



Crosshouse Primary School ELC  
Standards & Quality Report 2022/2023

# Crosshouse Primary School ELC

## Standards and Quality Report

### 2022/2023

happiness

HEART



achievement

Explore

excellence

respect

Belong

together

Believe



Phone: 01355 245300

Email:

[gw14crosshousenur@glow.sch.uk](mailto:gw14crosshousenur@glow.sch.uk)

Website:

[www.crosshouse-pri.s-lanark.sch.uk](http://www.crosshouse-pri.s-lanark.sch.uk)



## Our Context

Crosshouse Primary School ELC provides early learning and childcare for pre-school children aged from 3-5 years of age. The ELC is situated in the Greenhills area of East Kilbride.

The new school building was opened in 2008 and provides an excellent, modern environment in which our learners can *explore, belong, believe.*



## Our Team

Our senior leadership team comprises, Head Teacher, Depute Head Teacher with responsibility for ELC, Team Leader, 5 Early Years Workers (both full-time and part-time) and an Early Years Support Worker. The ELC works in partnership with the wider school community, and we promote an inclusive learning environment. The ELC works in partnership across the learning community providing regular opportunities to share good practice and ensuring a consistently high standard of early learning and childcare throughout the local area.





## Our Vision

At Crosshouse Primary School and Early Learning and Childcare we have established a thriving, motivating and inclusive environment to allow our children to ....

**Explore** their own interests, their own individuality and interact with the world around them.

**Belong** in an environment where they are happy, settled and are able to develop a sense of trust and security.

**Believe** in themselves to develop confidence, resilience and ask why!

In order to .....

Develop the skills to become successful learners, confident individuals, responsible citizens and effective contributors.



## Our Values





Review of Improvement Plan progress session August 2022 to June 2023

**Priority 1: Improving outcomes for children through provision of high-quality outdoor learning experiences.**

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

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

HGIOELC 4 QI:

- 1.1 Self-Evaluation for self-improvement
- 2.3 Learning teaching and assessment
- 2.5 Family Learning
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion

**Strategy**

**What did we set out to do?**

The ELC Improvement Group identified priorities from evaluation of our previous improvement plan. The Improvement Group planned our projected outcomes and timescales to ensure a clear working strategy for improvement planning. The aims for this priority were identified as follows.

- ♥ **Provide a rich and stimulating outdoor play experiences**
- ♥ **Increase confidence in staff planning outdoor play**
- ♥ **Children display high levels of wellbeing including improvement of motor skills (fine and gross) and skills in using loose parts**

As a group we identified key actions to support our improvement planning. These included:

- ***Auditing our current outdoor environment.***
- ***Engaging with current reading and research.***
- ***Engaging with relevant CPD.***
- ***Working collegiately to embedded practices within the Playroom and Garden.***

## Progress and Impact

### What difference did we see? What did we achieve?

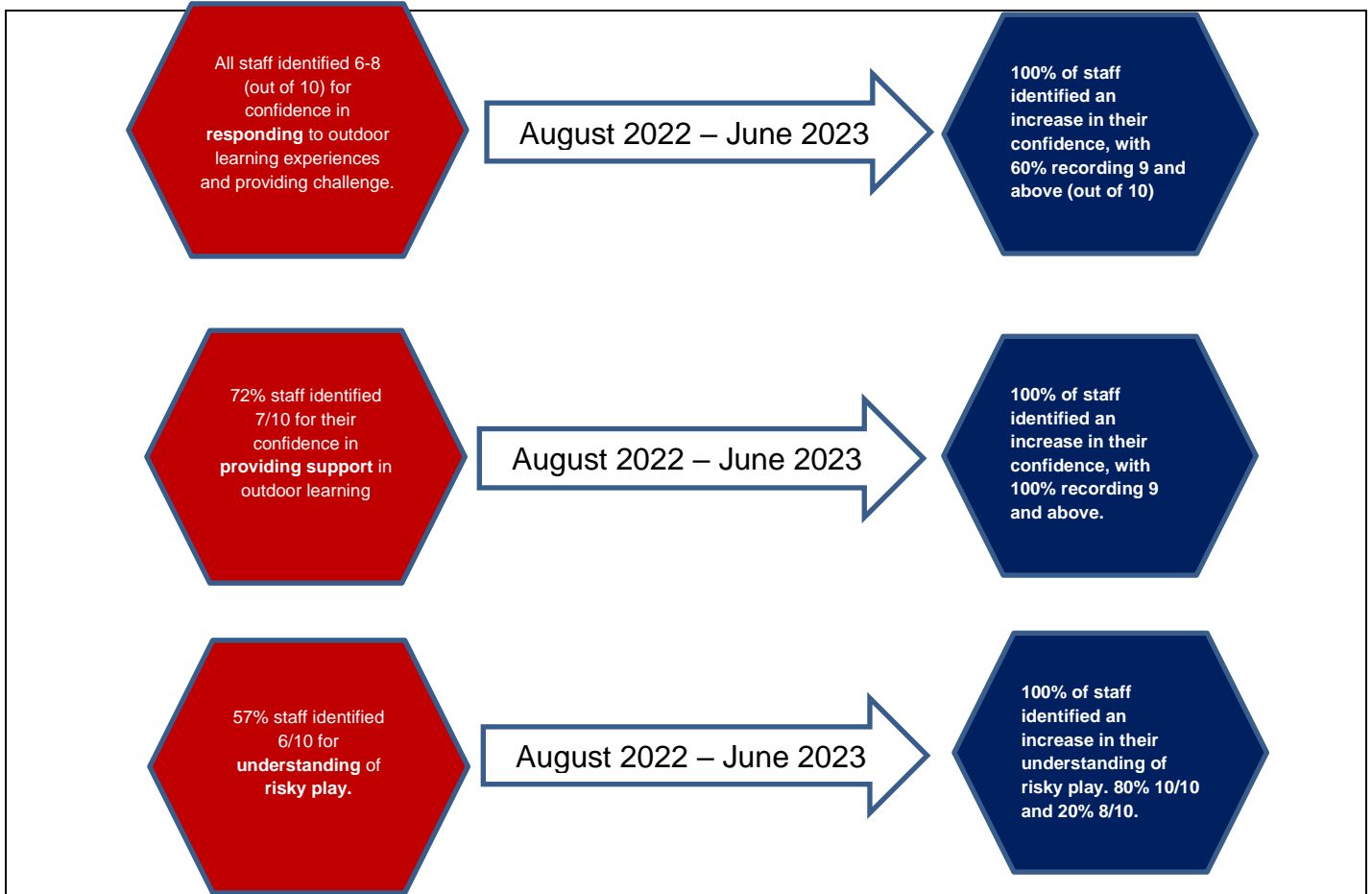
It was agreed by the team that Suzy and Nicola would take a leadership role in this priority. At the outset the group carried out an audit of our outdoor environment. Our audit identified the need for development of our outdoor area through looking at the layout, resources and provision of experiences (planned and responsive). Through discussion, we identified that it is not simply outdoor learning because it is outdoors. Early Years staff have worked hard to provide a wide range of learning experiences that mirror those on offer within the playroom. We now recognise that the outdoor environment can bring opportunities to engage with the elements in respect of developing our science curriculum, looking at the wildlife that visit our garden and engage with a sense of freedom, including development of risky play, ensuring that we are engaging in *'outdoor learning'* and not just *'learning outdoors'*. The team agreed that we do not need to mirror the playroom in its entirety but moreover ensure there are a wide range of experiences on offer and using the outdoor environment to engage in elements of play that are simply not available in the playroom. To support this staff, evaluated their own confidence in planning and responding to outdoor play. This was completed through observations of an experiences planned. Staff reflected on the experience provided, how this impacted on the children, how they responded and what they would change. Staff were honest and open, and this has allowed staff to work collegiately to identify how we could improve the experiences provided. To further support our improvement, lead staff incorporated a series of CLPL opportunities within our meetings. This provided not only the opportunities to employ relevant learning experiences to support outdoor learning, but also brought an active, practical and engaging element to our improvement planning.



The improvement group have met with success this term. Our evaluation has determined that we have met our expected aims. The Group recognise that this area will always be an area for development within the service to ensure that we are engaging with current practices and incorporating new ideas and responding to the interests of our children.

We are confident our Outdoor Learning environment is richer and more appropriately planned for through a wide range of curricular areas. This is evidenced in our ongoing planning materials and staff evaluations. Staff have identified that confidence has improved in all areas.





Staff have identified that in terms of their own individual development they have *'developed a sound understanding of outlearning and how to provide pace and challenge more effectively'* and *'I really enjoyed taking this forward as a team and developing confidence in this area.'*

Staff used a varied of observational techniques to measure the engagement of our children in areas within the outdoor environment. Staff identify that throughout the

last term they identified that almost all children evidence higher levels of wellbeing in engaging with outdoor experiences planned for. Time sampled evidenced that children were spending on average 7 minutes longer in areas developed by staff than September 2022. Staff also evaluated that anecdotal evidence identified that children are talking about the outdoor area more enthusiastically. Learning conversations also evidence this. We recognised that while the summer term plays a part in higher levels of engagement, children's conversations reflect that we are responding to their interests more effectively in the outdoor area. An example of this would be







responding to the mud kitchen area being developed with more equipment in response to the children's requests.

Through our ongoing improvement work, our nursery was also able to share our learning with the wider early years' community. ELCs were asked to provide some evidence of sustainability work within their service. Through engaging with our outdoor area more effectively, we were able to provide a short power point in developing our bird feeders, supporting a more sustainable environment.



Throughout our improvement planning, parents and carers have been involved. Members included Mr Templeton, Miss Boyd, Granny Smart, Granny Potts and Mrs Nicol. 5. All members contributed positively to our ongoing improvement bringing their own knowledge and skills and sharing their ideas. Mr Templeton was very supportive in developing our outdoor area in building equipment and providing advice. He was instrumental in the creation of our 'welly wall'.

### Next Steps

- ♥ To continue to improve our outdoor area and respond to our children's interests.
- ♥ Continue to use a wide range of observational techniques to maintain providing high quality experiences in our outdoor environment.
- ♥ Sustainability within the service will now be an area for development and included within our Improvement Plan for 2023 - 2024.





Review of Improvement Plan progress session August 2022 to June 2023

**Priority 2: Revisit our Vision and Values**

**National Improvement Framework Key Priorities**

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

**National Improvement Framework Key Drivers**

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

HGIOELC 4 QI:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children’s progress

**Strategy**

**What did we set out to do?**

The ELC Improvement Group had identified priorities from evaluation of our previous improvement plan priorities. The group planned our projected outcomes and timescales to ensure a clear working strategy for our improvement planning. The aims for this priority were to: -

- ♥ **Ensure our Vision is shared with all stakeholders, and staff feel a sense of identity within the service.**
- ♥ **Our Values reflect our service and are shared by all stakeholders**
- ♥ **Establishment of a parents/carers group.**

As a group we identified key actions to support our improvement planning. These included:

- **Auditing our current Vision and Values.**
- **Engaging with current reading and research.**
- **Engaging with relevant CPD.**
- **Inviting parents and carers to work with us**

**Progress and Impact**

**What difference did we see? What did we achieve?**

At the outset, we audited our current Vision and Values. This survey was completed by all staff, parents and carers. The children were consulted through learning conversations and responses were appropriate





for their age and stage. Agreement that through these, our children know our values and, with prompts, could identify these appropriately. It was agreed that 'Attain, Believe and Achieve' were not relevant for our young learners. Staff were knowledgeable in this respect.

We engaged with parents and carers in our improvement planning and



welcomed them to monthly meetings. They were able to bring a different outlook to our group and made us realise just how important it was for them to be heard, valued and part of our nursery. We were also surprised to learn that digitally connecting with families was not the best way to



communicate. Individual parents and carers identified that it was 'really nice' for the children to bring home a physical object for completion. Mrs Nicol shared that she was more likely to be willing to complete this and her child would also urge her to complete this and return it to the nursery (this made him feel important and part of the bigger picture). To that



end we created post cards to survey our Vision and Values. There was a high response to this with 75% of parents and carers returning cards. The outcome of these informed us that almost all parents and carers knew the values of our ELC (HEART). Parents and carers also were asked to identify what was important to them.



As expected, responses were very varied but overwhelming there was a sense of 'feeling part of the service' and 'belonging to something'. Our monthly surveys have identified how highly our service is rated by parents and it was recognised that we should build on this very positive parental support for our ELC.



In order to engage more effectively with our parent/carer group, we looked at how we currently engage with stakeholders. This identified our shows and our Stay and Play events, which are always very popular, are our main routes for engagement. It was agreed that we should build on this. We listened to our parent/carer group members as they identified it was easier to 'tag on' to other events and not ask

families to take additional time off to attend events. In response, we added a Stay and Share to our Stay and Play events. This was well attended with 60% of parents staying on from the Stay and Play event (which had 100% attendance). From these events we engaged with parents and carers on how they could become more involved in the service. It was identified that sharing skills was a popular idea. This included sharing skills in knitting, gardening and storytelling. This led to a 'Skills Postcard' being delivered to all families and parents and carers. Response again was high (55%) and we were delighted that some parents/carers were able to commit to engaging with the ELC in storytelling, gardening and keep fit. The only negative element to this this was time! We simply ran out of weeks at the end of term to engage with everyone who wished to join us. This element will continue as part of ongoing development for our ELC.

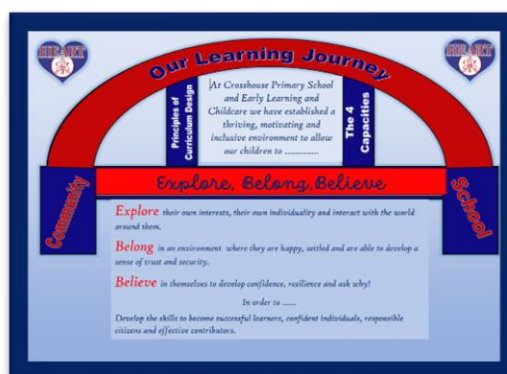


Throughout the term our ELC continued with the 'tag it on' theme. Parents and carers were invited to *Stay and Tidy* at the end of day and ensured the garden area was always spick and span. The children also really enjoyed helping their parents/carers along with nursery staff.



Our overall evaluation identified that our Values are appropriate, and HEART will remain our values. In engaging with parents and carers through their postcard feedback and also car parking ideas during our Stay and Play and Stay and Share sessions, we have established '*Explore, Belong, Believe*' as our motto. This has been shared with the wider parent group and ratified. 100% of staff have evaluated our Vision and Values priority and agree HEART represents our nursery and these are appropriate for our young learners. Staff comments include '*These values underpin what our nursery is all about*', and '*these are appropriate for our young learners as they embody their stage of life and enthusiasm for learning*'.

A member of staff further identified that in terms of our new motto, '*it underpins our play pedagogy and the feeling of family and community at Crosshouse*'.



Staff have shared how successful our Improvement Group has been this year. Recognition is given to the

***Explore their own interests, their own individuality and interact with the world around them. Belong in an environment where they are happy, settled and are able to develop a sense of trust and security. Believe in themselves to develop confidence, resilience and ask why!***

commitment of staff in taking forward our priorities and engaging positively with all aspects of our plan. High levels of engagement with our parents and carers have brought credibility to this process and ensured we have listened and valued ideas from this body. Revisiting our vision and values has allowed us to have confidence these underpin our ethos and reflect the planning and delivery of our early years' curriculum. Staff are committed to promoting these values and supporting our young learners to:

### Next Steps

- ♥ Complete our curriculum rationale.
- ♥ Continue to promote our vision and values to existing and new families.
- ♥ Develop Family Learning within the service.
- ♥ Sharing our curriculum and pedagogy of play with all stakeholders.
- ♥ Continue to develop our Parent/Carer Group.