

Davidson's Mains Primary School

Standards and Quality Report – Session 24/25



At Davidson's Mains our **Vision** is: 'To learn, to believe, to achieve.'

At the heart of everything are the **Values** we teach and develop: **Honesty, Kindness, Courage and Creativity**.

These are encompassed by our **School Aims**:

'We aim to provide a supportive and inclusive environment where everyone celebrates success and inspires each other to achieve their best.'

Davidson's Mains Primary is a non-denominational school situated within the Royal High School catchment area in the northwest of Edinburgh. The current school is built on the site of the old village school and is situated in large grounds consisting of grass, woodland and some tarmac areas.

A new nursery was opened in August 2018 and is registered to provide a care service to a maximum of 78 children at any one time, aged between 2 years and primary school entry, of whom no more than 20 children are under the age of 3. The nursery is located in a purpose-built building consisting of one large playroom (Meadow) and one smaller playroom (Nest). The service operates as an all year round 52-week service and has all models of delivery, with the Nest room having AM and PM patterns of attendance and the Meadow room having term time, and 2 full days – Mondays and Tuesdays or Wednesdays and Thursdays both with additional Fridays. The service has also been operating the paid hours initiative since August 2024. Both playrooms have direct access to the large enclosed garden and make use of the school and school grounds including the hall, library and woodland area. The service is within easy access to the local amenities such as shops and park. A further building providing additional classrooms was opened in 2019. In the main building there is a large double-sized gym hall, used for lunches, assemblies and PE, a Library, a Nurture space, music room and additional GP space. The current school roll for Primary 1-7 classes is 501 and they are formed into 18 classes.

The SLT consists of a Headteacher, two Depute Head Teachers, a Principal Teacher, a part-time Business Manager, 20 class teachers, 2 part time Additional Support for Learning Teachers and instructors of violin, cello and brass. In the Nursery there are 2 Senior Early Years Officers, 2.5 Early Years Officers, 12 Early Years Practitioners, 6 Early Years Assistants, 2 Early Years Domestic staff and a part-time clerical support. Our support staff includes a School Administrator, Clerical Assistant, Facilities Officer, a Pupil Support Officer, P1 Early Years Practitioner, 18 Pupil Support Assistants and 3 dining hall supervisors. The school has an onsite kitchen, providing nutritious meals for both Davidson's Mains and Cramond Primary School.

This academic year has been marked by considerable disruption and change within the senior leadership team, impacting both continuity and strategic planning. The year began with an Acting Headteacher in post from August, who focused on the vision and initial direction of the school. However, they had to

return to their substantive post in October until mid-November. During this time one of the DHTs acted up as HT to ensure continuity created and staff across the school demonstrated resilience and adaptability, with other members of the team stepping up to maintain day-to-day operations and provide stability for learners and families.

Following a period as Acting Headteacher, Leanne Hepburn, was appointed as the substantive Headteacher in December 2024, and efforts were focused on re-establishing leadership momentum and rebuilding consistency in school improvement priorities. However, a further disruption occurred in March when one of the Depute Headteacher was temporarily redeployed to another school and at this point the PT acted up as DHT until the beginning of June. This placed additional pressure on the remaining team members, who worked diligently to manage both operational and strategic responsibilities.

The staff team in nursery have also experienced a number of staff changes, including within the senior leadership team. The part time SEYO, who was recruited in December 2023, was successful in interview and became a full time SEYO in May 2024 and another fulltime SEYO was recruited and took up post in June 2024. The Headteacher (who had led the nursery) retired at the end of the school term in June 2024. Since August 2024, one of the DHTs has responsibility for nursery on their remit and an Early Years Teacher was allocated by the Early Years Team to support the service between August and December 2024. One SEYO went on maternity leave at the end of January with a fixed term contract SEYO taking up post from an EYO post in another establishment.

The nursery had an unannounced inspection visit which took place on 21 and 22 August 2024, with the 5 quality indicators and 4 key questions being graded as Good.

Despite the challenges across the session, the school community remained committed to supporting pupils, maintaining high expectations, and upholding core values. The leadership disruptions inevitably slowed progress in some areas, but they also revealed the strength of the wider staff team and their capacity to pull together during times of change.

Looking ahead, a key priority will be re-establishing a stable and cohesive leadership structure to ensure continuity, strengthen school improvement planning, and support staff wellbeing.

Standard and Quality Report 2024-25

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/H GIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
Developing a shared vision, values and aims relevant to the school and its community				
<p>We have started to work on embedding our VVA with a focus on learning the Vision, i.e. we sign the Vision at the beginning of assembly and have started discussing the meaning behind it.</p> <p>We have focused on embedding the school values linked to our Relationships, Learning and Behaviour Policy.</p>	<ul style="list-style-type: none"> Through discussion, children now seem more aware of what our values mean in practice, and they are working hard to demonstrate them in their day-to-day behaviour, and we are continuing to build a school community that is supportive, positive, and inspiring for everyone. Discussions regarding the values of Creativity and Courage have inspired our young people to write and lead school assemblies. Staff have improved knowledge and understanding of learners, the socioeconomic context, and the need to help us gain a deeper understanding of the school's performance and where we need to target interventions. 	<ul style="list-style-type: none"> The number of negative incidents has decreased, and staff report a more positive and cooperative atmosphere in the classroom and playground. There is an increase in the number of children interested in leading in assembly. There has been an increase in the number of pupils showing initiative in line with values, such as organising charity events or leading clubs, e.g https://sway.cloud.mi 	<ul style="list-style-type: none"> Further develop the understanding and connection of the school's vision, values, and start to take a closer look at the school aims for all stakeholders Ensure the VVA are clearly displayed in communal areas, classrooms, within the Headteacher Update and on the website. Link Values to UNCRC Survey all stakeholder views. 	Good

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Strategic planning for continuous improvement				
<p>Created conditions to ensure collaborative strategic planning involving staff shaping priorities</p> <p>We have started to develop The Davi Way on Teams which is our centralised platform to pull together all key elements of our school improvement planning and strategic development. This resource will house everything from development plans and priorities to working documents, meeting notes, and key resources.</p> <p>Began the process of streamlining existing systems by brining together all key processes – calendars, diaries, meetings, improvement and quality assurance activities, etc into a centralised document (LIVE Calendar)</p> <p>We streamlined our positive behaviour approaches by reviewing our existing practices and developing a more consistent, whole-school strategy.</p> <p>To ensure strategic planning for change, we focused our WSSE activities on our Learning and Teaching culture (Aim 1 – Create conditions to enable strategic planning and change)</p>	<ul style="list-style-type: none"> • Staff involvement in planning the school calendar of activities has given us stronger strategic focus. • Staff are beginning to default using The Davi-Way. Early feedback suggests that it is supporting staff in accessing information more quickly and easily, ensuring consistency, transparency, and alignment across all areas of school improvement. • This integrated approach (centralised document) has started to improve clarity, reduce duplications and support more efficient planning and communication across the school. • There is greater clarity for staff and pupils, supported positive behaviour and promoted a shared understanding of expectations across the school community. • Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth. E'g' our WSSE focused on Our Learning and Teaching Culture. 	<ul style="list-style-type: none"> • Feedback suggests that the new processes and systems, and strategies should improve communication opportunities for collegiate learning and self-evaluation and support effective planning. However, all approaches will be more formally evaluated next session. • General DAVI The Davidson's Mains Way Staff Microsoft Teams • Findings from the 3 Big Questions helped inform expectations in SCE, helped us develop Learning and Teaching Partnerships, and informed the WTA to ensure time for professional discussion DMains CAT 8 210225 WWSE Learning and Teaching Culture.pptx 	<ul style="list-style-type: none"> • Evaluate the effectiveness of all out new systems and strategies to identify if they support a culture of continuous improvement, where all members of the school community feel empowered to contribute to positive change. • Regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues. 	

Implementing improvement and change				
<p>We are continuing to build leadership capacity across the school, ensure sustainability and succession planning.</p> <p>We have focused on enabling staff and learners across the school to take responsibility for implementing change.</p>	<ul style="list-style-type: none"> • Staff have taken on leadership roles across the school, e.g. sustainability, digital, literacy and numeracy and, through PRD, we have also identified staff who are aspiring leaders looking to build up their portfolio within DMains, and lead areas of school improvement next session. • Staff have taken ownership of keys areas of school improvement and are driving positive change. • Support staff played a key role as part of a change group that co-developed and implemented 'pink slips' as part of a new playground behaviour flow chart, policy and procedures, linked to the school rules of Ready, Respectful, Safe. • A group of learners from across the school met with the HT to develop 'Golden Tickets' which recognises pupils who uphold our school Values. • 'Golden Tickets' and Assembly Shout-Outs have become an effective tool for celebrating positive aspects of school life. • Pupils have taken an active role that have led to changes in school. • We invited the Pupil Leadership Team to an end-of-year leadership breakfast. This event recognised their commitment and contributions throughout the year and provided an opportunity to reflect on impact and discuss priorities for next session. Their insights will help shape the direction of leadership opportunities and whole-school initiatives in 2025–26. 	<ul style="list-style-type: none"> • Feedback from staff and pupils suggest that there is an eagerness for change. Our young people are feeling more listened to. • Staff ownership has strengthened commitment to the policy, while enhanced communication between teaching and support staff has promoted a more unified, whole-school approach. • Our new approach has led to increased consistency in responses, improved staff-pupil relationships and a reduction in behaviour incidents • Pupils now report feeling safer and more supported during breaks, and minor issues are resolved more quickly, reducing the need for senior staff intervention. 	<ul style="list-style-type: none"> • Wee HGIOS year group reps focus on 2 themes next session – term with HT. • Involve learners, parents/carers, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the school community. 	

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
Learning and engagement				
<p>Continued engagement with the Edinburgh Learns, Teachers' Charter:</p> <p>We have started to audit, assess and explore our current culture, leadership and practices around Learner Participation and pupil voice.</p> <p>We have started to explore the 4 arenas of Learner Participation, and the main focus this session has been Learning, Teaching, and Assessment, e.g. what they study, particularly through IDL, and Decision Making Groups. However, there has been an overlap into Connection with the Wider Community, in terms of our sustainability groups.</p> <p>SCP activities and evaluations highlighted the areas for development.</p>	<ul style="list-style-type: none"> We have focused on welcoming new ideas through responsive planning, e.g. Headteacher working with House Captains on their request to raise the profile of Houses and House Points. Children have developed, organised and led events across the school year e.g. Spooky Halloween Hair Day House Captains Halloween.pdf Christmas Jumper swap shop (links with Leadership for Sustainability), Easter event. https://sway.cloud.microsoft/ldml3G2PT0r39gax?ref=Link&loc=play Children are organising classes to sit in Houses for assembly and this is being linked to House Points which is improving behaviour and enjoyment of assembly. Some learners are taking more responsibility by leading a part of the assembly each week. Most children are able to choose an area of interest and independently research, create and present to their peers. Pupils are learning from each other and are more engaged and willing to participate. A Playground Action Group has been created with both staff and pupil representatives for all the year groups. The group have met to discuss and plan ways to gather views from the wider school. The pupil representatives have presented the collated information to their year groups and prioritised the playground plan and resources. Each house chose an animal mascot which could then be tracked in real time using a live app, linking learning to global contexts. This approach supported our ongoing 	<ul style="list-style-type: none"> Young people are beginning to recognise that they have a voice and that their ideas and listened to and facilitated, e.g. there is a system in place Positive feedback from learners regarding an increase in opportunities for personalisation and choice within lessons, and taking becoming more independent in their learning Most children are becoming more confident to influence a change in behaviour by demonstrating positive attitudes and referring to the new behaviour chart. Most children are engaged and keen to contribute their ideas. The staff have been given responsibility 	<p>Use Learner Participation - Education Scotland Readiness Checklist 24/25 as baseline for 25/26 focus.</p> <p>Create more opportunities for leadership of learning and learner participation consistently through our daily practice.</p> <p>Continue to build on our Learning and Teaching Culture.</p>	Good

	<p>learning about sustainability, biodiversity, and global citizenship, while also building a shared sense of identity and pride across the school. It provided a rich platform for discussion, collaboration and cross-curricular learning experiences.</p>	<p>for different areas of the playground.</p> <ul style="list-style-type: none"> Almost all young people engaged with a whole-school survey to select new house mascots. This process promoted meaningful communication and decision-making. 		
Quality of teaching				
<p>We have continued to review our Learning and Teaching culture to ensure the process was robust and could impact on the quality of teaching, and the support network amongst staff. The Teachers Charter Self Evaluation</p> <p>We created conditions to ensure a we had a robust approach to L&T QA and developing next steps</p>	<ul style="list-style-type: none"> Learning and Teaching Partnerships were developed. We used an MS form as a diagnostic tool following SCP activities and there was the opportunity to have professional discussion with colleagues around ensuring positive experiences and outcomes for learners, and key staff audited SCP (2) to inform next steps in SCP (3) CAT- SCP 20.06.25.whiteboard Sharing Learning Experiences Davidson's Mains Primary May/June 2025 STARTERS Observations during SCP evidenced that the use of well-structured starters supported high-quality learning and teaching. These activities were consistently engaging, relevant, and clearly linked to the lesson purpose. They effectively activated prior knowledge and provided an accessible entry point 	<ul style="list-style-type: none"> Early feedback from some staff was that the ongoing professional discussions around learning and teaching and the SCP experience for teachers suggests that the process is supportive and, regular discussions with colleagues encourages a positive approach to improve quality of teaching. Feedback from SCP and LTP discussions suggested that 'starters' were concise, appropriately paced, and differentiated to meet the needs of individuals and groups, contributing to increased learner confidence, participation, and 	<ul style="list-style-type: none"> Continue to focus on improving our approaches to L&T and fully evaluate the changes to our Learning and Teaching culture in terms of 1. Professionals Standards and 2. Improving the Quality of Teaching. 	

		sustained engagement.		
Effective use of assessment				
<p>We have streamlined our approach to assessing learners by refining the structure of our support and challenge meetings, ensuring a more consistent and thorough overview of attainment and clearer identification of next steps for progress.</p> <p>We have engaged with moderation activities to support teacher judgement of a level.</p>	<ul style="list-style-type: none"> • All teaching staff engage with Benchmarks to ensure assessment opportunities are planned as part of ongoing learning identification and teaching. • Almost all teaching staff engage in learning conversations with pupils to discuss feedback with them to inform personal learning targets. • Most pupils can use appropriate vocabulary to describe their strengths and next steps in learning in Literacy and Numeracy. • Some teachers (P1, 4 and 7) engaged in a moderation activity to help support teacher judgement of a level. Almost all staff report that they have an increased level of understanding of planning and assessing pupils' progress. • P7 have engaged with EL to support the holistic judgement of a level (Writing). 	<ul style="list-style-type: none"> • Staff have discussed the value of having a more robust overview of learners' information, but we have yet to fully evaluate impact. • Staff discussed the potential benefits of engagement with EL in order to strengthen moderation to support informed professional judgement. 	<ul style="list-style-type: none"> • Consult with stakeholders to review our Assessment & Moderation Strategy. • QA Calendar review and update. • Continue to develop staff expertise in carrying out learner conversations through modelling and sharing practice. • Teaching staff will engage with EL Achievement of a Level CLPL to further support work undertaken in consistent professional teacher judgements being made. 	
Planning, tracking and monitoring				
<p>We continue to review our tracking systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners, using a</p>	<ul style="list-style-type: none"> • We have a more robust understanding of attainment across the school, enabling earlier identification of gaps, more targeted supports. 	<ul style="list-style-type: none"> • Increased confidence, engagement and attainment levels of most learners being 	<ul style="list-style-type: none"> • Continue to focus on our approaches to planning, tracking and monitoring. 	

combination of CEC Pupil Tracker and other data.	<ul style="list-style-type: none"> All staff are engaging fully with data for their pupils to inform next steps in learning and support effective transitions at key stages and throughout the school. This will ensure continuity and progression for all learners. Cohorts of pupils have been identified to ensure gaps in learning are being addressed through the planning and delivery of well-considered interventions. 	supported through interventions demonstrated by learner and staff feedback and attainment data.		
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QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)

Wellbeing

<p>We focused on self- regulation and de-escalation approaches.</p> <p>We ensured we provided support for families and young people through the delivery of Raising Children with Confidence and LIAM.</p> <p>We continue to focus on learner needs being identified early and addressed in a planned and coordinated way.</p> <p>We focused on improving our approaches to transition to promote emotional security, build relationships and support learner confidence.</p>	<ul style="list-style-type: none"> Zones of regulation check-in boards or digital check-ins, regulation stations, and / or calm corners in all classes has led to increased emotional literacy amongst pupils, with children more able to identify and communicate how they feel. This has supported early intervention by staff who can then respond according to need. Raising Children with confidence was delivered to a group of parents The course was attended by 6-8 parents/carers for each session Our targeted supports for learners with ASN has ensured continuity of support, improved attendance for some, and has helped strengthen home-school partnership. We introduced a universal transition approach for all year stages, ensuring that every learner experienced a consistent and supportive move to their new class. This shift from focusing solely on key transition points (P1 and P7) to a whole-school model was designed to promote emotional security, build relationships, and support learner confidence. Parents were fully informed of the rationale, and we clearly communicated what enhanced transition would look like for children who required additional support. 	<ul style="list-style-type: none"> The feedback from those who attended RCWC or LIAM was very positive, and the attendees highlighted the supportive atmosphere, engaging activities and useful and relevant strategies. Most parents reported that the course had a positive impact on their relationship with their children. Staff have reported fewer incidents of dysregulation and an increase in pupil independence when managing emotions. Parents were fully informed of the rationale, and we clearly communicated what enhanced transition would look 	<ul style="list-style-type: none"> Wellbeing Scale questionnaire https://education.gov.scot/resources/glasgow-motivation-and-wellbeing-profile-gmwp/ Raising Children with Confidence to be delivered to nursery parents. More staff to be trained to deliver specific programmes. Relationships across the school community – Parent Partnership Improvement Group – Support learners with ASN. 	Good
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		like for all children (universal), and for some (intensive) who required additional support. https://sway.cloud.microsoft/1kHnYbUpQfdm!tv!/?ref=Link		
Fulfilment of statutory duties				
<p>We have engaged in whole school training with Who Cares Scotland and the We Matter Teams to develop our K&U of how we can support out Care Experience young people.</p> <p>Updated SEEMIS data for CE pupils (Dec and June for Literacy, Numeracy and HWB).</p>	<ul style="list-style-type: none"> Staff had the opportunity to discuss The Promise, advocacy, Trauma Informed Practice, UNCRC, and corporate parenting. Following our training we agreed to change the name of parent consultation to Pupil Progress Meetings. P6 and P7 pupils attended workshops in school to build their K&U about CE and potential barriers to learning. 	<ul style="list-style-type: none"> Staff and Pupils feedback was they found the workshops to be a very positive experience as they previously had very little K&U of what CE meant. 	<ul style="list-style-type: none"> 'Who Cares Scotland School' – stage 2 curriculum training (1 hour workshop), PSA curriculum packs early-second level 	
Inclusion and equality				
<p>We have adopted a more rigorous approach to gathering and analysing data and staff have a better overall picture of the young people in their class, and the SLT have a fuller overview of the school and potential barriers to learning.</p> <p>We populated pupil overview information with data from the Edinburgh Pupil Tracker (citywide approach). Which includes information regarding CE learners, learners with ASN, and / or EAL.</p> <p>We have strengthened our approach to promoting equality and inclusion by refining how we</p>	<ul style="list-style-type: none"> Staff have a full overview of the needs of learners and any barriers to learning, thus improving pastoral care. Staff are more aware of the process of recording and reporting racism and bullying, and of the process of discussions that take place to identify emerging patterns. There is greater consistency in using pastoral notes to ensure key staff are alerted and appropriate support can be put in place. UNCRC Articles 12, 15, 28, 29, and 31 were discussed with learners and all classes created a class charter to reflect these. We have focused on the some of the 9 protected characteristics, i.e. racism and disabilities to promote equality and respect. 	<ul style="list-style-type: none"> Feedback from a few parents has been that they are happy that discriminatory incidents are being handled consistently and fairly. More learners are reporting incidents of discrimination. Some children have discussed that they feel happy that the titles are not gender specific and that the roles can go to the best people for the job, i.e. it could to 2 	<ul style="list-style-type: none"> Review Anti-Bullying and Anti-Racism policy – include procedures for recording and responding to racist / homophobic incidents. Engage with wider strategic work on Inclusion and Equality. Reintroduce the Equalities Calendar. In-House referral system work will be 	

<p>record, respond to and communicate incidents of racism and bullying.</p> <p>We focused on ways to ensure pupil voice influenced change in school, linked to the Equality Act.</p> <p>We have started to focus on streamlining our approach in order to ensure equity, reducing barriers to learning, and provide timely targeted support.</p>	<ul style="list-style-type: none"> Some pupils reviewed traditional leadership titles and proposed a more inclusive alternative, and after consultation, the titles of Head Boy and Head Girl were changed to School Captains. This will take effect for session 25/26. Support for Learning-led have begun to work alongside staff to develop and implement to a consistent, in-house referral system (pathways 1 and 2 / universal support) school-wide approach to supporting learners with additional support needs. 	<p>girls, or 2 boys, or to a boy and a girl.</p>	<p>evaluated and developed further next session.</p>	
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
Attainment in literacy and numeracy				
<p>We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing (pastoral comments in spreadsheet)</p> <p>Staff meet regularly with SLT/SfL throughout the session to evaluate the impact of teaching and learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g. Toe-by-Toe, Plus1, Power of 2, Fresh Start, Read Write Inc</p> <p>All individual pupil data has been updated to reflect circumstance and need academically, SEN, and ASN.</p>	<ul style="list-style-type: none"> Our Support and Challenge meetings demonstrate that the majority of class teachers are confident in using data to ensure that pupils' needs are met with appropriate interventions at an early stage. The new Pupil Tracking system is starting to build a picture of each child's attainment and progress. Most of these class teachers have gained a better understanding of achievement of a level and of the needs of the young people in their class. While there has been overall progress, there is a noticeable gap in attainment between different student groups, which we are actively working to address, for example, the data shows a reading gap at second level, writing attainment across the school and numeracy at first and second level, are lower than expected. 	<ul style="list-style-type: none"> Most class teachers are able to speak confidently about the attainment levels and progress of children in their class. The data entered on the Pupil Tracking system shows current levels and will be built upon each session. 	<ul style="list-style-type: none"> Review Quality Assurance Calendar to include all assessment activities. Increase staff confidence in using assessment data and benchmarks to inform their practice. Engagement with EL to help inform teacher judgement of a level. Continue to build on using Support and Challenge meetings to feed into SLT/SfL meetings to plan appropriate interventions and evaluation of these. 	<p>Good</p>

			<ul style="list-style-type: none"> Continue to increase data on Pupil Tracking system and look at using it to record interventions. Literacy Focus will be Writing. Our numeracy focus will be core skills and mental agility. (Literacy and Numeracy pathways) 	
Attainment over time				
Most individual pupil data has been updated to reflect circumstances on our new DMains Attainment Class Overview 2024-25.	<ul style="list-style-type: none"> Most class teachers now have a better understanding of the context the children in their class and their attainment/progress over time. In P1 there has been strong progress in Listening and Talking, and numeracy also showed marked improvement, likely due to targeted support and consistent approaches. P4 made excellent progress across all areas. The most significant improvement was in Literacy. Progress reflects strong learning and teaching practices and effective use of assessment data and moderation to inform planning. 	<ul style="list-style-type: none"> Our DMains Attainment Class Overview gives an overview of each child in school enhancing class teachers' understanding of children's attainment/progress over time. 	<ul style="list-style-type: none"> Continue to build up this overview to reflect attainment and progress over time. Continued focus on early intervention and core skills will be beneficial. 	
Overall quality of learners' achievement				
<p>Children now have more opportunities to share their wider achievements e.g. at assemblies.</p> <p>Learning for Sustainability lead to develop a plan linked to Global Citizenship, that presents opportunities to enhance learners' experiences and curriculum pathways (2.2)</p>	<ul style="list-style-type: none"> The majority of children are becoming increasingly more confident at sharing their achievements. Learners are achieving across a broad range of experiences that promote their development as active, responsible global citizens. Through opportunities for pupil voice, learners have engaged in discussions around the United Nations 	<ul style="list-style-type: none"> P.1-2 and P.3-7 Shout Out/Golden Ticket Sways These discussions have informed whole-school decisions, including the development of 	<ul style="list-style-type: none"> Focus on tracking and celebrating wider achievement. Consider how best to identify individual learners who require targeted support for wider 	

We give our young people the opportunities to participate, to develop and showcase their talents, e.g. through music, choir, swimming, cross-country, and football.	<p>Convention on the Rights of the Child (UNCRC), demonstrating an increasing understanding of their rights and responsibilities.</p> <ul style="list-style-type: none"> Participation in Learning for Sustainability has further empowered learners to take meaningful action on local and global issues. This includes pupil-led initiatives related to climate action, biodiversity, fair trade, and social justice, all contributing to the Sustainable Development Goals (SDGs). These experiences have supported building confidence, teamwork, a sense of pride, and a strong sense of belonging within the school community. 	<p>inclusive policies, pupil leadership roles, and actions that promote equity and respect.</p> <ul style="list-style-type: none"> The quality of achievement is becoming more evident through learners' contributions to the school and wider community, their commitment to making a difference, and their ability to lead with empathy, knowledge, and confidence. 	achievement e.g. through recording on Pupil Tracking.	
Equity for all learners				
Class teachers have begun the process of building a clearer picture of each child's journey through primary school through the information held in our DMains Attainment Overview 2024-25 which are discussed at Support and Challenge meetings.	<ul style="list-style-type: none"> Most class teachers now have a better understanding of the context of the children in their class and the impact of poverty, attendance etc on health and wellbeing and attainment/progress. 	<ul style="list-style-type: none"> Our DMains Attainment Class Overview gives an overview of each child in school enhancing class teachers' understanding of each child's context. 	<ul style="list-style-type: none"> Continue to build up this overview to reflect the equity profile of children across the school. 	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				
We engaged with CEC 2.1 Safeguarding Audit to ensure a focused approach to fulfilling our statutory duties around the care, welfare, and protection of children and young people.	<ul style="list-style-type: none"> The audit strengthened our understanding of statutory safeguarding responsibilities, supported the consistent implementation of procedures, and led to improving our current systems for recording and responding to concerns. <p>Safe Guarding Sampling Activity - Evaluation 1 14 4 25</p> <p>Safe Guarding Sampling Activity - Evaluation 2 260525</p>	All stakeholders have a better understanding of, and feel more confident in, their safeguarding roles.	<ul style="list-style-type: none"> CEC Action Plan 	

Arrangements to ensure wellbeing				
We have focused on building relationships and acknowledging and responding creatively to the experiences and needs of our stakeholders.	<ul style="list-style-type: none"> We have evaluated our approaches to support learners with ASN and each member of the SLT are now assigned as case co-ordinators for specific cohorts and families have been informed of this. Our 'pink slips', WBCs and BoCs are triaged (formally and informally) and used to flag any patterns of concern and interventions are being put in place, e.g. DMains SPA, TatC, AoN, CPMs (trialing new GIRFEC paperwork). Almost all children will experience a consistent and supportive approach through our universal transition strategy. All information has been shared with families. 	<ul style="list-style-type: none"> Feedback from families (particularly TatC) suggests that they feel reassured that their child's needs are being monitored, and they are happy that wellbeing has more structured focus). Staff have increased confidence in managing ASN, as they have a clear point of contact for guidance and escalation. 	<ul style="list-style-type: none"> Wellbeing survey for all stakeholders—approaches to pastoral support and wellbeing. Create a more robust system to track pastoral information and implement interventions. CEC Action Plan. 	
National guidance and legislation				
Engagement with audit.	<ul style="list-style-type: none"> Our safeguarding procedures are more aligned with current national guidance and legislation, including the Children and Young People (Scotland) Act 2014 and the principles of Getting It Right for Every Child (GIRFEC). Staff are trained annually on child protection procedures, and all understand their duty to protect, following City of Edinburgh Council's policy frameworks. 	<ul style="list-style-type: none"> Staff are aware of their roles and responsibilities and can identify and respond to concerns promptly. We have continued to align our record keeping for all safeguarding matters. 	<ul style="list-style-type: none"> CEC Action Plan. 	
QI 2.2 Curriculum: Theme 3 Learning pathways				
<p>We continue to focus on creating a flexible and inclusive curriculum which responds to the diverse needs of our learners.</p> <p>We have continued to focus on ways to ensure our curriculum is engaging within meaningful context by taking learners' interests and needs into account, whilst also considering local and</p>	<ul style="list-style-type: none"> We are in the early stages of using a combination of toolkits (CIRCLE and PASS) to assess learner needs so that bespoke timetables and/or curriculum can be developed. Through TatC meetings, we have worked with families and multi-agency partners to design and review bespoke learning plans. The Sustainability and Global Citizenship Group have led a number of activities across the year that have influenced 	<ul style="list-style-type: none"> We have seen evidence of reengagement / increased engagement with learning and improved emotional regulation. Feedback from families suggest 	<ul style="list-style-type: none"> Continue to focus on inclusive curriculum pathways. Strengthen the monitoring and evaluation of the curriculum, using data and feedback to inform ongoing improvement. 	

national priorities, e.g. Learning for Sustainability, pupil leadership groups, and outdoor learning	<p>our curriculum as we engaged learners in Fairtrade Fortnight, World Human Rights Day, Waste and Recycling, Outdoor Classroom Day, Food and Farming, Biodiversity and Rewilding, and Conservation (links to our new trackable House Mascots on the Fahlo App) Dmains Progress 2024-25.pptx</p> <ul style="list-style-type: none"> The SGCG have also focused on implementing a chicken rearing project, providing a practical context for delivering a wide range of learning experiences across the curriculum, e.g. life cycles and animal biology in science, develop responsibility and teamwork through daily animal care, and explore topics like sustainability and food systems in social studies. 	<p>there is a stronger sense of inclusion as we respond to learners needs.</p> <ul style="list-style-type: none"> Some pupils can talk confidently about sustainability and care for living things. There is a stronger sense of engagement and motivation to learn through real-life, relevant contexts. 	<ul style="list-style-type: none"> Development of our digital curriculum to support learner needs 	
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<p>Established a communications group, made up of a small group of parents. This group liaised with the wider parent body, helping share information and gather feedback.</p> <p>We have continued to build on a strong culture of partnerships with families to support more focused dialogue around children's learning.</p> <p>We continue to work in close partnership with our Parent Council and PSA to strengthen the school community and enhance learners' experiences.</p>	<ul style="list-style-type: none"> The communications group has become a vital home/school link and it has helped strengthen communication and trust as we continue to build partnerships between families and school. We have strengthened our partnership with families through regular engagement opportunities such as 'House Coffee Mornings', Pop-in-and-Play sessions, and Share the Learning events. The Parent Council provides valuable input into school improvement priorities, and our PSA supports fundraising and the organisation of events that enrich the life of the school and the experiences we offer our young people. These collaborations contribute to a strong sense of belonging and shared responsibility and ensure that families are active partners in supporting learning and wellbeing. This session, we reviewed and improved the format of our end-of-year reports to parents/carers. The revised format 	<ul style="list-style-type: none"> Parental feedback suggests that home/school communication has improved, and that most families feel more connected to school life and that they are active partners in supporting learning and wellbeing. Feedback QR code has been send out and will be analysed next session. We hope that: Feedback highlights that the reports were easier to 	<ul style="list-style-type: none"> Survey families regarding Partnerships. We will continue with parental engagement but we also want to focus on involving parents more in our identified school development activities (this will link to 1.3). 	

	<p>provided clearer information about learner progress, strengths, and next steps.</p> <ul style="list-style-type: none">• To support home-school partnership and more focused dialogue around children's learning, we reviewed and improved the format of our end-of-year reports to parents/carers. The new format provided clearer information about learner progress, strengths, and next steps.	<p>understand and more informative.</p>		
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Davidson's Mains Primary School Nursery Vision, Values and Aims

Our vision

A nurturing, inclusive and engaging environment which supports each child to be valued, respected and confident to be themselves.

Our values

- *Kindness – We want everyone to feel welcome and included.*
- *Creativity – We learn through play and connection.*
- *Honesty – We show compassion and respect towards everyone.*
- *Courage – We are passionate about children's rights and view each child as a leader of their own learning.*



Our aims

Our values are shared with our school and support us in achieving commonly recognised Early Years aims. Our aims also have clear links to the UN Convention on the Rights of the Child and Realising the Ambition:

- Provide kind, warm and nurturing interactions for each individual child and their family. (UNCRC Article 3 – best interests of the child, Article 29)
- Ensure access to rich play and learning experiences with appropriate support and challenge to allow every child to reach their full potential. (UNCRC 29 – aims of education, Article 31 – play)
- Provide high quality, safe and stimulating spaces (both indoors and outdoors) to play and learn. (UNCRC 29 – aims of education, Article 31 – play)
- Take every appropriate opportunity to acknowledge, value and appreciate the various culture and heritage of children and families. (UNCRC 8 – identity, 30 – minority culture, language and religion, 2 – no discrimination)
- Engage regularly in self-evaluation to ensure that our setting is at the forefront of current research, offering the highest quality experience for children delivered by motivated, committed staff. (UNCRC 29 – aims of education)

ELC/Nursery Class (if applicable)

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOELC sixpoint scale?
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QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)

Consider Care Inspectorate: How good is our Leadership, Management and Staffing?

QI 3.1 Quality assurance and improvements are well led

Developing a shared vision, values and aims relevant to the school and its community				4 – Good
<ul style="list-style-type: none"> We have engaged in professional learning on the concept of slow pedagogy, in particular indoors. We revisited our vision, values and aims. 	<ul style="list-style-type: none"> Rolling lunches are enabling our children to be much more independent and they can now choose when, how much and who they eat with. Our responsive child/family led settling in process is creating a more relaxed approach to settling children in and making families feel welcome. Refining our staff organisation throughout the day is establishing a whole team approach to the service and to children e.g. room rotation, staff responsibilities, team approach to children. Changing how service users address staff – now by first name – has created a more relaxed and approachable ethos within the setting for most. Staff and families had the opportunity to give feedback on the previous Vision, Values and Aims. 	<ul style="list-style-type: none"> There is an increased amount of free play to enable our children to play with minimal interruptions to their learning, and with more choice. We still offer focused group work on an opt in basis. Staff reflections identify the benefits for children of the changes made, for example, lunch provision and an unhurried approach to the day (see Quality Assurance 2024/25 folder). Termly family surveys have reflected positively on outcomes for children, and identified strengths within these changes (see Quality Assurance 2024/25 folder). Positive Care Inspectorate feedback/report regarding slow pedagogy and Vision, Values and Aims (see Care Inspectorate report August '24). There is a decrease in the number of negative incidents happening around 	<ul style="list-style-type: none"> Further embed Slow Pedagogy approach. Evolve this further to increase this to include our outdoor provision, linking this to literacy and numeracy experiences provided outdoors. Embed our Vision, Values and Aims within the ethos of our setting through sharing the updated Vision, Values and Aims with families, ensuring they are clearly displayed in the setting/within newsletters and on the website, and understood by all, and the language of these used by staff. 	

	<ul style="list-style-type: none"> We aligned our Vision, Values and Aims with school, and linked these to the UNCRC, and have shared these with staff. Through simple discussion, most children seem more aware of what our values mean in practice, and we are continuing to build a school community that is supportive, positive, and inspiring for everyone. 	<p>lunchtime. Almost all children engage in the lunch experience in a calmer and more positive manner.</p> <ul style="list-style-type: none"> Most feedback from staff, parents/carers, and children regarding our Vision, Values and Aims has been very positive (see Quality Assurance 2024/25 folder). We have a cohesive staff team who share our nursery Vision, Values and Aims. We are beginning to see an increase in staff collaboration and shared approaches and support. The majority of children can use the language of our values. Most children consistently demonstrate our values through their interactions with peers and adults. 		
Strategic planning for continuous improvement				
<ul style="list-style-type: none"> We have created conditions to ensure collaborative strategic planning involving staff shaping priorities. Opportunities have been provided for consultation with all stakeholders to gather more robust feedback and evidence. We are in the very early stages of developing our use of The Davi Way on Teams which is our centralised platform to pull together all key elements of our school improvement planning and strategic development. This resource will house everything from development plans and priorities to working documents, meeting notes, and key resources. 	<ul style="list-style-type: none"> One of the DHTs now has remit for nursery and meets with SEYOs fortnightly and attends weekly room leadership meetings creating a more strategic Nursery Leadership Team. SEYO remits have been reviewed, and the majority of nursery staff have begun taking on leadership roles e.g. 2 staff are leading on weekly Forest Schools sessions, EYOs have co-led transition into P.1 activities. This has allowed staff to share their skills and expertise resulting in higher quality experiences and opportunities for children. PRDs at the end of this session have highlighted other staff who are keen to take on leadership roles. Staff collaboration and reflection sessions have led to the sharing of effective practices and professional growth resulting in most staff being more confident in their practice which in 	<ul style="list-style-type: none"> Staff feedback via termly surveys, as well as annual conversations have also reflected this e.g. 'The SEYOs are very approachable and confident in what they do. This creates a positive, calm and reassuring environment to work in which reflects on the whole setting.' (March '25). This provides a supportive and collegiate ethos for staff and positive ethos for children to play and learn in (see Quality Assurance 2024/25 folder). Positive Care Inspectorate feedback/report regarding the reflectiveness and commitment of Nursery Senior Leadership Team and staff (see Care Inspectorate report August '24). Feedback suggests that the new processes and systems, and strategies should improve communication opportunities for collegiate learning and 	<ul style="list-style-type: none"> Ensure regular opportunities are planned for, within the collegiate calendar, to ensure time for practitioners to reflect on their practice with colleagues. Increase the opportunities and confidence of staff taking on leadership opportunities. Increase the feedback and evidence gathered from a wider representation of nursery families. Streamline existing systems by bringing together all key processes – calendars, diaries, meetings, improvement and quality assurance activities, etc into a centralised document (LIVE Calendar). 	

	<p>turn has led to a higher quality of practice and learning experiences for children.</p> <ul style="list-style-type: none"> • Termly staff and family questionnaires, and monthly family coffee mornings, have provided opportunities for staff and families to give feedback. • Senior staff are beginning to default to using The Davi-Way. Early feedback suggests that it is supporting senior staff in accessing information more quickly and easily, ensuring consistency, transparency, and alignment across all areas of improvement. • This integrated approach (centralised documents) has started to improve clarity, reduce duplications and support more efficient planning and communication across the setting. 	<p>self-evaluation and support effective planning. However, all approaches will be more formally evaluated next session.</p> <ul style="list-style-type: none"> • General DAVI The Davidson's Mains Way Staff Microsoft Teams 		
Implementing improvement and change				
<ul style="list-style-type: none"> • We have worked on creating an environment where practitioners feel empowered to initiate well-informed changes and play a greater role in the change process. This change process is being supported by senior staff to ensure that the pace is appropriate and there is clear strategic direction. • Professional learning led by the Early Years Teacher has supported staff to have a better understanding of planning, assessment and observations. • We have begun to network/work together during in-service days with colleagues across the Learning Community. 	<ul style="list-style-type: none"> • Opportunities for staff to reflect on their, and the setting's, practice have resulted in the sharing of effective practices and professional growth. • Links with school and school staff have been improved, providing further opportunities to enhance the service, e.g. using facilities outwith nursery but within the school, transition. • Collaboration across the setting, with the wider community and with partners is a developing feature of the leadership of our setting. • The senior staff team are highly knowledgeable and model the expected skills and values. The majority of staff across the setting demonstrate strong commitment to improving their practice and to sharing their expertise and ideas with others across and beyond the school. • All staff are members of an improvement group whose work is directly connected to one of the 	<ul style="list-style-type: none"> • Staff ownership has strengthened commitment to the policy, while enhanced communication between all staff has promoted a more unified, whole-setting approach. • Staff are beginning to provide an increasing number of opportunities to take an active role in the setting that have led to changes being made within the setting resulting in improved opportunities for children. • Termly staff questionnaires showed that gradings out of 10 for support from the senior team showed an increase from 7 to 9 over this year (see Quality Assurance 2024/25 folder). • Feedback from the majority of staff suggest that there is an eagerness for change (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> • Continue to look for opportunities to work in partnership with school colleagues and use school facilities, as well as look for further opportunities to work across the Learning Community. • Continue to build leadership capacity of all staff relevant to their role. • Involve children, parents/carers, and the wider community in the ongoing review of the school improvement plan, ensuring that it remains responsive to the evolving needs of the setting's community. • Continue to offer professional development opportunities for staff to further enhance their skills in addressing the diverse 	

	<p>improvement priorities, identified through ongoing self-evaluation.</p> <ul style="list-style-type: none"> All staff have had opportunities to engage in the evaluation of the previous year's SIP and planning of the next one. 		needs of children and our setting.	
QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) Consider Care Inspectorate: How good is our Leadership, Management and Staffing? : How good is our care, play and learning? QIs: 1.3 Play and Learning and 2.2 High Quality Facilities				
Learning and engagement				4 – Good
<ul style="list-style-type: none"> We have continued to engage with Realising the Ambition: Being Me. We have continued to develop our playrooms, looking at ways to enable us to deliver high-quality learning. All staff have engaged in professional learning in planning for and delivering high-quality learning. 	<ul style="list-style-type: none"> A calm and positive ethos is evident in nursery, supporting children to engage in purposeful learning. Relationships with children across the staff team are positive and respectful, with a collective staff approach to supporting children and their learning and play. There is a greater focus on children's agency, rights, autonomy and what their day looks like. We have focused on welcoming new ideas through responsive planning. We continue to develop our setting to ensure learning is stimulating, challenging and creative. We have reviewed the planning processes and procedures to provide a wider range of rich learning tasks. Shared classroom experiences evidence that the majority of practitioners effectively use questioning to extend children's thinking. In the majority of cases, the tasks are well-differentiated to meet the needs of groups and individual children. However, there is room for this practice to be developed more consistently in order to widen their skills and consolidate their learning through play. 	<ul style="list-style-type: none"> Most children are able to make choices about their learning and to lead this. Most children engage well in the wide range of learning opportunities and experiences provided. Positive Care Inspectorate feedback/report regarding children's learning and engagement (see Care Inspectorate report August '24). 	<ul style="list-style-type: none"> Continue to engage with Realising the Ambition: Being Me. Look in particular at our outdoor provision to ensure that it provides high quality learning opportunities, including literacy and numeracy. 	
Quality of interactions				

<ul style="list-style-type: none"> • Staff connect with all children and not only their key group children, so that they know all children. • Staff have reflected on the impact of our interactions. 	<ul style="list-style-type: none"> • We're seeing staff observing a wider range of children beyond their key group. • Annual conversations highlighted the high level of reflections around interactions, for example, lunchtime provision and small group work. • Interactions between all members of the school community are positive and focus on the needs of children. As a result, children have positive working relationships with one another and practitioners. 	<ul style="list-style-type: none"> • Positive Care Inspectorate feedback/report regarding staff interactions with children (see Care Inspectorate report August '24). • Termly families survey e.g. 'Extremely welcome! I appreciate that the staff greet my son by name and that they always have a smile and something to say.' (March '25) (see Quality Assurance 2024/25 folder). • Termly family surveys e.g. 'Very welcome- I like the rotation of staff doing morning register so there is a chance to get to know all the staff, not just my child's key worker.' (March '25) (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> • Continue to develop our interactions, taking into account individual needs. • Continue to observe children during 'child led' experiences to inform appropriate and well-timed interventions and future learning. 	
Effective use of assessment				
<ul style="list-style-type: none"> • We have put in place the Capturing and monitoring documentation for all children. • Observations link to responsive planning and assessment. 	<ul style="list-style-type: none"> • Almost all staff engage with the developmental milestones and Es and Os to support observations and assessment opportunities. • All staff wrote observations for Learning Journals and end of year reports to the child, with most of these being well written. • Most of the staff team make good use of observations and assessments to personalise the experiences offered to children to meet their needs. 	<ul style="list-style-type: none"> • Staff have discussed the value of having a more robust overview of children's information, but we have yet to fully evaluate impact. • Our tracking and monitoring highlights that most (83%) of our children are meeting or exceeding expectations in all developmental areas (see Capturing and Monitoring document). 	<ul style="list-style-type: none"> • QA Calendar review and update. • Continue to develop staff expertise and confidence with writing observations for Learning Journals and reports to the child. 	
Planning, tracking and assessment				
<ul style="list-style-type: none"> • Staff have engaged in professional learning on effective observation and planning of learning through play, led initially by the CEC Early Years Teacher on placement August – December '24. • Tracking and monitoring is now standard practice across the service. 	<ul style="list-style-type: none"> • Early Years Teacher worked with staff during placement to implement a new responsive planning approach, which links to national curriculums such as the Curriculum for Excellence and Realising the Ambition, as well as encouraging all staff to contribute to monthly team planning meetings take place. • The majority of staff are confident using this new planning approach whilst less than half require further support to fully understand and embed the planning approach. 	<ul style="list-style-type: none"> • Positive Early Years Teacher End of Placement report regarding progress and next steps (see Quality Assurance 2024/25 folder). • Increased confidence, engagement and attainment levels of most children being supported through interventions demonstrated by children and staff feedback and Capturing and monitoring document. 	<ul style="list-style-type: none"> • Continue to focus on our approaches to planning, tracking and monitoring including using the Capturing and Monitoring tool to look at where challenge is needed in children's learning, expanding on the progress made with floorbooks to ensure we capture increased children's voice, and developing learning journals further to improve the quality and regularity of 	

	<ul style="list-style-type: none"> We have developed a settings specific approach to observations where observations are written to the child. Tracking and monitoring is now standard practice across the service, including a leadership team audit of planning, learning journals and floorbooks which looks at quality and quantity of planning and observations, and supports our intentional planning. Monthly audit of our planning and observation processes, which are shared with the nursery team, have highlighted where the strengths and gaps are. We have noted that our planning is now more responsive and we are delivering a fairer, and balance of intentional to responsive planning. Most staff are engaging with data and information/observations about children to inform next steps in learning and support effective transitions at key stages and throughout the school. This will ensure continuity and progression for all children. 	<ul style="list-style-type: none"> Our Quality Assurance process has shown us that greater consistency is needed in planning to ensure experiences develop children's skills in literacy and numeracy (see Learning Journal, Planning & Floorbook Audit folder). Learning journals contain observations and photographs demonstrating learning experiences which capture achievements and progress. In 2 different samples, around 90% of observations on Learning Journals were indoors (see Learning Journal, Planning & Floorbook Audit folder). 	<p>observations to capture learning, and have a focus on outdoor observations.</p> <ul style="list-style-type: none"> Continue monthly audits and identify strengths and gaps. Increase focus on including quantitative data rather than just it being qualitative data in audits. 	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality) Consider Care Inspectorate: How good is our Leadership, Management and Staffing: How good are we at ensuring the best possible outcomes for all our children? QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment				
Wellbeing				4 – Good
<ul style="list-style-type: none"> Almost all staff completed the Early Years version of the Relationships, Learning and Behaviour (RL&B) delivered by Educational Psychologists at a Learning Community session. Systems to ensure wellbeing have been reviewed and updated as required. We continued to focus on children's needs being identified early and addressed in a planned and coordinated way. 	<ul style="list-style-type: none"> We have focused on building relationships and ensuring that our ethos prioritises our values, wellbeing, children's rights, equality and diversity and positive relationships. Staff understanding of the importance of relationships with children and families has increased over the session. Healthcare and dietary needs documentation/storage/ processes comply with local and national guidance. 	<ul style="list-style-type: none"> Positive Care Inspectorate feedback/report regarding positive and inclusive ethos and the staff team (see Care Inspectorate report August '24). Staff have reported fewer incidents of dysregulation and an increase in children's independence when managing emotions. Children see lunchtime as a caring and positive social experience for all. 	<ul style="list-style-type: none"> Raising Children with Confidence to be delivered to nursery parents. Relationships across the school community – Encourage nursery representation on the Parent Partnership Improvement Group – Support learners with ASN. 	

<ul style="list-style-type: none"> We focused on improving our approaches to transition to promote emotional security, build relationships and support learner confidence. 	<ul style="list-style-type: none"> Accident forms are in place and reviewed, with numbers and patterns shared with staff with next steps identified. Children's sleep/rest procedures are in place. We have reviewed our lunch time processes and procedures to ensure it a positive experience for all. We have an increased consistency in the effective use of personal planning. An overview of children's documentation is available for staff. Children and staff experience a positive time eating together in a relaxed period of time. Personal planning is used to promote consistency and continuity of care. Practitioners respond quickly, sensitively and compassionately to changes in a child's life. Our senior team are aware of any children who are care experienced and/or on the child protection register. An identified trusted lead adult is in place for each child who has an overview of their needs and education planning. 	<ul style="list-style-type: none"> Quality Assurance can demonstrate improvements to children's lunch time experiences (see Quality Assurance 2024/25 folder). 		
Fulfilment of statutory duties				
<ul style="list-style-type: none"> Systems to ensure fulfilment of statutory duties have been reviewed and updated as required. We have engaged in whole school training with Who Cares Scotland and the We Matter Teams to develop our K&U of how we can support out Care Experience young people. 	<ul style="list-style-type: none"> Staff training audit completed and identified gaps have been addressed. Risk assessments and emergency evacuation procedures have been reviewed. Fire tests are carried out weekly and fire evacuations termly. First aid resources are more accessible. Updated excursions form is in place. 	<ul style="list-style-type: none"> Staff feedback was they found the workshops to be a very positive experience as they previously had very little K&U of what CE meant (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> 'Who Cares Scotland School' – stage 2 curriculum training (1 hour workshop), PSA curriculum packs early-second level 	

	<ul style="list-style-type: none"> • Sun protection policy has been updated. • Personal plans are updated every 3 months, Staff are empowered regarding creating and updating plans for children. • Staff have an awareness of the information we hold on children and its purpose. • Staff had the opportunity to discuss The Promise, advocacy, Trauma Informed Practice, UNCRC, and corporate parenting. • Following our training we agreed to change the name of parent consultations to Pupil Progress Meetings. 			
Inclusion and equality				
<ul style="list-style-type: none"> • Early Years Teacher worked with staff during placement on universal supports. • EAL consultancy visit took place. • We have adopted a more rigorous approach to gathering information about children's needs and staff have a better overall picture of children in the nursery, and the SLT have a fuller overview of the nursery and potential barriers to learning. • We have started to focus on streamlining our approach in order to ensure equity, reducing barriers to learning, and provide timely targeted support. 	<ul style="list-style-type: none"> • Universal supports such as SignAlong and visuals are now more widely used amongst the team. • Enhanced enrolment for EAL families are now arranged to support new families. • We now have appropriate information available to all staff in order to support children effectively. • Children's information is accessible in playrooms, so it is fit for its purpose, this includes IEPs where appropriate. • Staff have a fuller overview of the needs of children and any barriers to learning, thus improving pastoral care. • Staff have improved knowledge and understanding of children, the socioeconomic context, and the need to help us gain a deeper understanding of the school's performance and where we need to target interventions. 	<ul style="list-style-type: none"> • Universal supports have supported a number of children with transitions and general communication. We have some children who now routinely use SignAlong. • Staff now have more confidence in creating, using and implementing IEPs for children • We have settled in a range of families with success in different ways. This has had a positive impact on the children and their longer-term nursery experience (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> • Engage with wider strategic work on Inclusion and Equality. • We need to further embed universal supports across the team and support those staff who lack confidence in this area, and create a nursery policy to share with new staff and families. We also need to consider how we make our nursery more inclusive for EAL families. • Work with Support for Learning– to develop and implement a consistent, in-house referral system (pathways 1 and 2 / universal support) whole school-wide approach to supporting children with additional support needs. 	
QI 3.2 Securing children's progress (Progress in communication, early language, mathematics, health and wellbeing; Children's progress over time; Overall quality of children's achievement; Ensuring equity for all children) Consider Care Inspectorate: How good is our Leadership, Management and Staffing?: How good are we at ensuring the best possible outcomes for all our children?				

QIs: 1.1 Nurturing Care and Support and 4.3 Staff Deployment				
Progress in communication, early language, mathematics, health and wellbeing				4 – Good
<ul style="list-style-type: none">• Introduction and implementation of the keys for communication group.• We have developed our reporting and profiling approaches. There has been a focus on increasing consistency in the quality and frequency of observations.• Practitioners have engaged in professional learning to improve their understanding of what makes high-quality evaluative observations and how this knowledge can support evidence of attainment and achievement.• Practitioners have undertaken professional learning on providing additional supports for identified children.	<ul style="list-style-type: none">• Staff leading this have introduced this. Progress has not been as consistent as we would have hoped for due to some staffing absence.• All staff have worked collaboratively to establish a developing approach to profiling. Children have termly literacy and numeracy progress updates which provide detailed feedback on progress. The number of play observations reduced whilst we focused on increased quality. This needs to be remedied in the next session.• The quality of most observations has increased. Most staff are better able to make effective assessments of the learning and identify progress.• Systems have been developed to ensure that there are effective interventions for children who are in danger of not meeting their targets. These planned interventions are monitored by the SEYOs.	<ul style="list-style-type: none">• Positive Care Inspectorate feedback/report regarding opportunities for children to develop their language and numeracy skills through play opportunities, storytelling, conversations with staff and routines of the day (see Care Inspectorate report August '24).• Most staff are able to speak confidently about the progress of children.• All children have an e-learning profile in place which is owned by them and includes evidence of their learning in nursery. Learning is evidenced in children's profiles and in our floorbooks. (see Learning Journal, Planning & Floorbook Audit folder).	<ul style="list-style-type: none">• Review Quality Assurance Calendar to include all assessment activities.• Increase staff confidence in using assessment data and benchmarks and DLMOs to inform their practice.• Further develop approaches to continuous profiling and reporting. This will include more frequent play observations which will capture learner progress across the curriculum, and linking with progress in literacy and numeracy.	
Children's progress over time				
<ul style="list-style-type: none">• We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing using the Capturing and Monitoring Tool.	<ul style="list-style-type: none">• Most staff now have a better understanding of the context of children and their attainment/progress over time.	<ul style="list-style-type: none">• The data entered on the Capturing and Monitoring Tool shows current progress and will be built upon each session. This gives staff an overview of each child enhancing their understanding of children's attainment/progress over time.	<ul style="list-style-type: none">• Continue to build up the Capturing and Monitoring Tool to reflect attainment and progress over time.• Continue to focus on early intervention and core skills in Literacy and Numeracy.• Build Tracking and monitoring meetings with EYOs into the Quality Assurance calendar.	
Overall quality of children's achievement				
<ul style="list-style-type: none">• Families have the opportunity to share children's achievements on Learning Journals.	<ul style="list-style-type: none">• Children are achieving across a broad range of experiences that promote their development as active, responsible global citizens.	<ul style="list-style-type: none">• Feedback from staff and families highlights the wide range of opportunities on offer and children's achievements (see Quality Assurance 2024/25 folder).	<ul style="list-style-type: none">• Consider how best to encourage more families to share on Learning Journals.	

<ul style="list-style-type: none"> Learning for Sustainability lead in school to develop a plan linked to Global Citizenship, that presents opportunities to enhance children's experiences and curriculum pathways (2.2) Nursery to participate at their level and alongside children in school. 				
Ensuring equity for all children				
<ul style="list-style-type: none"> We have had a greater focus on T2 provision. Staff have begun the process of building a clearer picture of each child's journey through nursery through the information held in our Capturing and Monitoring Tool. 	<ul style="list-style-type: none"> Practitioners have a much deeper understanding of the impact of poverty and ACEs on pupil health, wellbeing and attainment, through engagement with data. They are able to identify the impact of individual pupil barriers to attainment and plan interventions in a more responsive and creative way. 	<ul style="list-style-type: none"> We have seen an increase in numbers of T2s which gives children the best possible start to their learning journey. Our Capturing and Monitoring Tool gives an overview of each child in nursery enhancing staff's understanding of each child's context. 	<ul style="list-style-type: none"> Continue to build up this overview to reflect the equity profile of children. 	
QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
Arrangements for safeguarding, including child protection				
<ul style="list-style-type: none"> We engaged with CEC 2.1 Safeguarding Audit to ensure a focused approach to fulfilling our statutory duties around the care, welfare, and protection of children and young people. All staff have the relevant up-to-date Child Protection training – level 2 Child Protection, and DHT, SEYOs and EYOs have up-to-date level 4 Child Protection training. 	<ul style="list-style-type: none"> The audit strengthened our understanding of statutory safeguarding responsibilities, supported the consistent implementation of procedures, and led to improving our current systems for recording and responding to concerns. Child protection and safeguarding procedures and approaches are known and understood by all nursery staff <p><u>Safe Guarding Sampling Activity - Evaluation 1 14 4 25</u></p> <p><u>Safe Guarding Sampling Activity - Evaluation 2 260525</u></p>	<ul style="list-style-type: none"> All stakeholders have a better understanding of, and feel more confident in, their safeguarding roles. 	<ul style="list-style-type: none"> CEC Action Plan 	
Arrangements to ensure wellbeing				
<ul style="list-style-type: none"> We have focused on building relationships and acknowledging and responding creatively to the experiences and needs of our stakeholders. We have updated our record keeping for all safeguarding issues to ensure we are following CEC guidance. 	<ul style="list-style-type: none"> We have been establishing relationships with the HV team. Blue and red, where applicable, folders are now in place and all staff are aware of them. We took on feedback from CI on the toileting area. 	<ul style="list-style-type: none"> Feedback from families suggests that they feel reassured that their child's needs are being monitored, and they are happy that wellbeing has a more structured focus (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> CEC Action Plan. 	

	<ul style="list-style-type: none"> • SEYOs lead, and staff engage with, the CPM process for some families. • All staff participated in their annual CP update. • Almost all children will experience a consistent and supportive approach through our universal transition strategy. All information has been shared with families. • All staff are aware of safeguarding policies and procedures. They understand how to escalate any concerns. • Our record keeping for all safeguarding issues, including parent helpers/volunteers follows CEC guidance. 	<ul style="list-style-type: none"> • Staff have increased confidence in managing ASN, as they have a clear point of contact for guidance and escalation. 		
National guidance and legislation				
<ul style="list-style-type: none"> • Engagement with audit. 	<ul style="list-style-type: none"> • Our safeguarding procedures are more aligned with current national guidance and legislation, including the Children and Young People (Scotland) Act 2014 and the principles of Getting It Right for Every Child (GIRFEC). • Staff are trained annually on child protection procedures, and all understand their duty to protect, following City of Edinburgh Council's policy frameworks. 	<ul style="list-style-type: none"> • Staff are aware of their roles and responsibilities and can identify and respond to concerns promptly. • We have continued to align our record keeping for all safeguarding matters. 	<ul style="list-style-type: none"> • CEC Action Plan. 	
QI 2.2 Curriculum: Theme 3 Learning pathways				
<ul style="list-style-type: none"> • The nursery team have reflected on and undertaken evaluation of spaces, as well as a SWOT analysis of the outdoors. • We continue to focus on creating a flexible and inclusive curriculum which responds to the diverse needs of our children. • Practitioners have been engaged in professional learning to develop creative and innovative approaches to high-quality learning in all curriculum areas. 	<ul style="list-style-type: none"> • Staff completed environment toolkits to assess the spaces, and have reviewed to enhance. • Children are engaged and motivated in their learning. There are clear progression in some curriculum areas which allow them to build on prior learning and develop new skills. • Plans demonstrate a balance of intended and responsive planning. Some inconsistencies with approaches to planning by some staff needs to be addressed next session. • Most children have access to appropriate support and resources to develop their understanding, ensuring that they can participate as fully as possible and succeed in their chosen learning pathways. 	<ul style="list-style-type: none"> • Positive feedback from children, families, and staff regarding the learning experiences offered. Feedback from families suggest there is a stronger sense of inclusion as we respond to children's needs. (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> • Provide professional learning to increase staff knowledge and confidence in knowing how to support children not on track for communication and literacy. • Provide ongoing professional development opportunities for staff, supporting them in delivering high-quality learning experiences in Literacy and Numeracy, particularly outdoors. 	

<ul style="list-style-type: none"> We have been working as part of a pilot project with 2 other setting and CEC colleagues on 'Space to Grow' project. 	<ul style="list-style-type: none"> Visiting the woods is a regular curriculum led experience for all children. 			
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<ul style="list-style-type: none"> We have continued to build on a strong culture of partnerships with families to support more focused dialogue around children's learning. Opportunities for parental engagement have been increased and enhanced. Established a communications group, made up of a small group of parents. This group liaised with the wider parent body, helping share information and gather feedback. We continue to work in close partnership with our Parent Council and PSA to strengthen the school community and enhance children's experiences. 	<ul style="list-style-type: none"> More opportunities are available for families to visit and share in nursery life. Pupil Progress Meetings for all children. 2 families attended School Transition PEEP of which there will be 4 sessions in total. We have strengthened our partnership with families through regular engagement opportunities, for example, soft start and more welcoming approach with an open door, monthly stay and play sessions, monthly coffee mornings, monthly newsletters. termly parent feedback questionnaires. Peep groups being established. The communications group has become a vital home/school link and it has helped strengthen communication and trust as we continue to build partnerships between families and school. We need to try to encourage some nursery families to engage with this, The Parent Council provides valuable input into school improvement priorities, and our PSA supports fundraising and the organisation of events that enrich the life of the school and the experiences we offer our young people. These collaborations contribute to a strong sense of belonging and shared responsibility and ensure that families are active partners in supporting learning and wellbeing. Again, we need to try to encourage nursery families to engage with and support this. All parents/carers receive updates on their child's progress via their learning profile. 	<ul style="list-style-type: none"> Positive Care Inspectorate feedback/report regarding families being welcomed into the setting and staff being keen to continue to develop relationships with families (see Care Inspectorate report August '24). Termly families survey e.g. 'Making the parents welcome and feel like they have an input in what may work for their child.' (March '25) (see Quality Assurance 2024/25 folder). Parental feedback suggests that home/school communication has improved, and that most families feel more connected to school life and that they are active partners in supporting learning and wellbeing (see Quality Assurance 2024/25 folder). Improved learner outcomes, including increased achievement and wellbeing, which can be attributed in part to enhanced parental support. Positive feedback from children, parents/carers, and staff regarding the impact of parental engagement on children's experiences and success (see Quality Assurance 2024/25 folder). 	<ul style="list-style-type: none"> Survey families regarding Partnerships. Further enhance our approaches to continuous reporting and profiling to ensure all parents/carers have timely access to relevant information and feel well-informed about their child's learning and development. Increase engagement with Learning Journals. Strengthen the role of the PSA and Parent Council in representing the views and interests of families, ensuring that they have a meaningful impact on school decision-making and improvement planning. 	

Date of last Care Inspection: 21.08.24. and 22.08.24.	Evaluation- please indicate overall for each question
How good is our Care, Play and Learning?	4
How good is our Setting?	4
How good is our Leadership?	4
How good is our Staff Team?	4