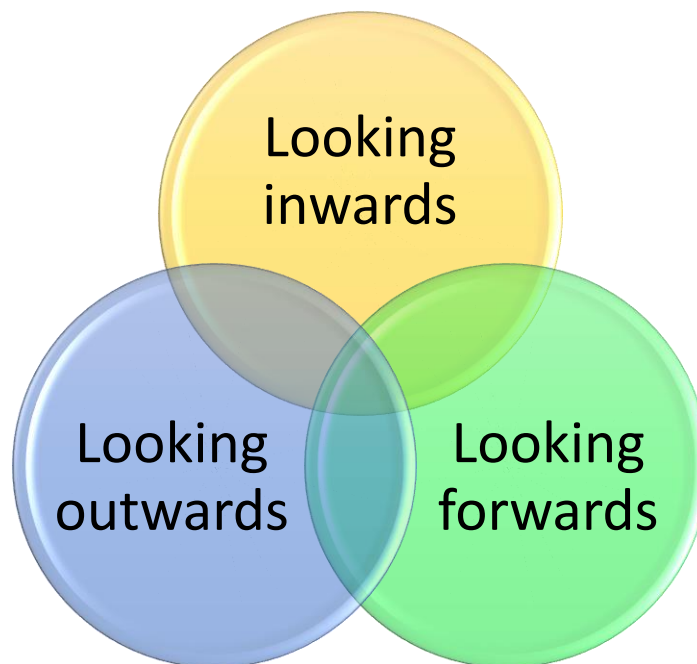
The report is based on a wide range of evidence, including analysis of children's attainment, observations of children's learning and work, and a recent Care Inspection. Views were also gathered from children, families and educators. Families and the nursery community were consulted through questionnaires and meetings.

The report is produced as part of the self-evaluation, improvement planning and quality assurance. It aims to provide helpful information to families, children, our local community, Clackmannanshire Council and Education Scotland.

Clackmannanshire Council's Vision:

We have a vision that Clackmannanshire is a place where all children and young people have high aspirations and a bright positive future ahead of them. We want young people to leave education skilled and well prepared for life, work and future learning. We will work to minimise the effects of child poverty and raise attainment for all children. Excellence and equity is the norm.

This full report will be visible within the ELC's front hall, an abbreviated paper version will be distributed to every family and a video version will be available on the screen in the front hall.



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Context of the Nursery

Sauchie ELC is a Clackmannanshire Council provision; we are currently registered for 103 children at any one time, aged from 2 to 5 years of age. We offer all 2–5-year-olds a variety of term-time, extended day and year models to continue our commitment to the full implementation of 1140 hours of free early learning and child care for every family.

Vision: We endeavour to provide a service that supports the Scottish Government’s aim to make Scotland the best place to grow up. Where children flourish, by delivering high quality Early Learning and Childcare that meets the needs of every child and their family, and where children rights are at the heart of our service.

Values: Over a two- year period a variety of opportunities were implemented to ensure all stakeholders thoughts, feeling and options were used to formulated this piece of work. The staff team wrote down what our curriculum rationale means to them, following on from this further consultation processes were established to re-examine the settings values. Staff and families shared what was important to them for their children. Children were included by using a child friendly consultation exercise, their voices helped to formulate the values below. From the information gathered we have identified common themes throughout the responses and have established 3 main values;

- **Love** = Nurture, care & relationships
- **Play** = Play pedagogy, learning, growth, enjoyment and choice
- **Equity** = Inclusion, respect, fair, supported, achieving

Aims:

- We strive to provide children with tailored and individual learning opportunities and experiences to develop and achieve their full potential.
- We embed a nurturing and welcoming ethos across our setting that values relationships and provides high quality care and support for children and families.
- We provide a high-quality learning and teaching environment both indoors and outdoors through a play-based pedagogy which sees children thrive and enjoy their learning and achievements.

As part of the Lornshill Cluster we work in partnership with the Lornshill Secondary School, 8 Primary Schools, 4 of which have attached ELC Classes, 1 Private Providers and 1 other standalone ELC setting.

Session 2021-22

Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's standard approach to identify areas of multiple deprivation in Scotland. It can help improve understanding about the outcomes and circumstances of people living in the most deprived areas in Scotland.

*SIMD ranks data zones from most deprived (**ranked 1**) to least deprived*

SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 5	SIMD 6	SIMD 7	SIMD 8	SIMD 9	SIMD 10
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Sauchie ELC has **85%** of children living within the lowest deciles, whilst the other **15%** sit between deciles: 5-10.

We currently offer breakfast, 3 snacks, water and milk across the nursery daily and a free hot main meal is provided for every child at Sauchie ELC.

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Excellence and Equity Leads (EEL)

In 2018 the Scottish Government provided an additional graduate into early learning and childcare settings that are in Scotland's most deprived areas according to the SIMD (see above for details) A key element to their role is to contribute to closing the gap in cognitive, social and well-being between the least and most deprived areas '**poverty-related attainment gap**'. Nationally the post is known as Equity and Excellence Leads (EEL), but is known within Clackmannanshire as Childhood Improvement Pedagogues (CIP). The addition of having a supernumerary role has greatly enhanced our improvement towards our priorities in raising attainment in literacy, numeracy and well-being, workforce professionalism and family learning and engagement. This has allowed for greater flexibility and reflection time for the purpose of closing the gap.

Attendance, Attainment and Achievement

Attendance remains a priority at Sauchie ELC. We have a robust absence procedure that is shared with families during the induction process: Attend Today – Achieve Tomorrow. We share our expectations that a child's attendance is judged as good at 97%.

Attainment and Achievement

Lynsey Graham ELC head came into post in April 2017 and implemented a 5 year plan. During this period we have had a HMIE inspection in January 2018 which provided opportunity to validate our plan and ensure sustainability over time. We have also had 2 Care Inspectorate inspections, most recently in April 2021 (Covid) which has provided further validation on our progress with consistent grades of very good across all indicators inspected. As we move into another year, we continuously strive for improvement and are on track to ensure we successfully achieve our aims. Our Childhood Improvement Pedagogue sits at the heart of our plan and is also dedicated as part of their role to work collaboratively with individuals, as well as collectively with educators, families and children to ensure all children are on track to achieve in Literacy and Numeracy.

Attainment in Literacy	<ul style="list-style-type: none"> 59% of pre-school children are on track to achieve Early level by the end of P1 40% of pre-school children are on track to achieve Early level with the continuation of identified individual interventions by the end of P1
Attainment in Numeracy	<ul style="list-style-type: none"> 34 % of pre-school children are on track to achieve Numeracy Early Level by the end of P1 50% of pre-school children are on track to achieve Numeracy Early level by the end with the continuation of identified interventions of P1 <p>TPJ for mathematical skills = 66% of pre-school children have been assessed as on track with mathematical skills 34% of pre-school children have been assessed as on track with mathematical skills with the continuation of identified interventions</p>
<ul style="list-style-type: none"> 25% of Sauchie Learners have been identified as having an additional support need and are supported within the stage intervention process. 	

Review of Progress for session 2021-22: Raising Attainment.

Nursery Priority:

Vision: In Sauchie ELC we will increase staff's capacity of assessing children's learning using process systems to improve learning outcomes for learners. (3-year plan)

Year 1: By June 2022, all staff in Sauchie ELC will increase their ability to effectively

- 1) Evaluate
- 2) Ensure progression in Children's learning.

National Improvement Framework

Closing the attainment gap between the most and least disadvantaged children and young people

Improvement in children and young people's health and wellbeing

Framework Priority:

HGIOELC:

- 1.3 Leadership of Change
- 1.4 Leadership & Management of Educators
- 2.2 Curriculum
- 3.2 Securing Children's Progress

Realising the Ambition: 4 Child Centred Pedagogy

Health and Social Care Standards: 1 = I get good care and support that is right

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Key drivers for Improvement <i>School Improvement</i>	for me Clackmannanshire Education Plan Priorities 2021 -22 <ul style="list-style-type: none"> Improvement in children’s and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children
Progress	<ul style="list-style-type: none"> September 21- Average rating of educator’s confidence levels completed and handed in (rating scale from 1 (lowest) -5 (highest) = educators on average rated themselves 2.63. September 21 – Educators are using the evaluation tool for reflection times. September 21 – Educators taking part in weekly reflection times to evaluate children’s learning and development with SMT support in all pods. October 21 – Hayley (Childhood pedagogue) gave 1:1 feedback on quality of e-journal observations of learning to 100% of educators. October 21 – Numeracy and math bag intervention (PDSA, change idea) begins running between Sauchie ELC and Deerpark P.S (Children attending fortnightly to take part in numeracy-based learning with current Deerpark learners with support of Lisa Swan, teacher). Evaluation tool used each week and reflected upon at the numeracy lead meetings. November 21 – Lynsey working 1:1 with chestnut pod (SMT support, coaching and mentoring sessions with control pod of staff). Jan 22 – Review of staff confidence rating scale saw most staff confidence improved. Some educators rating themselves at a 4 but when QA against evaluation rating scale completed by SMT this is lower (individual support with these staff to help). SMT lead (Hayley) continues working with educators on a fortnightly basis with numeracy math bag intervention to coach and mentor support staff to evaluate children’s learning and provide high quality learning experiences. This has proven to be beneficial. April 22 = Average score across nursery is 3.11 out of 4 = improvement since September 21.
Impact	<p>Educators have raised from initial confidence in evaluating learning from 2.63 to 3.11 this year.</p> <p>75% of educators in Sauchie ELC have commented on how support from SMT to evaluate children’s learning has been invaluable this year during ERD sessions with head of setting.</p> <p>3 lead educators took part in the leading and implementing the numeracy/math bag strategy this year in Sauchie ELC. These educators were supported by the Childhood pedagogue to effectively evaluate children’s learning and development and take learning forward.</p> <p>3 educators have raised their confidence in evaluating children’s learning (from a 2 on the scale to a 3/4) as a direct result of leading and implementing the numeracy and math bag project. <i>“Working directly in the group has really helped me be able to discuss what learning has taken place and how to best support learners to develop and strengthen their skills” – Educator Sauchie ELC.</i></p> <p>100% of Sauchie ELC pre-school learners have had tracked progression in both numeracy and maths skills this year which have been documented and ready to share with our feeder schools. <i>“I can count to 10 on my own” – Boy A aged 5</i></p> <p>The Quality of our e-journal in-puts has risen from a 2 on our rating scale to a strong 3 which demonstrates an improvement in how educators evaluate and progress our children’s learning and development and how they record and document this.</p> <p>100% of our pre-school learners have progressed in their numeracy and/or maths skills this term as a direct impact of the numeracy/math bag intervention.</p> <p>64% of our pre-school learners improved their counting skills and moved up through early number trajectories. <i>“I can count to 10 and sometimes more now” – Boy S aged 4 - Sauchie ELC</i></p> <ul style="list-style-type: none"> 81% of learners progressed the mathematical skill of an awareness of time this year through math bag intervention alongside room interests and child led learning. This is recorded through the use of Sauchie ELC Mathematical trajectories. 100% of ante pre learners have had opportunities to engage in numeracy and math bag learning experiences this year and some have had baseline observations added into their e-journals which will help when assessing development through math & number trajectories in their pre-school year.

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	<ul style="list-style-type: none"> - Our 2-year-old learners have also had access to the numeracy and math bag intervention this year and some have engaged in these learning opportunities through natural play. Our skilled educators have used the opportunities at the fortnightly numeracy meetings to discuss ways activities can be simplified to meet the needs of learners effectively. Our 2-year-olds have engaged in more mathematical skill opportunities such as sorting and matching and size and measurement which are reflected in e-journals. - Educators have commented on the direct support from SMT on the floor in playrooms to help effectively evaluate children’s learning. “Having SMT in the room has really helped me identify children’s learning and take it forward and document effectively, this has been very useful” – Educator Sauchie ELC - “Initially, I didn’t think the numeracy experience would work for the children, however engaging in the numeracy lead meetings allowed me to talk and discuss with my peers and teacher and SMT and enabled me to think differently, I changed and adapted my practice after evaluating children’s learning and trialled the experience again, this time having more positive outcomes for the children as they were achieving” – Educator in numeracy lead group @ Sauchie ELC. - 100% of health and well-being, literacy and numeracy observations added into e-journals this year have been tracked or added as milestones in learning to already tracked progression. - All of our data/collation of evidence this year has shown that the use of the evaluation tool which educators are using to evaluate in some aspects of learning and also our fortnightly SMT support demonstrates that we have robust process systems in place which seem to be working as they have meant that outcomes for our learners have ultimately improved.
Next Steps	<ul style="list-style-type: none"> • Process systems (evaluation tool and fortnightly SMT support) are in place and work well. What we need to do now is work on supporting educators to develop their skills and knowledge further so our educators have the autonomy to transfer this skill, identify children’s learning and can take this forward to drive learning forward in each learning pod, achieving challenge, application and depth of learning for our Sauchie ELC learners. • To support educators in making evaluating children’s learning a transferable skill and using this in all forms of facilitating and documenting learning. Not just through e-journal updates and the numeracy/math bag intervention. • Coaching and mentoring as a method of supporting staff to develop their skills in evaluating children’s learning > Improvement plan for session 2022-23

Review of Progress for session 2020-21: Raising Attainment (particularly within literacy).

Nursery Priority: By 2022, 100% of Sauchie learners will have their individual learning needs met to achieve within the literacy progression pathways.	
<p>National Improvement Framework Priority <i>Closing the attainment gap between the most and least disadvantaged children</i></p> <p>Key drivers: School improvement</p>	<p>HGIOELC: 3.1: Ensuring wellbeing, equality and inclusion 2.4 Personalised Support</p> <p>Realising the Ambition: 3.1 & 3.6 What I need from the adults who look after me 6.4 Health and Social Care Standards: 4 I trust the organisation I get care from</p> <p>Clackmannanshire Education Plan Priorities:</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children

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<p>Progress</p>	<ul style="list-style-type: none"> • August 2021: All educators given breakdown of the literacy package and training on how to facilitate this at the in-service day, this gave time for educators to ask questions and have discussion. • Aug/Sep 21: As part of the Literacy package and to support the on-going sustainability of LIFT Leaders & Educators guides were created to support the on-going robust quality assurance of the LIFT program. This was shared in the in-service day. All staff accessed the new 3-part training updated training package from Speech and Language. • August 2021: Meetings were set up with LIFT leads in all 3 pods (Sara, Lizzy, Suzy, Nicola, Lisa H and Emma F). These meetings allowed educators to discuss and share concerns/queries with Childhood pedagogue as SMT lead and Nicola D as LIFT lead for ELC setting. • September 2021: Educators begin assessing children, once data is collated, we can determine which intervention best suits individual learning needs. • September 21: E-journal QA completed. 50% of literacy e-journal input make reference to our new literacy package. • September 21: INTERVENTION: Fortnightly meetings with LIFT leads to support, coach and mentor to keep on track with project. Changed to fortnightly at request of educators. • September to December 21: 100% of Sauchie ELC educators took part in a block of refresher training opportunities hosted by our SLT Louise Torrance. • November 21: Review completed by Hayley and Nicola (see data dashboard for data) All children have at least 1 literacy observation added to tracked progression in e-journals. INTERVENTION: actions given to individual staff. • December 21: QA gathered on e-journal input 85.71% of e-journal input made reference to literacy package. • Jan 22: QA on e-journals shows 85% of e-journal entries make reference to the literacy package. • Feb 22 – April 22: Monthly QA on e-journals shows 100% of literacy observations checked made reference to the literacy package. • April 2022: New educators and learning and assistants accessed introduction to LIFT (ACI) as part of the literacy package. This ensures that 100% of staff are able to deliver high quality ACI techniques in their everyday practice.
<p>Impact</p>	<ul style="list-style-type: none"> • 100% of educators in Sauchie ELC are now familiar with and are facilitating learning of our literacy package. • 100% of Sauchie ELC pre-schoolers received a bespoke literacy package of interventions that were specific to their individual learning needs and styles. • For the first time, 100% of our 2- and 3-year-olds have taken part in opportunities to extend and develop their literacy skills through bespoke learning experiences designed to develop particular literacy skills, these are recorded in individual e-journals. • LIFT lead educators participated in fortnightly meetings with Nicola D as LIFT lead and Hayley as SMT support. These meetings allowed educators to discuss concerns, ask questions and gain clarity around some things they were perhaps unsure of. “The meetings really helped to clear some concerns that we had, plus as a new LIFT lead I found them really beneficial as you were able to speak to people who have been doing this for a while as well as sharing some good tips and ideas to make things easier together. SMT were able to share a message to us all and give us support when we needed it” – Educator – LIFT lead - Sauchie ELC. • By Feb 2022 – 100% of Sauchie ELC educators were recording aspects of the literacy package well within the e-journals and making reference to this. <u>LIFT (Language is Fun Together) Year 5</u> • 100% of staff using the LIFT educators’ guides shared that this package has been instrumental in supporting them to ensure the on-going quality of delivery of interventions and ensure these are tracked effectively. • SMT lead and LIFT lead and champions met regally to ensure the on-going quality assurance of the new guidance All pre-school children • LIFT Assessments: (46) 100% of pre-school children were assessed (Exc 3), who for various reason were unable to be assessed). 100% of children received individualised universal, targeted and intensive interventions regardless of assessment • (11) 27% of children were placed on stage 2 of S.I + (additional (6) 15% already on S.I) evidenced total to be (17)

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	<p>42%.</p> <ul style="list-style-type: none"> • 98% of children evidenced progression after LIFT interventions. (3) 27% children were removed from S.I for going to school and require no further invention. Some of the other children remained on S.I for the purpose of transition and additional speech and language support in school. A few children require additional individualised S&L intervention. • The quality of the observations from the literacy package added into children's e-journals has risen from a 2 on our evaluation scale to a consistent 4 across the board in Sauchie ELC.
Next Steps	<ul style="list-style-type: none"> • The Process system of the new literacy package is now in place at Sauchie ELC and this will continue to be offered to all children next year. • Through the literacy package educators will continue to facilitate high quality learning experiences that are individual for each learner, supporting individual learning and development of literacy skills. • Continue to provide opportunities for educators to participate in coaching and mentoring sessions to develop their skills and confidence in facilitating high quality learning experiences for our learners > Improvement plan for 2022-23 • Educators LIFT package will now be now be embedded into on-going Educator's practice with support as required by LIFT lead (Nicola).

Review of Progress for session 2020-21: Community Enterprise.

Nursery Priority: By 2022, at least 65% of Sauchie ELC learners will have benefited from improved outcomes as a result active community participation.	
National Improvement Framework Priority <i>Closing the attainment gap between the most and least disadvantaged children</i> Key drivers for Improvement School improvement	HGIOELC: 1.3 Leadership of change 1.4 leadership of management and practitioners 2.7 partnerships Realising the Ambition: 7.2 High quality practice HNCS: 3
	Clackmannanshire Education Plan Priorities: Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children
Progress	<ul style="list-style-type: none"> • July 21: Community and enterprise Curriculum pathways created and added to e-journals for the purpose of tracking learning across the curriculum using Building the curriculum 4 ((BTC4. This would effectively support educators when documenting learning within children's e-journals, whilst enable robust monitoring and tracking. Termly feedback and robust quality assurance would aim to support improved outcomes to learners and increase children's active engagement in their community and enterprise projects. • Aug 21: We created a plan for the year to celebrate out 50th years of being Sauchie ELC. These plans have included consultation with children, families and Educators. We had a week long-celebration event in October 21 and raised £928. In addition, we created the #crowdfunding Sauchie Slime Challenge and have raised £175, including numerous innovative raffles run by each of the Sauchie learners in their pods, always good to have a little bit of healthy competition. We also had a cake competition and party to celebrate with our children and families, to name but a few. • All of the money raised by our children and families has been put back into our community and has supported us to purchase and make an outdoor lending library, willow tree and plague to commemorate our 50th Anniversary and work in partnership with Glenochil to purchase a bench dedicated to Sauchie community. • Aug 21: Sauchie Community and (Enterprise) Progression Pathways (CPP) shared with Educators in-service day and implemented into the e-journals • Aug 21: Learning for Sustainability self-evaluation was completed to evaluate and ensure baseline evidence gathered to inform and enhance improvements. • Baseline evidence at beginning of term was at 0% for Community Curriculum Pathways, Aug -Oct 21 this had increased to 85% of children having at least 1 tracked CPP. Oct-Dec 21 term, this had increased to 90% and by April 22 this has increased to 100%. • Oct 21: Enterprise policy created and shared with all Educators to support with implementation of 3 pod

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	<p>enterprise projects, including collaboration with Active 8 and Beechwood Care Home. This has included opportunities to enhance skills like</p> <ul style="list-style-type: none"> • Baseline evidence at beginning of term Oct 21 was at 0% for Enterprise Curriculum Pathways, Oct-Dec 21 this had increased by 20% and by April 22 this has increased to 50%.
Impact	<ul style="list-style-type: none"> • We have increased parental contributions that can be tracked within in the CPP pathways and have included comments <i>'my child wanted to make soup with the food bag given by active 8'</i> and <i>'the ingredients have helped to expose their child to food they wouldn't normally eat'</i>. <i>'We use the fruit from the bags to make our own smoothies'</i>, <i>'this makes a difference to the community'</i> • All children have had access to an enriched curriculum through their active participation and presence within their community and built stronger relationships with our partners. • Educators have increased confidence in leading enterprise projects and were confidently able to share these on our community open day with our families, wider community partners and educational colleagues. • Children who have participated in the enterprise projects have evidence within their e-journals of increased confidence and enhanced skills for life, learning and work (BTC4). Some of these projects have included enhancing leadership, literacy and financial skills i.e., making parental recipe books, homemade wax melt burners and raffles to raise funds to put back into the community. • We have enhanced intergenerational community relationships through the Beechwood care home enterprise project, creating time capsules, residents visiting the nursery and Educations Scotland 'Dug' building relationships with the Sauchie Everywhere Bear and visiting our wider community partners. Everywhere bear even had a sleepover at the care home and posted his journey on Twitter. • We have created a stronger links with Active 8 enterprise and been able to gather and share evidence and data about how their food bags are used by our Sauchie Families i.e., 100% of families have received a food bag and 67% shared the using all of the food, including fresh fruit and vegetables. • Children, families and the wider community have opportunity to come along to our community wide event day and celebrate and recognise the children's achievements in enterprise and how they have contributed to their community. • The overall evidence, data and individualised termly feedback from SMT has demonstrated that the community and enterprise pathways have supported Educators to successfully document and track children's learning in CPP. This has ensured that 100% of our Sauchie Learners have opportunity to engage with their community and take part in enterprise projects that have enhanced individual outcomes.
Next Steps	<ul style="list-style-type: none"> • SMT will continue to quality assure and provide termly feedback of the community and enterprise pathways to track community learning across the curriculums. It will benefit moving forward to adapt quality assure feedback to make this more bespoke to key Educators, as data has informed us that our learners require their observations to be more individualised, skills based and responsive. • Educators will benefit from further exploring other enterprise opportunities to enhance children's higher order thinking skills in their learning and gain more depth to learning.

Review of Progress for session 2020-21: Parental engagement

Nursery Priority: By June 2022 every child will have had a minimum of 1 parental contribution added to tracked learning in their e-journal.	
<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Key drivers for Improvement: Parental engagement. Family learning.</p>	<p>HGIOELC: 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion Realising the Ambition: 5.4 Leading through learning together with families National Care Standards: 2 = working with others who know me well</p> <p>Clackmannanshire Education Plan Priorities:</p> <ul style="list-style-type: none"> • Improvement in children's and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children
Progress	<ul style="list-style-type: none"> • Sauchie Storytellers will be the test of change to drive this forward and collate the data. Sauchie Storytellers project was piloted in 1 pod (Oak) in session 20-21 and has success in increasing parental contributions to e-

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	<p>journals.</p> <ul style="list-style-type: none"> • August 2021 – Sauchie Storyteller’s rolled out across ELC setting so now 3 pods participate in the project on a rotation basis to share book resources. • August 2021 – INTERVENTION: Educators had not been facilitating the project by sending books home to families and so Childhood Pedagogue Hayley had to introduce a rota for when pods had a turn at sending books home and also provided further training on how to run the project effectively as well as keeping on top of loans etc. • August 21: 19 % of children has a parental contribution added to their e-journals as a result of the project. These were added as next steps in tracked learning (comprehension skills). • October 21: All pods now accessing and using the Sauchie Story teller’s project. • October 21: the percentage of children who had a parental contribution added to their e-journal as a direct result had risen to 32% • October 21: Oak Pod who had been piloting the project has had a decrease in the number of parental contributions and chestnut pod has had the most increase. INTERVENTION: Discussions with educators on how we can raise this over the next few runs of the project. • December 21 & Jan 22: COVID 19 outbreaks put halts on sending books home as the rate of infection in Sauchie ELC at this time was particularly high. Infection control procedures took over. • February 22: Project up and running again and books are beginning to go back home to families. Parents commenting on how much they are enjoying the project. • Differences in the percentage of children with a parental contribution added to tracked learning differs across pods. Willow and Oak have struggled to engage parents where as Chestnut have had up to 80% of their learners who parents have added contributions for.
Impact	<ul style="list-style-type: none"> • Families are enjoying the project “I can’t believe I never used to read to my child because I just thought what’s the point as they can’t read yet but actually seeing the amount of learning we get through sharing stories together has been great I totally get it!” – Parent Sauchie ELC. • “My Child chose a picture book and I always thought how does that help reading but understanding children need to develop other skills before reading really helps”- Parent Sauchie ELC. • 100% of children in Sauchie ELC have had an opportunity to take a book home to share with their families as part of the Sauchie ELC project. • Parental contributions have risen to 56% across the nursery as a direct result of the Sauchie Storyteller’s intervention. • Parents are beginning to use the language of the skills their children are developing; “█████ really enjoys rhyme and we now use this”- Parent Sauchie ELC. • Parents are beginning to see how to make connections with learning in every day experiences; “We often talk about what we learned through the books and stories, when we are out M will sometimes recall things, he’s seen or that we have shared in a book and it allows us to talk about it more”. – Parent Sauchie ELC.
Next Steps	<ul style="list-style-type: none"> • As we are still only at 56% of parents adding tracked progression to next steps in learning for their children, we want to increase this next year with 2 collection point for returning and new families. We hope that by tracking and recording spontaneous learning and individual learning for each child more effectively in e-journals we can also encourage parents/carers to contribute to this from home. <p>For example: If a child has an interest in dinosaurs, we will start tracking this in nursery but speak to parents/carers and encourage them to share what things their child does at home in relation to this interest. When parents upload this, it can also be added to tracked learning progression.</p> <p>Aim: Raise percentage of parental contributions being added to next steps in learning for learners of Sauchie ELC</p> <p>How: Sauchie Storyteller’s project and spontaneous learning for individuals.</p> <p>Data: Gather data on both Sauchie Story tellers and spontaneous learning parental contributions to e-journals through session 21-22.</p>

Wider Achievements:

Continuation of Diamond award LIFT nursery.

A yearlong 50th birthday celebration: Slime challenge, enterprise projects across the ELC, sponsored events, grand Saturday fun day. This has led to very successful partnerships with Beechwood Care home, Action for Children and Active 8.

Eco Schools Award = 4th green flag

Key priorities for improvement planning 2022-23

Priority 1 = Staff knowledge and skills: By June 2023, all staff in Sauchie ELC will increase their ability to effectively evaluate and progress children learning which will be visible and evident in our playrooms. (Year 2 of 3-year plan).

- Change ideas: SMT coaching and mentoring sessions for 22/23 & Peer-Peer support and mentoring opportunities with SMT present for 22/23.

Priority 2 = High Quality learning experiences for learners through staff confidence: By June 2023, 100% of Sauchie learners will have their individual learning needs met. This learning will be documented and visible in both e-journals and playrooms.

- Change ideas: Staff Training opportunities and SMT support in playrooms (coaching and mentoring).

Priority 3= Family engagement: By December 2022 & June 2023 every child will have a minimum of at least 1 parental contribution added to tracked progression in their e-journal.

- Change ideas: Upscaling already existing Sauchie Story tellers project to all pods to increase parental contributions on e-journals & tracking spontaneous learning for children on e-journals to prompt parents to contribute

The evaluation process has identified the following key strengths:

- Educators have good use of process systems we have in place to ensure High Quality Practice in our setting. We need to make these skills transferable for our educators.
- High attainment in numeracy through introduction of the numeracy/math bag intervention.
- High attainment in Literacy through introduction of our new bespoke literacy package for 21-22.
- High quality parental engagement which we would like to increase to high quality family learning through Sauchie Story tellers and spontaneous learning tracking in e-journals.

Evaluation of Quality Indicators

Excellent	Outstanding or sector leading
Very Good	Major strengths
Good	Important strengths with areas for improvement
Satisfactory	Strengths just outweigh weaknesses
Weak	Important weaknesses
Unsatisfactory	Major weaknesses

Q.I	Self-evaluation (1-6)
1.3 Leadership of Change	6
2.2 Curriculum	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Wellbeing, Equality and Inclusion	5
3.2 Raising Attainment & Achievement	5

Our 6 big goals:

1. Children 1st
2. Learning and teaching is consistently excellent
3. We work as a family
4. Families are engaged and supported
5. Educators are inspired and motivated
6. Decisions are based on evidence and ongoing improvement is the norm