

**Glebelands Primary School and Nursery**

**School Improvement Report  
Session 2024-2025**



Glebelands Primary School

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This document shares and celebrates the improvements in our school and embraces all ages and stages. It is based upon our School Improvement Plan for session 2023-2024.



## Our School Aims

We are **ready**. 

We are **safe**. 

We are **respectful**. 

### Context of the School

Glebelands Primary School is an inner-city school with a wide-ranging and diverse catchment area. There are currently 383 primary and 64 nursery pupils at the school (*June 2024*), the majority of whom live within SIMD deciles 1 to 4. Almost a quarter of our school population speak English as an additional language.

We are situated in a built-up area, mainly residential, just to the north of the city centre and serve the Stobswell and Baxter Park areas of Dundee within the Maryfield Ward. Accommodation is a large Edwardian building on three levels with teaching areas on the first and second floors and lower and upper mezzanines.

The staff team is led by the Head Teacher, a Depute Head Teacher and one Principal Teacher. There are currently 14 primary classes each with a full-time equivalent teacher, two other teaching staff, a School and Family Development Worker, one administrative officer and seven support staff. The nursery has 16 staff including one senior practitioner and a full-time teacher. The school is part of the Morgan Academy Cluster and positive relationships exist among all cluster schools.

Staff know the pupils well and have high expectations of learning and behaviour. There is a positive and supportive ethos across the school which is commented on by visitors.

#### Our school vision is:

**An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success**

and our strapline is:

**Be the Best Possible You**

This is underpinned by our values which are:

**Ambition**

**Inclusion**

**Respect**

**Support**

We aim to provide a happy, safe, and welcoming environment for all members of our school community and seek to ensure that everyone is treated fairly and equally with the opportunity and support to develop and achieve to their full potential. We value respect, honesty and commitment and strive to deliver high quality learning and teaching experiences so that pupils are equipped with skills for learning, life, and work.

### Attainment Data 2022-2023

|   | Reading | Writing | Talking and Listening | Numeracy |
|---|---------|---------|-----------------------|----------|
| <b>Primary 1</b><br>(CFE Early Level)           | 81%     | 80%     | 79%                   | 88%      |
| <b>Primary 4</b><br>(CFE 1 <sup>st</sup> Level) | 85%     | 81%     | 81%                   | 87%      |
| <b>Primary 7</b><br>(CFE 2 <sup>nd</sup> Level) | 91%     | 82%     | 89%                   | 84%      |

### Attainment Data 2023-2024

|   | Reading | Writing | Talking and Listening | Numeracy |
|---|---------|---------|-----------------------|----------|
| <b>Primary 1</b><br>(CFE Early Level)           | 79%     | 71%     | 88%                   | 90%      |
| <b>Primary 4</b><br>(CFE 1 <sup>st</sup> Level) | 75%     | 73%     | 91%                   | 78%      |
| <b>Primary 7</b><br>(CFE 2 <sup>nd</sup> Level) | 84%     | 85%     | 97%                   | 85%      |

## Review of Improvement Progress for Session 2023-2024

### School Improvement Priority 1: 2.3 Learning, teaching and assessment:

Collegiate Learning Culture – Development of Learning, Teaching & Assessment Framework to ensure continuous improvements in Learning & Teaching.

### Progress and Impact

#### **Every Dundee Learner Matters**

Our main focus for improving learning aligns with the wider Dundee strategy of Every Dundee Learner Matters (EDLM) and is based on collaboration amongst staff to find alternative ways of working to increase pupils' chances of success. The rationale for EDLM involves making improvements in one or more of the "Three Ps" – Presence, Participation and Progress. This year the focus has been on developing our shared understanding of continuity of approaches in Learning, teaching and assessment across the school, through our School Improvement Groups and Collegiate Allocated Development Time, further reinforcing reporting on impact for learners through ongoing self-evaluation. This priority development will be in the embedding phase for session 2024 2025.

#### **Data Analysis**

We have used self-evaluation, peer observation, SLT observations, along with trialled new and current assessment formats across the school to moderate practice against teacher declarations, as reviewing assessment formats was identified in last sessions SIR as an area for development. Pupil progress is measured through professional judgement against national expectations, as well as individual milestones, however, staff feedback and quality assurance tasks evidenced that staff did not feel confident in assessing learner attainment and therefore new assessment formats have been trialled, introduced and a new Learning, Teaching and Assessment Policy Draft 1 has been developed at school level, and used alongside National Standardised Assessments (NSA) administered at P1, P4 and P7 level to support these judgements in reading, writing and numeracy.

As a result, staff are feeling more confident to engage in discussions during planning and tracking meetings and are beginning to engage with planning and tracking data more fully to ensure that progress is monitored more effectively. During session 24/2025, we will be engaging in further data analysis development sessions using a range of data to inform planning, as well as developing more robust planning and tracking systems. This will allow us to upskill all staff to identify our attainment gap more effectively and drill down further for improvement. Furthermore, it will allow more robust professional dialogue to monitor and track learner progress, identify interventions for support and improve timescales of interventions for maximum impact.

Current Planning formats and expectations will be a focus area for development moving forward to further ensure continuity and consistency of approach is evidenced across all stages.

Our attainment data above identifies Literacy as an area for improvement to help us move forward to meet Dundee's Stretch aims, as we begin to develop more robust procedures to measure and evaluate attainment over time across all stages.

Next session, we aim to report rigorously on all stages across the school.

#### **Other impact evidenced:**

100% of teaching staff have collaborated in self, peer and SLT quality assurance visits to improve the High-quality Learning, Teaching and Assessment across the school.

ALL teachers have engaged in peer observations to develop their enquiring an coherent approaches for High quality Learning, Teaching and Assessment. As a result, ALMOST ALL teachers have a clear understanding of expectations and consistent approach to assessment of their learning and teaching (*baseline 19%, 4/21 teachers*)

- The majority of children across the school experience a range of learning indoors and outdoors to broaden experiences and engage and motivate learners.
- As a result of professional learning the majority of children are experiencing supported and enriched learning through the use of digital technology.
- All staff communicate the purpose of learning through the use of Learning Intentions and Success Criteria.
- The majority of our children's experiences are appropriately challenging and enjoyable and well matched to their needs and interests.

## Attainment

Attainment results for the end of 2023-2024 indicate that:

- Attainment Interventions for equity must focus on Literacy, particularly in our current P1 cohort (session 2024 2025 P2 cohort) and P4 Cohort (session 2024 2025 P5 cohort). Literacy improvement across the school must prioritise interventions to support raising attainment.
- 25/42 learners in P1 with EAL (60%). Engaging with EAL service to identify any further support or targeted interventions that will help improve overall literacy.
- There has been a decrease in Reading and Writing attainment in P1 but an increase in Listening and talking.
- There is 10% improvement in numeracy at P1 in comparison with last sessions cohort.
- There is a slight improvement in writing in Primary 7 in comparison with last sessions cohort.
- There has been a decrease in all literacy indicators across P1 and P4 cohorts.
  
- P1 Overall Literacy – 71%
- P1 Numeracy – 90%
- P4 Overall Literacy – 72%
- P4 Numeracy – 78%
- P7 Overall Literacy 82%
- P7 Numeracy – 85%

Our school stretch aims have been reviewed in line with progress over time and, as a result of disruption to learning through COVID and set at 80% for reading, writing, listening & talking and numeracy for all stages:

- 80% has been exceeded in all P1 listening and talking from 79% to 88%, and in Numeracy from 88% to 90%.
- 80% has been exceeded in listening and talking in P4 from 81% to 91%.
- 80% has been exceeded across all literacy and numeracy indicators in P7. A slight increase in Writing from 82% to 85% and an increase in Listening and Talking from 89% to 97%

*(Additional attainment information and analysis in Priority 2 below)*

## Pupil Equity Funding

PEF has been used in the following ways to raise attainment and narrow the attainment gap:

- to increase Primary and Early Years Assistant hours – part of their role is to provide in class support to individuals and groups in literacy and numeracy.
- to continue to fund a Learning and Care Assistant to support children with complex additional support needs.
- Employed teacher to release teacher to support alternative learning curriculum through Personalised Planning support.
- renew subscriptions to online learning resources –Sumdog and Oxford Owl.
- access staff development training on the use of Read Write Inc, our core reading programme for P1 to P3.
- add to our literacy, numeracy and play resources.

**Next Steps:**

Data Analysis development with all staff to identify any significant barriers to learning, additional support needs and the poverty related attainment gap at each stage across the school. This will increase teacher confidence and responsibility to ensure that High Quality Learning and Teaching experiences and opportunities are robustly planned and evaluated, to ensure that interventions for equity are timely, measurable and impactful and help to secure learner progress.

Planning, tracking and evaluation expectations to be improved and added to Learning, Teaching and Assessment Policy through SIG group development work.

Revisit use of benchmarks when assessing children's learning.

Continued Collegiate Allocated Development sessions to revisit pedagogically approved learning, teaching approaches, particularly in literacy and writing developed previously as Improvement Priorities.

Moderation of standards within learning and teaching continues to be a city-wide focus and in-house support through our Quality Assurance Moderation Support Officer (QAMSO) will continue.

Improvements to Pupil Voice MUST be a focus for improvement and pupil voice survey in relation to the baseline data survey figures has to be undertaken.

## **School Improvement Priority 2: 3.2 Raising Attainment and Achievement**

### **Collegiate Learning Culture – Development of Learning, Teaching & Assessment Framework to ensure continuous improvements in Learning & Teaching.**

As well as the overall Attainment recorded above and on review of our School Improvement Plan aims, we identified the following areas of improvement directly in relation to interventions for Equity, through the use of Pupil Equity Funding, to release teaching staff for targeted small group support.

Interventions using the Outdoors, through released teacher, as well as working in partnership with Ancrum outdoors proved to be highly successful for our learners, as well as upskilling a released staff member and several support staff, who attended alongside small groups throughout the session. This means that the large PEF cost has become sustainable within Glebelands and Staff leads can now replicate and upskill staff as we move forward.

ALMOST ALL learners in P7 experienced at least 1 or more blocks of 4 Learning Outdoors with Ancrum, to support developing social, emotional and behavioural skills, to build resilience and support successful peer interactions. Teachers reported increased peer communication, tolerance, partnership working and safer behaviours within the classroom and playground. Small group provision opportunities to learn through outdoors was then replicated and delivered in school for targeted groups of learners.

ALL STAFF attended De-escalation training to support their learner's readiness to learn and as a result increase in settled learning time in classrooms can be seen across the school and increase in quality of learning experiences. *(also linked into 3.1 Ensuring Wellbeing, Equality & Inclusion)*

Learning Environment Audits were undertaken across the school by all staff to self, peer assess, as well as Senior Leadership audit undertaken. Pupil Equity Funding supported improvements to learning environments such as:

- decoration and universal Calm Areas across the school, inside and outside of the classroom.
- Self-regulation break out spaces developed.
- Universal Symbolisation of learning environments across the school to support independent learning.
- Literacy and Numeracy resources were enriched across the school

#### **Attainment:**

##### **Primary 1:**

Our P1 reading and writing data appears low, however, we have 60% of learners who speak English as an Additional language (EAL). Our Listening and Talking achievement is higher and this would evidence a positive start in Primary 1 as oral literacy skills are crucial for early language acquisition and skills development. 14% of our P1 learners also have one or more additional support need and therefore developments in our learning environments, planning for support staff and continued work with our Educational Psychologist will continue to ensure that we progress all learners moving forward.

##### **Primary 4:**

Primary 4 Writing attainment decreased from 80% to 71% this session and as a result raising attainment in writing will feature highly in our school improvement priorities next session. However, again our Listening and Talking attainment increased from 81% to 91% which is vital to support successful literacy acquisition. It is important to note that 37% of our learners in Primary 4 with English as an additional language, therefore, as stated previously, continued partnership working and additional support from our Accessibility and Inclusion service will ensure that we best plan to raise attainment across all Literacy indicators. On analysis our Numeracy data decreased from 87% to 78% and therefore, our priority focus to use range of data to inform meeting learner needs with high quality learning and teaching experiences will support raising attainment in Primary 5.

##### **Primary 7:**

Analysis of data over time for our Primary 7 cohort has noted an increase in attainment in achievement as follows. This is pleasing to note considering the impact of Covid 19. Since P4, reading attainment has improved from 73% to 84%, Writing attainment has improved from 78% to 85% and Listening & Talking had improved from 73% to 97%. We also saw an increase in Numeracy attainment, improving from 73% to 85%.

#### **Other progress to date:**

- 90% (28/35) pupils in P1 will achieve early across all indicators in Numeracy.
- 72% (13/18) targeted learners in P2 successfully achieved Early Level Literacy, however, other learners dropped off track, therefore, this is a stage for early intervention through partnership working with Access and Inclusion Service and Department of Educational Psychology next session to identify our next steps in targeted support.
- 88% (7/8) learners not on track in P4 Writing achieved 1<sup>st</sup> level.
- 30% (3/10) learners not on track in P4 Reading achieved 1<sup>st</sup> level reading.
- 62% (8/13) learners not on track in P4 Listening and Talking achieved 1<sup>st</sup> level.
- 40% (4/10) of targeted pupils in P6 are on track to achieve 2<sup>nd</sup> level by the end of P7.
- 48% (11/23) targeted learners in P7 achieved 2<sup>nd</sup> level Writing.
- 10 targeted off track learners in P7 achieved 2<sup>nd</sup> Level Talking and Listening.
- 7 targeted off track learners in P7 achieved 2<sup>nd</sup> Level Reading.
- 82% of P7 pupils achieved 2<sup>nd</sup> Level Literacy across all indicators.

### **Survey Data Impact**

On review of Staff and Pupil Survey data undertaken in November 2023, as well as review of previous sessions Summary of Self Evaluation and the School Improvement Report, it was clear that when coming into post in October 23 the improvement plan required intense focus on collegiate work to revisit, develop and create a clearer and more streamlined Learning, Teaching and Assessment Framework to ensure consistency of approach and clarity of expectations of all with the team. Self-evaluation our our current practice was then undertaken to identify areas for professional development to ensure delivery of highly effective practice in learning and teaching across all stages of the school.

Impact statements below evidence our progress to date and this priority will further be implemented and embedded next session:

- 16/21 staff completed survey in June 24 in comparison to 21 teaching staff in Nov 23 Baseline:
- 81% of teaching staff (13/15 of teachers) feel that there are clear and consistent assessment formats, expectations and approaches embedded across the school.
- 75% of teachers (12/16 teachers) strongly believe that there are improved self-evaluation procedures in relation to learning and teaching as a result of Collegiate development work since Nov 23.
- 19% of teachers (3/16 teachers) believe there are developing self-evaluation procedures in relation to learning and teaching as a result of Collegiate development work since Nov 23.

***Baseline:** 0% of teaching staff (0/21 staff) feel that there are clear and consistent assessment formats, expectations and approaches embedded across the school.*

- 31% of teachers (5/16 teachers) believe that engaging in quality assurance task are having meaningful impact on learner outcomes.
- 63% of teachers (10/16 teachers) believe that engaging in quality assurance task are beginning to improve impact on learner outcomes.
- 6% of teachers (1/16 teacher) disagree that engaging in quality assurance task are beginning to improve impact on learner outcomes.

Inservice Day Training to Effectively Plan for Support Staff has had significant impact on best use to meet learner needs. Quality Assurance observations in November 23 highlighted most support staff spent 1:1 time with learners outside of the classroom, and also spent a disproportionate amount of time on administrative duties. Impact identified:

- 6% of teachers (1/16 teachers) agrees that they effectively plan for support staff (when have them) to most effectively support learning.
- 88% of teachers (15/16 teachers) agree that they effectively plan for support staff (when have them) to most effectively support learning.



- 6% of teachers (1/16 teachers) disagrees that they effectively plan for support staff (when have them) to most effectively support learning.
- 
- 67% of teachers (10/16 teachers) believe that they effectively plan to ensure that support staff have in class opportunities to observe learning and teaching strategies being taught to support groups of learners.
- 33% of teachers (5/16 teachers) disagree that they effectively plan to ensure that support staff have in class opportunities to observe learning and teaching strategies being taught to support groups of learners.

*Baseline: 0% (0/21 teachers) felt that they effectively plan to ensure that support staff have in class opportunities to observe learning and teaching strategies being taught to support groups of learners.*

### **Next Steps:**

Improved data Analysis pack to best inform teacher practice.

Continue to develop and embed Draft 1 of Learning, Teaching and Assessment Framework through continued priority SIG focus.

Revisit taught and practiced pedagogies. Leadership at all levels.

Partnership working with Accessibility & Inclusion Services and our visiting specialist teachers to support English as an Additional Language will continue to plan for improvement and targeted equity of support.

ALL teaching staff *are using a consistent 4-part Lesson Model/Learning & Teaching Cycle.*

Increase pupil voice groups and focus groups to report on baseline below for improvement.

### **School Improvement Priority 2: 2.4 Personalised Support**

Improving Targeted and Individual Planning to best meet learner needs and ensure engagement and involvement of ALL learners.

This session increased partnership working with Longhaugh Support Group, Department of Educational Psychology and Accessibility and Inclusion Service has supported upskilling staff to support almost learners to feel safe, loved and listened to. This session we have concentrated on reviewing and improving our Team Around the Child processes, planning for Support Staff and liaising with support services to access the best equitable support for our learners across the school. We have begun to look outwards and liaised with other settings to begin to review planning in other setting. Using Pupil Equity Funding has allowed us to release Teachers, as well as employ an additional Learning and Care Assistant, to provide small group provision and plan for learning outdoors to support individuals and groups of learners across the school. This has also supported Read Write Inc and the Learn to Read programme to focus on small equitable teaching groups, and small nurture groups at the start of the day to increase learner readiness to learn.

Quality assurance and self-evaluation tasks with staff identified a clear need for consistency of approach and clear procedures and guidelines across the school. Glebelands Safeguarding and Child Protection Policy was evaluated in line with Council and National guidance and is available in the foyer and medical room, as well as electronically

for all staff and AS A RESULT ALL Teaching and Support Staff confidently use correct procedures for safeguarding and child protection reporting.

- 100% of ALL STAFF across the school have undertaken De-escalation Training and AS A RESULT ALMOST ALL LEARNERS experience more clear and consistent use of strategies and scripted language resulting in reduction in self-regulation time and increasing readiness to learn.

*Baseline: 5% of teaching (1/21 staff) and 0% of support staff (0/7 support staff) have undertaken De-escalation Training.*

- 100% of ALL STAFF can confidently identify the correct procedures and location of cause for concern documentation, for safeguarding and child protection reporting. \_

*Baseline: 26% of all staff (8/31) confidently can identify the correct procedures and location of cause for concern documentation, for safeguarding and child protection reporting.*

- ALL STAFF undertook training to support 'effective collaborative planning for support staff/teaching staff' to best ensure learners receive equitable and time specific interventions within their classroom environments, after quality assurance identified areas for improvement in this area. As a result, identified groups of learners and individuals have received enhanced support to support raising attainment within equity teaching groups and support groups. As a result:
- 94% of teaching staff (15/16) feel that they support staff effectively plan for support staff to most effectively support learning.

*Baseline: 100% of teaching staff (21/21) feel that support staff could be planned for more effectively to support learning.*

- 67% of teaching staff (10/16 staff) feel that they plan effectively to ensure that support staff have in class opportunities to observe learning and teaching strategies being taught to support groups of learners.
- ALL Support staff reported having class opportunities to observe learning and teaching strategies being taught to support groups of learners and as a result, learners are receiving consistency of approach in taught strategies for learning.
- 100% of support staff feel that they have in-class opportunities to observe learning and teaching strategies being taught to support groups of learners and as a result feel more confident supporting learner progression and feel that what they do is making a difference.
- 81% of Teaching staff (13/16 staff) feel confident that their individual and targeted planning meets the needs of targeted learners.

*Baseline: 19% of Teaching staff (4/21 staff) feel confident that their individual and targeted planning meets the needs of targeted learners.*

### **Targeted intervention support:**

This session, we have used PEF funding to support releasing a class teacher full time to plan and support a group of individual learners who were unable to access their classroom safely and were not ready to access their learning in school. Each learner was planned for collaboratively through regular Team Around the Child Meetings with multi agency partners and families, and evaluated daily in school to best report and record success to support each learner to feel safe, happy and increase their readiness for learning. Everyone required different approaches and targeted support. Ongoing progress has been recorded through personal targets through Team around the Child meeting processes.

We further used PEF to support intense interventions through Outdoor Learning with Ancrum Outdoors to build 1:1 relationship with adults then introduced small groups of peers. This allowed learners to safely build on their social, emotional and behavioural skills that were transferable into school.

### **Next Steps:**

Improvement priority focus in partnership with Department of Educational Psychology to deliver key identified training for teaching staff and all staff as part of collegiate development time and in-service day training, to further enhance pedagogy, practice and implementation of personal planning in school.

Continue to work multiagency to best support sustainable improvement and interventions for equity for all learners.

Continue to work collaboratively with Longhaugh Support Group and School Partnership Group to best track learner progress over time.

To plan and track interventions to improve learner attendance and upskill key identified staff in tracking progress through robust quality improvement tools.

Improvements to Attendance Management Processes required to continue to make sustainable improvement.

Review and revisit Attendance Support Documentation and Data analysis.

## School Improvement Priorities for Session 2024-2025

### Presence

- **Priority 1:** Improving learner attendance and lateness
- **Priority 2:** Development of Family Learning Programme

### Participation

- **Priority 1:** Personalised Support Planning
- **Priority 2:** Continuity & Consistency of Inclusive learning environments across the school.

### Progress

- **Priority 1:** High quality learning, teaching & assessment.
- **Priority 2:** Self-evaluation & moderation culture for improvement - learning, teaching & assessment.

## Review of Improvement Progress for Session 2023-2024

**Nursery Improvement Priority:** Leadership of Play and Learning: Improvement in attainment, particularly in literacy and numeracy, documentation of learning to evidence high quality observations for progressive learning.

The ethos and culture in our nursery demonstrate a strong commitment to children's rights. Our staff are skilled and have a clear understanding of child development and early learning pedagogy and skilfully put this into practice.

All practitioners demonstrate warm, responsive relationships with all of our learners to create a positive climate for achievement.

Our children feel valued, safe and secure in nursery. Most children are making good progress in their learning and can confidently share their learning journeys with others.

Most children enjoy and are actively involved in learning through spontaneous play opportunities both indoors and outdoors. The majority of play and learning opportunities are well-planned, purposeful and relevant real-life experiences both indoors and outdoors.

Learning experiences extend and sustain most children's interest, helping them make decisions and develop their creativity, resilience and independence. The majority of children make informed choices about their learning and they have a key role in leading their own learning. All children experience a supportive nurturing environment.

This session our focused priorities centred around developing staff confidence and competence to record and demonstrate learner progression in learning through high quality observations and the use of the language of learning.

All staff engaged enthusiastically in professional learning to improve their pedagogy in recording observation through the Language of learning and demonstrating children's progress through the use of progressive language. Almost all children in the nursery confidently share their learning through their learning journeys and actively seek out adults to share these with, demonstrating that children feel proud of their learning and experiences in nursery. As a result, this evidences that our children feel safe, loved, secure and are making good progress in learning through child-initiated experiences.

Our Senior EYE and Nursery Teacher have undertaken 'The Golden Threads of Learning' training and as result, staff leadership in nursery feel more confident about supporting other practitioners with their practice and this will continue to develop next session. Our Senior EYE and NT have engaged in a learning group with a focus on 'Understanding the Golden Thread' and as a result, are feeling more confident in leading, supporting and empowering other practitioners.....

Parents and carers receive regular and up to date information, including learning profiles, on their children's progress and achievements. Both children and parents/children make valuable contributions to their profiles.

The majority of practitioners use imaginative and appropriate ways to involve children in planning learning.

We monitor progress regularly and are developing improvements to how we evaluate progress across the curriculum to improve children's learning. We have worked in partnership with Health Visitors, Speech and Language Therapists and our Educational Psychologist to make improvements to our personal planning approaches. As a result, our learning environments are constructed to support children's independence and support learners to express themselves vocally and creatively.

We support families who are experiencing financial hardship and any additional barriers that they may face.

#### **Next Steps:**

Staff have identified through self-evaluation that recording high quality observations will continue as an area of development into session 2024/2025 so that we can embed and further extend our confidence and competence in ensuring that we capture progressive learning that enriches experiences for all in nursery.

'Champions' to support learner progress in our staff will continue to review and set aims to support developing progress in communication, early language, mathematics and health and wellbeing.

New planning documentation will be inside and outdoors play environments to collegiately capture evidence of learning through high quality observations. This will then inform our planning, tracking and monitoring to secure children's progress. OR New planning documentation will be developed across the setting to support the provision of high quality outdoor and indoor spaces, experiences and interactions. Approaches to observation and documentation of learning will support the staff team to collegiately capture children's learning, development and progress and use this information to inform future planning, as part of a cyclical process.

## Nursery Priorities 2023-2024



### Presence

- Learning, Teaching and Assessment: Leadership of Play and Learning through High Quality Interactions and enriched learning environments.

### Participation

- Securing Children's Progress: Personalised Support Planning.

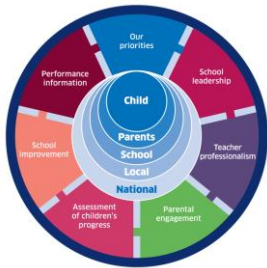
### Progress

- Planning Tracking and monitoring using new documentation of learning formats

Please visit [www.careinspectorate.com](http://www.careinspectorate.com) or <https://education.gov.scot/what-we-do/inspection-and-review/reports> for Care Inspectorate or HMIE Inspection Reports.

<https://parentzone.org.uk/>

### Further Information can be found at:



National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation  
[https://education.gov.scot/improvement/Documents/Frameworks\\_SelfEvaluation\\_FRWK2\\_NIHeditHGIOS/FRWK2\\_HGIOS4.pdf](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation_FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)

Tayside Plan C&FS  
[External Link](#)  
Tayside\_Plan 1a.pdf

Dundee Education Plan  
[https://www.dundee.gov.uk/sites/default/files/publications/annual\\_education\\_plan\\_2017-18.pdf](https://www.dundee.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf)